

**SDSU Senate**  
**October 2, 2007, Hepner Hall, Room 221 2:00 pm-5:30 pm**

1. **Agenda** (Eadie)
2. **Minutes** (Eadie)
3. **Announcements** (Benkov)  
*Correspondence from President Weber* \_\_\_\_\_ [1]
4. **University Administration**
  - 4.1 Academic Affairs (Marlin)
  - 4.2 University Relations and Development (Carleton)
5. **Auxiliaries and Affiliates Reports**
  - 5.1 Associated Students (Matthews)
  - 5.2 Academic Senate (Perkins) \_\_\_\_\_ [2-4, 5, 6-11]
  - 5.3 California Faculty Association (Kennedy)
  - 5.4 WASC/GE Update (Chase)
6. **Senate Committee Reports**
  - 6.1 SEC Report (Ornatowski)  
*Referral Chart* \_\_\_\_\_ [12]
  - 6.2 Academic Policy and Planning (Finnegan) \_\_\_\_\_ [13]
  - 6.3 Academic Resources and Planning (LaMaster) \_\_\_\_\_ [14]
  - 6.4 Curriculum (Baber) \_\_\_\_\_ \*[15-21]
  - 6.5 Committees and Elections (Turhollow) \_\_\_\_\_ \*[22]
  - 6.6 Constitution & Bylaws (Eadie for Park) \_\_\_\_\_ [23]
  - 6.7 Diversity, Equity & Outreach (Cadiero-Kaplan for Donadey) \_\_\_\_\_ [24]
  - 6.8 Faculty Affairs (Moore) \_\_\_\_\_ [25]
7. **Senate-Appointed University Committee Reports**
  - 7.1 Faculty Honors & Awards (Rodriguez)
  - 7.2 General Education (B. Scott)
  - 7.3 Graduate and Research Affairs/Graduate Council (T. Scott) \_\_\_\_\_ \*[26-36, 37]
  - 7.4 Staff Affairs (Flahan) \_\_\_\_\_ [38]
  - 7.5 Intercollegiate Athletic Authority (King)
8. **Old Business**  
Academic Calendar 2008-2009 \_\_\_\_\_ \*[39-41]
9. **New Business**  
On-line Evaluations (Baber, LaMaster)  
Resolution regarding Football at SDSU (Barbone) \_\_\_\_\_ \*[42]
10. **Other Information Items**
  - 10.1 Committee Agendas and reports are located at <http://senate.sdsu.edu/>
11. **Adjournment**

3pm

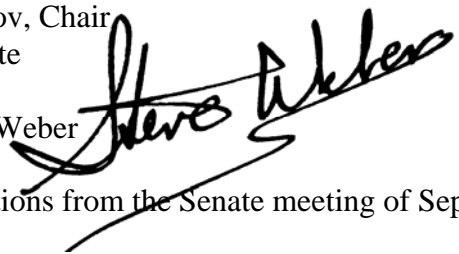
\* **Senate Action Items**

September 21, 2007

MEMORANDUM

TO: Edith Benkov, Chair  
SDSU Senate

FROM: Stephen L. Weber



I approve the following actions from the Senate meeting of September 4, 2007.

**1. Items 6.4: Curriculum**

The Second Report, 2008-2009 Catalog.

**2. Item 7.2: General Education**

The Senate approved adding the following courses to General Education:  
Foundations, Social and Behavioral Sciences: Speech, Language and Hearing  
Sciences 150;  
Foundations, Humanities: Latin American Studies 210, Persian 201 and  
Vietnamese 201.

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

**Item 6.1: SEC Report**

**1. Resolution on the 2007 SDSU Master Plan**

Whereas, The Board of Trustees of the California State University, has mandated an increase in the student-serving capacity of San Diego State University; and  
Whereas, San Diego State University has prepared a Draft Environmental Impact Report (DEIR) for the SDSU Master Plan 2007 Revision, which enables the campus to meet projected increases in student demand for higher education as the University moves from the current enrollment ceiling of 25,000 FTES to 35,000 FTES by the 2024/25 academic year as well as further enhances its status as a premier undergraduate, graduate, and research university; and  
Whereas, the prior 2005 Campus Master Plan Revision was approved unanimously by the CSU Board of Trustees on Sept. 21, 2005; and  
Whereas, the California Supreme Court decision in the case City of Marina vs. Board of Trustees of the California State University had resulted in the need for

SDSU to decertify the EIR for this plan and prepare a new EIR for SDSU's Campus Master Plan revision that analyzes and discloses SDSU's fair share mitigation obligations for off-site impacts resulting from the planned growth; and Whereas, San Diego State University has worked with the community to incorporate changes to the key elements of the plan; and Whereas, the 2007 Campus Master Plan revision is a comprehensive plan that will allow SDSU to provide increased academic space, student housing and services, and faculty and staff housing to meet growing demand; Now, therefore let it be RESOLVED that the Senate, San Diego State University, endorse the SDSU 2007 CAMPUS MASTER PLAN REVISION, and be it further RESOLVED that the Senate urge approval of the SDSU 2007 CAMPUS MASTER PLAN REVISION by The Board of Trustees of the California State University, and be it further RESOLVED that the Senate request that this resolution be conveyed to the Board of Trustees of the California State University by San Diego State University President Stephen L. Weber on behalf of The Senate.

## **2. Resolution to Honor Janis F. Andersen**

Whereas, Janis F. Andersen, Professor of Communication, has served San Diego State University from 1981 to 2007 as Associate Professor and Professor of Speech Communication, and Whereas, Professor Andersen has served as Chair of the Department of Speech Communication from 1988 to 1993, and Whereas, Professor Andersen has represented the College of Professional Studies and Fine Arts on the Senate from 1987 to 1993, chaired the Academic Policy and Planning Committee, and served on the Senate Executive Committee for nine years, and Whereas, Professor Andersen has served as Chair of the SDSU Senate in 1992-3, and Whereas, Professor Andersen has served as Interim Dean of the Imperial Valley Campus in 1997-8, and Whereas, Professor Andersen has served as Associate Dean, Associate Vice President, and Interim Dean of Graduate and Research Affairs, in which capacities she was a tireless supporter of graduate education, instrumental in launching numerous new programs and initiatives that contributed to the growth and strength of graduate education at the University, and Whereas, Professor Andersen has, throughout her distinguished career at SDSU, exhibited abundant good sense, enthusiasm, humor, and collegiality; be it therefore

Edith Benkov, Chair, SDSU Senate  
Page 3  
September 21, 2007

RESOLVED, that Janis F. Andersen be recognized, congratulated, and heartily thanked for her many years of outstanding service and unflagging dedication to San Diego State University and the University Senate.  
In the Senate by acclamation this fourth day of September, 2007.

To: The Senate  
From: Michael J. Perkins, Academic Senator  
Date: October 2, 2007  
Re: September 6, 2007, Academic Senate Plenary Session

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## **Information Items**

### **STATUS OF SENATE RESOLUTIONS**

*The following resolution was acted upon as indicated:*

1. **Call for Consultation on Professional Fee for Graduate Business Degrees** AS-2814-07/AA/FGA/FA; *calls on the CSU administration thoroughly and broadly consult with faculty and students across disciplines regarding the proposed professional fee for students in graduate business programs. First reading waived, passed and sent to the Chancellor. (Note: full text of the resolution and a seven page summary of the information item presented to the Trustees on September 18-19 follow this report.)*

*The following resolutions were introduced and given their first reading:*

1. **CSU 2008-2009 Budget Priorities.** AS-2812-07/FGA; *next year's budget priorities.*
2. **Textbook Affordability.** AS-813-07/AA; *expresses support for the CSU Textbook Affordability Task Force report and reaffirms the principles outlined in AS-2747-06/FA, Faculty Role in Mitigating the Costs of Textbooks.*
3. **Opposition to the "Community College Governance, Funding Stabilization, and Student Fee Reduction Act".** AS-2815-07/FGA; *expresses support for the community college system but opposes passage of the Act on the grounds that it will be detrimental to the state's budget process and the future funding stability of the CSU.*

## Other Issues of Interest

**Access to Excellence I** An annotated outline of the draft report can be found at: [http://www.calstate.edu/acadaff/System\\_Strategic\\_Planning/docs/Annotated\\_Outline\\_Fin-acc.doc](http://www.calstate.edu/acadaff/System_Strategic_Planning/docs/Annotated_Outline_Fin-acc.doc) EVC Reichard repeatedly affirmed that all interested parties will have ample opportunities to review the report and to propose changes. A final draft will be discussed at the Academic Senate meeting in November.

**Access to Excellence II** Two meetings for external stakeholders took place on September 7<sup>th</sup> in Long Beach, September 10<sup>th</sup> in San Francisco and another will take place on November 2<sup>nd</sup> in Fresno. Representatives of the ASCSU attended.

Work on **course transformation with technology** continues. More information can be found at [http://www.calstate.edu/ats/transforming\\_course\\_design/](http://www.calstate.edu/ats/transforming_course_design/)

As part of the **Voluntary Systems of Accountability (VSA)** the CSU is taking part in a grant to evaluate and potentially align student assessment instruments, to measure various aspects of student growth and to develop a general portfolio approach to assessment. CSU experts across the state will be recruited to participate. In addition, each University will administer the CLA (Collegiate Learning Assessment) to approximately 100 students in the fall semester.

The Board of Trustees at their September 18-19, 2007 meeting will receive a **Remediation Report** which outlines eight principles for consideration. A copy of this report can be found in the agenda of the Board's Committee on Educational Policy at <http://www.calstate.edu/BOT/agendas/Sep07/EdPol.pdf>

A **student evaluation task force** will be formed as called for by the collective bargaining agreement to look at modes and instruments for evaluating teaching effectiveness. It will be a joint effort by the CFA, the CSU, and the ASCSU.

The **Institute for Teaching and Learning** is being reinvigorated and has a new director, **Cynthia Desrochers**, formerly of CSU Northridge.

## Presentations

The following persons made presentations to the ASCSU:

- Charles Reed, Chancellor
- Trustee Carol Chandler (Fresno)
- Dr. Gary Reichard, Executive Vice Chancellor and Chief Academic Officer
- John Travis, CFA
- Craig Smith, Faculty Trustee
- Roberto Torres, CSSA Liaison
- Cynthia Desrochers, ITL Director

The issues noted above and these presentations are reviewed in greater detail in the ASCSU minutes for September 6, 2007, available at:

<http://www.calstate.edu/AcadSen/Records/Minutes/sept06min.pdf>

## Call for Consultation on Professional Fee for Graduate Business Degrees

AS-2814-07/AA/FGA/FA

### [ATTACHMENT TO AS-2814-07/AA/FGA/FA](#)

**RESOLVED:** That the Academic Senate California State University (ASCSU) call on the CSU administration in consultation with the ASCSU executive committee to initiate a process of thorough and broad consultation with faculty and students across disciplines in the CSU regarding the proposal to initiate a professional fee for students in graduate business programs; and be it further

**RESOLVED:** That the CSU administration circulates the complete report of the task force on this proposal to the ASCSU, campus senates, and CSSA representatives; and be it further

**RESOLVED:** That the ASCSU call on the CSU Board of Trustees to postpone taking action on this proposal until such consultation has been completed.

*RATIONALE: The proposal to initiate a professional fee for graduate business programs will be presented as an information item to the Board of Trustees at its September meeting. This proposal has potentially serious implications for the entire CSU and its mission. However, the report of the task force that recommended the fee has not yet been circulated broadly and there has not yet been an opportunity for faculty and students to consider the proposal. It is CSU policy that any new or increased campus-based fee can be enacted only after wide student consultation. Such consultation and consultation with the ASCSU and campus senates should precede any final decision on this proposal.*

**Approved – September 7, 2007**

### ***Executive Summary***

California State University (CSU) professional business graduate programs need additional revenue in order to produce the right leadership for California commerce and industry. AACSB International accreditation marks essential quality, which employers, students and business professionals all demand. This essential accreditation sets standards, especially for faculty qualifications, that cannot be attained in the current revenue environment.

The apparent choice for raising the needed revenue is to levy a professional fee on graduate students in M.B.A. and similar professional business graduate programs – tied to a set-aside of 25% for aid to ensure that the neediest students escape undue financial burden.

The position paper recommends a professional fee of \$210 per semester unit, which would bring the estimated total CSU price near, but still below, the estimated total price at CPEC comparable *public* institutions.

✓ Such a fee would raise the total program price (before financial aid) for a state-supported M.B.A. in the CSU to an estimated average of \$22,132.

Most M.B.A. students do not attend full-time, but full-time attendance is a convenient marker for pricing (and full-time attendance would slightly decrease the price).

✓ If a student were to attend full-time, and to complete a study plan of 48 units, he or she would enroll for twelve units in each of four semesters for an estimated total price per year of \$9,824, inclusive of estimated State University Fee in Fall 2008, estimated local mandatory fees in Fall 2008, and the proposed per-unit professional fee.

Other professional business graduate programs will also be subject to a \$210 / semester unit professional fee. They typically require fewer semester units than an M.B.A., and so will carry a proportionally smaller price.

#### With a professional fee:

- **CSU can serve business graduate students at the level of excellence** that California needs to compete in a “flat” world.  
*Proper support will mean that CSU can give a first-quality degree to these graduate students. Accreditation will be a fact, rather than jeopardized. There is no comparable marker of high quality in faculty and overall program.*
- **CSU can continue to post lower prices** than other accredited M.B.A. programs.  
*The federal government and willing employers will pick up portions of any fee increase, respectively via financial aid and employee reimbursement programs.*
- **CSU can recruit and support diverse and representative business graduate students**, CSU’s natural constituency.  
*CSU can build programs to recruit, and support graduate student success. Placement assistance, including internships and mentoring programs, can be implemented. Talented business graduate students, including from under-represented groups, can win master’s degrees to sustain California’s prosperity.*

**Draft Report for CSU Executive Council Review. Please do not quote or circulate.**

**Contact: [kboyum@calstate.edu](mailto:kboyum@calstate.edu)**

- **Recruitment and support efforts, together with aid for low-income students, will increase access.**

*A 25% set-aside for aid to low-income students keeps a professional fee neutral as to access. Recruitment and placement programs can boost access to leadership positions in California commerce and industry.*

The status quo, by contrast, is a recipe for failure. With *inadequate* revenue:

- AACSB International accreditation will stand in jeopardy at many CSU campuses.  
*All business students, undergraduate and graduate, will suffer, as high-quality faculty become scarce in all programs and classes.*
- State-supported business graduate programs will continue to shrink, enrolling fewer students, as self-support, higher cost “Executive” M.B.A. programs expand.
- Only limited recruitment and support of business graduate students from nontraditional backgrounds can be afforded.

### ***Overview***

➤ California State University state-supported business programs seek the marker of quality that employers, students, and business education professionals all demand: AACSB International accreditation. This world-wide quality standard mandates sufficient staffing, in terms of numbers, requiring also that professors meet specific standards of academic qualification and/or professional qualification (“AQ” and “PQ”).

➤ Five major issues stem directly from this quest for quality, and combine to point toward a professional fee on students enrolled in CSU state-supported master’s-level professional business programs.

***First, CSU business programs experience severe difficulties in hiring full-time, tenure-track faculty*** relative to AACSB International accreditation requirements. Many deans report that their programs are at risk of losing accreditation.

Un-filled Business Tenure-Track Lines, March 2007	200
Authorized Searches, March 2007	120

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**Second, CSU business programs have low faculty recruitment success rates.** Central causes include non-competitive CSU salaries combined with teaching requirements that are high by national norms. According to AACSB International salary surveys, CSU is consistently 20 to 25 percent below the market on existing business faculty salaries, which translates to a gap of \$20,000 to \$38,000 below market for each business faculty member. The salary gap is even wider for new hires (34 to 49 percent below the median market salary).

CSU Full Professor Mean Salary % of National Average	74.3%
CSU Associate Professor Mean Salary % of National Average	80.3%
CSU Assistant Professor Mean Salary % of National Average	78.7%

**Salaries in the CSU for business faculty are considerably lower than average** salaries in public accredited business colleges. In fact, CSU business faculty salaries most nearly resemble salaries paid to *non-accredited* business school faculty. (Non-accredited programs tend to be small, tend to serve niche markets, and do not serve the needs of medium and large enterprises.)

<b>CSU Full Professors' Mean Salaries, Two Disciplines, as Percentages of Full Professors at:</b>		
	<b>Marketing</b>	<b>Finance</b>
Private Accredited Business Schools	61.6%	56.3 %
Public Accredited Business Schools	78.7%	72.8 %
Public Non-Accredited Business Schools	110.1%	103.6 %
Private Non-Accredited Business Schools	99.6%	106.0 %

**Third, AACSB International mandates for faculty qualifications are challenging in this recruitment and compensation environment.** AACSB International requires that faculty be academically or professionally qualified (“AQ” or “PQ”) in the right proportions. Academically qualified business faculty must show ongoing success in peer-reviewed research and publication. This means that the employer must moderate teaching demands in order to accommodate a professor's research activities, with the consequence that more persons in total must be hired. Direct costs are associated with the research. However, in the current revenue environment, CSU asks its faculty to teach more classes per year than most American universities with master’s programs, and struggles to support faculty research.

**Fourth, two major factors make it difficult for CSU to pay competitive salaries** and afford other costs associated with hiring and retaining high-quality faculty members. The first is insufficient revenue. Given many claims on limited revenues, the experience at all CSU business programs is insufficient revenue to afford market-based, competitive pay and other aspects of employment. The second factor is the current faculty collective bargaining agreement, which puts a ceiling on salaries for all faculty irrespective of discipline.

Given the size of the salary gap, and the complication of the collective bargaining agreement, increasing business faculty members’ salaries to comparison school averages might be feasible only over a period of time. In the interim, incentives such as assigned time, summer support, student assistants, travel support, and IT support would improve business colleges’ recruitment success. With additional revenue such support could be offered on a wide scale, thus increasing the attractiveness of CSU business schools to both current and future faculty.

**Draft Report for CSU Executive Council Review. Please do not quote or circulate.**

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*Fifth*, and in light of the above, **a number of CSU business schools are "de facto" impacted.** CSU business deans testify that without additional faculty, most CSU business programs will be forced to limit or reduce access. At the master's level, formal CSU 'impaction' requirements and mandates are not imposed as they are for undergraduate admissions. CSU policy effectively leaves campuses free to limit access to graduate programs, and the constraints described impel just that.

Enrollment in CSU state-supported Graduate Degree Programs in Business-Management, Fall 2006, as a percentage of enrollment in Fall 2002	80%
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Source : <http://www.calstate.edu/AS/stats.shtml>

In **Part Two** of this position paper, we describe the essential structure of master-level CSU programs (with a focus on MBA programs), reviewing briefly their attractiveness and alternative formats. We turn then to CSU-specific information on prices, accreditation status, and student characteristics, including ethnicity, gender, international students within student bodies, and identified needs for financial aid among CSU students. We find, in brief, the following.

○ Across the last four or five decades, business has become one of the most popular fields of graduate study in the U.S. According to the Council of Graduate Schools, 219,953 students were enrolled in a master's degree program in business in fall of 2005. This was the second highest enrollment in master's programs; only education with 306,704 students enrolled in 2005 had a higher total.

○ MBA degrees are particularly attractive. The popularity, shown by growth in enrollments and in degrees granted, is fueled by the earnings power of an MBA. MBA graduates plan on positive effects on their earning potential and career advancement, expecting average salaries of \$167,000 five years after graduation.<sup>1</sup> Not surprisingly, more than seven out of ten students (72%) enrolled in a master's-level business program in the CSU are MBA students.

○ CSU state-supported master's-level programs have more male students enrolled than female students (56% male) and as a group show ethnic diversity, with the exception of African-American and Hispanic groups (Caucasian: 35%, International students: 21%, Asian American: 20%, Mexican American and other Latino: 7%). Resident students attend school part time while international students are typically full time. International students enroll at certain CSU business schools to a greater extent than at others: business schools with large international student enrollment include San Francisco State, San Jose State, San Diego State, and Cal State Fullerton.

○ About 25% of master's-level students presently enrolled in state-supported CSU business programs receive financial aid.

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<sup>1</sup> Source: Universum Communications, 2006. Retrieved from <http://money.cnn.com/magazines/fortune/mba100/pay/>

**Draft Report for CSU Executive Council Review. Please do not quote or circulate.**

**Contact:** [kboyum@calstate.edu](mailto:kboyum@calstate.edu)

In **Part Three** of this position paper, we focus on MBA programs in the CSU and compare the prices CSU charges for state-supported MBA programs to various comparison institutions. We review (a) local competitor programs as identified by CSU Business deans; (b) the comparison universities identified by the California Postsecondary Education Commission (CPEC); and (c) the University of California. We also (d) compare the prices for *self-supported* CSU MBA programs to competitor prices.

In each case, student fees for state-supported MBA programs in the CSU are remarkably lower, with fees totaling between \$10,000 and \$12,000 across approximately two-year programs.<sup>2</sup> The great majority of MBA programs at comparison institutions charge higher fees. The mean price in tuition / fees as of Spring 2007 for 14 *public* comparison institutions in CPEC analyses was \$22,485. Note that this figure excludes private institutions. Note further the certainty of price rises at the comparison public institutions in the period leading up to Fall 2008, when a CSU professional fee would be implemented. If fees rose a modest 5% in the coming year, comparison public institution tuition / fees would be approximately \$23,609.

CSU Posted Price (2007) for MBA Programs as a Percentage of 2007 Price Posted by 14 CPEC Public Comparison Institutions	48.5%
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If CSU state-supported MBA programs charge students *less* than defined competitor universities, *much less* than CPEC-defined comparison institutions, and *much less* than the University of California, it appears that CSU's price for state-supported MBA programs could justifiably be set higher than it is now. However, as a price increase is to be implemented, the question of impact on demand, and on ultimate enrollments, arises.

**Estimating the Impact of a Price Increase on Demand, and Enrollments.**

○ We argue that a price increase of \$210 / semester unit should prove to be access-neutral. This is because, consistent with longstanding CSU practice, a substantial portion of the new fee would be directed to support of students who can show financial need. The current proportion of students in state-supported CSU professional business graduate programs who receive financial aid is 25%. We therefore propose to return 25% of the new fee to aid. It will be suitable to assess this proportion after two or three years' experience. The over-arching goal is to provide quality professional business programs to a population of students that is increasingly diverse, representative of California's population.

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<sup>2</sup> Fees vary with length of program, principally, but also with campus-based mandatory fee levels. Length of program in turn varies with number of units to degree. Required units to degree are higher for MBA program enrollees whose undergraduate degrees were in non-business-related fields: such students have prerequisite work to accomplish before pursuing certain technical topics at the graduate level.

**Draft Report for CSU Executive Council Review. Please do not quote or circulate.**

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○ Secondly, we sought to review the experience of other universities / programs. The literature revealed little systematic empirical evidence on the effect of higher fees on enrollments and on whether any price rise-driven dip in demand would be temporary or lasting. An exception is the report by Ward and Douglass (2005), which offers a thoughtful exploration of the dynamics of variable fees and institutional and public policy responses to fee increases.

According to these authors, “concerns about the effects of tuition levels on access do seem to focus almost exclusively on undergraduate fees.” The authors state: “At the graduate level, the initial movement toward differential fees appears to have a minimal impact on demand—largely because the fields that have incorporated higher fees tend to be in professional areas leading to highly compensated employment and social prestige.” Ward and Douglass (2005) argue that “...it is clearly more politically acceptable to raise fees in professional schools because of the perceived private benefit to the student.” The same authors observe that as fees have risen in both public and private education institutions, demand and enrollment have also increased.

Importantly, Ward and Douglass posit that “...there is evidence that robust financial aid programs can offset the potential negative effect of higher fees at the undergraduate level.” Our intention is to take such aid programs to the graduate level in professional business programs.

In the **conclusions and recommendations section**, we consider the implementation of a professional fee of \$210 per semester unit.

- A fee at that level would raise the total dollar cost (before any financial aid) for a state-supported MBA in the CSU in Fall 2008 to an approximate average of **\$22,132**. If we assume only a modest 5% rise in tuition and fees in comparison institutions, the posted CSU price, before financial aid, would be

- 94%** of estimated tuition / fees at CPEC comparison *public* institutions;
- 76%** of estimated tuition / fees at *all* CPEC comparison institutions, public & private;
- 46%** of estimated average fees for UC Irvine, Riverside, and Davis;
- 35%** of estimated average fees for all 5 UC campuses (including UCLA, Berkeley).

As noted, in line with long-standing CSU policy, we assume that an appropriate proportion will be set aside for financial aid to ensure continued access for students who demonstrate financial need.

In **Appendix I**, detailed estimates are found for the impact of a fee upon [a] students who had a non-business undergraduate major, and who therefore take slightly more units and slightly longer in time to complete an M.B.A. degree, and comparatively upon [b] students who had a business undergraduate majors prior to entering an M.B.A. program.

- We calculate that a **per-semester unit fee of \$210** would generate a revenue return slightly in excess of \$10,000 per student across an approximately 2 year program.
- It will be apparent that changes in student behavior – taking exact minimum units, for example, or taking prerequisite courses while in undergraduate status – would alter slightly the total revenue returns.

Date: September 18, 2007  
To: SEC  
From: Cezar Ornatowski, Vice Chair, SDSU Senate  
Subject: Referral Chart (Information)

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Committee	Date	Item	Referred by
CCE	Nov 29, 2005	Review procedures for elections conducted on the Senate floor.	Officers
Student Affairs	Aug 29, 2006	Review Student Grievance Code, in particular clarify section 4.3 (consultation with Faculty Affairs, then present to AP&P)	Officers
Student Affairs	Apr 3, 2007	Consider Proposed Revision to Policy File Alcohol Abuse & Illegal Drugs Code	Officers

Date: October 2, 2007  
To: The Senate  
From: Dan Finnegan, Chair, Academic Policy and Planning Committee  
Subject: Information

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Information:

1. Approved AP&P Annual Report 2006-2007.
2. Approved AP&P Annual Agenda 2007-2008.
3. Approved proposal to add an “Emphasis in Sustainable Tourism Management” to the Recreation Administration Major’s B.S. Degree in Applied Arts and Sciences Justice program. [07-51]
4. Approved date of the Emergency Preparedness Drill for sometime during the week of OCTOBER 1 or OCTOBER 8

**September 25, 2007**

**TO: Senate**

**FROM: Kathy LaMaster, Chair  
Academic Resources and Planning Committee**

**SUBJECT: Information Items for Senate Meeting, October 2, 2007**

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**Information**

1. Approved the Bachelor of Science degree in Hospitality and Tourism Management with an Emphasis in Tribal Gaming Operations and Management (07-83). Request contained no new additional funding from university resources.
2. Reviewed the PBAC agenda for September 27, 2007 which included several funding requests:
  - Academic Affairs – Over Enrollment Course Section Funding
  - Academic Affairs – Additional Fall 2007 Tenure Track Funding
  - Unfunded MPP Compensation
  - Business Affairs - Revised 2007/08 One Time Funding Request

TO: The Senate  
FROM: Carolyn Baber, Chair  
Undergraduate Curriculum Committee  
DATE: September 13, 2007  
SUBJECT: 2008-09 General Catalog

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**Action Report (3A-10-07)**

GENERAL STUDIES

1. New course. BOUNCE BACK SEMINAR  
S-78  
General Studies  
255. Bounce Back Retention Seminar (1) Cr/NC  
Prerequisites: Academic probation students only. All participants sign Institutional Review Board (IRB) consent form.  
In a highly interactive, small group setting, students learn a variety of skills, such as time management, test taking, class preparedness, and study skills, in order to strengthen performance. Students learn what personal attributes contribute to academic success and learn how to recognize and expand on these characteristics.

IMPERIAL VALLEY CAMPUS

1. Deletion of Program  
**Business Administration Major  
With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 01121)**  
**Emphasis in Agribusiness**  
**Preparation for the Major.** Accountancy 201, 202; Economics 101, 102; Economics 201 or Statistics 119; Finance 140; Information and Decision Systems 180, 290; Mathematics 120 or 150. (27-29 units)  
**Graduation Writing Assessment Requirement.** Passing the Writing Proficiency Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better.  
**Major.** Thirty-six upper division units to include Economics 444, 445; Finance 323, 443; Information and Decision Systems 301, 302, 446; Management 350, 441, and 405, or 450, or 458, or Business Administration 404; and Marketing 370, 442.  
A minimum of 60 units of coursework applicable to the bachelor's degree must be completed outside the areas of business administration and economics. A maximum of six lower division units of accountancy may be used to satisfy degree requirements.  
Supplemental admissions criteria must be met before students may declare an upper division major in business administration.  
  
Change: IVC requests termination of emphasis. Remaining two students will be able to complete necessary coursework required for the major.

TO: The Senate  
FROM: Carolyn Baber, Chair  
Undergraduate Curriculum Committee  
DATE: September 13, 2007  
SUBJECT: 2008-09 General Catalog

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**Information Report (3I-10-07)**

AFRICANA STUDIES

1. New course. BLACK RELIGIONS  
C-2  
Africana Studies  
AFRAS 351. Black Religions and Spirituality (3)  
Prerequisite: Africana Studies 101B.  
Major Black religious and spiritual responses and expressions in Africa and Black diaspora, including creation of institutions to support and advance religious and spiritual matters.

AMERICAN INDIAN STUDIES

1. New course. TRIBAL GAMING  
C-4  
American Indian Studies  
AMIND 370. Tribal Gaming: Cultural and Political Context (3)  
(Same course as Hospitality and Tourism Management 370.)  
Prerequisite: American Indian Studies 110 or Hospitality and Tourism Management 201.  
Social and political context of American Indian tribal gaming, political relationships between federal and tribal governments, contemporary examples of tribal gaming, sociocultural and economic forces leading to gaming as strategy for economic development, and responses by non-Indian communities to tribal gaming.

CIVIL ENGINEERING

1. Change in unit value.  
Civil Engineering  
CIV E 121. Computer Graphics for the Built Environment (3)  
Prerequisite: Civil Engineering 120.  
Computer aided design for civil engineering applications (AutoCAD).  
Change: Increase will allow students to cover some theory of design and preliminary, CAD-based design problems.
2. Change in unit value.  
Civil Engineering  
CIV E 160. Statistical Methods for the Built Environment (3)  
Prerequisite: Mathematics 141.  
Application of statistical methods to civil and environmental engineering problems in construction, hydrology, water quality, air pollution, and other related areas. Students with credit or concurrent registration in the following lower division statistics courses will be awarded a total of four units for the two (or more) courses: Civil Engineering 160; ARP 201; Biology 215; Economics 201; Political Science 201; Psychology 270; Sociology 201; Statistics 119, 250.  
Change: Increase will allow students to cover regression and design implications of regression.

2. Delete existing course.

Civil Engineering

CIV E 395. Introduction to Civil Engineering Design (2)

One lecture and three hours of laboratory.

Prerequisite: Credit or concurrent registration in Civil Engineering 301.

Civil engineering design process, identification and formulation of design problems; professional responsibilities of designers; documentation and presentation of designs.

DANCE

1. Change in program.

**Dance Major**

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

**(Major Code: 10082)**

**Preparation for the Major.** Dance 171, 181, 183, 221 (4 units), 231, 241 (12 units), 253, 255, 256, 285, 290; Biology 212\*; Theatre 240C; one unit of lower division dance electives. (43 units)

\*Additional prerequisite required.

Change: Dance 290 will only be taken once and adds Theatre 240C. No change to units required as result of students taking Dance 290 once. Addition of Theatre 240C incorporates theatrical production expertise.

EXERCISE AND NUTRITIONAL SCIENCES

1. Change in course prerequisite.

Exercise and Nutritional Sciences

ENS 363. Corrective Physical Education (3)

Prerequisites: Exercise and Nutritional Sciences 303 and credit or concurrent registration in Exercise and Nutritional Sciences 304.

Etiology, characteristics, and programs for children with corrective and/or physically handicapping conditions. Includes evaluating and implementing prescribed activities for individuals with these types of conditions.

Change: ENS 304 not primary focus to course.

2. Change in course prerequisite.

Exercise and Nutritional Sciences

ENS 434. Promoting Physical Activity and Health Behavior (3)

Prerequisites: Credit or concurrent registration in Exercise and Nutritional Sciences 432 and 433.

Theoretical approaches and personal, client, and population strategies for developing and maintaining health-related physical activity and associated behaviors.

Change: Courses address instructional strategies for fitness settings not previously provided.

3. New course.

FITNESS PRACT INTERNSHIP

Exercise and Nutritional Sciences

C-11

ENS 440. Fitness Practitioner Internship (3)

Six hours of activity.

Prerequisite: Grade of B or better in Exercise and Nutritional Sciences 432, 432L, 433.

Supervised practical experience in developing and applying exercise programs and/or physical activity for apparently healthy persons and persons with clinical conditions in community, corporate, commercial, or medically-supervised exercise settings.

4. Changes in course title and prerequisite.

Exercise and Nutritional Sciences SEM ORG & ADM IN ATH TR

ENS 465. Seminar in Organization and Administration in Athletic Training (2)

Prerequisite: Exercise and Nutritional Sciences 389A.

Professional issues in athletic training discipline, including topics in organization and administration.

Change: Updates course.

5. Changes in course title and description.

Exercise and Nutritional Sciences KT INTERN EVAL & CARE

ENS 487A. Kinesiotherapy Internship–Evaluation and Client Care (1)

Prerequisites: Acceptance in the kinesiotherapy professional program and completion of competency checklist.

Clinical experience in medically supervised exercise programs with focus on general clinical practices and client care.

Change: More appropriately describes course.

6. Changes in course title and description.

Exercise and Nutritional Sciences KT INTERN FIT LIFESPAN

ENS 487B. Kinesiotherapy Internship–Fitness Throughout the Lifespan (1)

Prerequisites: Acceptance in the kinesiotherapy professional program and completion of competency checklist.

Clinical experience in medically supervised exercise programs designed for community dwellers of all ages and disabling conditions.

Change: More appropriately describes course.

7. Changes in course title and description.

Exercise and Nutritional Sciences KT INTERN FIT FOR DISABLED

ENS 487D. Kinesiotherapy Internship–Fitness for Individuals with Disabling Conditions (1)

Prerequisites: Acceptance in the kinesiotherapy professional program and completion of competency checklist.

Clinical experience in medically supervised exercise programs designed for community dwellers with moderate to severe physical disabilities.

Change: More appropriately describes course.

8. Delete existing course.

Exercise and Nutritional Sciences

ENS 487E. Kinesiotherapy Internship–Cardiac Rehabilitation (1)

Prerequisites: Acceptance in the kinesiotherapy professional program and completion of competency checklist.

Clinical experience in medically supervised exercise programs for the rehabilitation of cardiopulmonary diseases.

Change: Content moved to ENS 487C and 487D. Deletion will align upper division coursework to allow for a single internship experience in each of the four upper division semesters. Reduces number of units required for graduation.

9. Delete existing course.

Exercise and Nutritional Sciences

ENS 487F. Kinesiotherapy Internship–Orthopedic Internship (1)

Prerequisites: Exercise and Nutritional Sciences 487A and credit or concurrent registration in Exercise and Nutritional Sciences 477, 478.

Clinical experience in medically supervised exercise programs for individuals with orthopedic disorders.

Change: Content moved to ENS 487C and 487D. Deletion will align upper division coursework to allow for a single internship experience in each of the four upper division semesters. Reduces number of units required for graduation.

10. Change in program.

**Kinesiology Major  
With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 08351)**

**Emphasis in Athletic Training**

**Major.** . . . A minimum of 54 upper division units to include Exercise and Nutritional Sciences 301, 302, 303, 304, 304L, 305, 306, 307, 365, 367, 367L, 368, 368L, 389A, 389B, 389C, 389D....

**Emphasis in Fitness, Nutrition, and Health**

**Major.** A minimum of 51 upper division units to include Exercise and Nutritional Sciences 301, 302, 303, 304, 304L, 305, 306, 307, 363, 388 (1 unit), 401A, 401B, 412, 431, 432, 432L, 433, 434; three units selected with the approval of adviser from Exercise and Nutritional Sciences 388 (1-3 units), 440, 499 (1-3 units), Management 350, or Marketing 370; Biology 336, Nutrition 309, 312; Biology 336 will also satisfy three units of the General Education requirement (IV.A.). Recommended: Students should take Sociology 355 to satisfy the General Education requirement (IV.)

**Emphasis in Physical Education**

(No change to first three paragraphs.)

Students who have declared this major prior to July 1, 2006, and have taken any of the courses listed below will need to complete all coursework by July 1, 2010 in order to obtain a subject matter competency waiver. All others will need to take and pass the CSET examination to prove subject matter competency prior to entering a credential program. See the Exercise and Nutritional Sciences undergraduate adviser if you have further questions.

**Preparation for the Major.** Exercise and Nutritional Sciences 210, 265, 265L; Biology 100, 212; Chemistry 100 . . . (27 units) Recommended: Students should take Physics 107 to satisfy the General Education requirement (II.A.).

Change: Under Athletic Training, delete ENS 388 (1 unit) and deletes major units to 54. Course no longer contains any required competencies. Under Emphasis in Fitness, Nutrition, and Health, deletes ENS 347A, 347B; adds Nutrition 312 and “three units selected with the approval of adviser from Exercise and Nutritional Sciences 388 (1-3 units), 440, 499 (1-3 units), Management 350, or Marketing 370.” Revision gives experiences central to student learning outcomes. Under Physical Education, adds CSET language and recommendation to take Physics 107.

11. Change in program.

**Kinesiology Major  
With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 08351)**

**Emphasis in Prephysical Therapy**

**Delete (b) Kinesiotherapy specialization.**

Change: Discontinuation of program due to no faculty, low enrollment, and overall limited national demand. Remaining students (15) will be allowed to complete program.

## HOSPITALITY AND TOURISM MANAGEMENT

1. New course.

### TRIBAL GAMING

Hospitality and Tourism Management

C-4

HTM 370. Tribal Gaming: Cultural and Political Context (3)

(Same course as American Indian Studies 370.)

Prerequisite: Hospitality and Tourism Management 201 or American Indian Studies 110.

Social and political context of American Indian tribal gaming, political relationships between federal and tribal governments, contemporary examples of tribal gaming, sociocultural and economic forces leading to gaming as strategy for economic development, and responses by non-Indian communities to tribal gaming.

## NUTRITION

1. Changes in course number, prerequisite, and description.

Nutrition

NUTR 312. Nutrition for Athletes (3)

Prerequisite: Nutrition 201.

Influence of exercise on nutritional status and dietary requirements. Current theories and practices related to nutrition and athletic performance. (Formerly numbered Nutrition 202.)

Change: When current NUTR 201 was introduced, NUTR 311 was eliminated; this revision restores 300-level course.

## PHYSICS

1. New course.

### APPLIC MATH TO PHYSICS

Physics

C-4

PHYS 242. Application of Mathematics to Physics (3)

Prerequisites: Mathematics 151, Physics 195, 196 with a minimum grade of C or better. Credit or concurrent registration in Mathematics 252.

Mathematical concepts needed to understand language of physics. Applications to physics problems in areas of mechanics, electromagnetism, and modern physics.

2. Add prerequisite.

Physics

PHYS 350. Classical Mechanics (3)

Prerequisites: Physics 195 and 242 with a minimum grade of C and Physics 197. Credit or concurrent registration in Mathematics 342A.

Newtonian mechanics, gravitation, small oscillations, collisions, motion of rigid bodies, Lagrangian mechanics.

Change: Physics 242 will provide better problem solving and math background.

3. Add prerequisite.

Physics

PHYS 354. Modern Physics (3)

Prerequisites: Physics 197 and 242 with a minimum grade of C and Physics 197. Credit or concurrent registration in Mathematics 342A.

Special theory of relativity. Particle properties of electromagnetic radiation, and wave properties of particles. Introduction to quantum theory with applications to atomic structure.

Change: Physics 242 will provide better problem solving and math background.

4. Change in program.

**Physics Major  
With the B.A. Degree in Liberal Arts and Sciences  
AND**

**With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 19021)**

**Preparation for the Major.** Physics 195, 195L, 196, 196L, 197, 197L, 242; Chemistry 200; Mathematics 150, 151, 252. (32 units)

Change: Addition of Physics 242 to provide a better grasp of fundamental concepts in mathematical physics before beginning upper division courses.

5. Change in program.

**Chemical Physics Major  
With the B.S. Degree in Applied Arts and Sciences  
(Major Code: 19081)**

**Preparation for the Major.** Physics 195, 195L, 196, 196L, 197, 197L, 242; Chemistry 200, 201, 231, 251; Mathematics 150, 151, 252. (46 units)

**Major.** A minimum of 36 upper division units to include Physics 311, 350, 400A, 410; Chemistry 410A-410B, 417, 550; Mathematics 342A, 342B; three units selected from Physics 357, 360, 400B; Chemistry 431, 457, 510, 515; Physics 538 or Chemistry 538; and Research Project: Chemistry 497 (3 units) or Chemistry 498 (3 units) or Physics 498A and 498B (3 units).

Change: Addition of Physics 242 to provide a better grasp of fundamental concepts in mathematical physics before beginning upper division courses; increases units from 43 to 46. Under major, reduce “ six units selected from” to “ three units selected from; reduces total major units from 39 to 36. Total units remain at 124.

6. Change in program.

**Physical Science Major  
In preparation for the Single Subject Teaching Credential  
in Science/Physical Science  
With the B.A. Degree in Applied Arts and Sciences  
(Major Code: 19011)**

**Preparation for the Major.** Africana Studies 140 or Chicana and Chicano Studies 111A or Communication 103; Astronomy 109, 201; Biology 201A, 201B; Chemistry 200, 201; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L, 197, 197L, 242; Teacher Education 211 (1 unit). (53 units)

Change: Addition of Physics 242 to provide a better grasp of fundamental concepts in mathematical physics before beginning upper division courses.

SOCIOLOGY

1. New course.

INTRO TO COMMUNITY ANALYSIS

Sociology

C-13

SOC 200K. Introduction to Community Analysis (1)

Two hours of activity for 12 weeks and six hours to be arranged.

Mapping Census Bureau and other survey data for community analysis and needs assessment to include U. S. Census terminology, finding and importing data, use of GIS software. Internet maps with local data.

12 September 2007

To: The Senate  
From: Anne Turhollow, Chair, Committee on Committees and Elections  
Subject: Committee Appointments

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**ACTION:**

The Committee on Committees moves approval of the following appointments:

**Campus Development**

Kenneth Walsh, Professor, Civil and Environmental Engineering (term ends May 2010)

**Faculty Honors and Awards**

Sunil Kumar, Associate Professor, Electrical and Computer Engineering (term ends May 2010)

**General Education**

David Kimbrough, Professor, Geological Sciences (reappointment, term ends May 2010, SCI seat)

Bonnie Kime Scott, Professor, Womens' Studies (term extension, ends May 2008, A&L seat)

**Library Committee**

David Engstrom, Associate Professor, Social Work (reappointment, term ends May 2010, HHS seat)

David Pullman, Associate Professor, Chemistry & Biochemistry (reappointment, term ends May 2010, SCI seat)

Premanand Chandramani, Assistant Professor, Electrical and Computer Engineering (term ends May 2010, ENG seat)

Mei Zhong, Assistant Professor, Journalism & Media Studies (term ends, May 2010, PSFA seat)

(Note: The following staff appointments have been forwarded from the Staff Affairs Committee.)

**International Programs Council**

Donovan Geiger, Department Coordinator, College of Engineering (term ends May 2010)

**Staff Affairs Committee**

Florencia Davis, JDP Administrative Support Coordinator, School of Public Health (term ends May 2010)

Donovan Geiger, Department Coordinator, College of Engineering (term ends May 2010)

**INFORMATION:**

Mark Flahan, Sr. will continue as the staff representative on IAA.

To: The SDSU Senate  
From: Cynthia Park, Chair, Constitution & Bylaws  
Date: September 18, 2007  
Re: **Agenda for 2007-08 Academic Year (Information Item)**

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### **Information**

The committee met on September 11, 2007 from 2:00pm until about 3:45pm and reviewed our roles and responsibilities for the coming year.

Members present were Bill Eadie, David Ely, Danielle Ingoglia and the Chair, Cynthia Park

1. The committee is lacking one student member and one faculty member.
2. Members of the committee suggested that the committee review and revise the preamble to the Constitution and Bylaws document.
3. Members of the committee suggested that the committee review the way the policy file is organized.
4. Members of the committee suggested that the committee review the bylaws to refine what committees do.

To: The Senate  
From: Karen Cadiero Kaplan, Acting Chair of Committee on Diversity, Equity and Outreach  
Date: September 25, 2007  
Re: **Information Item**

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**2007-2008 DEO Agenda**

Approved by the DEO Committee on September 6, 2007

Respond to Senate referrals if applicable

Develop a long-range strategy for diversity at SDSU

Participate in creating a diversity section on SDSU's website

Develop and disseminate a document on skills required of faculty for diversity and equity ("What all faculty need to know about teaching diverse students and diverse topics")

Investigate updating the make-up of the DEO committee

Determine the possibility of SDSU's Main Campus becoming a Hispanic Serving Institution

Continue to generate faculty interest in serving on the University Senate

Continue to monitor faculty and student gender and ethnic diversity, especially hiring and retention of African American faculty

Develop methodology to explore gender and ethnic data in faculty awarding of tenure and promotion

Develop recommendations to increase undergraduate African American student and other student of color recruitment, admissions, enrollment, retention, and graduation

Investigate strategies to increase female student and faculty numbers in fields in which they are underrepresented

Include gender identity and gender expression in the list of non-discrimination categories in the Policy File

Develop talking points for members of the university community for why/how the repeal of Proposition 209 would benefit the university

Prompt the University Development Office to develop specific diversity initiatives

Address ad-hoc issues as they arise

TO: Senate  
FROM: Rebecca Moore, Chair, Faculty Affairs Committee  
DATE: 24 September 2007  
RE: Information

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**INFORMATION:**

1. Approved committee calendar for 2007-08.
2. Elected Rebecca Moore committee chair.
3. The committee heard from Karen Calfas, Chair of the Student Affairs Committee, regarding proposed changes to the University Policy File concerning the Student Grievance Policy.
4. The committee reviewed proposed changes to the Policy File prepared by Associate Vice President for Faculty Affairs Bonnie Zimmerman. These changes regarding faculty are designed to bring the policy file into conformity with the recently-agreed to Collective Bargaining Agreement.
5. The committee made plans to study a number of issues relating to faculty course assignments in the coming academic year.

TO: The Graduate Council  
FROM: The Graduate Council Curriculum Committee  
DATE: April 6, 2007  
RE: Curriculum Approved for Graduate Bulletin

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**Information Report (11-04/07)**

CITY PLANNING

1. New course.

City Planning C-4/C-15  
660. City Planning and Geographic Information Systems Applications (3)  
Prerequisite: Public Administration 525 and graduate standing.  
ArcGIS mapping software extensively utilized in city planning.  
Proficiency necessary to use software in professional context for work required  
by public and/or private sector planning employment.

ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering C-4  
662. Wireless Sensor Networks (3)  
Prerequisite: Computer Engineering 560.  
Sensor platforms, wireless channel characteristics, time synchronization,  
medium access control, topology control, routing protocols, localization,  
coverage and placement, detection and tracking, query processing.

2. New course.

Electrical Engineering C-4  
665. Multimedia Wireless Networks (3)  
Prerequisites: Computer Engineering 560 and 565.  
Multimedia source characteristics, compressed bitstreams, error  
resiliency, quality of service, cellular video telephony, multimedia QoS-aware  
WLAN, peer to peer networks, and multimedia broadcast multicast services.

GEOLOGICAL SCIENCES

1. New course.

Geological Sciences C-4/C-16  
631. Simulation of Wave Propagation in Complex Media (3)  
Two lectures and three hours of laboratory. Arrangement of field study  
during the semester.  
Prerequisite: Mathematics 342B or similar level of power series, partial  
differential equations.  
Symbolic operators, accuracy, consistency, and stability for finite  
difference equations, boundary conditions (free surface/periodic/absorbing) and  
seismic sources (earthquake/explosive). 1D, 2D, and 3D approximations to the  
wave equation will be derived.

GERONTOLOGY

1. Delete existing course.

Gerontology  
604. Program Planning and Development (3)  
Prerequisite: Consent of instructor.  
Design and development of aging programs. Needs assessment skills,  
program activities, evaluation methods, administrative and budget development  
in concert with selected agencies.

Change: Overlaps with existing GERO 602.

2. Change in course number.

Gerontology

630. Research Methods and Evaluation (3)

Prerequisites: Course in elementary statistics and satisfaction of the Entry-Level Mathematics requirement. Recommended: Sociology 201.

Research methodology, assessment, and evaluation of gerontology. Basic statistical techniques in evaluating gerontology databases. Methods, statistical procedures, hypothesis testing, evaluation, use of tables and graphs, and use of gerontology databases. SPSS using gerontology databases for instruction. (Formerly numbered Gerontology 530.)

Change: New level course number would restrict course to graduate students.

3. Change in course number.

Gerontology

700A-700B. Practicum (3-3) Cr/NC

Prerequisites: Gerontology 530 and 601.

Supervised field placement in public or private setting. Application of gerontological theory, policy, objectives, principles, and skills in service to individuals, families, groups, organizations, and communities. (Formerly numbered Gerontology 700.)

Change: Need two practicum courses, 700A for fall/700B for spring.

4. Change in program

**Gerontology**

**Specific Requirements for the Master of Science Degree**

**Core Curriculum Requirements.** A minimum of 30 units is required in the following core courses:

GERO 630	Research Methods and Evaluation (3)
GERO 601	Theory in Gerontology (3)
GERO 602	Policy Development, Analysis, and Evaluation (3)
GERO 603	Healthy Aging (3)
GERO 605	Long-Term Care (3)
GERO 700A	Practicum (3) Cr/NC
GERO 700B	Practicum (3) Cr/NC
GERO 797	Research (3) Cr/NC/RP
GERO 799A	Thesis (Plan A) <b>OR</b> GERO 798 (Plan B) (3)
P H 602	Biostatistics (3)

Change: Revises requirements to agree with course curricular changes.

NURSING

1. New course.

Nursing

C-4

632. Community Health Nursing (3)

Prerequisites: Nursing 414 and admission to school nurse or nurse midwife programs.

Community and needs assessments. Community participation and transcultural considerations. Grant writing, ethical dilemmas, evidence-based practice, program planning, staffing, budgeting, and evaluation.

2. New course.

Nursing

C-4

636. Women's Health Assessment and Management I (3)

Prerequisites: Nursing 500, 610, 658. Concurrent registration in Nursing 637.

Comprehensive assessment and management of ambulatory care for women throughout childbearing cycle. Pregnancy, prenatal care, fetal physiology, and development.

3. New course.
 

C-17

Nursing  
 637. Women's Health/Nurse Midwifery Clinical Practicum I (2-4-6)  
 Six to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 636.  
 Laboratory and clinical experiences providing obstetrical, gynecological, primary, and well woman care throughout lifespan.
4. New course.
 

C-4

Nursing  
 638. Nurse Midwifery Intrapartum/Newborn Assessment and Management (3)  
 Prerequisites: Nursing 636 and 637.  
 Assessment and management of women with emphasis on labor and birth, postpartum, and normal newborn.
5. New course.
 

C-17

Nursing  
 639. Women's Health/Nurse Midwifery Clinical Practicum II (4 or 6)  
 Twelve to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 638.  
 Clinical experiences in one or more of the following settings: gynecological, well women/family planning, primary care, obstetrics/prenatal, intrapartum, post-partum, and newborn care.
6. New course.
 

C-4

Nursing  
 744. Women's Health/Nurse Midwifery Assessment and Management III (3)  
 Prerequisite: Nursing 638. Concurrent registration in Nursing 745.  
 Theoretical concepts and principles applied to management of pathophysiological and psychological issues in women's healthcare. Contemporary issues in well women, gynecological, and primary care.
7. New course.
 

C-17

Nursing  
 745. Women's Health/Nurse Midwifery Clinical Practicum III (4 or 6)  
 Twelve to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 744.  
 Clinical experiences in one or more of the following settings: gynecological, well women/family planning, primary care, obstetrics/prenatal, intrapartum, post-partum, and newborn care.
8. Change in course prerequisite.
 

Nursing  
 751. Advanced Practice Nursing: Acute/Critical Care Theory and Technology (3)  
 Prerequisite: Consent of advanced practice nursing concentration chair.  
 Role of advanced practice nurse in acute/critical care settings. Problems and interventions with acutely and critically ill adults and elderly. Emphasis on research-based interventions, psychosocial responses, standards of practice, expanding technologies, and continuation of care to the home.

Change: To accommodate course placement in new specialization.
9. Delete existing course.
 

Nursing  
 900. Current Concepts in Community Health Nursing (3)  
 Prerequisite: Consent of instructor.  
 Contemporary roles of community health nurse. Appropriate use of community resources for program development, strategies for inter-agency communication, networking, ethnic issues, family and systems theory, and major stressors affecting school community and families of the school-aged child and adolescent.

Change: To be incorporated into new NURS 632.

10. Delete existing course.

Nursing

901. Family Health Theory and Nursing Practice (3)

Prerequisites: Admission to health services credential program and Nursing 900.

Nursing interventions within the school setting for complex families with school-aged children and adolescents.

Change: To be incorporated into new NURS 632.

11. Delete existing course.

Nursing

902. Primary Health Care of School-Aged Child Practicum (3)

Twelve hours of practicum

Prerequisites: Nursing 500 and 672.

Application of theory to a select population of school-aged children and adolescents. Provides direct experience in clinical nursing management of common health problems and developmental disabilities.

Change: Previously, nurses seeking post B.S. credential took NURS 902 while M.S. students took NURS 631. Now, both groups will take NURS 631.

12. New specialization.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Nurse Midwife**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the American College of Nurse Midwives and the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the nurse midwife specialization are as follows:

**Core Courses**

NURS 604A Theoretical and Research Bases of Nursing (3)

NURS 604B Theoretical and Research Bases of Nursing (3)

NURS 608 Nursing in the Health Care System (3)

NURS 684 Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632 Community Health Nursing (3)

NURS 799A or NURS 798 (Plan B) (3)

**Specialization Courses**

NURS 500 Advanced Health Assessment and Health Promotion (4)

NURS 610 Pathophysiology in Adults and the Elderly (3)

NURS 636 Women's Health Assessment and Management I (3)

NURS 637 Women's Health /Nurse Midwifery Clinical Practicum I (2)

NURS 638 Midwifery Intrapartum and Newborn Assessment and Management II (3)

NURS 639 Women's Health/Nurse Midwifery Clinical Practicum II (6)

NURS 654 Advanced Practice Nursing Primary Care I (3)

NURS 658 Clinical Pharmacology for Advanced Practice Nursing (3)

NURS 744 Women's Health/Nurse Midwifery Assessment and Management III (3)

NURS 745 Women's Health/Nurse-Midwifery Clinical Practicum III (6)

**Total Units: 54**

Change: New specialization allows student to become nurse midwife without also becoming nurse practitioner.

13. Change in program.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Nurse Midwife and  
Women's Health Care Nurse Practitioner**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the American College of Nurse-Midwives and the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the nurse midwife and women's health care nurse practitioner specialization are as follows:

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing (3)
NURS 604B	Theoretical and Research Bases of Nursing (3)
NURS 608	Nursing in the Health Care System (3)
NURS 684	Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 636	Women's Health Assessment and Management I (3)
NURS 637*	Women's Health/Nurse-Midwifery Clinical Practicum I (2)
NURS 638	Midwifery Intrapartum and Newborn Assessment and Management II (3)
NURS 639	Women's Health/Nurse-Midwifery Clinical Practicum II (6)
NURS 654	Advanced Practice Nursing Primary Care I (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 744	Women's Health/Nurse-Midwifery Assessment and Management III (3)
NURS 745	Women's Health/Nurse-Midwifery Clinical Practicum III (6)

**Total Units: 56**

\* Repeat NURS 637 in summer session for additional two units.

Change: Formerly entitled Specialization as a Nurse Midwife and CA OB/GYN Nurse Practitioner. Revised title reflects contemporary practice and is nationally recognized title.

14. Change in program.

**Nursing**

**Community Health Nursing Concentration**

**Specialization in School Nursing**

Students admitted to the school nursing specialization within the community health nursing concentration will pursue a program of studies leading to a Master of Science in nursing degree and a school nurse services credential. In addition to the Master of Science degree curriculum, to receive the school nurse services credential, students must complete Speech, Language, and Hearing Sciences 540. Required courses are as follows:

**Core Courses**

(No change: 12 units)

**Community Health Nursing Concentration Courses**

NURS 631	Community Health Nursing Practicum (3)
NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 601	Assessment and Health Promotion of Children and Adolescents (4)
NURS 670	School Nursing Management Practices (3)
NURS 672	Primary Health Care of the School Aged Child (3)
NURS 674	Health Education for School Nurses (3)
CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
SPED 500	Human Exceptionality (3)

**Total Units: 40**

Change: Updates specialization.

15. New specialization.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Women's Health Care Nurse Practitioner**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the women's health care nurse practitioner specialization are as follows:

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing (3)
NURS 604B	Theoretical and Research Bases of Nursing (3)
NURS 608	Nursing in the Health Care System (3)
NURS 684	Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 636	Women's Health Assessment and Management I (3)
NURS 637	Women's Health /Nurse Midwifery Clinical Practicum I (2)
NURS 639	Women's Health/Nurse Midwifery Clinical Practicum II (6)
NURS 654	Advanced Practice Nursing Primary Care I (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 744	Women's Health/Nurse Midwifery Assessment and Management III (3)
NURS 745	Women's Health/Nurse-Midwifery Clinical Practicum III (4)

**Total Units: 49**

Change: Provides option to elect women's health care nurse practitioner specialization alone.

16. Change in program.

**Nursing**

**Advanced Practice Nursing of Adults and the Elderly Concentration**

**Specialization in Acute/Critical Care Nursing**

**(Clinical Nurse Specialist and Nurse Educator Preparation)**

All graduates meet requirements for clinical nurse specialist (CNS) certification in California and are eligible to sit for national CNS certification in acute/critical care or medical surgical nursing.

Required courses for the Master of Science degree with a concentration in advanced practice nursing of adults and the elderly and a specialization in acute/critical care nursing CNS and nurse educator preparation are as follows:

**Core Courses**

(No change: 12 units)

**Concentration Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 622	Quality Improvement and Program Evaluation (3)
NURS 644	Program and Curriculum Development in Nursing Education (3)
NURS 645	Teaching and Learning in Nursing (3)
NURS 646	Nursing Education Practicum (3)
NURS 751	Advanced Practice Nursing: Acute/Critical Care Theory and Technology (3)
NURS 753	Advanced Practice Nursing: Acute/Critical Care Practicum (6)

**Total Units: 46**

Change: Addresses community and national need for clinical nurse specialists and nurse educators by broadening existing concentration with addition of new specialization.

17. Change in title.

**Nursing**  
**Nursing Leadership in Health Care Systems Concentration**  
(No change to program.)

Change: Formerly “Nursing Systems Administration Concentration.” New title reflects current leadership roles and prepares nurses for all aspects of leadership of health care delivery systems.

18. Change in program.

**School Nurse Services Credential**  
**Program**

The following program elements are required of all health services credential candidates:

NURS 601	Assessment and Health Promotion of Children and Adolescents (4)
NURS 631	Community Health Nursing Practicum (3)
NURS 632	Community Health Nursing (3)
NURS 670	School Nursing Management Practices (3)
NURS 672	Primary Health Care of the School Aged Child (3)
NURS 674	Health Education for School Nurses (3)
CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
SLHS 540	Hearing Conservation and Audiometry for School Nurses (3)
SPED 500	Human Exceptionality (3)

**Total Units: 28**

Change: Updates credential.

PUBLIC HEALTH

1. New course.

Public Health C-5  
867. Seminar in Grantwriting for Health Behavior Researchers (3)  
Prerequisite: Admission to Ph.D. in public health with a concentration in health behavioral science.  
Skills needed to compete for health behavior research funding. Grant proposal writing, submission, review, and revision processes. Background information about grant review procedures and funding mechanisms, with emphasis on national institutes of health.

SOCIAL WORK

1. New course.

Social Work C-4  
670. Social Work Foundation Practice Skills (3)  
Prerequisite: Admission to advanced standing program.  
Skill development and application of social work practice. Engagement, assessment, risk assessment, application of theoretical models to client interventions.

2. New course.

Social Work C-4  
671. Generalist Foundation of Social Work Practice, Policy, and Human Behavior (3)  
Prerequisite: Admission to advanced standing program.  
Reviews generalist foundation of social work curriculum. Practice concepts at all practice levels, human development theories, and social welfare policies.

3. Change in program.

**Master of Social Work Degree  
General Information**

The School of Social Work offers a 38-60 unit accredited graduate program leading to a Master of Social Work (MSW) degree. Coursework is typically completed in one to four years. The program qualifies students to apply for the Licensed Clinical Social Worker (LCSW) certification process by the Board of Behavioral Science Examiners of the State of California.

Students may earn the Master of Social Work degree in one of two ways described below. Students who have earned an undergraduate social work degree from an accredited university may be eligible to complete the requirements for the Master of Social Work degree via the 38 unit advanced standing program. All other students are required to complete the standard 60 units Master of Social Work program.

The goal of the Master of Social Work program is to enable advanced social work practitioners to provide services that assure people equal access to resources, programs, and opportunities; assist individuals in accomplishing life tasks, alleviating individual and social distress, and realizing personal and societal aspirations. Because of its special geographic location in the Southern California border region, the school prepares professionals who will work with the predominate ethnic minority groups of the region in order to enhance the quality of life for economically disadvantaged groups. Special emphasis is currently given to those human needs that relate to the continuum of health care and well-being, families in transition, and social/environmental factors that create stress as it relates to individuals and groups in the home, workplace, and community. The school is extensively involved in local, state, and national human service issues through individual faculty research and community intervention programs. In addition, the school has made commitments in the area of chemical dependency research and practice through the Center on Substance Abuse and policy research and intervention through the Social Policy Institute.

**Admission to the Degree Curriculum**

**General Admission Requirements:**

All applicants must file two separate applications: one to the Office of Enrollment Services to include transcripts, GRE scores, and TOEFL scores if applicable, and one to the School of Social Work. The School of Social Work will not consider any applicant who has not filed both required applications. Specific university admission requirements and procedures are outlined in Part Two of this bulletin. Specific School of Social Work requirements and procedures are outlined in the admissions packet as well as on the School of Social Work Web site at <http://chhs.sdsu.edu/sw>.

Please be advised that the school does not accept life/work experience in lieu of any course requirements. The school does not accept transfer credit based on life/work experience. Students will have to retake any courses for which life/work experience was counted.

In addition to the regular application material, the university requires all applicants to take the Graduate Record Examination for admission. Scores must be reported to both the university and the School of Social Work. Applicants will not be reviewed by the school unless GRE scores are on file. Applicants must have taken and successfully passed one course in statistics and a liberal arts foundation at the undergraduate or graduate level.

The school cannot accept any student into the program until the university has accepted them into graduate study. For this reason, we urge interested students to submit both applications as early as possible.

**Advanced Standing Program Admission Requirements:**

The School of Social Work admits new students to the advanced standing program only in the summer each academic year. Applications are accepted between November 1 and January 15 of the preceding academic year.

Students admitted to the advanced standing program must possess an undergraduate degree in social work that was earned within five years of admission to the advanced standing program. The undergraduate degree must come from a program that is accredited by the Council on Social Work Education and the cumulative GPA for social work courses taken must be at least 3.0 (B or better).

Students not admitted to the advanced standing program may be considered for admission to the standard 60 unit program.

**Standard 60 unit Master of Social Work Admission Requirements:**

The School of Social Work admits new students to the standard 60 unit Master of Social Work program only in the fall of each academic year. To be guaranteed a space in the two year program, new students must apply between November 1 and January 15 of the year before they desire entry. Applications received after the January 15 deadline but before April 30, will be considered for admission to the two, three, or four year programs if space is available. Students currently enrolled or on leave of absence from CSWE accredited schools of social work are considered transfer students and can apply to the program for either fall or spring admission.

**Advancement to Candidacy**

**Advanced Standing Program:**

All students must meet the general requirements for advancement to candidacy as described in Part Two of this bulletin. In addition, the student must: (1) have satisfactorily completed the six unit foundation bridge courses (SWORK 670 and 671) with a minimum grade of B; (2) have earned at least 24 units of post-baccalaureate study with a minimum grade point average of 3.0 (B) and received a grade of satisfactory progress (SP) or credit (Cr) in four units of SWORK 750A or 750B; (3) have no incomplete grades; (4) be recommended by the faculty of the School of Social Work; (5) be approved for advancement by the Division of Graduate Affairs.

**Standard 60 Unit Master of Social Work Program:**

All students must meet the general requirements for advancement to candidacy as described in Part Two of this bulletin. In addition, the student must: (1) have earned at least 24 units of post-baccalaureate study with a minimum grade point average of 3.0 (B) and received credit (Cr) in field practicum; (2) have no incomplete grades; (3) be recommended by the faculty of the School of Social Work; (4) be approved for advancement by the Division of Graduate Affairs; (5) successfully pass a written qualifying examination given during the spring semester in which the student completes 31 units of 600-level coursework.

**Specific Requirements for the Master of Social Work Degree**

**Advanced Standing Program:**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree in Part Two of this bulletin, the student must complete an officially approved 38 unit course of study to include:

- (1) Six units in generalist/foundation bridge courses (SWORK 670 and 671).
- (2) Three units of computer applications for social work (SWORK 610);
- (3) 29 units of advanced study to include:
  - a. 0-3 units of advanced human behavior (SWORK 720);
  - b. 3 units of advanced social policy (SWORK 702);
  - c. 3 units of advanced research methods (SWORK 791 or 797);
  - d. 6-9 units of social work electives (SWORK 758, 780, 781, 798, 799A);
  - e. 14 units in a social work methods focus area (direct practice or administration).

Direct Practice	OR	Administration
SWORK 739 (3)		SWORK 740 (3)
SWORK 744 (3)		SWORK 745 (3)
SWORK 750A (8)		SWORK 750B (8)

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

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). In addition, 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.

**Standard 60 Unit Master of Social Work Program:**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree in Part Two of this bulletin, the student must complete an officially approved 60 unit course of study to include:

- (1) 28 units in generalist/foundation bridge courses (SWORK 601, 619, 620A, 630, 631, 632, 650, 690).
- (2) Three units of computer applications for social work (SWORK 610);
- (3) 29 units of advanced study to include:
  - f. 0-3 units of advanced human behavior (SWORK 720);
  - g. 3 units of advanced social policy (SWORK 702);
  - h. 3 units of advanced research methods (SWORK 791 or 797);
  - i. 6-9 units of social work electives (SWORK 758, 780, 781, 798, 799A);
  - j. 14 units in a social work methods focus area (direct practice or administration).

Direct Practice	OR	Administration
SWORK 739 (3)		SWORK 740 (3)
SWORK 744 (3)		SWORK 745 (3)
SWORK 750A (8)		SWORK 750B (8)

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

At least 30 units of the program must be completed in residence at San Diego State University. A maximum of 30 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). In addition, 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.

**Student Handbook**

(No change.)

**Program of Study**

**Advanced Standing Program:**

The first nine units of the advanced standing program taken during the summer semester are organized around the generalist/foundation of social work practice. The final 29 units commencing in the fall are organized around a methods focus area. Students will select one of the methods focus areas.

**Standard 60 Unit Master of Social Work Program:**

The standard 60 unit Master of Social Work program is organized in the first year around the generalist/foundation courses. The second year program is organized around a methods focus area. Students will select one of the methods focus areas described below during the semester before beginning the second year of the program.

**Methods Focus Areas**

(No change to this entire section.)

**Field of Service**

(No change.)

Change: Restructured to offer a variable unit program parallel to what is offered at other Schools of Social Work.

SPECIAL EDUCATION

1. New course.

Special Education

C-4

685. Single-Case Research Design (3)

Prerequisite: Special Education 553.

Single-case research designs focused on interventions with individuals with disabilities.

2. New certificate.

**Behavior Analysis Certificate**

The behavior analysis certificate provides the foundational knowledge for educators, psychologists, and other interventionists to provide intervention practices based on principles of behavior analysis. The courses are approved by the Behavior Analysis Certification Board as the content sequence required prior to taking the examination.

**Admission Requirements**

Prerequisites for admission include a bachelor's degree from an accredited institution in education, liberal studies, social sciences, or the helping professions with a 2.85 grade point average in the last 60 units. Candidates must maintain a 3.0 minimum grade point average in all certificate coursework with no less than a "C" in any course. Courses taken in the certificate program with a grade of "B" or better may be applied to a master's degree with the consent of the graduate adviser.

Required courses (12 units):

SPED 500	Human Exceptionality (3)
SPED 553	Behavioral Strategies and Supports for Students with Disabilities (3)
SPED 676	Advanced Applied Behavior Analysis (3)
SPED 685	Single-Case Research Design (3)

TO: The Graduate Council  
FROM: The Graduate Council Curriculum Committee  
DATE: April 6, 2007  
RE: 2008-09 Graduate Bulletin

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**Action Report (1A-04/07)**

ENGINEERING

1. New Ph.D. concentrations.

**Ph.D. in Engineering Sciences with a Concentration in Bioengineering**

A Ph. D. in engineering sciences with a concentration in bioengineering is offered by the joint faculties of the College of Engineering at San Diego State University and the Department of Biongeering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of the California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publication in journals, monographs, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

**Ph.D. in Engineering Sciences with a Concentration in Electrical and Computer Engineering**

A Ph. D. in engineering sciences with a concentration in electrical and computer engineering is offered by the joint faculties of the Department of Electrical and Computer Engineering at San Diego State University and the Department of Electrical and Computer Engineering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of the California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publication in journals, monographs, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

**Ph.D. in Engineering Sciences with a Concentration in Structural Engineering**

A Ph. D. in engineering sciences with concentration in structural engineering is offered by the joint faculties of the College of Engineering at San Diego State University and the Department of Structural Engineering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of The California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publications in refereed journals and conference proceedings, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

TO: The Graduate Council  
FROM: The Graduate Council Curriculum Committee  
DATE: April 6, 2007  
RE: Curriculum Approved for Graduate Bulletin

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**Information Report (11-04/07)**

CITY PLANNING

1. New course.

City Planning C-4/C-15  
660. City Planning and Geographic Information Systems Applications (3)  
Prerequisite: Public Administration 525 and graduate standing.  
ArcGIS mapping software extensively utilized in city planning.  
Proficiency necessary to use software in professional context for work required  
by public and/or private sector planning employment.

ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering C-4  
662. Wireless Sensor Networks (3)  
Prerequisite: Computer Engineering 560.  
Sensor platforms, wireless channel characteristics, time synchronization,  
medium access control, topology control, routing protocols, localization,  
coverage and placement, detection and tracking, query processing.

2. New course.

Electrical Engineering C-4  
665. Multimedia Wireless Networks (3)  
Prerequisites: Computer Engineering 560 and 565.  
Multimedia source characteristics, compressed bitstreams, error  
resiliency, quality of service, cellular video telephony, multimedia QoS-aware  
WLAN, peer to peer networks, and multimedia broadcast multicast services.

GEOLOGICAL SCIENCES

1. New course.

Geological Sciences C-4/C-16  
631. Simulation of Wave Propagation in Complex Media (3)  
Two lectures and three hours of laboratory. Arrangement of field study  
during the semester.  
Prerequisite: Mathematics 342B or similar level of power series, partial  
differential equations.  
Symbolic operators, accuracy, consistency, and stability for finite  
difference equations, boundary conditions (free surface/periodic/absorbing) and  
seismic sources (earthquake/explosive). 1D, 2D, and 3D approximations to the  
wave equation will be derived.

GERONTOLOGY

1. Delete existing course.

Gerontology  
604. Program Planning and Development (3)  
Prerequisite: Consent of instructor.  
Design and development of aging programs. Needs assessment skills,  
program activities, evaluation methods, administrative and budget development  
in concert with selected agencies.

Change: Overlaps with existing GERO 602.

2. Change in course number.

Gerontology

630. Research Methods and Evaluation (3)

Prerequisites: Course in elementary statistics and satisfaction of the Entry-Level Mathematics requirement. Recommended: Sociology 201.

Research methodology, assessment, and evaluation of gerontology. Basic statistical techniques in evaluating gerontology databases. Methods, statistical procedures, hypothesis testing, evaluation, use of tables and graphs, and use of gerontology databases. SPSS using gerontology databases for instruction. (Formerly numbered Gerontology 530.)

Change: New level course number would restrict course to graduate students.

3. Change in course number.

Gerontology

700A-700B. Practicum (3-3) Cr/NC

Prerequisites: Gerontology 530 and 601.

Supervised field placement in public or private setting. Application of gerontological theory, policy, objectives, principles, and skills in service to individuals, families, groups, organizations, and communities. (Formerly numbered Gerontology 700.)

Change: Need two practicum courses, 700A for fall/700B for spring.

4. Change in program

**Gerontology**

**Specific Requirements for the Master of Science Degree**

**Core Curriculum Requirements.** A minimum of 30 units is required in the following core courses:

GERO 630	Research Methods and Evaluation (3)
GERO 601	Theory in Gerontology (3)
GERO 602	Policy Development, Analysis, and Evaluation (3)
GERO 603	Healthy Aging (3)
GERO 605	Long-Term Care (3)
GERO 700A	Practicum (3) Cr/NC
GERO 700B	Practicum (3) Cr/NC
GERO 797	Research (3) Cr/NC/RP
GERO 799A	Thesis (Plan A) <b>OR</b> GERO 798 (Plan B) (3)
P H 602	Biostatistics (3)

Change: Revises requirements to agree with course curricular changes.

NURSING

1. New course.

Nursing

C-4

632. Community Health Nursing (3)

Prerequisites: Nursing 414 and admission to school nurse or nurse midwife programs.

Community and needs assessments. Community participation and transcultural considerations. Grant writing, ethical dilemmas, evidence-based practice, program planning, staffing, budgeting, and evaluation.

2. New course.

Nursing

C-4

636. Women's Health Assessment and Management I (3)

Prerequisites: Nursing 500, 610, 658. Concurrent registration in Nursing 637.

Comprehensive assessment and management of ambulatory care for women throughout childbearing cycle. Pregnancy, prenatal care, fetal physiology, and development.

3. New course.
 

C-17

Nursing  
 637. Women's Health/Nurse Midwifery Clinical Practicum I (2-4-6)  
 Six to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 636.  
 Laboratory and clinical experiences providing obstetrical, gynecological, primary, and well woman care throughout lifespan.
4. New course.
 

C-4

Nursing  
 638. Nurse Midwifery Intrapartum/Newborn Assessment and Management (3)  
 Prerequisites: Nursing 636 and 637.  
 Assessment and management of women with emphasis on labor and birth, postpartum, and normal newborn.
5. New course.
 

C-17

Nursing  
 639. Women's Health/Nurse Midwifery Clinical Practicum II (4 or 6)  
 Twelve to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 638.  
 Clinical experiences in one or more of the following settings: gynecological, well women/family planning, primary care, obstetrics/prenatal, intrapartum, post-partum, and newborn care.
6. New course.
 

C-4

Nursing  
 744. Women's Health/Nurse Midwifery Assessment and Management III (3)  
 Prerequisite: Nursing 638. Concurrent registration in Nursing 745.  
 Theoretical concepts and principles applied to management of pathophysiological and psychological issues in women's healthcare. Contemporary issues in well women, gynecological, and primary care.
7. New course.
 

C-17

Nursing  
 745. Women's Health/Nurse Midwifery Clinical Practicum III (4 or 6)  
 Twelve to 18 hours per week in consultation with adviser.  
 Prerequisite: Concurrent registration in Nursing 744.  
 Clinical experiences in one or more of the following settings: gynecological, well women/family planning, primary care, obstetrics/prenatal, intrapartum, post-partum, and newborn care.
8. Change in course prerequisite.
 

Nursing  
 751. Advanced Practice Nursing: Acute/Critical Care Theory and Technology (3)  
 Prerequisite: Consent of advanced practice nursing concentration chair.  
 Role of advanced practice nurse in acute/critical care settings. Problems and interventions with acutely and critically ill adults and elderly. Emphasis on research-based interventions, psychosocial responses, standards of practice, expanding technologies, and continuation of care to the home.

Change: To accommodate course placement in new specialization.
9. Delete existing course.
 

Nursing  
 900. Current Concepts in Community Health Nursing (3)  
 Prerequisite: Consent of instructor.  
 Contemporary roles of community health nurse. Appropriate use of community resources for program development, strategies for inter-agency communication, networking, ethnic issues, family and systems theory, and major stressors affecting school community and families of the school-aged child and adolescent.

Change: To be incorporated into new NURS 632.

10. Delete existing course.

Nursing

901. Family Health Theory and Nursing Practice (3)

Prerequisites: Admission to health services credential program and Nursing 900.

Nursing interventions within the school setting for complex families with school-aged children and adolescents.

Change: To be incorporated into new NURS 632.

11. Delete existing course.

Nursing

902. Primary Health Care of School-Aged Child Practicum (3)

Twelve hours of practicum

Prerequisites: Nursing 500 and 672.

Application of theory to a select population of school-aged children and adolescents. Provides direct experience in clinical nursing management of common health problems and developmental disabilities.

Change: Previously, nurses seeking post B.S. credential took NURS 902 while M.S. students took NURS 631. Now, both groups will take NURS 631.

12. New specialization.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Nurse Midwife**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the American College of Nurse Midwives and the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the nurse midwife specialization are as follows:

**Core Courses**

NURS 604A Theoretical and Research Bases of Nursing (3)

NURS 604B Theoretical and Research Bases of Nursing (3)

NURS 608 Nursing in the Health Care System (3)

NURS 684 Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632 Community Health Nursing (3)

NURS 799A or NURS 798 (Plan B) (3)

**Specialization Courses**

NURS 500 Advanced Health Assessment and Health Promotion (4)

NURS 610 Pathophysiology in Adults and the Elderly (3)

NURS 636 Women's Health Assessment and Management I (3)

NURS 637 Women's Health /Nurse Midwifery Clinical Practicum I (2)

NURS 638 Midwifery Intrapartum and Newborn Assessment and Management II (3)

NURS 639 Women's Health/Nurse Midwifery Clinical Practicum II (6)

NURS 654 Advanced Practice Nursing Primary Care I (3)

NURS 658 Clinical Pharmacology for Advanced Practice Nursing (3)

NURS 744 Women's Health/Nurse Midwifery Assessment and Management III (3)

NURS 745 Women's Health/Nurse-Midwifery Clinical Practicum III (6)

**Total Units: 54**

Change: New specialization allows student to become nurse midwife without also becoming nurse practitioner.

13. Change in program.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Nurse Midwife and  
Women's Health Care Nurse Practitioner**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the American College of Nurse-Midwives and the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the nurse midwife and women's health care nurse practitioner specialization are as follows:

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing (3)
NURS 604B	Theoretical and Research Bases of Nursing (3)
NURS 608	Nursing in the Health Care System (3)
NURS 684	Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 636	Women's Health Assessment and Management I (3)
NURS 637*	Women's Health/Nurse-Midwifery Clinical Practicum I (2)
NURS 638	Midwifery Intrapartum and Newborn Assessment and Management II (3)
NURS 639	Women's Health/Nurse-Midwifery Clinical Practicum II (6)
NURS 654	Advanced Practice Nursing Primary Care I (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 744	Women's Health/Nurse-Midwifery Assessment and Management III (3)
NURS 745	Women's Health/Nurse-Midwifery Clinical Practicum III (6)

**Total Units: 56**

\* Repeat NURS 637 in summer session for additional two units.

Change: Formerly entitled Specialization as a Nurse Midwife and CA OB/GYN Nurse Practitioner. Revised title reflects contemporary practice and is nationally recognized title.

14. Change in program.

**Nursing**

**Community Health Nursing Concentration**

**Specialization in School Nursing**

Students admitted to the school nursing specialization within the community health nursing concentration will pursue a program of studies leading to a Master of Science in nursing degree and a school nurse services credential. In addition to the Master of Science degree curriculum, to receive the school nurse services credential, students must complete Speech, Language, and Hearing Sciences 540. Required courses are as follows:

**Core Courses**

(No change: 12 units)

**Community Health Nursing Concentration Courses**

NURS 631	Community Health Nursing Practicum (3)
NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 601	Assessment and Health Promotion of Children and Adolescents (4)
NURS 670	School Nursing Management Practices (3)
NURS 672	Primary Health Care of the School Aged Child (3)
NURS 674	Health Education for School Nurses (3)
CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
SPED 500	Human Exceptionality (3)

**Total Units: 40**

Change: Updates specialization.

15. New specialization.

**Nursing**

**Community Health Nursing Concentration**

**Specialization as a Women's Health Care Nurse Practitioner**

Graduates meet requirements for certification and licensure by the California Board of Registered Nursing. Graduates are eligible to sit for select national certification examinations. The program is accredited by the Commission on Collegiate Nursing Education (CCNE). Part-time (3-4 year) and full-time (2 year) options of study are available. Required courses for the women's health care nurse practitioner specialization are as follows:

**Core Courses**

NURS 604A	Theoretical and Research Bases of Nursing (3)
NURS 604B	Theoretical and Research Bases of Nursing (3)
NURS 608	Nursing in the Health Care System (3)
NURS 684	Information Systems for Nursing (3)

**Community Health Nursing Concentration Courses**

NURS 632	Community Health Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 636	Women's Health Assessment and Management I (3)
NURS 637	Women's Health /Nurse Midwifery Clinical Practicum I (2)
NURS 639	Women's Health/Nurse Midwifery Clinical Practicum II (6)
NURS 654	Advanced Practice Nursing Primary Care I (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 744	Women's Health/Nurse Midwifery Assessment and Management III (3)
NURS 745	Women's Health/Nurse-Midwifery Clinical Practicum III (4)

**Total Units: 49**

Change: Provides option to elect women's health care nurse practitioner specialization alone.

16. Change in program.

**Nursing**

**Advanced Practice Nursing of Adults and the Elderly Concentration**

**Specialization in Acute/Critical Care Nursing**

**(Clinical Nurse Specialist and Nurse Educator Preparation)**

All graduates meet requirements for clinical nurse specialist (CNS) certification in California and are eligible to sit for national CNS certification in acute/critical care or medical surgical nursing.

Required courses for the Master of Science degree with a concentration in advanced practice nursing of adults and the elderly and a specialization in acute/critical care nursing CNS and nurse educator preparation are as follows:

**Core Courses**

(No change: 12 units)

**Concentration Courses**

NURS 500	Advanced Health Assessment and Health Promotion (4)
NURS 610	Pathophysiology in Adults and the Elderly (3)
NURS 658	Clinical Pharmacology for Advanced Practice Nursing (3)
NURS 799A or NURS 798 (Plan B)	(3)

**Specialization Courses**

NURS 622	Quality Improvement and Program Evaluation (3)
NURS 644	Program and Curriculum Development in Nursing Education (3)
NURS 645	Teaching and Learning in Nursing (3)
NURS 646	Nursing Education Practicum (3)
NURS 751	Advanced Practice Nursing: Acute/Critical Care Theory and Technology (3)
NURS 753	Advanced Practice Nursing: Acute/Critical Care Practicum (6)

**Total Units: 46**

Change: Addresses community and national need for clinical nurse specialists and nurse educators by broadening existing concentration with addition of new specialization.

17. Change in title.

**Nursing**  
**Nursing Leadership in Health Care Systems Concentration**  
(No change to program.)

Change: Formerly “ Nursing Systems Administration Concentration.” New title reflects current leadership roles and prepares nurses for all aspects of leadership of health care delivery systems.

18. Change in program.

**School Nurse Services Credential**  
**Program**

The following program elements are required of all health services credential candidates:

NURS 601	Assessment and Health Promotion of Children and Adolescents (4)
NURS 631	Community Health Nursing Practicum (3)
NURS 632	Community Health Nursing (3)
NURS 670	School Nursing Management Practices (3)
NURS 672	Primary Health Care of the School Aged Child (3)
NURS 674	Health Education for School Nurses (3)
CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
SLHS 540	Hearing Conservation and Audiometry for School Nurses (3)
SPED 500	Human Exceptionality (3)

**Total Units: 28**

Change: Updates credential.

PUBLIC HEALTH

1. New course.

Public Health C-5  
867. Seminar in Grantwriting for Health Behavior Researchers (3)  
Prerequisite: Admission to Ph.D. in public health with a concentration in health behavioral science.  
Skills needed to compete for health behavior research funding. Grant proposal writing, submission, review, and revision processes. Background information about grant review procedures and funding mechanisms, with emphasis on national institutes of health.

SOCIAL WORK

1. New course.

Social Work C-4  
670. Social Work Foundation Practice Skills (3)  
Prerequisite: Admission to advanced standing program.  
Skill development and application of social work practice. Engagement, assessment, risk assessment, application of theoretical models to client interventions.

2. New course.

Social Work C-4  
671. Generalist Foundation of Social Work Practice, Policy, and Human Behavior (3)  
Prerequisite: Admission to advanced standing program.  
Reviews generalist foundation of social work curriculum. Practice concepts at all practice levels, human development theories, and social welfare policies.

3. Change in program.

**Master of Social Work Degree  
General Information**

The School of Social Work offers a 38-60 unit accredited graduate program leading to a Master of Social Work (MSW) degree. Coursework is typically completed in one to four years. The program qualifies students to apply for the Licensed Clinical Social Worker (LCSW) certification process by the Board of Behavioral Science Examiners of the State of California.

Students may earn the Master of Social Work degree in one of two ways described below. Students who have earned an undergraduate social work degree from an accredited university may be eligible to complete the requirements for the Master of Social Work degree via the 38 unit advanced standing program. All other students are required to complete the standard 60 units Master of Social Work program.

The goal of the Master of Social Work program is to enable advanced social work practitioners to provide services that assure people equal access to resources, programs, and opportunities; assist individuals in accomplishing life tasks, alleviating individual and social distress, and realizing personal and societal aspirations. Because of its special geographic location in the Southern California border region, the school prepares professionals who will work with the predominate ethnic minority groups of the region in order to enhance the quality of life for economically disadvantaged groups. Special emphasis is currently given to those human needs that relate to the continuum of health care and well-being, families in transition, and social/environmental factors that create stress as it relates to individuals and groups in the home, workplace, and community. The school is extensively involved in local, state, and national human service issues through individual faculty research and community intervention programs. In addition, the school has made commitments in the area of chemical dependency research and practice through the Center on Substance Abuse and policy research and intervention through the Social Policy Institute.

**Admission to the Degree Curriculum**

**General Admission Requirements:**

All applicants must file two separate applications: one to the Office of Enrollment Services to include transcripts, GRE scores, and TOEFL scores if applicable, and one to the School of Social Work. The School of Social Work will not consider any applicant who has not filed both required applications. Specific university admission requirements and procedures are outlined in Part Two of this bulletin. Specific School of Social Work requirements and procedures are outlined in the admissions packet as well as on the School of Social Work Web site at <http://chhs.sdsu.edu/sw>.

Please be advised that the school does not accept life/work experience in lieu of any course requirements. The school does not accept transfer credit based on life/work experience. Students will have to retake any courses for which life/work experience was counted.

In addition to the regular application material, the university requires all applicants to take the Graduate Record Examination for admission. Scores must be reported to both the university and the School of Social Work. Applicants will not be reviewed by the school unless GRE scores are on file. Applicants must have taken and successfully passed one course in statistics and a liberal arts foundation at the undergraduate or graduate level.

The school cannot accept any student into the program until the university has accepted them into graduate study. For this reason, we urge interested students to submit both applications as early as possible.

**Advanced Standing Program Admission Requirements:**

The School of Social Work admits new students to the advanced standing program only in the summer each academic year. Applications are accepted between November 1 and January 15 of the preceding academic year.

Students admitted to the advanced standing program must possess an undergraduate degree in social work that was earned within five years of admission to the advanced standing program. The undergraduate degree must come from a program that is accredited by the Council on Social Work Education and the cumulative GPA for social work courses taken must be at least 3.0 (B or better).

Students not admitted to the advanced standing program may be considered for admission to the standard 60 unit program.

**Standard 60 unit Master of Social Work Admission Requirements:**

The School of Social Work admits new students to the standard 60 unit Master of Social Work program only in the fall of each academic year. To be guaranteed a space in the two year program, new students must apply between November 1 and January 15 of the year before they desire entry. Applications received after the January 15 deadline but before April 30, will be considered for admission to the two, three, or four year programs if space is available. Students currently enrolled or on leave of absence from CSWE accredited schools of social work are considered transfer students and can apply to the program for either fall or spring admission.

**Advancement to Candidacy**

**Advanced Standing Program:**

All students must meet the general requirements for advancement to candidacy as described in Part Two of this bulletin. In addition, the student must: (1) have satisfactorily completed the six unit foundation bridge courses (SWORK 670 and 671) with a minimum grade of B; (2) have earned at least 24 units of post-baccalaureate study with a minimum grade point average of 3.0 (B) and received a grade of satisfactory progress (SP) or credit (Cr) in four units of SWORK 750A or 750B; (3) have no incomplete grades; (4) be recommended by the faculty of the School of Social Work; (5) be approved for advancement by the Division of Graduate Affairs.

**Standard 60 Unit Master of Social Work Program:**

All students must meet the general requirements for advancement to candidacy as described in Part Two of this bulletin. In addition, the student must: (1) have earned at least 24 units of post-baccalaureate study with a minimum grade point average of 3.0 (B) and received credit (Cr) in field practicum; (2) have no incomplete grades; (3) be recommended by the faculty of the School of Social Work; (4) be approved for advancement by the Division of Graduate Affairs; (5) successfully pass a written qualifying examination given during the spring semester in which the student completes 31 units of 600-level coursework.

**Specific Requirements for the Master of Social Work Degree**

**Advanced Standing Program:**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree in Part Two of this bulletin, the student must complete an officially approved 38 unit course of study to include:

- (1) Six units in generalist/foundation bridge courses (SWORK 670 and 671).
  - (2) Three units of computer applications for social work (SWORK 610);
  - (3) 29 units of advanced study to include:
    - a. 0-3 units of advanced human behavior (SWORK 720);
    - b. 3 units of advanced social policy (SWORK 702);
    - c. 3 units of advanced research methods (SWORK 791 or 797);
    - d. 6-9 units of social work electives (SWORK 758, 780, 781, 798, 799A);
    - e. 14 units in a social work methods focus area (direct practice or administration).
- |                 |    |                |
|-----------------|----|----------------|
| Direct Practice | OR | Administration |
| SWORK 739 (3)   |    | SWORK 740 (3)  |
| SWORK 744 (3)   |    | SWORK 745 (3)  |
| SWORK 750A (8)  |    | SWORK 750B (8) |

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

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). In addition, 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.

**Standard 60 Unit Master of Social Work Program:**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree in Part Two of this bulletin, the student must complete an officially approved 60 unit course of study to include:

- (1) 28 units in generalist/foundation bridge courses (SWORK 601, 619, 620A, 630, 631, 632, 650, 690).
- (2) Three units of computer applications for social work (SWORK 610);
- (3) 29 units of advanced study to include:
  - f. 0-3 units of advanced human behavior (SWORK 720);
  - g. 3 units of advanced social policy (SWORK 702);
  - h. 3 units of advanced research methods (SWORK 791 or 797);
  - i. 6-9 units of social work electives (SWORK 758, 780, 781, 798, 799A);
  - j. 14 units in a social work methods focus area (direct practice or administration).
 

Direct Practice	OR	Administration
SWORK 739 (3)		SWORK 740 (3)
SWORK 744 (3)		SWORK 745 (3)
SWORK 750A (8)		SWORK 750B (8)

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

At least 30 units of the program must be completed in residence at San Diego State University. A maximum of 30 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). In addition, 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.

**Student Handbook**

(No change.)

**Program of Study**

**Advanced Standing Program:**

The first nine units of the advanced standing program taken during the summer semester are organized around the generalist/foundation of social work practice. The final 29 units commencing in the fall are organized around a methods focus area. Students will select one of the methods focus areas.

**Standard 60 Unit Master of Social Work Program:**

The standard 60 unit Master of Social Work program is organized in the first year around the generalist/foundation courses. The second year program is organized around a methods focus area. Students will select one of the methods focus areas described below during the semester before beginning the second year of the program.

**Methods Focus Areas**

(No change to this entire section.)

**Field of Service**

(No change.)

Change: Restructured to offer a variable unit program parallel to what is offered at other Schools of Social Work.

SPECIAL EDUCATION

1. New course.

Special Education

C-4

685. Single-Case Research Design (3)

Prerequisite: Special Education 553.

Single-case research designs focused on interventions with individuals with disabilities.

2. New certificate.

**Behavior Analysis Certificate**

The behavior analysis certificate provides the foundational knowledge for educators, psychologists, and other interventionists to provide intervention practices based on principles of behavior analysis. The courses are approved by the Behavior Analysis Certification Board as the content sequence required prior to taking the examination.

**Admission Requirements**

Prerequisites for admission include a bachelor's degree from an accredited institution in education, liberal studies, social sciences, or the helping professions with a 2.85 grade point average in the last 60 units. Candidates must maintain a 3.0 minimum grade point average in all certificate coursework with no less than a "C" in any course. Courses taken in the certificate program with a grade of "B" or better may be applied to a master's degree with the consent of the graduate adviser.

Required courses (12 units):

SPED 500	Human Exceptionality (3)
SPED 553	Behavioral Strategies and Supports for Students with Disabilities (3)
SPED 676	Advanced Applied Behavior Analysis (3)
SPED 685	Single-Case Research Design (3)

TO: The Graduate Council  
FROM: The Graduate Council Curriculum Committee  
DATE: April 6, 2007  
RE: 2008-09 Graduate Bulletin

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**Action Report (1A-04/07)**

ENGINEERING

1. New Ph.D. concentrations.

**Ph.D. in Engineering Sciences with a Concentration in Bioengineering**

A Ph. D. in engineering sciences with a concentration in bioengineering is offered by the joint faculties of the College of Engineering at San Diego State University and the Department of Biongeering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of the California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publication in journals, monographs, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

**Ph.D. in Engineering Sciences with a Concentration in Electrical and Computer Engineering**

A Ph. D. in engineering sciences with a concentration in electrical and computer engineering is offered by the joint faculties of the Department of Electrical and Computer Engineering at San Diego State University and the Department of Electrical and Computer Engineering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of the California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publication in journals, monographs, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

**Ph.D. in Engineering Sciences with a Concentration in Structural Engineering**

A Ph. D. in engineering sciences with concentration in structural engineering is offered by the joint faculties of the College of Engineering at San Diego State University and the Department of Structural Engineering at the University of California, San Diego (UCSD). The Doctor of Philosophy degree is awarded jointly by the Trustees of The California State University and the Regents of the University of California in the names of both cooperating institutions. Graduates of this program are expected to establish skills necessary to recognize, understand, and identify unique problems in his/her field of expertise to advance the state of art. They will be able to conduct basic and /or applied research in the field of their expertise, mentor graduate students, and disseminate research results through research reports, publications in refereed journals and conference proceedings, and conference presentations. Graduates of this program are competitive for a variety of faculty positions at various academic institutions and can also provide leadership for basic and applied research in government agencies and industrial organizations across the state and the nation.

TO: The University Senate  
FROM: Mark Flahan, Sr. and Sue Nichols, Co-Chairs, Staff Affairs Committee  
DATE: September 11, 2007  
REF: Information Items

At the September 10<sup>th</sup> meeting of the Staff Affairs Committee, staff was nominated for three year terms on the committees listed below. These names were forwarded to Committee on Committees for confirmation by the Senate.

Donovan Geiger – Staff Affairs Committee (May 10)  
Florescia Davis – Staff Affairs Committee (May 10)  
Donovan Geiger – International Programs Council (May 10)

Staff Affairs Committee  
2007-08 Annual Agenda

1. Continue to consider Staff issues as they are related to Senate functions, recommend or select Staff members to serve on Senate and University Committees as requested, and consider additional issues at the direction of the Senate Executive Committee.
2. Continue annual meetings with SDSU's President and other key stakeholders.
3. As developed with President Weber, work to ensure the first President's Staff Recognition Awards are awarded in 2007 with the process in place to continue awards annually.
4. Facilitate campus-wide discussions on:
  - Institutional Memory
  - Professional Development
  - The Effects of New Initiatives:
    - Funded (i.e., the projects of the Comprehensive Campaign)
    - Unfunded mandates (i.e., Accessible Technology Initiatives)
5. In the spirit of shared governance, continue to advocate for Staff as full members of the University.
6. Work to increase visibility of the Staff Affairs Committee among the Staff (internal communications).

**SAN DIEGO STATE UNIVERSITY  
ACADEMIC AFFAIRS 2008/09 ACADEMIC CALENDAR**

2008	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days																										
MAY			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		4	3																										
JUN			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		21	21																											
JUL			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		21	21																											
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	TH	W	TH	F	S	S		17	15																										
X designates Academic Work day																												[1] First day of classes .	[3] ( Final examinations are the last day of classes for each summer session)																																63	60

H designates Holiday

[2] Last day of classes.

[4] Grades due at 11:00pm End of the Summer semester

Total Academic Days for Summer 2008

2008	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days																											
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		5	0																											
SEPT			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		21	21																												
OCT			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		22	22																												
NOV		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		19	19																											
DEC			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		20	9																												
2009			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																														
JAN			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		0																												
X designates Academic Work day																												[1] First day of classes .	[3] First day of finals																																	87	71

H designates Holiday

[2] Last day of classes.

[4] Grades due at 11:00 pm, end of fall semester.

Total Academic Days for Fall 2008

2009	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days																												
JAN			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		11	7																												
FEB	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S					20	20																												
MAR			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		20	20																												
APR			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		19	19																											
MAY			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		18	10																												
X designates Academic Work day																												[1] First day of classes.	[3] First Day of finals	[4] Grades due at 11:00 pm. End of the spring semester																																	88	76

H designates Holiday

[2] Last day of classes.

[5] Commencement Days - Friday, May 22 th -Sunday, May 24

Total Academic Days for Spring 2009

This is not to be construed as an employee work calendar.

Printed  
9/14/07

Proposed SDSU Academic/Holiday Calendar  
**FY 2008-2009**  
**Summer**

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 26, 2008	Memorial Day Observed (Campus closed)
Tues, May 27, 2008	First day of Summer term
Wed, May 28, 2008	First day of classes
Fri, July 4, 2008	Independence Day (Campus closed)
Wed, August 20, 2008	Last day of classes (Final examinations are the last day of classes for each summer session)
Fri, August 22, 2008	Grades due from instructors (11 pm deadline) and last day of Summer term.

**FY 2008-2009**

**Fall**

<u>Date</u>	<u>Holiday/Activity</u>
Mon, August 25, 2008	First day of Fall semester
Mon, September 1, 2008	Labor Day (Campus closed)
Tues, Sept 2, 2008	First day of classes
Tues, November 11, 2008	Veterans Day Observed (Campus closed)
Thurs, November 27 - Sat, November 29, 2008	Thanksgiving Break: (Campus closed) 11/27 Thanksgiving Day 11/28 * Admission Day 11/29 No classes
Fri, December 12, 2008	Last day of classes
Sat, December 13 – Sat, December 20, 2008	Final Examinations
Wed, December 24, 2007 – Mon, December 29, 2008	Winter Break: (Campus closed)  12/24 * Lincoln's Birthday 12/25 Christmas Day 12/26 * Washington's Birthday 12/29 * Columbus Day
Wed, December 31, 2008	Grades due from instructors (11 pm Deadline) and last day of Fall semester
Thurs, January 1, 2009	New Year's Day (Campus closed)

\*Re-scheduled holiday

SDSU Academic/Holiday Calendar  
**FY 2008-2009**  
*Spring*

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, January 15, 2009	First day of Spring semester
Mon, January 19, 2009	Martin Luther King, Jr. Day (Campus closed)
Thur, January 22, 2009	First day of classes
Mon, March 30 – Fri, Apr 3, 2009	Spring Break
Tues, March 31, 2009	Cesar Chavez Day Observed (Campus closed)
Wed, May 13, 2009	Last day of classes
Thur, May 14, 2009	Study and consultation day until 4 pm
Thur, May 14 – Thur, May 21, 2009	Final Examinations
Thur, May 21, 2009	IVC Commencement
Fri, May 22 – Sun, May 24, 2009	Commencement – San Diego Campus
Mon, May 25 2009	Grades due from instructors and last day of spring semester

9/27/2007

## Resolution regarding Football at SDSU

**Whereas** football at SDSU (commonly known as “The Aztecs”) for the past several years appears to have been running a deficit in the neighborhood of 3 million dollars each year,

**Whereas**, despite assurances to the contrary, year after year, this deficit has continued, and year after year there has been no reason to believe that this situation will change,

**Whereas** it has been claimed that football helps to bring money into the university, but there has been no proof to support this claim; indeed, there is only evidence to the contrary,

**Whereas** it has been stated on this Senate floor that “it takes money to be the best, and the Aztecs just want to be the best” as a way to justify continued deficit spending on athletics while there is evidence that academics is not funded “to be the best, ” ignoring the academic needs of many departments,

**Whereas** the permanent increase lobbied for by President Weber himself at the May meeting of the IAA for Athletics of \$2.7 million (which exceeds by almost  $\frac{3}{4}$  million dollars the permanent budget increase recommended for Academic Affairs), certainly seems to indicate this year’s plan for covering anticipated future deficits,

**Whereas** the salary of the head coach of the Aztecs and his 12 assistants as reported in the *Union Tribune* (over \$2 million) exceeds the entire budgets of some, if not many, academic departments,

**Whereas** this apparent annual \$3 million deficit would be adequate to staff approximately 550 courses with part-time faculty or to establish 35 new tenured full professorships throughout the university or to add 2 full professors to every department in the CAL or to cover the full cost of the entire faculty salaries of some smaller colleges,

**Whereas**, San Diego State University’s mission is an academic one, not an entertainment one, and, as an institution of higher learning should dedicate all its resources to teaching, learning, and research,

**And Whereas** any additional funds (i.e., funds not already dedicated to specified purposes) in possession of the University should be used for that mission and not for extra-curricular activities that carry such a high cost burden,

**Therefore Be It Resolved That**, notwithstanding any prior contracts or commitments of any kind, football (“The Aztecs”) be abolished effective with the end of the Fall 2007 Semester.