



SAN DIEGO STATE UNIVERSITY

SDSU Senate Agenda

Dec 1, 2020

[Online via Zoom](#)

2:00 to 4:30 pm

1. Call to Order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgement

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e’Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

2. Approval of Agenda (Preciado)

3. Officers Report

3.1. Referrals Chart (Butler-Byrd).....3

3.2. Senate Budget Update (Fuller)	
3.3. Senate Minutes Oct. 6th, 2020 (Preciado) LINK to Minutes	
4. Academic Affairs Report	
4.1. President (de la Torre)	
4.2. Provost's Report (Ochoa)	
4.3. Research and Innovation Update (Madanat)	
5. Senate Actions (Weston)	
5.1. Graduate Council (Gill, Balsdon) Time Certain 3:30pm	20
<i>a. Mirrored grad programs in Master's of Public Health - Epidemiology (2/3 vote)</i>	20
<i>b. Mirrored grad programs in Master's of Social Work (2/3 vote)</i>	27
5.2. Proposed Emergency Change to SPRING 2021 Academic Calendar (Joanna Brooks, Eyal Oren) Time Certain 3:15pm	35
5.3. Diversity, Equity and Inclusion Committee- Policy File Update- Department Diversity Councils (Gloria Rhodes)	44
5.4. Undergraduate Council: Writing Placement Assessment (WPA) waiver for Covid-19 impacted semesters (Joanna Brooks) [20/21_13]	45
5.5. Committee on Committees and Elections (David Marx)	46
5.6. Proposed SDSU Mission Statement (VP Luke Wood)	47
6. Committee Reports	
6.1. Academic Policy & Planning (Hopkins) [19/20_09]	48
6.2. Graduate Council (Gill) Time Certain 3:30pm	
<i>a. 2021-2022 Graduate Bulletin</i>	49
<i>b. 2021-2022 General Catalog and Graduate Bulletin</i>	58
6.3 University Relations and Development (Adrienne Vargas)	62
6.4 Zoom hold & Duo rollout (VP Sheehan) Time Certain 3:45pm	
7. Announcements (Weston)	
8. Adjourn.	

Date Received (M/Y)	From	ID	Title	Description	Referred to (use committee full name)
01/2019	Senate Officers	19/20_06	WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps.	Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Freedom of Expression
04/2019	Senate Officers	19/20_07	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Constitution and Bylaws
10/2019	Senate Officers	19/20_09	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	Academic Planning & Policy
11/2019	Senate Officers	19/20_11	Outstanding Teaching Assistant Award	Create an SDSU Award for Most Outstanding Teaching Assistant.	Graduate Council?
11/2019	Freedom of Expression Committee	19/20_12	Scholars at Risk Resolution	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk.	Academic Planning & Policy, University Resources & Policy, Faculty Affairs
03/2020	Senate Officers	19/20_13	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?	Constitution and Bylaws

02/2020	Senate Officers	19/20_14	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Constitution and Bylaws
02/2020	Senate Officers	19/20_15	Add seat(s) for non-represented staff	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Constitution and Bylaws
02/2020	Senate Officers	19/20_16	Ensuring Approval of Courses	ACTION: The Academic Policy and Planning Committee Committee moves that the Senate adopt the following in the University Policy File under University Policies / Academics as follows: Regular Approval of Courses Offered Every credit-bearing course offered through SDSU, including World Campus, shall be approved by the appropriate Chair or Director of the Department, School, or Program under which the course is listed in the catalog, and by the Dean of the College in which it is housed, every time the course is offered. Approval shall include instructor, length of term, and modality.	Academic Policy & Planning

04/2020	Senate Officers 19/20_25	19/20_25	UR&P Membership Additions	<p>Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal.</p> <p>Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.</p>	University Resources & Policy
04/2020	Chief Information Officer	19/20_27	Student Email Policy Change	Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction.	Instructional & Information Technology Committee

03/2020	Chris Werry	19/20_32	Senate Motion to Address Suspension of GWAR (Werry) ^[P] _[SEP]	<p>The Senate recommends authorization of the following due to COVID-19: To address the CO's March 12th directive issuing a temporary, limited suspension of in-person, timed assessments used to place students in upper- division writing classes, we ask that thesenate allow the suspension of SDSU's Writing Placement Assessment, or WPA, and follow the CO's directive to "satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year."</p>	
09/2019		19/20_34	Resolution Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students	<p>Clause 4, Bullet 1: Prioritize recruitment, hiring, and retention in the following areas: University Policies>Faculty>Section Tenure Track Planning>Probationary Faculty Appt of... AND Probationary Periodic Evaluation of... AND Reappt, Tenure and Promotion...(all 4) AND Retention and Development</p> <p>Clause 4: Bullet 2: Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria</p> <p>Clause 4, Bullet 3: Univeristy Policies: Staff Section</p>	Faculty Affairs

11/2019		19/20_35	SDSU Ethnic Studies Requirement	<p>1. With the goal of the 2020-21 academic year, and no later than the 2021-22 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.</p> <p>2. In order to minimize the impacts on current curricula and graduation requirements, this three-unit Ethnic Studies requirement can:</p> <p>a. Be fulfilled through a lower division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies), except lower division Ethnic Studies classes that also fulfill the Oral and Written Communications Requirements for General Education. Students can satisfy the Ethnic Studies requirement through Ethnic Studies classes that also satisfy the American Institutions or Area E requirement.</p> <p>OR</p> <p>b. Be fulfilled by taking an upper division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies). Upper Division classes taken for Ethnic Studies Requirement can also satisfy upper division GE Explorations in Social and</p>	Academic Policy & Planning
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			<p>Behavioral Sciences or Humanities if the class already meets this requirement.</p> <p>i. Classes from Africana Studies, American Indian Studies, Chicano/a Studies, and Asian American Studies (within the Center for Asian and Pacific Studies) that currently meet the GE Diversity Requirement will no longer do so and instead will count for the Ethnic Studies Requirement.</p> <p>3. Other specifics of the Ethnic Studies Requirement will be determined after seeking guidance from the Ethnic Studies departments (including the Center for Asian and Pacific Studies). Such guidance, to be received by December 31, 2019, shall include reflections on:</p> <p>a. The Ethnic Studies Task Force Report and other relevant updates and reports, as well as campus context, “What is to be included as Learning Outcomes specific to Ethnic Studies as derived from current best practices in the field of Ethnic Studies?”</p> <p>b. What best practices should be encouraged for SDSU to adopt in their course evaluation and approval processes for meeting the Ethnic Studies outcome requirements in order to maximize consistency and integrity of the requirement.</p> <p>c. Given learning outcomes, will all courses in Ethnic Studies (with the exception of those already excluded) be included as</p>	
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			<p>part of the requirement?</p> <p>4. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university, if the student has satisfied either of the following:</p> <ul style="list-style-type: none">a. The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency.b. The student has completed an Ethnic Studies course at a postsecondary educational institution accredited by a regional accrediting agency. <p>5. Beginning with the 2020-21 academic year, SDSU takes the steps to grow the appropriate administrative support for the expansion of Ethnic Studies to be able to adequately support the new undergraduate requirement, to include but not be limited to:</p> <ul style="list-style-type: none">a. Growing Asian American Studies, including a Filipino American Studies program at SDSU in collaboration with Asian American faculty, students, staff, and community and the Center for Asian and Pacific Studies.	
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3/2020 4/2020		19/20_36	SDSU University Senate Resolution: General Education Area B, D, and E Waiver for Engineering	SDSU University Senate Resolution: General Education Area B Waiver for Engineering University Policies>Academics>General Education> Waivers for Engineering 1. Engineering majors are exempt from completing a 3-unit course in the “Explorations in Social and Behavioral Sciences” area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3-unit course in the “Lifelong Learning and Self-Development” area (CSU GE Area E).	Undergraduate Curriculum Committee /General Education Subcommittee need to review
03/2020		19/20_37	SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus	Policy File>Policies/Facilities> Kumeyaay Nations Flag The San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.	Campus Development Committee
05/2020	Senate	19/20_39	Motion to Approve New Policy File Language for Membership on DEI	Add Kumyaay rep to DEI Committee	
05/2020	Expanded SEC	19/20_40	Request for change to Policy File to add lecturer(s) (and	Research and recommendations regarding adding lecture(s) (and staff) reps to the Expanded SEC.	Constitution and Bylaws

			staff?) on the Expanded SEC		
06/2020	Senate Chair Weston	20/21_1	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty and staff cannot "opt out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Freedom of Expression Committee, Academic Policy & Planning
07/2020	Senate Chair Weston	20/21_2	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Faculty Affairs

07/2020	Senate Chair Weston	20/21_3	Student Attendance Policy	<p><u>President de la Torre asked Wil Weston to look at the Student Attendance Policy to ensure it offers us protection in case of a Department of Education audit. Specifically, the university must be able to prove students receiving federal funds (e.g., Pell Grants) actually attended the university during the first two weeks of a semester, or the university risks having to pay back potentially large sums of money to the Department of Education.</u></p> <p><u>This happened at UC Davis while President de la Torre worked there, and they did end up having to pay the Department of Education a large sum.</u></p> <p><u>How does SDSU currently account for students attending each semester (e.g., census, ASIR data)?</u></p> <p><u>Does our current Student Attendance Policy combined with our data programs (e.g., census) provide enough data to protect us in case of such an audit?</u></p> <p><u>SDSU CAMPUS</u> <u>SDSU General Catalog AY 2019-20</u></p> <p><u>Center for Teaching & Learning (sample syllabus)</u> <u>https://ctl.sdsu.edu/build_your_course</u></p> <p><u>Department of Education Auditing</u> <u>https://www2.ed.gov/about/offices/list/oig/nonfed/singleaudits.html</u></p> <p><u>Other CSU Attendance Policies</u> <u>CSULB:</u> <u>https://www.csulb.edu/academic-senate/policy-statement-17-17-attendance-policy-supersedes-01-01</u></p>	Academic Policy & Planning
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			<p><u>CSUCI:</u> https://policy.csuci.edu/sp/1/sp-01-56.htm</p> <p><u>CSUN:</u> https://catalog.csun.edu/policies/attendance-class-attendance/ https://catalog.csun.edu/policies/keywords/attendance/</p> <p><u>CSUMB:</u> https://csumb.edu/cad/attendance-policy</p> <p><u>CSULA:</u> http://www.calstatela.edu/academicsenate/handbook/ch5</p> <p><u>CSUC:</u> https://catalog.csuchico.edu/viewer/12/ACAREGS.html#Attendance</p> <p><u>CSUS:</u> https://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Polices/Student/ClassAttendance.pdf</p> <p><u>SFSU:</u> http://bulletin.sfsu.edu/policies-procedures/</p> <p>Why don't college professors take attendance? http://www.uatrav.com/opinion/article_079e914c-2d73-11e4-b0b4-001a4bcf6878.html#:~:text=Taking%20attendance%20in%20college%20has,part%20of%20their%20final%20grade.&text=That%20tuition%20money%20is%20used%20to%20pay%20professors%20to%20each. https://www.chronicle.com/article/Why-I-Don-t-Take-Attendance/241428</p>	
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05/2020	Nola Butler Byrd	19/20_44	Creating a More Equitable and Welcoming Environment for Women Faculty of Color	Resolution developed by Women Faculty of Color regarding equity and social justice issues on campus re Fair Retention and Promotion Processes and Support.	Faculty Affairs
06/2020	Officers	20/21_4	Policy to Rescind Emeritus Status (requested title change from G. Shackelford: "Research the appropriateness of developing a policy for rescission of emeritus status.")	Research and develop policy and procedures to rescind Emeritus status. Amend Emeritus status policy to include a rescission clause	Academic Policy & Planning
07/2020	Officers	20/21_6	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Faculty Affairs;

07/2020	Officers	20/21_7	Shared Governance Strategies and Guiding Principles for Budget	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that UR&P research previous Senate responses to budget cuts and strategies used to support senate voice in budget decision-making in order to develop guiding principles and strategies for dealing with our current budget issues.	University Resources & Policy
08/2020	Officers/Provost	20/21_8	Update policy file to add University Senate-elected representatives to AVP searches	Administrative Searches for AVPs consider updating policy-file to formalize provost commitment to shared governance in having these searches with University Senate elected representatives similar to academic dean searches	Academic Policy & Planning
08/2020	Officers	20/21_9	DEI Membership & Voting Rights Update	Review and update committee membership and voting rights, then update policy file	Diversity Equity & Inclusion
08/2020	Officers	20/21_10	URP Membership & Voting Rights Update	Review and confirm committee membership & voting rights, then update policy file	URP
09/2020	Officers	20/21_11	Professors of Practice	Provost Ochoa announced in the 9/1/20 Senate meeting that Professors of Practice will be instituted in HHS. Policy and diversity implications from the senate perspective needed.	Faculty Affairs

09/2020	Officers	20/21_12	Bylaw changes due to reorganizations and other administrative changes	<p>Bylaw changes due to reorganizations: (1) Addition of the Dean of Graduate Affairs as voting ex-officio member; (2) removal of the Dean of Global Campus as voting ex-officio member (see same status as SDSU Imperial Valley dean below); (3) Addition of AVP for International Affairs takes place of recent elimination of AVP for Faculty Advancement; (4) Addition of AVP for Enrollment Management to replace the recent elimination of AVP Faculty Diversity; (5) Addition of Dean of SDSU Imperial Valley as non-voting ex-officio member; (6) Addition of Dean of Global Campus as non-voting ex-officio member; (7) Change to bylaws for the University Resources Planning Committee: Addition of ex-officio voting member--University Senate Treasurer. (8) DEI committee 2 membership additions: SDSU Tribal Liaison and Chair of the Hispanic Serving Institution Task Force. (9) AP&P and Staff Affairs collaborated to add a staff position to the AP&P committee. (10) UR&P requests the addition of an SDSU Imperial Valley administrator as a voting member.</p>	Constitution and Bylaws
09/2020	Undergraduate Council-AVP Joanna Brooks	20/21_13	Review COVID-related policies established in Spring 2020	Undergraduate Council reviewed COVID-related policies established in Spring 2020 so as to refer with recommendations to AP&P. Extend Pandemic Withdrawal Policy. The AP&P Committee moves that the Senate adopt the following extension of an emergency policy from last Spring 2020 in order to support	Academic Policy & Planning

				<p>students during this Fall 2020 semester and any future semester impacted by the pandemic. Suspension of WPA through the duration of the COVID-19 impacted Semesters - At its 10/9/20 meeting, the Undergraduate Council developed a recommendation to extend suspension of the campus WPA exam through the duration of COVID-impacted semesters and to continue to place students directly in “W&#39;&#39; courses as an alternative.</p>	
07/2020	Wil Weston	20/21_6	<p>Faculty Rights, Workloads and Well-Being During Coronavirus</p>	<p>Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.</p>	<p>Faculty Affairs & Library Senate Committee on exploring and improving access to library resources while researching remotely (ILL, Access to online databases and archives, and access to multi-user ebooks for student research.)</p>

07/2020	AP&P/SEC/ Jose Presciado	20/21_14	Congruent policy language regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning	Referral to CBL regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning. This referral was already approved by AP&P & Staff Affairs. Policy description needs to be made congruent with other relevant descriptions in the senate policy file. "One staff representative to AP&P shall be elected by the Staff Affairs Committee. The staff representative will have experience with campus academic policies." Relevant policy file language: "3.3 Committee on Academic Policy and Planning 3.31 Membership (14) 3.311* Ex officio: the Provost and Senior Vice President or designee, the Associate Vice President for Faculty Advancement and Student Success, and the Dean of Graduate Affairs. *Editorial change made August 20, 2020. 3.312 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; two students appointed in accordance with procedures established by the Associated Students."	Constitution and Bylaws
09/2020	DEI	20/21_15	Syllabus Action Item on Kumeyaay Land Acknowledgment	Syllabus Action Item on Kumeyaay Land Acknowledgment	

10/2020	Graduate Council	20/21_18	Renaming Graduate Affairs to the College of Graduate Studies	<p>Recommendation: Renaming Graduate Affairs to the College of Graduate Studies</p> <p>On October 8, 2020 the Graduate Council unanimously endorsed renaming Graduate Affairs the “College of Graduate Studies.”</p> <p>On October 27, 2020 CBL voted unanimously to approve the renaming.</p> <p>Rationale: There are many universities in the United States that use the name “College of Graduate Studies” for academic and/or administrative purposes. CBL could not think of a compelling reason why Graduate Affairs should not also use the name.</p>	Constitution & Bylaws
11/2020	Narelle MacKenzie	20/21_19	Academic Dishonesty During COVID-19 Online Teaching	<p>Faculty member, Student Grievance Committee (2020- 2023)</p> <p>Fowler College of Business San Diego State University NMacKenzie@sdsu.edu business.sdsu.edu</p>	CSRR Center for Student Rights & Responsibilities and

The College of Health & Human Services' School of Public Health requests approval to implement a self-support counterpart to an existing state-supported degree. A new instance of the Master of Public Health, Concentration in Epidemiology will be established and offered through SDSU Global Campus. The proposed advisor for this new offering is Dr. Eyal Oren. The program sponsor (coordinating logistical and hiring decisions with Global Campus) will be Dr. Jennifer Munday.

With expected labor market growth in this area above average at 12-15% growth over the next 10 years, this hybrid program is designed to meet the increasing demand for public health professionals. It will be an intensive, hybrid Master's program running year-round. The new instance will serve a student population that cannot participate in the existing program due to the modes of instruction, class times and/or total program length.

This self-support offering meets all degree requirements for the existing state-support program, and no substantive changes are needed to the Graduate Bulletin. Although there will be only one Graduate Bulletin entry for this Master's degree, the state-supported and self-supported instances will have different SIMS major codes. The new instance meets all requirements of Executive Order 1099 for self-support programs. Students in the state- and self-supported instances of this Master's degree will not register for courses from the alternative version. Registration exceptions will be very rare, and subject to approval by Graduate Studies.

This proposal has been approved by Drs. Oren and Munday, Dr. Hala Madanat (former Director of the School of Public Health), and HHS Dean Hooker. Graduate Council has reviewed and approved the academic components.

**Request to Implement a Self-Support Counterpart
of a Previously Approved State-Support Program
(Executive Order 1099, Article 11.1.2.3)**

We request approval to implement a self-support counterpart of a previously approved, state-support Master of Public Health, Concentration in Epidemiology which is an existing degree.

**Specification of the Program’s Qualifications to Operate on a
Self-Support Basis (Executive Order 1099, Article 5.1 and 5.2)**

The hybrid Master of Public Health, Concentration in Epidemiology, an intensive master’s program, would run year-round and satisfies Article 5.1 and Article 5.2, paragraphs a., b., and c.

Article 5.1

- a. Article 5.1.1 CSU operating funds are unavailable or inappropriate during Summer Sessions or Intersessions between college terms.
- b. Article 5.1.2 Students will be charged the full cost of instruction and any applicable campus-based fees for extended education programs.
- c. Article 5.1.3 Students will not be charged the nonresident tuition fee in addition to the extended education fees.

Article 5.2

- a. Article 5.2.a A large portion of the potential students are working adults.
- b. Article 5.2.b The program is not located on permanent, state-support campus facilities.
- c. Article 5.2.c The program curriculum is delivered online with a field placement component that will be in-person.

**Confirmation that the Existing State-Support Offering is not being
Supplanted (Executive Order 1099. Article 6.1)**

Article 6.1 Supplanting

- a. Article 6.1.1 Self-supporting special sessions will not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. The fully-online didactic courses for the

self-support program will be promoted to students who, because of work schedule, geographic location, or other reasons cannot attend primarily face-to-face instruction and therefore need hybrid instruction.

- b. Article 6.1.2 State-supported matriculated students will not be required to enroll in self-support courses in order to fulfill the graduation requirements of a state-supported degree program.

The self-support Master of Public Health, Concentration in Epidemiology is a cohort-based graduate program. For students admitted to the self-support program, the use of an hybrid modality facilitates program completion in two years and at a pace that meets the needs of working adults. All online lecture-based courses in the program use a standardized template and are modularized so that they can be completed successfully in eight weeks. The field internship courses that require a 15-week face to face commitment will be offered on the basis of 15-week terms instead of eight weeks. The majority of the coursework offered will be online, with the critical field placement portion face-to-face, resulting in this hybrid model.

All students must meet the general requirements for advancement to candidacy, satisfactorily pass a faculty evaluation of the progress that they are making in their graduate course of study, complete the core courses (Public Health 601, 602, 603, 604), have a grade point average of at least 3.0 and no grade less than a B– in each core course completed, and have completed at least 12 semester units of approved public health coursework. In addition, the student must be recommended for advancement to candidacy by the faculty of the School of Public Health.

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree the student must complete an officially approved course of study of not less than 51 units including: Public Health 601, 602, 603, 604, and 605, a minimum of 21 units of graduate courses in Epidemiology, complete a minimum of three and a maximum of 12 units of supervised field placement, and electives selected with the approval of the graduate adviser. In addition, Public Health 797, Research, Public Health 798, Special Study, or Public Health 799A, Thesis, must be included in the program as a capstone experience. The Epidemiology concentration requires three units of field placement for the Master of Public Health degree. Up to nine units of graduate credit may be accepted in transfer, with the approval of the graduate adviser. In special circumstances, the graduate adviser may approve one course not on the list of prescribed electives. The substitution must be approved prior to enrollment in the course.

Rationale for Program and New Support Mode

The purpose of this Master of Public Health, Concentration in Epidemiology program would be targeting a different audience; namely those with at least three years of work experience, who are currently working in the field, need a Master of Public Health, Concentration in Epidemiology to

advance in their careers, and are unable to attend our face to face programs. In addition, a letter of commitment from their employer will be requested to ensure the employer is committed to providing some flexibility for the student to participate in the program and maybe assist with the student's capstone. The program will be run by the School of Public Health, internships will be obtained either through the student's current employer or another site of the program director's recommendation, and will be taught by a mix of lecturers and tenure track faculty. Director Nick Macchione, representing our main partner agency, County of San Diego's Health and Human Services Agency, has indicated his support and believes many of his staff would be great candidates for the program.

Detailed Cost-Recovery Budget

Detailed five-year cost-recovery budget attached. The following are estimated student costs of the self-support program:

- Fees per unit - \$562
- Total cost to complete the program
 - 51 Units - \$28,662

Anticipated Enrollment and Demand

Anticipated enrollment from the first admission cycle of the self-support program is up to 30 students with an expected minimum enrollment of 22 students, based on a 14% attrition rate.

There were nearly 228,000 employed nationwide in careers requiring this degree and over 27,000 job listings nationally last year. Anticipated job growth over the next 10 years for related jobs requiring this degree is 12-15%, much higher than the baseline average of 7-8%, with data-driven occupations ranking higher than medical or clinical occupations in this market. Salaries average at \$60K which is higher than the national average of \$47K, in a range of \$45K to \$108K.

2019 research shows high search demand for hybrid master's of public health and/or epidemiology degrees, showing from 1000 to 18,100 monthly searches for associated keywords.

Marketing and promotion of the program will be handled by Global Campus and the College of Health and Human Services marketing staff.

Campus Commitment to Provide Adequate Faculty Resources

Faculty who teach state-supported courses in the Master of Public Health, Concentration in Epidemiology have been contacted regarding their willingness to participate in the design and delivery of hybrid equivalents to their current face-to-face courses in accord with the Quality Online Learning and Teaching (QOLT) instrument developed by the CSU. The level of faculty interest is very high. They are excited by the prospect of teaching working adults in a hybrid format. The School of Public Health has more than sufficient capacity to provide the necessary teaching on an overload basis. Because this is a regular degree program, it will be carefully examined by the Council on Education for Public Health (CEPH). The program will be accredited by implementation and remains so until the next scheduled accreditation review. When reviewed, it will be subject to the same accreditation criteria (i.e., faculty, curricula, student qualifications) as the on-campus programs.

There are no variances in curriculum between the existing approved face-to-face and the proposed hybrid program. However, electives will be selected by the department to be offered online as part of this program and may not include the entire list of electives offered in the face to face campus program.

Anticipated Impact on the Existing State-Supported Program

There is no anticipated impact on state-support regular course offerings because of the self-support program. The hybrid delivery modality, format, and target audience (working adults) differentiates this program from the state-side, face-to-face program.

Appendix A

Master of Public Health, Concentration in Epidemiology

Minimum of 51 units required

	Approved Face-To-Face Program	Hybrid Master's Program
Required Core Courses for the Major (15 units)	<ul style="list-style-type: none"> ● PH 601 Epidemiology (3) ● PH 602 Biostatistics (3) ● PH 603 Behavioral and Social Science in Public Health (3) ● PH 604 Environmental Determinants of Human Health (3) ● PH 605 Health Services Administration (3) 	<ul style="list-style-type: none"> ● PH 601 Epidemiology (3) ● PH 602 Biostatistics (3) ● PH 603 Behavioral and Social Science in Public Health (3) ● PH 604 Environmental Determinants of Human Health (3) ● PH 605 Health Services Administration (3)
Courses required for the Epidemiology concentration: (21 units required)	<ul style="list-style-type: none"> ● PH 620 SAS for Biostatistics I (3) ● PH 621 Epidemiology of Infectious Diseases (3) ● PH 622 Epidemiology of Chronic Diseases (3) ● PH 623 Epidemiological Methods (3) ● PH 627 Advanced Statistical Methods in Public Health (3) ● PH 629 SAS for Biostatistics II (3) ● PH 650R Field Practice: Required Community Practice (3) Cr/NC 	<ul style="list-style-type: none"> ● PH 620 SAS for Biostatistics I (3) ● PH 621 Epidemiology of Infectious Diseases (3) ● PH 622 Epidemiology of Chronic Diseases (3) ● PH 623 Epidemiological Methods (3) ● PH 627 Advanced Statistical Methods in Public Health (3) ● PH 629 SAS for Biostatistics II (3) ● PH 650R Field Practice: Required Community Practice (3) Cr/NC
Prescribed Electives (minimum of 6 units)	<ul style="list-style-type: none"> ● PH 625 Control of Infectious Diseases (3) ● PH 626 International Health Epidemiology Practicum (3) ● PH 628 Applications of Multivariate Statistics in Public Health (3) ● PH 649 Border and Global Public Health Surveillance (3) ● PH 700A Seminar in Public Health: Epidemiology (3) 	<p>(courses below will be offered in this hybrid program; additional electives may be added to this hybrid program at a later date)</p> <ul style="list-style-type: none"> ● PH 625 Control of Infectious Diseases (3) ● PH 649 Border and Global Public Health Surveillance (3) ● PH 700A Seminar in Public Health: Epidemiology (3)

	<ul style="list-style-type: none"> ● PH 724 Advanced Methods in Epidemiology (3) ● PH 725 Scientific Writing for Epidemiology (3) ● PH 726 HIV/AIDS Epidemiology (3) ● PH 728 Applied Data Analysis (3) ● PH 823 Case-Control Studies (3) ● PH 824 Cohort Studies (3) 	
Electives: (Up to 6 units)	Up to 6 units selected from the graduate bulletin with approval of concentration faculty from any face to face graduate level public health course.	Up to 6 units selected with approval of concentration faculty from any Global Campus online graduate level public health course.
Capstone or Thesis Experience (3 units)	<ul style="list-style-type: none"> ● PH 797 Research (3) ● PH 798 Special Study (3) Cr/NC ● PH 799A Thesis (3) Cr/NC 	<ul style="list-style-type: none"> ● PH 798 Special Study (3) Cr/NC ● PH 799A Thesis (3) Cr/NC

The College of Health & Human Services' School of Social Work requests approval to implement a self-support counterpart to an existing state-supported degree. A new instance of the Master of Social Work will be established and offered through SDSU Global Campus. The proposed advisor for this new offering is Dr. Jong-Won Min. The program sponsor (coordinating logistical and hiring decisions with Global Campus) will be Dr. Annie Keeney.

With expected labor market growth in this area above average at 16% growth over the next 10 years, this hybrid program is designed to meet the increasing demand for social work professionals. It will be an intensive, hybrid Master's program running year-round. The new instance will serve a student population that cannot participate in the existing program due to the modes of instruction, class times and/or total program length.

This self-support offering meets all degree requirements for the existing state-support program, and no substantive changes are needed to the Graduate Bulletin. Although there will be only one Graduate Bulletin entry for this Master's degree, the state-supported and self-supported instances will have different SIMS major codes. The new instance meets all requirements of Executive Order 1099 for self-support programs. Students in the state- and self-supported instances of this Master's degree will not register for courses from the alternative version. Registration exceptions will be very rare, and subject to approval by Graduate Studies.

This proposal has been approved by Drs. Jong-Won Min and Annie Keeney, and HHS Dean Hooker. Graduate Council has reviewed and approved the academic components.

**Request to Implement a Self-Support Counterpart
of a Previously Approved State-Support Program
(Executive Order 1099, Article 11.1.2.3)**

We request approval to implement a self-support counterpart of a previously approved, state-support Master of Social Work (MSW) degree, which is an existing major.

**Specification of the Program’s Qualifications to Operate on a Self-Support Basis
(Executive Order 1099, Article 5.1 and 5.2)**

The Master of Social Work is a hybrid, intensive master’s degree program that would run year-round and satisfies Article 5.1 and Article 5.2 paragraphs a., b., and c.

Article 5.1

- a. Article 5.1.1 CSU operating Funds are unavailable or inappropriate during Summer Sessions or Intersessions between college terms.
- b. Article 5.1.2 Students will be charged the full cost of instruction and any applicable campus-based fees for extended education programs.
- c. Article 5.1.3 Students will not be charged the nonresident tuition fee in addition to extended education fees.

Article 5.2

- a. Article 5.2.a A large portion of the potential students are working adults.
- b. Article 5.2.b The program is not located on permanent, state-supported campus facilities.
- c. Article 5.2.c The program curriculum is delivered online with a field placement component that will be in-person.

Confirmation that the Existing State-Support Offering is not being Supplanted (Executive Order 1099, Article 6.1)

Article 6.1 Supplanting

- a. Article 6.1.1** Self-supporting special sessions will not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. The fully-online didactic courses for the self-support program will be promoted to students who, because of work schedule, geographic location, or other reasons cannot attend primarily face-to-face instruction and therefore need hybrid instruction.
- b. Article 6.1.2** State-supported matriculated students will not be required to enroll in self-support courses in order to fulfill the graduation requirements of a state-supported degree program.

The self-support MSW is a cohort-based graduate program. For students admitted to the self-support program, the use of a hybrid modality facilitates program completion in as few as 2 years and at a pace that meets the needs of working adults. All online lecture-based courses in the program use a standardized template and are modularized so that they can be completed successfully in eight weeks. The field internship courses that require a 15-week face to face commitment will be offered on the basis of 15-week terms instead of eight weeks. The majority of the coursework offered will be online, with the critical field placement portion face-to-face, resulting in this hybrid model.

The hybrid MSW program will focus on the Direct Practice focus area. In the Direct Practice focus area, focus is on interpersonal relationships and social functioning with emphasis on appropriate intervention methods used primarily with individuals, families, and groups. Emphasis is placed on a problem-solving framework that utilizes assessment/diagnosis, intervention/treatment and evaluative skills.

In addition to the methods focus of the program of study, the curriculum provides students the opportunity to develop knowledge and skills in a specialized field of service while meeting their advanced human behavior, advanced social policy, advanced field practicum, and elective requirements. Students, with guidance from the graduate adviser and a faculty member serving as a professional mentor, select coursework that address their specific educational and career goals. Based on the current strengths of the school's faculty, students can use their coursework and their field practicum to develop specialized knowledge in the areas of child welfare, family services, mental health, aging, substance abuse, and health. In addition, students may use thesis research to extend their knowledge in one of these areas.

The program would qualify students to apply for the Licensed Clinical Social Worker (LCSW) certification process by the Board of Behavioral Science Examiners of the State of California. This degree must be completed within seven consecutive calendar years after initial registration.

Rationale for Program and New Support Mode

This program is designed to meet the needs of students who want a hybrid degree option. This group includes working adults whose work hours preclude attendance of primarily face-to-face classes on campus, working adults who would prefer to attend a hybrid program, and other interested students who prefer to study in a hybrid modality.

Initial interest in this program was expressed by social work undergraduate alumni and human/social service professionals in the community who were extremely positive about having a hybrid Social Work graduate degree program to enhance their knowledge and skills, and in turn, improve the quality of service delivery to clients and populations in need. Because an MSW degree is so popular among the target student groups that will be served by this program, even community agencies with entry-level social workers are particularly supportive of this opportunity for their employees, and other working adults to get this degree. This program has been presented to the School of Social Work faculty who expressed strong support for this program.

The purpose of this MSW program would be targeting a different audience; namely those with at least one year of work experience, who are currently working in the field, need an MSW to advance in their careers, and are unable to attend our solely face-to-face programs. The program will be run by the School of Social Work.

Detailed Cost-Recovery Budget

Detailed five-year cost-recovery budget attached. The following are estimated student costs of the self-support program:

- Fees per unit - \$799
- Total cost to complete the program
– 60 units – \$47,940

Anticipated Enrollment and Demand

Anticipated enrollment from the first admission cycle of the self-support program is up to 30 students with an expected minimum enrollment of 22 students, based on a 14% attrition rate.

There were over 4.2 million people employed nationwide in careers requiring this degree and over 176,000 job listings nationally last year, a strong market for new graduates to find employment in this high demand and high growth career field. Anticipated job growth over the next 10 years for related jobs requiring this degree is 16%, much higher than the baseline

average of 7-8%. Salaries average at \$52K which is higher than the national average of \$47K, in a range of \$34K to \$79K.

2019 research shows high search demand for online master's of social work degrees, showing from 1,000 to 12,100 monthly searches for associated keywords.

Marketing and promotion of the program will be handled by Global Campus and the College of Health and Human Services marketing staff.

Campus Commitment to Provide Adequate Faculty Resources

Faculty who teach state-supported courses in the School of Social Work have been contacted regarding their willingness to participate in the design and delivery of hybrid equivalents to their current face-to-face courses in accord with the Quality Online Learning and Teaching (QOLT) instrument developed by the CSU. The level of faculty interest is very high. They have demonstrated their commitment to teaching working adults in a hybrid format. The academic department is excited about supporting this program by ensuring all instruction is staffed with qualified faculty. Because this is a regular degree program, it will be carefully examined by the Council on Social Work Education (CSWE).

There are no variances in curriculum between the existing approved face-to-face and the proposed hybrid programs. However, some electives which are solely face-to-face will not be available in the hybrid format for this degree (see Appendix A).

Anticipated Impact on the Existing State-Supported Program

There is no anticipated impact on state-support regular course offerings because of the self-support program. The hybrid delivery modality, format, accelerated scheduling and target audience (working adults) differentiates this program from the state-side face-to-face program.

Appendix A

Standard 60 Unit Master of Social Work Program in the Direct Practice Social Work Methods Focus Area

	Approved Face-To-Face Program	Hybrid Program
<i>generalist/ foundation bridge courses</i> (28 units)	<p>SWORK 601 Seminar in Social Welfare Policy and Services (3)</p> <p>SWORK 619 Human Behavior in the Social Environment (3)</p> <p>SWORK 620A Seminar in Human Behavior and Social Environment (3)</p> <p>SWORK 630 Social Work Practice: A Generalist Perspective (3)</p> <p>SWORK 631 Social Work Practice: Individuals, Families, and Groups (3)</p> <p>SWORK 632 Social Work and Gerontology: Organizations and Communities (3)</p> <p>SWORK 650 Field Practicum (3-8)</p> <p>SWORK 690/GERO 690 Seminar in Research Methods for Social Work and Gerontology (3)</p>	<p>SWORK 601 Seminar in Social Welfare Policy and Services (3)</p> <p>SWORK 619 Human Behavior in the Social Environment (3)</p> <p>SWORK 620A Seminar in Human Behavior and Social Environment (3)</p> <p>SWORK 630 Social Work Practice: A Generalist Perspective (3)</p> <p>SWORK 631 Social Work Practice: Individuals, Families, and Groups (3)</p> <p>SWORK 632 Social Work and Gerontology: Organizations and Communities (3)</p> <p>SWORK 650 Field Practicum (7)</p> <p>SWORK 690 Seminar in Research Methods for Social Work and Gerontology (3)</p>
<i>computer applications for social work</i> (3 units)	SWORK 610 Computer Application in Practice for Social Work and Gerontology (3)	SWORK 610 Computer Application in Practice for Social Work and Gerontology (3)
<i>29 units of advanced study, to include:</i>		
<i>advanced social policy</i> (3 units)	SWORK 702 Seminar in Selected Social Welfare Policy and Services (3)	SWORK 702 Seminar in Selected Social Welfare Policy and Services (3)
<i>advanced human behavior</i> (0-3 units)	SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment (3)	SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment (3)
<i>advanced research methods</i> (3 units)	SWORK 791 Applied Social Work Practice Research Seminar (3) or	SWORK 791 Applied Social Work Practice Research Seminar (3) or

	SWORK 797 Research (3)	SWORK 797 Research (3)
<i>social work electives</i> (6-9 units)	SWORK 758 Seminar in Social Work and Selected Fields of Practice (3) SWORK 780 Seminar in Social Work and Selected Populations-at-Risk (3) SWORK 781 Seminar on Selected Populations-at-Risk (3) SWORK 798 Special Study (1-3) SWORK 799A Thesis (3)	Students will select from the following: * SWORK 758 Seminar in Social Work and Selected Fields of Practice (3) OR SWORK 780 Seminar in Social Work and Selected Populations-at-Risk (3) OR SWORK 799A Thesis (3) *Course offerings where there is an “or” option will be determined by the department chair and Global Campus each semester.
<i>Direct Practice focus area</i> (14 units)	SWORK 739 Advanced Seminar in Social Work Practice with Families (3) SWORK 744 Advanced Seminar in Selected Topics in Direct Practice Social Work (3) SWORK 750 Advanced Field Practicum: Direct Practice Social Work (4) (Taken twice)	SWORK 739 Advanced Seminar in Social Work Practice with Families (3) SWORK 744 Advanced Seminar in Selected Topics in Direct Practice Social Work (3) SWORK 750 Advanced Field Practicum: Direct Practice Social Work (4) (Taken twice)

In addition to the above courses, students must complete either a Thesis (Plan A) or a comprehensive examination (Plan B). Students completing Plan A may count Social Work 799A as three units of elective.

At least 30 units of the program must be completed in residence at San Diego State University. A maximum of six units is transferable from another accredited graduate program in social work.

Six units of elective credit may be taken from other schools or departments within the university with the consent of the graduate adviser. See student handbook for specific elective policies. To receive the degree, students must earn a 3.0 (B) grade point average in academic courses and demonstrate professional competence for required practicum (Cr for all semesters).

The National Association of Social Workers (NASW) Code of Ethics represents the professional standards of the MSW program. The NASW Code of Ethics is available in the student handbook. All students are expected to know and adhere to its principles of professional conduct. Students

who knowingly or unknowingly violate any part of the ethical code may be dismissed from the program without further qualification regardless of coursework, research, or other academic achievement.

<u>Date</u>	<u>Holiday/Activity</u>
Mon, January 18, 2021	Martin Luther King, Jr. Day (Campus closed)
Tuesday, January 19, 2021	First day of spring semester
Wednesday, January 20, 2021	First Day of Classes
Friday, February 12, 2021	Rest and recovery (R&R) day*
Monday, March 8, 2021	Rest and recovery (R&R) day
Tuesday, March 30, 2021	Rest and recovery (R&R) day
Wednesday, March 31, 2021	Cesar Chavez Day (Campus closed)
Thursday, April 15, 2021	Rest and recovery (R&R) day
Thursday, May 6, 2021	Last day of classes
Fri, May 7 -Thurs, May 13, 2021	Final Examinations
Thurs, May 13, 2021	Commencement--SDSU IV
Fri, May 14 – Sun, May 16, 2021	Commencement – San Diego Campus
Fri, May 21, 2021	Last day of spring semester, grades due from instructors (11 pm Deadline)

*Rest and recovery day: No instruction, no assignments, no deadlines or due dates, no examinations, no office hours, no meetings or committee obligations.

AVPFASS--11/17/20



County of San Diego

NICK MACCHIONE, FACHE
AGENCY DIRECTOR

HEALTH AND HUMAN SERVICES AGENCY
PUBLIC HEALTH SERVICES
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SAN DIEGO, CA 92110-3134
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WILMA J. WOOTEN, M.D., M.P.H.
PUBLIC HEALTH OFFICER

November 25, 2020

TO: Wil Weston, University Senate Chair
San Diego State University
5500 Campanile Dr., San Diego, CA 92182

FROM: Wilma J. Wooten, M.D., M.P.H.,
Public Health Officer & Director, Public Health Services

RE: CONCURRENCE WITH SPRING BREAK PROPOSAL

Dear University Senate Chair Wil Weston,

I am writing in my capacity as the Public Health Officer for San Diego County. In light of increasing COVID-19 cases across San Diego County, the state, and the country, I am in support of the alternate Spring Break proposal to allow for short mini-breaks distributed throughout the semester instead of a single 9-day break.

Allowing a 9-day class gap would put San Diego State University (SDSU) and neighboring communities at risk of further surges in cases. Avoiding the 9-day class gap is a proactive approach to protect our communities from preventable outbreaks. The extended, traditional break encourages travel for students, increasing their risk of exposure when flying or driving across states, and putting their families, and SDSU community upon arrival, at higher risk of contracting the virus.

The COVID-19 pandemic has brought additional stress to students, staff, and faculty. There are critical and valid concerns over the negative impact that foregoing spring break can have on the SDSU community's mental health. Nonetheless, the strenuous effects of the pandemic on the community will exacerbate if a new outbreak reaches SDSU. On-campus staff will have to prepare for additional surveillance of students in quarantine, initial and confirmatory testing, increased sanitation and safety concerns, and prolonged restrictions on activities that students, staff and faculty would regularly engage in to cope with the pandemic, adding strain to their mental health.

Consequently, I support your proposal that instead of the traditional 9-day spring break, the school moves to spreading the allotted vacation days throughout the semester. Distributing vacation days will

CONCURRENCE LETTER

November 25, 2020

Page 2

allow the SDSU community to instead have multiple short breaks that will support their recovery and avoid burnout. With this in mind, it will be critical for the school to also be proactive about supporting students, staff and faculty members' mental health.

As the University has done since the start of this pandemic, I trust that the SDSU community will listen to the concerns brought forward, and to faculty and other experts across the community as you take into consideration the proposed spring break alternative.

Respectfully,


WILMA J. WOOTEN, M.D., M.P.H.
Public Health Officer & Director,
Public Health Services

Cc: Hala Madanat, Ph.D. Interim Vice President of Research and Innovation, San Diego State University
Helen Robbins-Meyer, Chief Administrative Officer, County of San Diego
Nick Macchione, Agency Director, County of San Diego, Health and Human Services Agency

November 17, 2020

Dear Colleagues of the University Senate,

We are writing to express support for an alternative proposal to temporarily suspend the traditional 9-day spring break for Spring 2021, and to instead distribute those vacation days across the spring term. It is our firm belief that having a traditional 9-day Spring Break is irresponsible and puts our students, faculty, staff, and our local community at unnecessary risk. This risk is especially concerning since it is preventable. Across the nation, colleges and universities are making similar changes to adjust their Spring schedules; and SDSU should lead the way for our region.

Leaving a 9-day void in the middle of a semester would make us complicit in the impacts of COVID-19 transmission resulting from behaviors encouraged by such an extended break mid-term. This would be true both for our on-campus and off-campus populations. Current research suggests that even the initial outbreak impacting SDSU students was not because of strains circulating in the community but rather was caused by those brought from outside of San Diego. Travel, indoor gatherings (near and far), and close-quarters outside gatherings all invite viral transmission. The impact is not limited to those in face-to-face classes, but extends to the nearly 28,000 SDSU students who are virtual-only at this time, and who live in our San Diego and local communities. Research has also established that the strain that was brought into SDSU in August, was later transmitted outside of SDSU and infected people in greater San Diego. A prolonged break from instructional obligations—even virtual instruction—encourages travel and other behaviors which increase the risk of transmission and infection into our community. To the extent that this is mitigatable within our academic calendar, we have an obligation to do so.

Equally important, we share the concerns around the impact of any decision on the mental health of our community. Included in this concern is our staff, who have also been working diligently to support daily testing, residential housing and education, student conduct and student judicial investigations and education, and many other areas which would be impacted by a surge in cases or high-risk behaviors during spring break. An outbreak triggered by a traditional spring break will have a significant impact on our already taxed staff, who will have to manage all aspects of testing, quarantine, health and safety, cleaning and sanitation, and many other essential activities required to protect health and safety. Further, it is financially irresponsible to proceed with a traditional break given the public health implications given the high financial cost of each of these activities if we experience an outbreak, given the already highly stressed budgetary environment.

We want to emphasize that the impact of an outbreak in our community is not limited to our on-campus student population. Regardless of our spring calendar, the university is committed to maintaining the resources to support the requirement that all in-person and residential students are regularly tested. But the majority of our student population is fully virtual, and living in our broader community. We cannot require testing for this population, but we are no less obligated to make decisions which will support their health and safety. Models have shown that if the

United States continues to relax social distancing restrictions and mask-wearing requirements, as many as 500,000 more Americans could die of COVID-19 between now and the end of February. Among college students, while emphasis has been placed across universities on avoiding close contact, closed spaces and crowds, repeated experience in the Fall has shown that reopening and/or significant time without formal programming has resulted in outbreaks around and on campuses. Studies have shown that thousands of college students who visited popular spring break destinations this past year may have become infected with COVID-19, which they subsequently brought back to their campuses and local communities. A single college break spring trip likely led to transmission of SARS-CoV-2 to 64 cases.

In summary, we support an alternative proposal that reduces the traditional spring break and distributes the week of vacation days across the semester, to create smaller, regular breaks for our community to recover and replenish. Such an approach is also supported by scholarly literature in psychology and mental wellbeing—multiple smaller breaks are shown to have a significantly greater positive effect than a single large break. Further, we propose the university launch a mental health and mental wellbeing campaign, paired with increased spring programming, for all students for the Spring semester. While not the focus, we also encourage and ask that the University schedule increased programming and messaging for faculty and staff around mental wellbeing as well.

Further, we believe this updated proposal will also help to address many of the downstream concerns, such as those around graduate/professional licensure, that were raised at the Tuesday, November 10th Senate meeting.

We hope the University Senate will be attentive to our concerns as experts and as faculty, and strongly consider an updated proposal.

Respectfully,

Eyal Oren, PhD, MS
Interim Director, School of Public Health

Jerel P. Calzo, PhD, MPH
Associate Professor, School of Public Health

Noe Crespo, PhD, MPH
Associate Professor, School of Public Health

Kristen Emory, PhD
Lecturer, School of Public Health

Humberto Parada, PhD, MPH
Assistant Professor, School of Public Health

Penelope J.E. Quintana, PhD, MPH
Professor, School of Public Health

Emily A. Schmied, PhD, MPH
Assistant Professor, School of Public Health

Erik D. Storholm, PhD
Assistant Professor, School of Public Health

Kari Sant, PhD, MPH
Assistant Professor, School of Public Health

Tianying Wu, PhD,
Associate Professor, School of Public Health

Eunha Hoh, PhD
Professor, School of Public Health

Brad Hubbard, PhD candidate
JDP Coordinator, School of Public Health

Lourdes S. Martinez, PhD
Associate Professor, School of Communication

Corinne McDaniels-Davidson, PhD, MPH
Director, SDSU Institute for Public Health

Zohir Chowdhury, PhD
Associate Professor, School of Public Health

Adrienne Suazo, MPH
Pre-Doctoral Student, JDP

Faramarz Valafar, PhD
Professor, School of Public Health
Director, Biomedical Informatics Research Center

Sara McElroy, MS
PhD Candidate, School of Public Health

Karen L Ferran, PhD, MSPH
Lecturer, School of Public Health

Janet Wolf, MPH

Lecturer, School of Public Health

Melody K Schiaffino, PhD, MPH
Assistant Professor, School of Public Health

Gabriel Carrasco-Escobar, MS
PhD Student, School of Public Health

Julie Cakici, RN
PhD Student, School of Public Health

Erin Delker, MPH
PhD Candidate, School of Public Health

Caroline A. Thompson, PhD, MPH
Associate Professor, School of Public Health

Elva M. Arredondo, Ph.D.
Professor, School of Public Health

Nora Satybaldiyeva, MPH
PhD Student, School of Public Health

Matthew T. Mahar, Ed.D.
Director, School of Exercise and Nutritional Sciences

Lauren Brown, PhD, MPH
Assistant Professor, School of Public Health

Leticia Cazares, MPH
Lecturer, School of Public Health

Tracy Love, Ph.D.
Director and Professor, School of Speech, Language, and Hearing Sciences

Amanda C. McClain, PhD, MS
Assistant Professor, School of Exercise and Nutritional Sciences

Alma I. Behar, MPH
PhD Student, School of Public Health

Sara P. Gombatto, PhD, PT
Associate Professor, Doctor of Physical Therapy Program, School of Exercise and Nutritional Sciences

Melissa Moyer, MA
Assistant Director, Adaptive Fitness Clinic, School of Exercise and Nutritional Sciences

Scott T. Kelley, PhD
Professor, Biology

Susan Levy, PhD
Professor, School of Exercise & Nutritional Sciences

Larry S. Verity, PhD
Professor [FERP], School of Exercise & Nutritional Sciences

Shawn O'Connor, PhD
Assistant Professor, School of Exercise and Nutritional Sciences

Philip A. Greiner, DNSc, RN
Professor and Director, School of Nursing

Carleen H. Stoskopf, ScD, MS
Professor, School of Public Health

John L. Mokili, MSc, PhD
IST-III, Virologist, Biology

Sarah Barstad
MPH Student, School of Public Health

Dear Colleagues of the University Senate,

We, the San Diego State University School of Public Health Student Council, agree that it is necessary to suspend the traditional spring break this year. With the COVID-19 pandemic changing on a daily basis, it is imperative that the school takes action to protect the students, staff, faculty, and the general public. As student leaders in public health, we believe that a traditional week-long break could be detrimental to the health of our campus community. Research has shown that the initial outbreak at SDSU was caused by multiple strains brought in from outside the San Diego area. We also understand that another outbreak would place immense stress on the community, mentally and financially.

We, as students, understand the importance of mental health and its fragility. With this in mind, we still believe that an alternative spring break option is the safest path for us during the COVID-19 pandemic. Policy makers across the United States are promoting policies based on current mental health research. This research has shown that providing students with intermittent breaks is essential for reducing stress and maintaining mental health. Additionally, a traditional spring break is likely to cause a substantial increase in COVID-19 cases, resulting in a rise in stress and anxiety after the break ends. Therefore, we believe that an alternative spring break will help prevent this increase in anxiety while also slowing the spread of COVID-19.

We, the School of Public Health Student Council, fully support the proposed alternative spring break. We know that it is in the best interest of the entire SDSU community - students, staff, faculty, and families.

Respectfully,
Meghan Johnson
MPH & MA Student, President of the School of Public Health Student Council

Tamren Johnk
MPH Student, Vice President of the School of Public Health Student Council

TO: Senate Executive/Senate
FROM: Committee on Diversity, Equity and Inclusion
DATE: November 17, 2020
RE: Action Items: Proposed Policy File Change
Establish Unit-Level Diversity Councils

5.3

Section: Nondiscrimination and Equal Opportunity

Current:

7.0 Diversity Liaisons

7.1 The administrative heads of each college, SDSU Imperial Valley, the Library, Global Campus, Business and Financial Affairs, Student Affairs and Campus Diversity, Information Technology, Research Affairs, and University Advancement in consultation with the Director of the Office of Employee Relations and Compliance shall recommend two Diversity Liaisons to the Chief Diversity Officer. Nominees for these positions shall be from among tenured faculty and permanent staff.

7.2 The Diversity Liaisons

- a) shall serve as liaison between the Chief Diversity Officer and the unit diversity councils as well as other members of the units,
- b) shall offer informal advice and counseling to their peers regarding diversity and discrimination,
- c) shall direct concerned students and employees to the Office of Employee Relations and Compliance, to the Chief Diversity Officer, or to the Center for Student Rights and Responsibility, and
- d) shall report to the Chief Diversity Officer on existing and new diversity initiatives within their respective units.

7.3 The Chief Diversity Officer, in consultation with the Office of Employee Relations and Compliance shall hold regular meetings of the Diversity Liaisons to respond to their concerns, to discuss diversity initiatives, and to inform them of recent developments in policy and law.

Add:

8.0 Diversity Councils

8.1 To ensure effective shared governance, transparency and broad sharing of relevant information from all voices regarding diversity, inclusion and equity, each college, SDSU Imperial Valley, the Library, Global Campus, Business and Financial Affairs, Student Affairs and Campus Diversity, Information Technology, Research Affairs, and University Advancement shall establish a standing Diversity Council.

8.2 The Diversity Councils

- a) shall review, advise, and provide feedback to the unit's leadership regarding matters related to students, staff and faculty diversity, equity, and inclusion;
- b) shall provide guidance and support for the development, implementation and on-going assessment of unit diversity plans;
- c) may be involved in coordinating DEI initiatives within and across units and contributing to campus DEI initiatives.

8.3 Each unit shall establish a process for ensuring that the composition of the Diversity Council includes broad representation of the unit's employees and, as appropriate, students.

Date: 6 November 2020 5.4
To: SEC / Senate
From: Undergraduate Council (Joanna Brooks)
Subject: Action: Writing Placement Assessment (WPA) waiver for Covid-19 impacted semesters

Rationale: In Spring 2020, the Senate voted to relieve students of the requirement to take the Writing Proficiency Exam to guide their fulfillment of the GVAR, out of concern for the public health ramifications of testing center use. Since that time, the testing center has evolved capacity to provide examinations on-line, and after careful collaborative consideration of the best way to support students in meeting the GVAR, the Undergraduate Council now provides this item for review and approval by the SEC.

Beginning spring 2021 semester, for the duration of COVID-impacted semesters, SDSU will suspend the required WPA. To satisfy the GVAR students will

1. enroll directly in one of the approved UD GVAR courses and earn C or better to satisfy the GVAR
OR
2. attempt the WPA exam and follow the placement requirements by enrolling in any required course (or courses). (For information on requirements and placements, see <https://wpa.sdsu.edu>)

TO: Senate
FROM: David Marx, Chair, Committee on Committees and Elections
DATE: December 1, 2020
RE: Action Item

5.5

Action Item 1: The Committee on Committees and Elections moves to appoint the following 2 faculty members as representatives to the committees noted below. All terms are for 3 years unless otherwise noted.

Faculty Representation:

1. Donna Ross (EDU) – **Intercollegiate Athletic Council** - faculty presidential appointee renewed May 2023
 2. Magdalena Altamarino (IVC) – **Library Committee** - new term May 2023
-

Action Item 2 (informational): Below are the names of senators who are not currently represented on a committee.

A&L

Farid Abdel-Nour
Angelo Corlett
Mathias Schulze

Lecturers

Ajani Brown, Africana Studies, CAL
James Brown, Art and Design, PSFA

PROPOSED MISSION STATEMENT

San Diego State University transforms lives and transcends borders through education, research, and enriching experiences. Our community strives to create a more equitable, compassionate, and prosperous world.

Description: This mission statement was unanimously approved for submission to the University Senate by the Strategic Planning Committee. Initial drafts of this statement were produced by the Mission and Documents subcommittee and modified during a months-long iterative process with the Executive Committee. The themes embodied within this draft are informed by extensive community engagement with over 4,000 students, faculty, staff, administrators, and alumni. In addition, the statement was also informed by the experiential knowledge of committee representatives and collective sense making. Overall, the themes were distilled by the committees to address both the core mission (e.g., research, teaching and learning, enriching experiences) and emergent values (e.g., equity, compassion, prosperity) within the University. The phrase “transcends borders” alludes to both our positionality as a border institution and our commitment to overcoming boundaries that can allow for us to become a more just institution and society.

Date: 11 November 2020 6.1
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee (AP&P)
Subject: Information: AP&P meeting, Oct. 2020

AP&P met on Tuesday 27 October 2020. The committee is working to address the referral from Senate officers that asks AP&P to provide the Senate with a report on enrollment, retention, and graduation data now that the ERG Report is no longer being produced. The committee needs to establish a new internal procedure for evaluating data and sharing that evaluation. As a way of testing a new approach, at AP&P's next meeting, the Provost will share ERG data that is already being shared with chairs and directors.

AVP Brooks provided an update about the COVID-related policies the committee considered at our last meeting. The Chancellor's Office (CO) has not approved [as of 27 Oct. 2020] a system-wide policy/exception pertaining to the number of withdrawals allowed over a career (EO 1037). [Since AP&P's last meeting, CO has distributed a memo on the subject; AP&P chair was consulted during the development of a policy for Fall 2020, since introduced at Senate by AS President and approved.]

Subcommittee presentation on the status of our draft recommendation memo for more uniform RTP experience across colleges. Brief explanation of last year's process for new members. Discussion, feedback, and planning next steps for revision and further consultation.

Provost and AVP Brooks presented a proposal to start Spring 2021 semester a week later and eliminate spring break. This would be a one-time waiver/emergency exception to policy to permit Provost's Office to alter the calendar with the Senate's approval due to the serious public health crisis. Discussion. AP&P offered its informal support for this proposal.

AP&P was joined by AVP Stefan Hyman who shared two proposals with the committee. 1. Term credit limits. Recommendations: university-wide policy (rather than college by college) that allows students to register for up to 21 credits one week before semester begins; would require academic department approval for more than 21. Adopt for F2021. AP&P offered its informal support for this proposal. 2. Title IV compliance. Two possible solutions: Canvas analytics (though not all faculty use Canvas) or Qwickly Attendance (easier process, but not free; could be automated via ITS). Potential solutions: manual, partially automatic, fully automated. AP&P offered its informal support for this proposal, recommending continued consultative process.

To: Senate Executive Committee/Senate

6.2 (a)

From: Graduate Council

Date: November 5, 2020

Re: 2021-2022 *Graduate Bulletin*

INFORMATION (8I-11-20)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Change in program.

Administration, Rehabilitation and Postsecondary Education
Master of Science Degree in Rehabilitation Counseling
Concentration in Clinical Rehabilitation and Clinical Mental Health Counseling
(Major Code: 12221) (SIMS Code: 331011)

To complete the Master of Science degree in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 60 units to include:

1. *(no change)*
2. *(no change)*
3. Additional licensed professional clinical counselor requirements (9 units):
 - *CSP 650 Trauma and Crisis Counseling in Multicultural Community Context.....3
(3 units required)
 - *CSP 687 Family and Systemic Treatment of Substance Abuse...3
(3 units required)
 - CSP 694 Psychopharmacology for Marriage and Family Therapists and Counseling...3
(3 units required)
 - Remainder of description *(no change)*

Change(s): Program units changed from 63 to 60. Additional licensed professional clinical counselor requirements reduced from 12 to nine. CSP 618 removed from program.

ANTHROPOLOGY

1. Change to description and title.

Anthropology

SEM SOCIOCULTURAL ANTHROP

ANTH 603. Seminar in Sociocultural Anthropology (3)

Prerequisite: Classified graduate standing.

Current debates, evolution, and history pertaining to the methodologies, practices, scope, and theories of sociocultural anthropology.

Change(s): Description updated from *History and theory in ethnology stressing the significant literature on such topics as cross-cultural comparison, structural-functional analysis and description, personality and culture, and sociocultural change* to what is presented above. Title updated from *Seminar in Ethnology* to what is presented above.

ASTRONOMY

1. Deactivation of course.

Astronomy

ASTR 660. Galaxies and Cosmology (3)

Prerequisite: Astronomy 450.

Morphology, photometric, and spectroscopic properties, dynamics, and evolution of normal galaxies. Current interpretations of peculiar galaxies and QSO's. The extragalactic distance scale. Observational cosmology.

2. Change in program.

Astronomy

Specific Requirements for the Master of Science Degree

(Major Code: 19111) (SIMS Code: 770501)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student must also meet the following departmental requirements in a 30-unit program. At least one half of the program units must be numbered 600 or above.

1. Complete the 12-unit core course curriculum (Astronomy 630, 650, 670, 680).

Remainder of description (*no change*)

Change(s): *At least one half of the program units must be numbered 600 or above* added to paragraph 1. ASTR 660 replaced with 670 in core curriculum.

BUSINESS ADMINISTRATION

1. New course.

Business Administration

FINANCL REPORTNG & ANALYS (C-2)

B A 640. Financial Reporting and Analysis (2)

Prerequisite: Classified graduate standing.

Financial accounting in profit-directed organizations. Concepts, frameworks, terminology, and tools used to understand and analyze the financial consequences of business activities. (Formerly numbered Business Administration 625.)

2. New course.

Business Administration

BUSINSS ETHCS & CORP RESP (C-2)

B A 641. Business Ethics and Corporate Responsibility (1)

Prerequisite: Classified graduate standing.

Decision-making strategies; principles, rules, and values that ground ethical behavior in the world of business.

3. New course.

Business Administration

STATISTICAL ANALYSIS (C-2)

B A 642. Statistical Analysis (2)

Prerequisite: Classified graduate standing.

Applications of statistics for problem solving and managerial decision-making. (Formerly numbered Business Administration 623.)

4. New course.

Business Administration

MANAGERIAL ECONOMICS (C-2)

B A 643. Managerial Economics (2)

Prerequisite: Classified graduate standing.

Microeconomic environments of business. Assessing and forecasting impacts of economic climate, governmental policy, and of market structure on competitive strategy, operations, and pricing.

5. New course.

Business Administration

OPERATIONS SUPPLY CHAIN MGT (C-2)

B A 644. Operations and Supply Chain Management (2)

Prerequisite: Classified graduate standing.

Managerial concepts and quantitative methods associated with the design, execution, and management of operations and supply chain systems.

6. New course.

Business Administration

MARKETING (C-2)

B A 645. Marketing (1)

Prerequisite: Classified graduate standing.

Foundational concepts and development of marketing strategies and plans. (Formerly numbered Business Administration 627.)

7. New course.

Business Administration

MANAGERIAL ACCOUNTING (C-2)

B A 670. Managerial Accounting (3)

Prerequisite: Business Administration 640.

Budgeting, cost control, job costing, overhead allocation, and reporting. (Formerly numbered Business Administration 625.)

8. New course.

Business Administration

LEGAL ENVIRONMENT BUSINESS (C-2)

B A 671. Legal Environment of Business (2)

Prerequisite: Classified graduate standing.

Sources of law. Procedures and ethics associated with implementation of law. Law of torts and intellectual property. Agency and employment, business organizations, contracts and sales, negotiable instruments and banking.

9. New course.

Business Administration

MANAGERIAL MARKETING (C-2)

B A 672. Managerial Marketing (3)

Prerequisite: Business Administration 645.

Identification, understanding, and resolution of marketing issues in organizations. Theoretical and quantitative tools within a decision-making framework to inform organizational strategic directions.

10. Change to course statement and number.

Business Administration

B A 673. Organizational Behavior and Leadership (3)

Prerequisite: Classified graduate standing.

Study of individuals and groups within an organizational context. Topics include leadership, individual differences, organizational design, group processes and characteristics, organizational processes and practices; and influence of these on individual, group, and organizational effectiveness. (Formerly numbered Business Administration 624 and 651.)

Change(s): B A 624 added to course statement. Number changed from 624 to 673.

11. Change to course statement, number, prerequisite.

Business Administration

B A 674. Financial Management (3)

Prerequisite: Business Administration 640.

Explore role of finance in a shareholder value based framework. Financial analysis and planning, investment, capital structure, financial markets, capital raising and capital disbursement decisions, valuation, and corporate restructuring. Not open to students with credit in Business Administration 665. (Formerly numbered Business Administration 629.)

Change(s): *Formerly numbered* statement added to course statement. Number changed from 629 to 674. Prerequisite updated from B A 625 to 640.

12. New course.

Business Administration

STRATEGIC THINKING (C-2)

B A 676. Strategic Thinking (3)

Prerequisites: Business Administration 672 and 674.

Environmental, industry, and organization analysis; strategy formulation and implementation. Long-term multifunctional environmental and organizational managerial issues from the viewpoints of top managers. (Formerly numbered Business Administration 630.)

13. Change to description and units.

Business Administration

B A 795. Business Consulting (1-3)

Prerequisites: Advancement to candidacy and completion of MBA core.

Strategic analysis of business problems in a consulting or simulation context. Problem definition analysis and prioritization of solution mechanisms. Culminating experience for students in the M.B.A. program under Plan B.

Change(s): Description updated from *Strategic analysis of business problems in a consulting context. Problem definition analysis and prioritization of solution mechanisms. Preparation for comprehensive examination for students in the M.B.A. program under Plan B* to what is presented above. Units changed from static three units to variable 1-3 units.

LINGUISTICS

1. New course.

Linguistics

ADV RESEARCH PRACTICUM (C-25)

LING 797. Advanced Research Practicum (1-3) Cr/NC

Prerequisite: Approval of graduate adviser.

Participation in a specific research activity under faculty supervision. Maximum combined credit of three units of Linguistics 597 and 797.

MANAGEMENT INFORMATION SYSTEMS

1. Change to title.

Management Information Systems

CULMINATING EXPERIENCE MIS

MIS 790. Culminating Experience in MIS (3) Cr/NC

Prerequisite: Advancement to candidacy.

Preparation for the comprehensive examination for students.

Change(s): Title updated from *Directed Readings in Management Information Systems* to what is presented above.

MUSIC

1. Reinstatement of course.

Music

SEM:PROFESS PREP ACADEMIA ()

MUSIC 691. Seminar in Professional Preparation for Academia (3)

Prerequisite: Music 690.

Professional music activities in academia. Prepare music graduate students for careers in higher education. Teaching and professional growth to include professional activities, ethics, professionalism, teaching practices, academic presentation, and publishing as related to discipline of music.

Change(s): Course was reinstated.

PHYSICAL THERAPY

1. Change to course hours description and staffing formula.

Physical Therapy

(C-4 two units; C-16 two units)

DPT 821. Musculoskeletal Therapeutics II (4)

Two lectures and six hours of laboratory.

Prerequisite: Doctor of Physical Therapy 820.

Clinical principles and concepts for management of orthopedic, sports, and industrial injuries.

Change(s): Course hours description updated from *Three lectures and three hours of laboratory* to what is presented above. Staffing formula updated from C-4 three units; C-16 one unit to what is presented above.

POLITICAL SCIENCE

1. Change in program.

Political Science

Specific Requirements for the Master of Arts Degree (Major Code: 22071)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student will complete a program of study of 30 units of upper division and graduate courses as approved by the departmental graduate adviser. The program must include a minimum of 24 units in political science selected from courses listed below as acceptable for master's degree programs. Political Science 615 and 616 and at least 18 units in 600- and 700-numbered courses, including Political Science 601, are required. Students who have previously completed Political Science 615 or 616, or the equivalent as determined by the graduate adviser, will enroll in such additional courses in political science as approved by the graduate adviser.

Paragraph 2 (*no change*)

Specific requirements for students selecting the general political science specialization (SIMS Code: 115501) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

2. Change in program.

Political Science

Specific requirements for students selecting the specialization in public policy (SIMS Code: 115560) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

3. Change in program.

Political Science

Specific requirements for students selecting the international relations/comparative politics specialization (SIMS Code: 115551) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3

AND

POL S 616 Tools for Quantitative Analysis...3

(or equivalent)

Remainder of description (*no change*)

Change(s): POL S 516 replaced with 616.

TELEVISION, FILM AND NEW MEDIA PRODUCTION

1. Change to course hours description, description, repeatability, staffing formula, units.

Television, Film and New Media Production

(C-4 1-3 units)

TFM 627. Film Editing and Postproduction (1-3)

Prerequisite: Graduate standing.

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

Change(s): *One lecture and four hours of activity* removed from course hours description. *Maximum credit four units* added to description. Repeatability for credit field changed from no to yes. Two units C-12 removed. Units changed from static three units to variable 1-3.

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

To: Senate Executive Committee/Senate

6.2 (b)

From: Graduate Council

Date: November 5, 2020

Re: 2021-2022 *General Catalog* and *Graduate Bulletin*

INFORMATION (8I-11-20.500)

ACCOUNTANCY

1. Change to course statement, number, prerequisite.

Accountancy

ACCTG 530. Ethics in Accounting (3)

Prerequisite: Accountancy 331 or 620.

Ethical reasoning and implications for accounting professionals; ethical decision process and professional judgment; professional codes of conduct from the AICPA, IMA, IIA, etc.; the professional accountant's role in corporate governance and ethical management; audit responsibilities and fraud, including legal and regulatory obligations; current ethical issues facing the accounting profession. (Formerly numbered Accountancy 630.)

Change(s): *Formerly numbered Accountancy 630* added to course statement filed. Number changed from 630 to 530. ACCTG 331 added as prerequisite option.

ELECTRICAL ENGINEERING

1. Deactivation of course.

Electrical Engineering

E E 540L. Microwave Design and Measurements Laboratory (1)

Three hours of laboratory.

Prerequisites: Credit or concurrent registration in Electrical Engineering 430L and 540.

Microwave measurement equipment, simulation tools for designing microwave components, vector network analyzer calibration, design and measurement of planar microwave components, and a design project.

JOURNALISM AND MEDIA STUDIES

1. Reinstatement of course.

Journalism and Media Studies

JMS 547. Advanced Topics in Media Studies (3)

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better. Admission to media studies emphasis, Major Code: 15060.

Reading, investigation, and research in a specialized topic in media studies. May be repeated with new content. Maximum credit six units.

SOCIOLOGY

1. Reinstatement of course.

Sociology

SOC 531. Working and Society (3)

Prerequisite: Sociology 101.

Structure and change in labor force, nationally and internationally. Social drama of work: self, roles, conflict, subcultures. Includes exploration of student work experiences, workers in the community, literacy, and film depictions of work worlds.

SPECIAL EDUCATION

1. Change to course statement, description, number, prerequisite, title.

Special Education

ASSESSMENT STUDENTS W/ESN

SPED 535. Assessment for Students with Extensive Support Needs (3)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

Models of assessment emphasizing observation and interviewing, performance-based approaches, transdisciplinary teaming, family-professional collaboration, and adaptations for specific disabilities, cultural, and linguistic diversity for students with extensive support needs. Communicating and using assessment data for individualized program planning. (Formerly numbered Special Education 635.)

Change(s): Formerly numbered statement added to course statement field. *For students with extensive support needs* added to description. Number updated to 535 from 635. SPED 450 added as prerequisite. Title updated from *Assessment: Early Childhood Special Education and Moderate/Severe Disabilities* to what is presented above.

2. Change to course statement, description, number, prerequisite.

Special Education

SPED 547. Special Education Adaptations of Basic Skills Instruction (3)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

Language arts and development, mathematics, and reading for students with disabilities. Ability, cultural, and linguistic differences. (Formerly numbered Special Education 647.)

Change(s): Formerly numbered statement added to course statement field. Description updated from *Adaptations in curriculum and instruction in language development, reading, language arts, and mathematics for students with disabilities. Current research and practices related to linguistic, cultural, and ability differences* to what is presented above. Number changed to 647 from 547. Prerequisites updated from *Admission to credential program and concurrent registration in Special Education 970* to what is presented above.

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

Special Education

SPED 548. Advanced Special Education Adaptations (2-3)

Prerequisite: Special Education 547.

Advanced adaptations in curriculum and instruction in content areas, study skills, organizational strategies, and social and transition skills. English-as-a-second language approaches for students with disabilities. Research and practices related to linguistic, cultural, and ability differences. (Formerly numbered Special Education 648.)

Change(s): Formerly numbered statement added to course statement field. Number updated to 548 from 648. SPED 647 changed to 547 and SPED 980 removed in prerequisite field. Units changed from three static units to variable 2-3 units.

4. Change to course statement, description, number, prerequisite, units.

Special Education

SPED 557. Facilitating Transition Across Environments in Special Education (2)

Prerequisites: Admission to credential program. Special Education 450 with a grade of C (2.0) or better.

School to adult life transitions for individuals with disabilities. Whole student approaches to include community experiences, employment preferences, friends and extended family, home and school life, and postsecondary goals. (Formerly numbered Special Education 657.)

Change(s): Formerly numbered statement added to course statement field. Number updated to 557 from 657. Description updated from *Facilitating transition for individuals with disabilities across activities, instructors, and settings including transition to employment. Instructional planning, assessment, and transition from school to work including postsecondary education* to what is presented above. Prerequisites added. Units decreased to two from three.

STATISTICS

1. New course.

Statistics

MATH STATS DATA SCIENCE (C-4)

STAT 556. Mathematical Statistics for Data Science (3)

(Offered only through SDSU Global Campus)

Prerequisite: Mathematics 254.

Statistical inference in data science applications. Evaluating statistical models, fitting probability distributions, limit theorems, probability concepts, properties of probability models and statistical estimators and inferences, sampling distributions.

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

TO: SEC/University Senate 6.3
FROM: Adrienne D. Vargas, Vice President, University Relations and Development
DATE: November 17, 2020
RE: Information

Philanthropy Report:

Mr. Tom Malley and Dr. Elaine Yi-Ling Weng contributed \$102,120 to support the Michael and Donna Malley Endowed Scholarship in the College of Sciences.

Price Philanthropies Foundation made a gift of \$50,000 to support the Guardian Scholars Housing Fund in the Division of Student Affairs and Campus Diversity.

ARCS Foundation contributed \$46,250 to support the ARCS Foundation Inc. Scholarship in the College of Sciences.

3M Company made a gift of \$25,000 to support the 3M Frontline Professional Selling and Sales Management Program in the Fowler College of Business.

An anonymous donor contributed \$25,000 to support the Healthy Early Years & Joyner Elementary Partnership in the College of Education.

Qualcomm Foundation contributed \$45,000 to support the M.E.P. Scholarship Program, Student Chapter/ Society of Hispanic Professors in Engineering, Student Chapter/National Society of Black Engineers and the Mesa Engineering Fund in the College of Engineering.

Northrop Grumman Foundation made a gift of \$83,150 to support various programs including the Economic Crisis Response Team, Associated Students, College of Engineering and College of Sciences.

Dexcom contributed \$15,000 to support the Mechanical Engineering Fund in the College of Engineering.

SD Kiwanis Club Foundation made a gift of \$12,000 to support the Kiwanis Club Scholarship.

Board Member and Alumni R. Michael and Christine Pack made a gift of \$30,500 to support the 4+1 International Business MA Program, the Michael and Christine Pack International Business Endowed Scholarship, and the International Business Programs Fund in the College of Arts and Letters.

Daniel Haiming Chang and Cai Li Chang made a gift of \$10,000 to support the GATE Center for Electric Drive Transportation in the College of Engineering.

Staff Member Tom McCarron and Virginia McCarron contributed \$10,000 to support the McCarron Exemplary Service Endowed Scholarship in Associated Students.

Alumni Gerald and Janet Mulder contributed \$10,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumni Kevin and Nicole Korb committed to a planned gift of \$691,384 to support the Fowler College of Business.

Past Parents James and Sherri Summers committed to a pledge of \$60,000 to support the Stadium Excellence Fund in the Department of Athletics.

Bill Pollan made a pledge of \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Daren Lipinsky pledged \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Kevin and MaryLynn Boner made a pledge of \$30,000 to support the Stadium Excellence Fund in the Department of Athletics.

Passion Planner, LLC contributed a gift in kind of \$105,000 of journals for students.

Alumni Gordon and Leigh Boerner pledged \$15,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus and Past Parents Kurt and Jackie Cecconi pledged \$15,000 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus William and Violet Callegari pledged \$13,500 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus Douglas Clevenger and Alumna Attended Carol Clevenger pledged \$13,500 to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus Paul Stuverud committed to a pledge of \$50,000 to support the Paul Stuverud MESA Scholarship Endowment in the College of Engineering.

Alumna Leslie Wellman and Michael Wellman committed to a pledge of \$50,000 to support the Leslie Kim Wellman Endowed Scholarship in the Fowler College of Business.

Fiske Family Foundation made a pledge of \$50,000 to support the Fiske Pre-Law Endowment in the College of Arts and Letters.

Alumnus and Current Parents Peter and Diane Elia pledged \$25,000 to support the Men's Basketball Excellence Fund in the Department of Athletics.

Staff Member Agnes Wong Nickerson and Owen Murdoch committed to a \$25,000 pledge to support the Agnes Wong Nickerson and Owen Murdoch Endowed Scholarship in the Fowler College of Business.

Reilly Financial Advisors committed to a pledge of \$12,500 to support the Fowler College of Business.

Alumnus Stephen Coslik and Gene Pumphrey committed to a pledge of \$10,000 to support the Men's Basketball Excellence Fund in the Department of Athletics.

Presidential & Special Events:

President de la Torre and Vice President Vargas hosted The Campanile Foundation Annual Dinner on Thursday, October 29. Nearly 100 former and current TCF board members and their guests attended this virtual event and enjoyed food and beverages that had been delivered to their homes earlier in the day. The create theme of "The Show Must Go On" was woven into every element of the event – from start to finish. We featured a Mime (SDSU alumnus) who worked in tandem with our emcee when introducing the speakers and carried out the theme throughout the program. The program focused on the positive attributes that make SDSU great – thanks to the dedication and vision of our former and current board members. The event was emceed by Seth Mallios, (Professor of Anthropology; University History Curator; and fellow TCF board member). Featured speakers included President de la Torre, Vice President Vargas, AS President Christian Holt and TCF Board Chair, Jerry Sanders. The Zoom platform was used and guests had the option to participate on or off-screen with the majority of participants electing to be on-screen. There was a 15-minute pre-show that featured the Mime and photos submitted through the virtual photo booth. The program was approximately 35-minutes long and included campus updates and favorite SDSU memories that were submitted by our guests. The post-show consisted of informal conversation among the guests.

In an effort to create enthusiasm for the event and to de-rail Zoom fatigue, guests were sent several themed reminders leading up to the event such as animal crackers and vintage animal masks. Nearly 100% of everyone who RSVP'd attended with the exception of one person.

Post-event response was extremely favorable. Vice President Vargas sent a post-event appreciation email to all 113 invited guests and included a link to the program video and virtual photo booth. As a result, there were 77 unique opens to the email (47 were guests who attended the event; 30 did not attend the event). There were 52 clicks on the two links by both attendees and non-attendees.