

# SDSU Senate

September 1, 2015

AL 101: 2:00 pm to 4:30 pm

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1.	Agenda (Bober-Michel)	
2.	Minutes (Bober-Michel) <i>online at the Senate</i>	
3.	Announcements (Deutschman)	
4.	Academic Affairs (Enwemeka)	
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Date: August 27, 2015  
To: SEN  
From: Cezar Ornatowski, Vice Chair, SDSU Senate  
Subject: Referral Chart (Information)

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<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Academic Policy and Planning, and Faculty Affairs	April 1, 2015	Advise the Senate on the recommendations of the Student Grievance Committee	Officers

TO: Senate  
FROM: SEC  
Date: August 27, 2015  
RE: General Senate Agenda 2015-16

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The Senate Executive Committee moves approval of the Senate Agenda for 2015-16:

1. Monitor the implementation of the SDSU Strategic Plan
2. Engage with the WASC accreditation process
3. Participate in the periodic review of Associated Students per the policy file  
(UNIVERSITY POLICIES: Organization: *Auxiliaries, Review of*)
4. Follow the implementation of the recommendations of the class size task force
5. Track state governmental actions relating to educational quality, academic planning,  
and funding for higher education

TO: Senate

FROM: Gloria L. Rhodes, Interim Chair, Committee on Committees and Elections

DATE: September 1, 2015

RE: Action

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The Committee on Committees and Elections move approval of the following appointment to committee with term to end as noted:

**Committee on Diversity, Equity and Outreach**

Karen May-Newman, College of Engineering (term ending May 2018)

To: Senate

From: Douglas Deutschman, Chair SDSU Senate  
on behalf of the FHA committee

RE: Emeritus Status

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The Faculty Honors and Awards Committee recommends that the Senate approve emeritus status for:

Steven M. Day, Professor of Geological Sciences, May 20, 2015, 27 years

Donna Daly, Associate Dean of Health and Human Services, May 20, 2015, 29 years

Daniel J. Finnegan, Associate Professor of Social Work, May 20, 2015, 25 years

Melbourne F. Hovell, Professor of Public Health, May 20, 2015, 33 years

Jeffrey P. Kaplan, Professor of Linguistics and Asian/Middle Eastern Languages, May 20, 2015, 39 years

Marian L. Liebowitz, Professor of Music and Dance, May 20, 2015, 31 years

Deborah Poole, Professor of Linguistics and Asian/Middle Eastern Languages, May 20, 2015, 26 years

James L. Schorr, Professor of European Studies, May 20, 2015, 32 years

TO: Senate Executive Committee / Senate

FROM: Laurel Bliss, Chair  
General Education Curriculum and Assessment Committee

DATE: August 12, 2015

RE: GENERAL EDUCATION PROGRAM

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**Action****II. FOUNDATIONS OF LEARNING****A. Natural Sciences and Quantitative Reasoning****4. Mathematics/Quantitative Reasoning**

*Prerequisite change*

**MATH 245. Discrete Mathematics (3) [GE]**

Prerequisite: Mathematics 124 or 150 with a grade of C (2.0) or better.

Recommended: Mathematics 151.

Logic, methods of proof, set theory, number theory, equivalence and order relations, counting (combinations and permutations), solving recurrence relations.

*Prerequisite change*

**MATH 254. Introduction to Linear Algebra (3) [GE]**

Prerequisite: Mathematics 151 with a grade of C (2.0) or better.

Matrix algebra, Gaussian elimination, determinants, vector spaces, linear transformations, orthogonality, eigenvalues, and eigenvectors.

**B. Social and Behavioral Sciences****C. Humanities****2. Art, Classics, Dance, Drama, Humanities, and Music**

*Description and title change*

**GERMN 150. Contemporary German Culture and the New Europe (3) [GE]**

Introduction to fundamental questions of identity and belonging in contemporary German culture; investigation of Germany's place within the European Union and cultural responses to the process of European integration. Taught in English.

**5. Foreign Language**

*Description, prerequisite, and title change*

**PORT 101. Elementary Portuguese I (5) [GE]**

Five lectures and one hour of laboratory.

Introduction to grammar, listening, reading, speaking, and writing.

Communicative approach to developing language skills. Not open to students with credit in Portuguese 102, 110, 203, 204, or a higher-numbered Portuguese course.

*New course*

**PORT 102. Elementary Portuguese II (5) [GE]**

Prerequisite: Portuguese 101 or two years of high school Portuguese.

Continuation of Portuguese 101. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-low level skills in Portuguese. Not open to students with credit in Portuguese 110, 203, 204, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 201.)

*New course*

**PORT 110. Beginner Portuguese for Spanish Speakers (3) [GE]**

Accelerated beginner course for Spanish speakers. Essentials of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-low level skills in Portuguese. Contrasts between Spanish and other Romance languages. Not open to students with credit in Portuguese 102, 203, 204, or a higher-numbered Portuguese course.

*New course*

**PORT 203. Intermediate Portuguese I (3) [GE]**

Prerequisite: Portuguese 102 or 110 or completion of the third year of high school Portuguese.

Continuation of first-year Portuguese. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-mid level skills in Portuguese. Not open to students with credit in Portuguese 204, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 301.)

*New course*

**PORT 204. Intermediate Portuguese II (3) [GE]**

Prerequisite: Portuguese 203 or completion of the fourth year of high school Portuguese.

Continuation of second-year Portuguese. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-high level skills in Portuguese. Not open to students with credit in Portuguese 311, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 401.)

**IV. EXPLORATIONS OF HUMAN EXPERIENCE**

**B. Social and Behavioral Sciences***Title change***\*LGBT 321. LGBT Identities in the Modern World (3) [GE]**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Interdisciplinary field of lesbian and gay studies with attention to social and political institutions and development of personal identity. Topics include discrimination, internalized homophobia, political activism, and diversity within lesbian, gay, bisexual, and transgendered community. (Formerly numbered General Studies 321.)

*New course***SOC 460. Technology and Society (3) [GE]**

Prerequisites: Sociology 101 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Social construction of technological systems. Emergent technologies within particular cultural forms, social structures, and political practices, and how these phenomena influence design and use of technology. Technology as a mode of social experience.

**C. Humanities***New course***ARAB 360. Advanced Arabic Grammar (3) [GE]**

Prerequisites: Arabic 202; and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Arabic grammar and grammatical relations, parts of speech, and cases. Word, sentence, and discourse structure. Comparison between Modern Standard Arabic and spoken Arabic.

*New course (cross-listed)***\*ASIAN 351. Chinese Philosophy (3) [GE]****(Same course as Philosophy 351)**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Philosophical traditions which have shaped the intellectual life and culture of China. Emphasis on foundational texts surviving from pre-Han China.

*Title change***\*LGBT 322. LGBT History and Culture (3) [GE]**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Interdisciplinary field of lesbian and gay studies with attention to history and artistic expression. Topics include varying attitudes toward homosexuality in



history, as well as literary, artistic, theatrical, and musical contributions of the lesbian, gay, bisexual, and transgendered community. (Formerly numbered General Studies 322.)

*New course*

**\*PHIL 328. Philosophy, Racism, and Justice (3) [GE]**

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning, II.C. Humanities.

Philosophical concepts and theories of racism and racial justice. Arguments for and against such theories.

*New course*

**PORT 306. Portuguese and Brazilian Cinema and Culture (3) [GE]  
(Same course as Television, Film and New Media 306)**

Prerequisite: Completion of the General Education requirement in Foundations of Learning, II.C. Humanities.

Main movements and productions of Portuguese and Brazilian cinema. Social factors and representations of national identities. Taught in English.

*Deactivated course*

**TFM 462. Documentary: History and Theory (3) [GE]**

Prerequisite: Television, Film and New Media 160 for majors. Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Persuasive concepts, techniques, and forms in documentary film and television programs. Major historical works and their impact on society.

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**\*Cultural diversity course**

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: August 12, 2015

Re: 2016-2017 *General Catalog*

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**ACTION** (2A-08-15)PSYCHOLOGY

## 1. New emphasis.

Psychology

**Psychology Major****With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 20011)****Emphasis in Industrial and Organizational Psychology****(SIMS Code: 778312)**

The emphasis in industrial and organizational (I-O) psychology offers students an opportunity to complete a four-course sequence (within the scope of a bachelor's degree in psychology) that will facilitate students' competitiveness in the job market and admission to graduate programs in I-O psychology or related fields. Students will learn about theories, research, and practice in industrial and organizational psychology. Advanced courses will provide students with opportunities to complete applied projects and written assignments.

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements." No more than 56 units in psychology courses can apply to the Liberal Arts and Sciences degree.

**A minor is not required for this major.** However, depending on career goals, students may wish to consider minors in areas such as biology, business, public administration, recreation, social work, statistics, and others.

**Preparation for the Major.** Psychology 101, 201, 211, 230, 260, 280, and Biology 100 (or Biology 203). (20 units) With the exception of Psychology 201, these prerequisite courses may not be taken for credit/no credit (Cr/NC). The minimum grade in each class is C or higher. NOTE: Psychology majors may use Psychology 280 to satisfy Mathematics/Quantitative Reasoning General Education requirement. NOTE ALSO: A college level statistics course will be accepted from another department (Biology 215; Civil Engineering 160; Economics 201; Political Science 201; Sociology 201; Statistics 119 or 250) combined with Psychology 281 in lieu of Psychology 280.

**Language Requirement.** Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements."

Psychology majors are urged to discuss scheduling the language requirement with an adviser in the Psychology Undergraduate Advising Office.

**Graduation Writing Assessment Requirement.** Passing the Writing Placement 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. See “Graduation Requirements” section for a complete listing of requirements.

**The Major. Methods.** All majors must complete Psychology 301 or 410 or both. Psychology 301 is suitable for most psychology majors, including those planning to enter the job market after graduation, those undecided about career plans, and those planning to pursue graduate work in related fields such as counseling.

Students planning to pursue graduate work in psychology (research degrees) should take Psychology 370 and 410 as early as possible. *NOTE:* Students enrolling in these courses must have earned a B or better in Psychology 280 or its equivalent. Students unsure of their statistical or computer competence may wish to take Psychology 301 before enrolling in Psychology 370 or 410.

**Requirements for the Major.** A minimum of 31 upper division units in psychology to include Psychology 301 or 410 and 12 units to include Psychology 319, 320, 321, and 370.

An additional 14-15 elective units selected from 300- to 500-level psychology courses to satisfy the 31 units required for the psychology major.

## PUBLIC HEALTH

### 1. Change in program.

Public Health

#### **The Major**

The public health major provides a broad educational opportunity and exposure of undergraduate students to the field of public health and its many disciplines. The major prepares students to develop, implement, and assess public health programs conducted in varied settings, with diverse populations and aimed at reducing threats to public health. The major prepares students for entry-level positions in a variety of settings, including government agencies, private/voluntary agencies, hospitals, clinics, and international programs. Students develop basic competencies in public health concepts, theories, and methods. Students are exposed to the disciplines of epidemiology, environmental health, occupational health, health services administration, and behavioral science. The program of study uses examples of public health problems from all of these disciplines.

#### **Impacted Program and Standards for Admission**

The public health major is an impacted program. To be admitted to the public health major, students must meet the following criteria:

- a. Receive a grade of B or higher in Public Health 101, 290, and 295. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Complete each remaining course in preparation for the major with a minimum grade of C. These courses cannot be taken for credit/no credit (Cr/NC);
- c. Complete all courses in preparation for the major with a minimum GPA of 2.75;

- d. Have a cumulative GPA of 2.75 or higher.

To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

### **Public Health Major**

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

**(Major Code: 12011) (SIMS Code: 557303)**

All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.”

A minor is not required with this major.

**Preparation for the Major.** Public Health 101, 290, 295; Biology 100, 100L, 211, 211L, 212; Chemistry 100; Psychology 101; Sociology 101; Statistics 119 or 250. (34 units)

Public Health 101, 290, and 295 may not be taken Cr/NC. The minimum grade for Public Health 101, 290, and 295 is B or higher. Each remaining course in preparation for the major must be completed with a minimum grade of C. These courses cannot be taken for credit/no credit (Cr/NC). Complete all courses in preparation for the major with a minimum GPA of 2.75.

**Graduation Writing Assessment Requirement.** Passing the Writing Placement Assessment with a score of 10, or Rhetoric and Writing Studies 305W or Linguistics 305W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** All public health majors are required to participate in an international experience to increase awareness of cross-cultural issues, global health, economic, political, cultural, social services, and health challenges experienced by local populations in international environments. Students participate in residence for two or more weeks (exemption from the study abroad portion of the requirement must be approved by the dean of the college based on serious and compelling life events or physical limitations; a relevant course and community service activity in the U.S. will be substituted). Specific details can be found on the college website at <http://www.chhs.sdsu.edu/international>.

To meet the international experience requirement, majors must complete one of the following:

1. A CSU Study Abroad Program;
2. An SDSU Exchange Program;
3. An SDSU Study Abroad Program;
4. An SDSU Study Travel Program;
5. General Studies 450;
6. Health and Human Services 350.

**Major.** A minimum of 45 upper division units to include Public Health 301, 302, 303, 304, 305, 402, 490A, 490B, 490C; Biology 336; and at least 15 units selected from the following:

A. Twelve units of electives from Public Health 331, 353, 362, 450, 451, 452, General Studies 330, 340. Other electives as selected and offered by the Graduate School of Public Health, with approval of academic adviser.

B. Three units from one of the following categories:

**Preprofessional.** Science courses selected with approval of Graduate School of Public Health undergraduate academic adviser.

**Research.** Public Health 499 (Special Study) and completion of a senior research paper under guidance of a faculty member. Must receive approval from the undergraduate public health adviser. Senior standing in public health and Public Health 402, 490A, 490B, and credit or concurrent registration in Public Health 490C.

**Practice.** Public Health 497 (Supervised Field Experience); internship from a list of selected public health agencies.

**Time Limitation.** All public health courses taken for the major must have been taken and completed within seven years of the granting of the undergraduate degree. Courses taken prior to the seven year rule must be repeated. This policy applies to courses taken at SDSU or transferred from another four-year college or university or appropriate courses from a community college. No exceptions will be made to this policy.

Change(s): Name of the major changed from *health science* to *public health*.

2. Deactivation of program.

Public Health

**Health Science Major**

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

**(Major Code: 12011)**

**Emphasis in Public Health**

**(SIMS Code: 552841)**

Change(s): Deactivation of emphasis in public health to elevate to public health major.

2. Change in program.

Public Health

**Public Health Minor**

**(SIMS Code: 552801)**

The minor in public health consists of a minimum of 18 units, to include 12 units of Public Health 101, 290, 301, 302, and six units selected from Public Health 303, 304, 305.

Remainder of description (*no change*)

Change(s): Name of the minor will be changed from *health science* to *public health*.

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

August 2015

TO: Senate Executive Committee  
 FROM: Faculty Affairs Committee  
 RE: Action

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 The Faculty Affairs Committee recommends approval of the following policy recommendations:

1. Add these new sections to the Policy File under Existing Policy File section 5.0: 5.11 to 5.15. Renumber existing sections to the new numbers 5.16 to 5.20, with one deletion to section 5.16 as noted.

#### 5.0 Written Student Evaluation of Teaching Effectiveness

5.1 All ~~class~~ course sections taught by faculty employees shall be evaluated by students unless consultation with a college has resulted in an agreement by the dean of the college and the college peer review committee to evaluate fewer classes. In cases where student evaluations are not required for all classes, classes chosen for evaluation shall be representative of the faculty unit employee's teaching assignment, and shall be jointly determined in consultation between the faculty unit employee being evaluated and his/her department chair. In the event of disagreement, each party shall select 50% of the courses to be evaluated. The results of these evaluations shall be placed in the faculty unit employee's Personnel Action File. Results of evaluations may be stored in electronic format and incorporated by extension into the Personnel Action File provided that individuals involved in evaluations and personnel recommendations or decisions are provided secure access for these purposes. ~~In cases where students evaluations are not required for all classes, the classes to be evaluated shall be jointly determined by the faculty employee and the department chair or school director. In the event of a disagreement, each party shall select 50 percent of the total classes to be evaluated. Results of evaluations are stored in electronic format and incorporated by extension into the faculty member's Personnel Action File.~~

5.11 For the purpose of clarity and comparability across campus, responses to all quantitative items should be rated from 1 to 5, with 1 the lowest (worst) and 5 the highest (best). These numbers should correspond to the following descriptors, in the following order: 1=Poor, 2=Below Average, 3=Average, 4=Good, 5=Excellent. Responses of "not applicable" or "does not apply" should be placed at the end.

5.12 Each form shall contain three common questions that together constitute universal reference points or common ground across the university's faculty evaluation process. The following common questions shall be the first questions on each form:

- Rate the instructor's overall organization and presentation of the course material
- Rate the instructor's focus on the student learning outcomes listed in the syllabus.
- Rate the instructor's teaching overall.

In addition to these quantitative items, each form shall contain at least two open-ended,

qualitative items prompting students to provide written comments. The common open-ended questions shall be:

- What were the instructor's strengths?
- In what ways might the instructor improve this course?

5.13 Any additional evaluative items should be limited in number—no more than ten additional quantitative items and no more than one additional qualitative item. Additional items should emphasize criteria that are credibly evaluated by students (such as clarity of instruction, the organization of a course, perceived fairness, punctuality and reliability, ability to stimulate student interest, ability to communicate one's subject matter or expertise, and problem-solving ability), rather than criteria that students are not particularly well qualified to judge (such as the instructor's knowledge of the subject matter or teaching methodology).

5.14 If included on the form, demographic items (such as class standing, major, and so forth) should be listed last and clearly distinguished from evaluative items.

5.15 The evaluation results report shall contain a composite mean of the three common questions as well as an overall average of all quantitative items.

~~5.146~~ Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course or section. ~~The format of student evaluations shall be quantitative (e.g., 5-point Likert scale) or a combination of quantitative and qualitative (e.g., space provided for student comments).~~

~~5.127~~ Student communications or evaluations provided outside of the regular evaluation process shall be identified by name in order to be included in the Personnel Action File.

~~5.138~~ The results of student evaluation of instruction shall be an important element of the evaluation of instruction but not the sole indicator of instructional quality.

~~5.149~~ The results of student evaluations of teaching effectiveness for temporary faculty employees shall be included in their periodic evaluations as required.

~~5.1520~~ The results of student evaluations of teaching effectiveness for probationary and tenured faculty employees shall be part of the WPAF as required.

2. Add the following as guidelines in RTP materials posted at the Faculty Affairs Web site.

### **Relevant Criteria for Interpreting Faculty Evaluations at the Department, College, and University Levels.**

The following criteria should be considered by committees and individuals who use faculty evaluations to assess the performance of faculty. They are also designed to help instructors better understand the strengths and weaknesses of their teaching.

- **Course modality (face-to-face, hybrid, online)**

Online courses might yield lower faculty evaluations than face-to-face courses because of possible difficulties raised by the use of technology (e.g. connection problems).

- **Course types (seminar/lecture/lab/studio)**

Seminars, labs, and studios have a tendency to be evaluated higher than lecture-based courses because of their relatively small class size and the interactive nature of the course type. In addition, generally speaking, the smaller the class, the higher the variance across terms.

- **Course levels (lower division/upper division/MA, MS/ PhD)**

Students' motivation may be greater in upper-division (more specific) than lower-division (more general) classes, which may affect the students' evaluation of the instructor.

- **Class function (prerequisite/major/elective)**

Students' motivation may be greater in elective/major than prerequisite classes, which may affect the students' evaluation of the instructor.

- **Class size (e.g., 7/35/150/300/800)**

The larger the class size, the more difficult it is to engage students in the course. Engagement inevitably influences the instructor evaluation. Furthermore, small sample size is highly variable and more extreme.

- **Academic discipline**

Disciplines engage students differently and therefore comparisons across disciplines should be avoided.

- **Team taught vs. single instructor**

Team taught courses may create challenges for coherence and consistency, as well as confusion about evaluation. For example, if three instructors collaborate on the teaching of a course, it may be difficult to sort out which student comments and assessments correspond with which instructor. In addition, if an instructor is in charge of a large class that includes laboratory sections, teaching assistants may be the ones supervising those labs. A distinction should be made in terms of evaluation of the instructor and evaluation of the teaching assistants.

- **Student experience with evaluation process**

Lower-division students and new transfer students have less experience with courses than seniors have and this may affect the students' evaluation of the instructor.

- **Student response rate to questions**

Low response is not necessarily an indicator of bad teaching; it simply does not allow generalizing results reliably to the whole class.

- **Difficult issues or challenging topics**

Faculty who teach courses related to cultural diversity and other challenging subjects often receive low evaluations, as do faculty of color who teach predominately Euro American classes.

Rationales:

These recommendations are based on the recommendations in the University Senate Task Force on Faculty Evaluations Final Report, January 9, 2015. A major aim of this is to create comparable metrics for the RTP process. These recommendations are designed to standardize



some aspects of faculty evaluations across the campus and to provide more detailed guidelines for interpreting student evaluation scores to reflect variations among courses being evaluated. This recommendation is also intended to help instructors better understand the strengths and weaknesses of their teaching.

The Faculty Affairs Committee decided that the recommendation from the Task Force on Presentation of Statistical Results from Faculty Evaluations were potentially valuable but could not be easily adopted for universal use across the campus.

To: Senate  
From: Charles Toombs, Chapter President, CFA  
Date: 25 August 2015  
Re: Information Item

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CFA Report:

### **Bargaining Update**

The negotiations over faculty salaries for 2015-16 have reached the impasse stage. At the July 22 bargaining session between the CSU Administration and the CFA Bargaining Team, the Chancellor's representatives would not budge from their initial proposal of a 2% salary increase.

CFA is proposing a 5% raise for all faculty members, plus a 2.65% SSI ("step increase") for all eligible faculty members.

CFA's Bargaining Team was willing to negotiate and presented the CSU management with salary data and stories of faculty hardship, but the response to the CFA proposal was "No." The chair of our bargaining team, Kevin Wehr, said, "It is obvious to us that management never had any intention of seriously discussing CFA's presentation on the reality of faculty salaries. They had no plan to budge from their 2% proposal."

During previous contract negotiations, it has been necessary for the faculty to take action to get a better contract offer from the Chancellor. Faculty action this fall will likely be necessary -- informational picket lines, strike vote commitment cards -- to obtain more than the 2% on offer from the Chancellor.

The SDSU CFA Chapter will be hosting an All-Faculty Meeting in September. The details of this meeting will be forthcoming.

### **Message from Jen Eagan, CFA President**

#### **“WHY IMPASSE?”**

Our message is clear; 5% is the least CSU management can do, and 2% is not nearly enough. That is why we continue to reject management's proposal of a 2% salary increase for the 2015/16 year, the same 2% that we rejected last year. CFA is proposing a 5% General Salary Increase (GSI) for all Unit 3 members, in addition to a 2.65% Service Salary Increase (SSI) for all SSI-eligible faculty. Our proposal is fair and reasonable, and the bargaining team carried your message to the table. We presented our data, your stories, and well-reasoned arguments. CSU management appeared to listen, but not to care. That's why we're at impasse.

**THE TRUTH OF THE MATTER...**

The research in our [“Race to the Bottom” paper series](#) shows that,

- In good times and bad for the California State budget, faculty salaries have remained flat.
- Our stagnant salaries are a matter of budgetary choices and the misplaced priorities of CSU management.
- Faculty need a significant, across-the-board increase to remedy years of stagnation that predate the 2008 financial crisis.
- We need regular SSIs to fix our broken salary system.
- We are falling way behind our UC, Community College, and K-12 colleagues.
- We have lost an extraordinary amount of purchasing power.
- The CSU has hired more managers and prioritized spending money on executives rather than on faculty.
- Our members are still hurting financially, often in dramatic ways.
- When the work of teaching faculty is not honored, students pay the price.

We know that you and your colleagues feel these facts in your daily lives.

**As you return to campus, please connect with [your local CFA chapter](#) and ask them how you can help with the Fight for Five. If we want 5%, then we’re going to have to fight for it, and we will need every single member to help. Also, please save the date for **Tuesday, November 17**; we’re going to need all hands on deck. We need the Chancellor and the Board of Trustees to see our faces and hear our voices.**

**Finally, talk to your colleagues who are not CFA members about joining the union. We need the strength that comes from numbers to bring this campaign to victory.”**

**CFA Contact Information**

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

August 18, 2015

TO: Senate

FROM: Cezar Ornatowski  
Bill Eadie  
Mark Wheeler, SDSU Representatives to ASCSU

SUBJECT: Report on May ASCSU plenary

Aside from a number of resolutions of commendation, the ASCSU plenary acted on the following items at its May, 2015, plenary session:

**CSU Involvement in the Western Interstate Commission on Higher Education (WICHE) Passport Project** AS-3206-15/AA (Rev)  
Second Reading  
Approved unanimously

ASCSU has participated in conversations with WICHE regarding a certification program for general education. This resolution clarifies that CSU has no intention of becoming a signatory to the Passport project once it is complete and calls upon WICHE to revise its website to reflect CSU participation accurately.

**The Call for a Plan to Increase Tenure Density in the California State University** AS-3207-15/FA (Rev)  
Second Reading  
Approved without dissent

This resolution calls on the Chancellor and the Board of Trustees to implement a plan to increase tenure density to at least 75%, and reduce the student faculty ratio (SFR) on each campus to no more than 18:1, in ten years. Further, it calls on the Chancellor and the Board to advocate for legislative funding to bring the plan to fruition.

**Academic Senate of the CSU Calendar of 2015-2016 Meetings** AS-3208-15/EX (Rev)  
Approved without dissent  
Second Reading

Meetings are held during the week prior to scheduled Board of Trustees meetings.

**Towards a Culture of Assessment in the California State University System: A Call for Faculty Professional Development** AS-3209-15/AA (Rev)  
(Withdrawn by Committee)  
Second Reading

This resolution was initially presented in March and worked on by the Academic Affairs Committee to respond to many suggestions for improvement. The committee felt that, despite its efforts, the resolution was

still not ready for final adoption. Resolutions not adopted by the May meeting each year must be re-introduced in order to be considered.

**Request for Revision to Executive Order 669 (“Leases”) Governing Campus Lease Agreements**

AS-3210-15/FGA (Rev)  
Second Reading

Approved unanimously

This resolution calls on the Chancellor to revise Executive Order 699 to prohibit campuses and auxiliaries from allowing the lease of space to for-profit entities duplicating degree offerings at a campus. The resolution arises from a case at CSU, Sacramento, where the President agreed to lease campus facilities to a for-profit university that planned to duplicate at least one CSUS degree.

**Expectations for Upper Division General Education**

AS-3211-15/AA (Rev)  
Second Reading

Approved unanimously

This resolution recommends that expectations for upper division GE be more explicitly defined in Executive Order 1100, and provides that the characteristics of upper division GE should include that: a) GE be an integrative experience that relies upon knowledge, abilities and skills obtained in lower division GE; b) the upper division portion of CSU GE requirements be acknowledged as the campus specific contribution of GE for each campus; c) each campus be able to determine the transferability or appropriateness of transfer for upper division GE coursework; and d) that specific upper division GE requirements and modifications or changes to those requirements be determined by faculty at the campus level. The resolution also urges campuses to clearly define learning objectives and outcome expectations for their own upper division GE programs to make explicit what will and will not count for upper division GE. The motivation for the resolution arises in part from a request from the California Community Colleges for guidance in offering upper division general education as part of their pilot baccalaureate degree programs.

**Call for Adequate and Appropriate Consultation Regarding the California Community College Pilot Baccalaureate Degree Programs**

AS-3212-15/AA/FGA  
First Reading/Waiver

Approved without dissent

This resolution decries the lack of adequate and appropriate consultation prior to initial and final approval of proposals for pilot baccalaureate degrees by the CCC Board of Governors. It calls upon the CCC Board of Governors to ensure that such consultation take place prior to implementation of any pilot baccalaureate program and to avoid duplication of degree programs or curricula already offered by the CSU as per SB 850. It also calls for a collaborative process between the CCC and the CSU to include an in-depth analysis of the CCC pilot proposals to determine potential degree program

duplication based upon detailed program proposals (including program curriculum, explicit course content and student, course and program learning outcomes), and charges the ASCSU Chair to speak on behalf of the resolution at the next CCC Board of Governors meeting (May 18-19, 2015 in Sacramento). Finally, the resolution calls upon the CCC Chancellor and Board of Governors to suspend the pilot baccalaureate program until adequate and appropriate consultation has taken place. Approved without dissent.

In addition, each standing committee (Academic Affairs, Academic Preparation and Education Programs, Faculty Affairs, and Fiscal and Governmental Affairs) was asked to file an annual report. Here are the links to those reports:

Academic Affairs

[http://www.calstate.edu/AcadSen/Committees/academic\\_affairs/documents/AAnnualreport2014-15.pdf](http://www.calstate.edu/AcadSen/Committees/academic_affairs/documents/AAnnualreport2014-15.pdf)

Academic Preparation and Education Programs

No report posted as of this date

Faculty Affairs

[http://www.calstate.edu/AcadSen/Committees/faculty\\_affairs/documents/FAAnualreport2014-15.pdf](http://www.calstate.edu/AcadSen/Committees/faculty_affairs/documents/FAAnualreport2014-15.pdf)

Fiscal and Governmental Affairs

No report posted as of this date

### **2015-16 Senate**

The Senate concludes its business each May by noon and reconvenes at 1pm to organize for the upcoming academic year. Steven Filling (Stanislaus) was re-elected as Chair, and Christine Miller (Sacramento) was re-elected as Vice Chair. Robert Keith Collins (San Francisco) was elected as Secretary. Praveen Soni (Long Beach) was re-elected as Member at-Large of the Executive Committee. Darlene Yee-Melichar (San Francisco) was elected as Member at-Large of the Executive Committee.

The Executive Committee is responsible for committee appointments. For 2015-16, the San Diego State contingent will serve in the following ways:

Cezar Ornatowski: continuing as member of the Faculty Affairs Committee. Other systemwide committees: Institute for Teaching and Learning Board, and Sustainability: Campus as a Living Lab Committee.

Bill Eadie: continuing as a member of the Academic Affairs Committee (ex-officio). Other ASCSU committee: Academic Conference Implementation Committee (the next Academic Conference will be held during the 2016-17 year). Other systemwide committees: General Education Advisory Committee (Chair).

Mark Wheeler: continuing as a member of the Fiscal and Governmental Affairs Committee.  
Other ASCSU service: Legislative Specialist; Parliamentarian. Other systemwide committees:  
General Education Advisory Committee.

TO: SEC  
FROM: Mary Ruth Carleton, Vice President, University Relations and Development  
DATE: August 14, 2015  
RE: Information

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**The Campaign for SDSU now stands at \$625M with \$19M raised in the month of July. The following are some of the major gifts received since our last report:**

A pledge of \$5.1M from the Moxie Foundation will support the Zahn Innovation Platform in the Engineering and Interdisciplinary Sciences Complex.

The College of Sciences received a gift of \$20,000 from the Estate of Alumnus Georgi W. Risko to support the Psychology Department.

TCF Board President and Alumnus Jack McGrory has completed his third planned gift, a bequest of \$100,000 to support the Engineering and Interdisciplinary Sciences Project.

Faculty Emeritus J. E. L. Carter has made a gift of \$15,000 to support the J.E. Lindsay Carter Scholarship Endowment in the College of Health and Human Services.

Faculty Emerita Rebecca Moore and Fielding M. McGehee, III have gifted \$25,000 to establish the Hillary Ann Moore Memorial Scholarship Endowment for Religious Studies in the College of Arts and Letter.

Alumnus William R. Wade has named SDSU as beneficiary of his \$2.7 million estate. His gift will establish a scholarship endowment.

A gift of \$577,778 from the estate of Frances and Stanley Quon will support endowed scholarships for undergraduate students.

A \$1.5M estate gift from Alumnus Gary Waer and his wife Barbara will support undergraduate scholarships in the College of Sciences.

Bill and Robin Sinclair have given a third planned gift of \$635,000 to endow athletic scholarships.

An irrevocable bequest for \$100,000 from Alumni Daniel and Carolyn Gomes will support the Veterans Alumni Organization Scholarship.

Martin Breslauer has made an irrevocable bequest of \$150,000 to support the Martin Breslauer Guardian Scholars Endowed Scholarship.

A gift of \$52,100 from the American Legion Auxiliary of La Mesa will support a Veterans Scholarship Endowment.

Jim and Linda Logan, Bay area residents, have donated property valued at \$502,500 to fund a Charitable Remainder Trust to support student scholarships.

Alumnus Gilbert Harrison has pledged \$50,000 to endow scholarships in the School of Nursing and Veterans Affairs.

Alumnus Bill Leonhard has pledged \$1M to support construction of the new Engineering and Interdisciplinary Sciences Complex.

Cymer Corporation has pledged \$1M to support construction of the new Engineering and Interdisciplinary Sciences Complex.



A gift of \$31,000 from 3-M Company will support the 3-M Frontline Marketing Fund in the College of Business Administration.

Alumnus Fred Pierce and his wife Christine have made a \$2.8M legacy gift for the College of Business, the Alumni Association, Athletics, Greek Life and Scholarships. Included in this gift are also pledges to support the Thomas B. Day Quad and the Corky McMillin Center for Real Estate.

Alumnus Larry Willens gifted \$92,965.34 to support Aztec Athletics.

Associated General Contractors has gifted \$91,121.89 to support the Construction Management Endowed Chair in the College of Engineering.

Alumnus Monte H. Reed has pledged \$79,000 to support the Marjorie and Neal Reed Memorial Scholarship and \$21,000 to support the Charles W. Lamden Accountancy Scholarship, both in the College of Business Administration.

A pledge in the amount of \$50,000 from Paul Kurtz Crecelius will establish the Paul Kurtz and Genevieve Jane Crecelius CBA Scholarship.

#### **Alumni Engagement:**

On the heels of utilizing a "Red ID" swipe to gain 1,500 senior donors last spring, alumni engagement has progressed even further with student philanthropy by asking incoming students to donate at orientation.

During transfer orientations just concluded, 121 incoming students donated \$1,400 to the general scholarship fund utilizing "Red ID" swipe technology. Earlier 1,054 freshman contributed \$13,060 to the ***Class of 19 Scholarship Endowment Fund***. This represented 23% of the freshman attending orientations.

#### **Campaign, Presidential & Special Events:**

On Thursday, July 16, a **North County Presidential Regional Event** was hosted at the home of alumna Mary Curran. Ms. Curran is a member of The Campanile Foundation Board. President Hirshman provided updates about The Campaign for SDSU and the Engineering and Interdisciplinary Sciences Complex to over 50 guests. Attendees included many new and currently unengaged alumni in the North County region as well as several Campanile Foundation Board Members, members of the Orange County Regional Council and Zahn Innovation Center advisory board members. Zahn Innovation Center student Kyle Foletta, Chief Engineer and Founder of Refuel Automation, provided an update about innovation and entrepreneurship at SDSU.

#### **Regional Initiative:**

Within the last four years, seven alumni leadership councils, comprised of high-level professional alumni and parents, have been formed across the country. The regional initiative is in alignment with SDSU's strategic planning goal to improve the financial stability and national reputation of the University. These leadership councils focus on three primary areas: student success, fundraising and building the Aztec network. Councils are largely made up of former "lost Aztecs" and several are being led by TCF Board Members.

Work is currently being done to explore building additional councils in areas where the University is seeing gains in prospective student and alumni populations (i.e. Colorado, Nevada and Arizona).

TO: Senate

FROM: Gloria L. Rhodes, Interim Chair, Committee on Committees and Elections

DATE: September 1, 2015

RE: Information

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The following ex-officio members have been recently appointed to committees:

**Committee on Academic Resources and Planning**

Tony Chung, Associate Vice-President for Student Affairs (designee for Eric Rivera, Vice-President for Student Affairs)

**Committee on Diversity, Equity and Outreach**

Heather Bendinelli, Director, Office of Employee Relations and Compliance

Thomas Harpole, Director of the Center for Human Resources

Vitaliano Figueroa, Associate Vice-President for Student Affairs (designee for Eric Rivera, Vice-President for Student Affairs)

**Undergraduate Council**

Vitaliano Figueroa, Associate Vice-President for Student Affairs

Christy Samarkos, Associate Vice-President for Student Affairs (designee for Eric Rivera, Vice-President for Student Affairs)

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# Institutional Report

<http://wasc.sdsu.edu/dus/wasc/>  
<http://www.wascsenior.org/>

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Submitted to the WASC  
Senior College and University Commission

**September 2015**



SAN DIEGO STATE  
UNIVERSITY

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*Leadership Starts Here*

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**I. Introduction**

- A. Context and Overview**
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**I. Introduction****A. Context and Overview**

San Diego State University is the oldest and largest higher education institution in the San Diego region. Founded in 1897, the University has grown to enroll 35,000 students and to become a leading public research university—classified by the Carnegie Foundation as one with high research activity—that offers 100 undergraduate majors, 106 master's programs, and 22 doctoral degree programs at its main campus. Additionally, SDSU offers 11 undergraduate degree programs and five masters programs at its Imperial Valley Campus. Since reaffirmation of its accreditation by WASC in 2006, SDSU has received national attention for increasing graduation rates more than any other university in the United States, while at the same time becoming more diverse (see 2010 Chronicle of Higher Education article, 2014 Education Trust article, and 2014 SDSU NewsCenter article) and being recognized in 2012 as a Hispanic-Serving Institution. Committed to serving the highly diverse San Diego region, SDSU ranks among the top universities nationwide in terms of ethnic and racial diversity among its student body, as well as the number of bachelor's degrees conferred upon students of color. Additionally, SDSU ranks in the Top 25 of all universities in the United States for numbers of students studying abroad and the University received more than 80,000 applications for 2015 (CFR 1.2, 1.5).

San Diego State University is particularly proud of these and other accomplishments, which have been realized even as the University faced significant fiscal challenges. In the five years from 2008-2009 through 2013-2014, state appropriations for SDSU declined by \$78

million dollars—a 50% cut—and the state portion of the University’s budget dropped to less than 20%. SDSU managed these cuts effectively by stabilizing enrollment, utilizing roll-forward funds, and increasing class sizes, which made it possible to weather these cuts without laying-off faculty or staff. Additionally, during the same period, the University exceeded its campaign goal to raise \$500 million by 2014, and having now raised over \$600 million, is currently on track to meet a new target of \$750 million by 2017 (CFR 1.7).

Dr. Elliot Hirshman became the eighth president of San Diego State University in 2011 and engaged the campus community in a strategic planning process that resulted in “Building on Excellence,” our strategic plan that outlines three broad institutional goals: (1) student success, (2) research and creative endeavors, and (3) community and communication. The broadly inclusive process in developing the strategic plan involved students, faculty, staff, administrators, and community members and led to concrete recommendations that have resulted in significant developments and initiatives on campus, which include the Susan and Stephen Weber Honors College, the Writing Center, the Math Center, the Arts Alive SDSU program, the Elymash Yuuchaap Indigenous Scholars and Leaders Program, the Harambee Scholars Mentoring Program, the SDSU LGBTQ Pride Center, and the Commuter Resource Center housed in the new Conrad Prebys Aztec Student Union.

“Building on Excellence” also highlighted past progress in student success since 2006, and provided a sharper focus on four-year graduation rates while also calling for increased expectations for student achievement. Several Strategic Plan Working Groups—focusing on undergraduate research, learning analytics, integrative diversity, commuting students, alcohol and drug abuse, and the recruitment and retention of underrepresented students—address challenges and opportunities directly related to increasing these graduation rates while also

increasing student diversity and promoting academic achievement. Consistent with the student success goal outlined in the strategic plan, the University has invested over \$30 million in one-time funding and over \$11 million in base budget funds that support student success strategic plan initiatives and address critical support needs (CFR 2.13, 3.7).

San Diego State University also prides itself on being a leader in engaging the local community through various programs. The Price Scholars program provides financial support for first-generation local students with track records of strong academic achievement and leadership in high school. The Guardian Scholars program provides support, including academic mentoring and year-round housing, to students leaving the foster-care system. The Compact Scholars program provides support for more than 600 students who enter the University each fall from the Sweetwater Union High School District, a predominantly Latino district in San Diego County, and the Sage Project engages more than 35 faculty and 1500 students a year in community-based learning (CFR 2.10, 2.13).

SDSU has also been committed to renovation and building projects that enhance campus life, student engagement, and sustainability. The Conrad Prebys Aztec Student Union, completed in December 2013, is the first LEED Platinum certified student center on a university campus in the United States, and South Campus Plaza, scheduled for completion in summer of 2016, will provide additional housing for 600 students. Over the past decade, the University has completed facilities totaling more than \$430 million and is currently engaged in efforts to construct a new Engineering and Interdisciplinary Sciences building scheduled to open in January 2018.

In this Institutional Report, we address the WASC Standards and Criteria for Review through a narrative designed to convey the distinctive culture of our institution, our commitment to students, and the goals we have established for continual improvement. Section I, this

Introduction, provides the background and context for this re-affirmation review, summarizes our “Response to Previous Actions,” and describes our “Compliance Under the Standards.”

Section II, “Engagement,” describes the distinctive culture and learning environment of the University, including how students are engaged through undergraduate research, scholarship, and creative activity, community-based service learning, and study abroad. This section also presents examples of how we engage our regional community through partnering with school districts and building connections with regional alumni and professionals. Finally, in Section II we outline some of the key ways the University promotes and supports high expectations for our students.

Section III, “Achievement,” addresses our retention and graduation accomplishments, current efforts being undertaken to build upon these accomplishments, and how our focus on high expectations and student progress is distributed across the University to include students with varying levels of academic risk factors and from different communities. We provide evidence of student success across campus by focusing on the way we gather, analyze, and use data to create strategic interventions for student populations who stand to benefit most from additional support, such as commuting students, Compact Scholars, Price Scholars, students in the Educational Opportunity Program (EOP), Guardian Scholars, and veterans. Section IV, “Learning,” describes how our assessment activities—such as developing Degree and Course Learning Outcomes, using evidence to increase educational effectiveness, and focusing on student achievement—are an integral component of the University. In this section we provide evidence drawn from our General Education program that illustrates our focus on core competencies and describe how assessment is fully integrated into campus, programs, and beyond. We use evidence of student learning to increase student achievement and to ensure that



our programs provide students with the knowledge, skills, and abilities they will need to address challenges after graduation.

Section V, “Financial Viability and the Future,” describes the steps San Diego State University has taken to ensure that even within the dramatically challenging environment facing all higher education institutions, our university will continue to improve and to meet the needs of our students and our community. Finally, in Section VI, “Conclusion,” we reflect on the large degree to which we understand the challenges and opportunities we face as being inherently interconnected, and that responsibility for student success is shared across campus. Retention and graduation, for example, is linked to student learning and assessment, to engagement in high-impact-practices, and to student achievement. We approach student success from multiple starting points (e.g., maintaining access, target populations, programs, student characteristics, undergraduate research, setting high expectations, and study abroad) knowing that all of these are critical to ensure student success.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: August 12, 2015

Re: 2016-2017 *General Catalog*

**INFORMATION** (2I-08-15)

ACCOUNTANCY

1. Change in course prerequisite.

Accountancy

ACCTG 325. Intermediate Managerial and Tax Accounting (3)

Prerequisites: Accountancy 202. Approved upper division business major or minor or other approved major. Not open to accounting majors. **Proof of completion of prerequisites required:** Copy of transcript.

Theories, practices, and concepts to provide planning and control information to decision makers; tax considerations that impact managerial planning and decision making. May not be taken for credit by accounting majors.

Change(s): Management Information Systems 180; Mathematics 120; and either Statistics 119 or Economics 201 removed from prerequisites.

2. Change in course prerequisite.

Accountancy

ACCTG 326. Intermediate Financial Accounting (3)

Prerequisites: Accountancy 202. Approved upper division business major or minor or other approved major. Not open to accounting majors. **Proof of completion of prerequisites required:** Copy of transcript.

Theories, practices, and concepts needed to satisfy the decision making requirements of external users; financial reporting for enterprises engaged in international trade of business. May not be taken for credit by accounting majors.

Change(s): Management Information Systems 180; Mathematics 120; and either Statistics 119 or Economics 201 removed from prerequisites.

3. Change in program.

Accountancy

**Accounting Minor**  
**(SIMS Code: 221910)**

The minor in accounting consists of a minimum of 24 units to include Accountancy 201, 202, 331\*, 332\*, 333, 334, Economics 101, 102.

Admission to the minor in accounting requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Accountancy 201 and 202 and Economics 101 and 102 with grades of C (2.0) or better.

Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University. Students with a major in the College of Business Administration, Hospitality and Tourism Management, or International Business should choose courses carefully with an adviser in their major department and the Business Advising Center.

**Students must meet the prerequisites for the minor in effect at the time they declare the minor.** Contact the Business Advising Center for admissions criteria and procedures.

\*Finance majors must substitute Accountancy 431 and 432 or two Accountancy 500-level electives for Accountancy 331 and 332. Accountancy 390W is waived for finance majors who are also seeking an accounting minor in taking Accountancy 431.

Change(s): Admission to the minor now requires completion of at least 60 units with a minimum grade point average of 2.9 overall.

### ANTHROPOLOGY

1. New course.

Anthropology

*CULTR GENDR RACE IN SPRTS (C-2)*

ANTH 445. Culture, Gender, and Race in Sports (3)

Prerequisite: Anthropology 102.

Intersection of culture, gender, and race through sports in Europe, Latin America, and North America at amateur, community-based, and professional levels. Consideration of sports' participation and fandom and how gender, nationality, and race affect those processes.

### ARABIC

1. New course.

Arabic

*ADV ARABIC GRAMMAR (C-2)*

ARAB 360. Advanced Arabic Grammar (3) [GE]

Prerequisites: Arabic 202; and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Arabic grammar and grammatical relations, parts of speech, and cases. Word, sentence, and discourse structure. Comparison between Modern Standard Arabic and spoken Arabic.

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. New course.

Administration, Rehabilitation and Postsecondary Education

*COMM SERVICE FIELD EXP (C-8)*

ARP 207. Community Service Field Experience (1-3)

Community service and concepts associated with the Servant Leadership model. Not open to students with credit in Educational Leadership 206. Maximum credit six units.

ART

1. Change in course description and title.

Art

*AFRCN ASIAN & OCEANIC ART*

ART 263. African, Asian, and Oceanic Art (3)

Arts of African, Asian, and Oceanic countries from prehistoric to pre-modern times. Role of religious beliefs and state ideologies in shaping visual characteristics of cultures in these regions.

Change(s): Course title updated from Asian Art. Course description updated to include African and Asian regions and histories.

2. New course.

Art

*SCREEN PRINTING (C-7)*

Art 313. Screen Printing Studio (3)

Prerequisite: Grade of C (2.0) or better in any studio art class at 200-level or above.

Traditional and experimental processes and techniques of screen printing to include design development and artistic image making through a cohesive body of work utilizing the medium.

3. Change in course prerequisite and units.

Art

ART 452. Art and Design Internship (1-3) Cr/NC

Prerequisite: Any 300-level art course.

Field experience with practicing professional artists and designers. Maximum credit six units.

Change(s): Prerequisite is changed from 400- to 300-level to allow more students the option of taking the class. Units are changed to variable units to allow for students to get unit credit based on total hours worked in a semester.

### ASIAN STUDIES

1. New course (cross-listed).

Asian Studies

*CHINESE PHILOSOPHY (C-2)*

ASIAN 351. Chinese Philosophy (3) [GE]

(Same course as Philosophy 351)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Philosophical traditions which have shaped the intellectual life and culture of China. Emphasis on foundational texts surviving from pre-Han China.

### BIOLOGY

1. Change in course prerequisite.

Biology

BIOL 203. Principles of Cell and Molecular Biology (3)

Prerequisites: Chemistry 200 or 202 and satisfaction of the English Placement Test requirement.

Principles of biology applying to all organisms, including basic biochemistry, cell structure, membrane transport, energy metabolism, cell division, classical and molecular genetics, gene expression, development, and recombinant DNA.

Change(s): Addition of Chemistry 202 as prerequisite option.

2. Change in course description and prerequisites.

Biology

BIOL 490. Undergraduate Honors Research (3)

Prerequisites: Admission to the major with GPA of at least 3.20 and 15 units completed in the major. Two previous semesters of advanced upper division research in biology. Permission of instructor and undergraduate adviser.

Experience in designing and carrying out independent research in a laboratory setting plus a written record of experimental design and results in the form of an honors research thesis to be defended before a committee. Does not satisfy laboratory requirement in major. Maximum credit three units.

Change(s): Update prerequisite from *upper division standing with GPA of at least 3.20, four units of Biology 497 and/or 499, and approval of honors research program*

*coordinator*, to what is reflected above. Removal of *presented at an undergraduate research forum and/or* from course description.

3. Change in course description and prerequisites.

Biology

BIOL 497. Undergraduate Research (1-3)

Fifty hours of research per unit.

Prerequisites: Admission to the major with GPA of at least 2.70 and nine units completed in the major. Permission of instructor and undergraduate adviser.

Independent research project supervised by faculty. Data analysis and written or oral presentation of results. Maximum credit six units applicable to general biology major, three units to microbiology major, or for any combination of Biology 497 and 499.

Change(s): Replace *upper division status in good standing and consent of instructor* with prerequisites reflected above. Update description in order to make catalog copy more explicit.

4. Change in course description and prerequisites.

Biology

BIOL 499. Special Study (1-3)

Fifty hours of activity per unit.

Prerequisites: Admission to the major with GPA of at least 2.70 and nine units completed in the major. Permission of instructor and undergraduate adviser.

Individual study, internship, other supervised laboratory or field project or experience. Credit involves 50 hour activity per unit per semester. Written or oral presentation of results required. Maximum credit six units applicable to biology major, three units applicable to microbiology major, for any combination of Biology 497 and 499.

Change(s): Replace *upper division status in good standing and consent of instructor* with prerequisites reflected above. Update description in order to make catalog copy more explicit.

5. Change in program.

Biology

**Biology Major**

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

**Emphasis in Cellular and Molecular Biology**

**(SIMS Code: 771433)**

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36 upper division units to include Biology 350, 352, 354, 366, 366L, 567, 567L or 490 or 562, Chemistry 365. The remaining units must be

selected from Biology and Chemistry 496 and/or 596 (maximum 3 units), Biology 497 and 499 and/or Chemistry 498 (maximum 3 units), Biology 480, 490, 510, 511, 528, 549, 554, 556, 557, 562, 567L, 568 [or Bioinformatics and Medical Informatics 568], 570, 575, 576, 584, 485 or 585, 589, 590, and Chemistry 432, 432L. At least one course must be an organismal level course. Approval of the Emphasis in Cellular and Molecular Biology adviser is required for credit in Biology 497, Chemistry 498, Biology or Chemistry 496, 499, and 596 and other courses not listed above to be included in the emphasis. This approval must be filed with the Office of Advising and Evaluations.

Paragraph 2 (*no change*)

**Time Limitation.** (*no change*)

Change(s): Addition of Biology 490 as an option for the "second laboratory" requirement.

2. Deactivation of program.

Biology

**Preprofessional Health Preparation Certificate**  
**(Offered only in the College of Extended Studies)**  
**(SIMS Code: 552862)**

Change(s): Certificate is being deactivated due to lack of support from the preprofessional health advising office.

#### BUSINESS ADMINISTRATION

1. Change in course prerequisite.

Business Administration

B A 300. Ethical Decision Making in Business (1)

Prerequisite: Approved upper division business major or another major approved by the College of Business Administration. **Proof of completion of prerequisites required:** Copy of transcript.

Theoretical concepts and dimensions of ethics in business decisions. Ethics of decision alternatives using different approaches and philosophies, with application of an integrative ethical decision model to cases from various business subdisciplines.

Change(s): Removal of Management Information Systems 180 as a prerequisite.

2. Change in course prerequisites.

Business Administration

B A 360. Introduction to Operations and Supply Chain Management (3)

Prerequisites: Statistics 119 or Economics 201. Recommended: Mathematics 120. Approved upper division business major, business minor, or another major approved by the College of Business Administration. For approved business majors, credit or

concurrent registration in Business Administration 310. **Proof of completion of prerequisites required:** Copy of transcript.

Managerial concepts and quantitative methods associated with the design, execution, and management of operations and supply chain systems. (Formerly numbered Management Information Systems 302 and Information and Decision Systems 302.)

Change(s): Removal of Management Information Systems 180 as a prerequisite; update of Mathematics 120 to a recommended preparation course.

3. Change in program.

Business Administration

**Business Administration Minor**

**(Minor Code: 05010) (SIMS Code: 221750)**

*(See also, minors in Accounting, Entrepreneurship, Finance, Information Systems, Management, Marketing, and Real Estate.)*

Paragraphs 1-2 *(no change)*

Admission to the minor in business administration requires completion of at least 60 units with a minimum grade point average of 2.9 or better, and completion of Accountancy 201 and Management Information Systems 180 with grades of C (2.0) or better.

Paragraphs 4-5 *(no change)*

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units and minimum grade in required prerequisite courses for the minor.

COMPARATIVE LITERATURE

1. Change in course grading method.

Comparative Literature

C LT 499. Special Study (1-3)

Prerequisites: Consent of instructor and approval of department chair.

Individual study. Maximum credit six units.

Change(s): Change Cr/NC to +/- letter (C/N OK) grade brings comparative literature requirements in line with English requirements.

ENGLISH

1. New course.

English

INTERNSHIP (S-36)

ENGL 495. Internship (1) Cr/NC



Practical work experience in a field related to English and comparative literature. Work performed under joint direction of activity sponsor and instructor. Maximum credit six units. May not be applied to requirements for English major.

## FINANCE

1. Change in course prerequisites.

Finance

FIN 331. Real Estate Principles (3)

Prerequisite: Completion of lower division course requirements in business major or minor. **Proof of completion of prerequisite required:** Copy of transcript.

Fundamental operations of the real estate market; principles of real property valuation, financing, law, investment, brokerage, management, and development.

Change(s): Removal of Accountancy 202; Finance 240; Management Information Systems 180 as prerequisites.

2. Change in program.

Finance

### **Finance Minor**

**(Minor Code: 05041) (SIMS Code: 222116)**

Paragraph 1 (*no change*)

Admission to the minor in finance requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Accountancy 201 and Statistics 119 with grades of C (2.0) or better.

Reminder of description (*no change*)

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\*Business Administration 323 waived for College of Business Administration, Hospitality and Tourism Management, and International Business majors. Finance minor is not open to Finance, Financial Services, or Real Estate majors.

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units, and minimum grade in required prerequisite courses for the minor.

3. Change in program.

Finance

### **Real Estate Minor**

**(Minor Code: 05111) (SIMS Code: 222193)**

The minor in real estate consists of a minimum of 15-18 units to include Finance 240, 331, 431; Business Administration 323\*; and six units selected from Finance 333, 433, 435, 437, 438.

Admission to the minor in Real Estate requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Finance 240 with grades of C (2.0) or better.

Remainder of description (*no change*)

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units, and minimum grade in required prerequisite courses for minor.

### GEOLOGICAL SCIENCES

1. Change in course description and prerequisites.

Geological Sciences

GEOL 498A. Research Methods and Communication (1) Cr/NC

Prerequisite: Consent of instructor. A cumulative 3.0 GPA. Nine upper division units in geological sciences. **Proof of completion of prerequisites required:** Copy of transcript.

Development and testing of scientific hypotheses and their effective communication through oral, written, and visual modes. To be taken prior to registration in Geology 498B.

Change(s): Addition of *consent of instructor, 3.0 cumulative GPA, proof of completion of prerequisites required: Copy of transcript* to course prerequisites. Removal of *in fall semester of senior year* and *senior thesis* from course description.

2. Change in program.

**Geological Sciences**

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in General Geology**

**(SIMS Code: 775324)**

**Preparation for the Major.** (*no change*)

**Recommended:** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 37-39 upper division units in approved courses to include Geological Sciences 300, 306, 307, 324, 336, 508, 530; and twelve additional upper division units from geological sciences (upper division courses from outside department by approval).

Change(s): Removal of Geological Sciences 498A, 498B, and 537 from major requirements.

3. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in Engineering Geology**

**(SIMS Code: 775313)**

**Preparation for the Major.** Oceanography 100, or Geological Sciences 100 and 101, or Geological Sciences 101 and 104; Geological Sciences 205, 221; Chemistry 200; Aerospace Engineering 200 or Mechanical Engineering 200; Mathematics 150, 151, 252; Physics 195, 196, 197. (40 units)

**Recommended:** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 38 upper division units in approved courses to include Geological Sciences 300, 306, 307, 324, 336, 508 (4 units); Civil Engineering 301 or Mechanical Engineering 304, Civil Engineering 462, 463; nine units selected from Geological Sciences 498A, 498B, 514, 530, 550, 551, 560 or Civil Engineering 465; or other upper division courses approved by the department.

Change(s): Removal of Biology 100 from preparation section. Removal of Geological Sciences 498A and 498B as required major courses.

4. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in Environmental Geosciences**

**(SIMS Code: 775318)**

**Preparation for the Major.** Oceanography 100, or Geological Sciences 100 and 101; or Geological Sciences 101 and either Geological Sciences 104 or Environmental Science 100 [or Sustainability 100]; Geological Sciences 200, 221; Biology 100, 100L; Chemistry 200, 201; Chemistry 232 and 232L, or 251; Mathematics 124 or 150; Physics 180A, 180B, 182A, 182B. (40-41 units)

**Recommended:** Geological Sciences 205, Statistics 250.

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 39 upper division units in approved courses to include Geological Sciences 306, 307, 324, 336, 505, 514, 530, 551; and twelve upper division units selected from Geological Sciences 300, 303, 305, 498A, 498B, 499, 508 (4 units), 520, 521, Environmental Science 301, Geography 370, Philosophy 332 [or Sustainability 332], Political Science 334 [or Sustainability 334].

Change(s): Replace *Chemistry 232, 232L* with *232, 232L or Chemistry 251* in preparation section. Removal of Chemistry 251 from recommended courses. Rearrangement of 498A and 498B in major section (required to elective).

## 5. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in Geophysics**

**(SIMS Code: 775346)**

**Preparation for the Major.** Oceanography 100, or Geological Sciences 100 and 101, or Geological Sciences 101 and 104; Geological Sciences 200, 221; Chemistry 200; Mathematics 150, 151, 252; Physics 195, 195L, 196, 196L, 197, 197L. Aerospace Engineering 280 must be taken if student selects Aerospace Engineering 515 and/or Electrical Engineering 340 in the major. (39 units)

**Recommended:** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36-39 upper division units in approved courses to include Geological Sciences 300, 306, 307, 324, and 560; Mathematics 342A and 342B, or Aerospace Engineering 515; two courses selected from Geological Sciences 336, Physics 350\*, Physics 400A\* (or Electrical Engineering 340\*); and nine upper division units of approved courses in geological sciences at the 500 level.

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**\*Additional prerequisites required.**

Change(s): Removal of Biology 100 or 101 from preparation section. Removal of Geological Sciences 498A and 498B as required major courses.

## 6. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in Hydrogeology**

**(SIMS Code: 775357)**

**Preparation for the Major.** Oceanography 100, or Geological Sciences 100 and 101, or Geological Sciences 101 and 104; Geological Sciences 205, 221; Biology 100; Chemistry 200, 201; Mathematics 150, 151, 252; Physics 195, 196, 197. (45 units)

**Recommended:** Geological Sciences 200, Physics 195L, 196L, 197L.

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36 upper division units in approved courses to include Geological Sciences 300, 306, 307, 324, 336, 508 (4 units), 514 or 530, 551; and eight upper division units of departmentally approved courses.

Change(s): Geological Sciences 200 added to options of recommended courses. Change of Geological Sciences 498A and 498B from a major requirement.

7. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141)**

**Emphasis in Paleontology**

**(SIMS Code: 775390)**

**Preparation for the Major.** *(no change)*

**Recommended:** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 36 upper division units in approved courses to include Geological Sciences 306, 324, 336, 508 (4 units); Biology 352, 354; and fifteen upper division units of departmentally approved courses.

Change(s): Removal of Geological Sciences 498A, 498B, and 537 from major requirements.

8. Change in program.

Geological Sciences

**Geological Sciences Major**

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

**(Major Code: 19141) (SIMS Code: 775311)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** Oceanography 100 or Geological Sciences 100 or 104, and 101; Geological Sciences 200, 205. Mathematics 150 and 151, or any two of the following: Astronomy 101, Computer Science 100, Mathematics 141, 150, Physics 180A, 195, 196, Statistics 250. One of the following pairs: Chemistry 200 and 201, or Chemistry 100 and Biology 100 or 101, or Chemistry 200 and Biology 100 or 101. (24-29 units)

Remainder of description *(no change)*

Change(s): Removal of *Chemistry 200 and 201, or any two of the following: Biology 100, 101, Chemistry 100, 200* with what is reflected above.

GERMAN

1. Change in course description and title.

German

*GERMAN CULTURE AND EUROPE*

GERMN 150. Contemporary German Culture and the New Europe (3) [GE]

Introduction to fundamental questions of identity and belonging in contemporary German culture; investigation of Germany's place within the European Union and cultural responses to the process of European integration. Taught in English.

Change(s): Description updated from *introduction to field of German studies with emphasis on cultural life of German-speaking communities and their impact worldwide on major artistic, intellectual, and cultural movements* to what is reflected above. Title updated from *Introduction to German Studies* to what is reflected above.

### JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

*WRITNG SPANISH-LANG MEDIA (C-2, C-12)*

JMS 434. Writing for Spanish-language and Latino Media (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 220 with a grade of C (2.0) or better. Admission to a major in the School of Journalism and Media Studies. For other majors, instructor approval is required. Students must be able to read, speak, and write in both English and Spanish. See instructor to determine appropriate level of required fluency.

Writing techniques for Spanish-language and Latino media in the United States and globally. Cultures, languages, and traditions of Spanish-language and Latino media used for advertising, journalism, public relations, and other professional media fields.

2. Change in program.

Journalism and Media Studies

**Journalism Major**

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

**(Major Code: 06021) (SIMS Code: 664101)**

**Emphasis in Media Studies**

**(Major Code: 15060) (SIMS Code: 661110)**

Media studies prepares students for the ever-changing, globalized world of the 21st century and the many new opportunities that communication technology makes possible. Classes emphasize both conceptual and practical knowledge and explore the wide range of phenomena that constitute media in the 21st century. Specific courses focus on such topics as digital media analytics, social media leadership, media innovation, and fundamentals of multi-media development. Students also have the flexibility to focus on particular areas of interest.

Media studies prepares students for a range of careers, including media analyst, social media community leader, entrepreneur, and online content manager. Given the rapidly changing nature of technology, media studies graduates will also invent new career paths for themselves as media industries evolve.

To complete the media studies emphasis, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

Accreditation standards require that all advertising, journalism, media studies, and public relations majors at SDSU complete at least 72 units of coursework outside the

major and meet the liberal arts and sciences general education requirements of SDSU. Students must follow their major requirements and complete 15 additional units within an Auxiliary Discipline (within one academic unit outside journalism and media studies).

**Impacted program.** The media studies emphasis is an impacted program. To be admitted to the media studies emphasis, students must meet the following criteria:

- a. Complete with a minimum grade point average of 3.0 and a grade of C or higher: Journalism and Media Studies 200, 210, 220; Economics 101. *These courses cannot be taken for Credit/No Credit (Cr/NC);*
- b. Achieving a passing score on the Grammar, Spelling, and Punctuation test by the third attempt;
- c. Complete a minimum of 45 baccalaureate level semester units. A maximum of 90 semester units is recommended. (A minimum of 60 units is required for all transfer applicants);
- d. Have a cumulative grade point average of 3.0 or higher.

**Preparation for the Major.** Journalism and Media Studies 200, 210, 220; Economics 101. Some of these courses may also be used to fulfill lower division general education requirements. (12 units)

These prerequisite courses may not be taken Cr/NC and must be completed with a minimum grade point average of 3.0 and a grade of C or higher in each class.

**Language Requirement:** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major:** A minimum of 33 upper division units to include Journalism and Media Studies 315, 408, 472, 489, 492, 494; three units selected from Journalism and Media Studies 418, 428, Learning Design and Technology 410, 432; twelve units from Journalism and Media Studies courses numbered 300-599 which are open to media studies students.

**Auxiliary Discipline.** Students selecting the media studies emphasis are required to complete 15 additional units, six units of which must be at the upper division level, within one academic unit outside journalism and media studies. Completion of a minor or a second major will satisfy the Auxiliary Discipline requirement.

Change(s): Alignment of entrance requirements / preparation for the major section with other journalism and media studies emphases.

## LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

*SOCIAL MEDIA FOR LEARNING (C-4)*

LDT 410. Social Media for Learning (3)

Two lectures and one hour of discussion.

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better.  
Admission to a major in the School of Journalism and Media Studies.

Social media for learning and workforce training. Current and prospective social media practices in learning organizations. Integration of social media strategies into learning experiences.

2. New course.

Learning Design and Technology

*PROD DIGITAL LEARNING MED (C-4, C-8)*

LDT 432. Producing Digital Learning Media (3)

One lecture and four hours of activity.

Prerequisites: Journalism and Media Studies 408 with a grade of C (2.0) or better.

Admission to a major in the School of Journalism and Media Studies.

Design and development of technology-delivered multimedia training and education materials. Principles of training design applied to diverse organizations and audiences. Production of digital media and tools for learning in organizations.

### LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

1. Change in course title.

Lesbian, Gay, Bisexual, and Transgender Studies

*LGBT IDENTITIES MOD WORLD*

LGBT 321. LGBT Identities in the Modern World (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Interdisciplinary field of lesbian and gay studies with attention to social and political institutions and development of personal identity. Topics include discrimination, internalized homophobia, political activism, and diversity within lesbian, gay, bisexual, and transgendered community. (Formerly numbered General Studies 321.)

Change(s): Update course title from *Lesbian and Gay Identities in the Modern World* to what is reflected above.

2. Change in course title.

Lesbian, Gay, Bisexual, and Transgender Studies

*LGBT HISTORY AND CULTURE*

LGBT 322. LGBT History and Culture (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Interdisciplinary field of lesbian and gay studies with attention to history and artistic expression. Topics include varying attitudes toward homosexuality in history, as well as literary, artistic, theatrical, and musical contributions of the lesbian, gay, bisexual, and transgendered community. (Formerly numbered General Studies 322.)



Change(s): Update course title from *Lesbian and Gay History and Culture* to what is reflected above.

### MANAGEMENT

1. Change in program.

Management

#### **Entrepreneurship Minor**

**(SIMS Code: 222565)**

Paragraph 1 (*no change*)

Admission to the minor in entrepreneurship requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Accountancy 201 with a grade of C (2.0) or better.

Reminder of description (*no change*)

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\*Accountancy 201 waived for Business Administration, Hospitality and Tourism Management, and International Business majors.

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units, and minimum grade in required prerequisite courses for the minor.

2. Change in program.

Management

#### **Management Minor**

**(SIMS Code: 222559)**

Paragraph 1 (*no change*)

Admission to the minor in management requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Accountancy 201 with a grade of C (2.0) or better.

Reminder of description (*no change*)

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units, and minimum grade in required prerequisite courses for the minor.

### MANAGEMENT INFORMATION SYSTEMS

1. Change in course prerequisites.

Management Information Systems

MIS 481. E-Business/Web Development (3)

Prerequisite: Management Information Systems 306, 315, 380. **Proof of completion of prerequisites required:** Copy of transcript.

Issues and tools related to developing Internet-based applications with database integration through hands-on projects. Developing complex sets of Web pages by linking front-end Web browser languages and databases via back-end server languages, database queries, and middleware. (Formerly numbered Information and Decision Systems 481.)

Change(s): Replacement of *credit or concurrent registration in Management Information Systems 406* prerequisite to what is reflected above.

## MARKETING

1. Change in program.

Marketing

### **Marketing Minor**

**(SIMS Code: 222772)**

Paragraph 1 (*no change*)

Admission to the minor in marketing requires completion of at least 60 units with a minimum grade point average of 2.9 overall, and completion of Accountancy 201 and Economics 102 with grades of C (2.0) or better.

Remainder of description (*no change*)

Change(s): Addition of criteria for admission to the minor including number of units that must be completed, overall grade point average obtained in those units, and minimum grade in required prerequisite courses for the minor.

## MATHEMATICS

1. Change in course description.

Mathematics

MATH 241. Mathematics Software Workshop (1)

Prerequisite: Mathematics 150.

Introduction to dynamic geometry software such as Geometer's Sketchpad and GeoGebra. Constructions in Euclidean geometry, exploration of symmetry and plane transformations, graphing of functions and algebraic equations.

Change(s): Realignment of course description with current reality to limit scope of class to use of Geometry specific software rather than general mathematical software. Course is also no longer repeatable for credit.

2. Change in course description and prerequisite.

Mathematics

MATH 242. Mathematical Programming (3)

Prerequisite: Credit or concurrent registration in Mathematics 151.

Introduction to Matlab programming. Modeling, problem solving, visualization.

Change(s): Realignment of description with updated course content. Removal of two prerequisites and addition of credit or concurrent enrollment statement to Mathematics 151.

3. Change in course prerequisite.

Mathematics

MATH 245. Discrete Mathematics (3) [GE]

Prerequisite: Mathematics 124 or 150 with a grade of C (2.0) or better.

Recommended: Mathematics 151.

Logic, methods of proof, set theory, number theory, equivalence and order relations, counting (combinations and permutations), solving recurrence relations.

Change(s): *With a grade of C (2.0) or better* statement added to course prerequisite.

4. Change in course prerequisite.

Mathematics

MATH 254. Introduction to Linear Algebra (3) [GE]

Prerequisite: Mathematics 151 with a grade of C (2.0) or better.

Matrix algebra, Gaussian elimination, determinants, vector spaces, linear transformations, orthogonality, eigenvalues, and eigenvectors.

Change(s): *With a grade of C (2.0) or better* statement added to course prerequisite.

5. Change in course prerequisite.

Mathematics

MATH 336. Introduction to Mathematical Modeling (3)

Prerequisite: Mathematics 254 with a grade of C (2.0) or better.

Models from the physical, natural, and social sciences including population models and arms race models. Emphasis on classes of models such as equilibrium models and compartment models.

Change(s): *With a grade of C (2.0) or better* statement added to course prerequisite.

6. Change in course prerequisite.

Mathematics

MATH 337. Elementary Differential Equations (3)

Prerequisite: Mathematics 254 or 342A with a grade of C (2.0) or better.

Integration of first-order differential equations, initial and boundary value problems for second-order equations, series solutions and transform methods, regular singularities.

Change(s): *With a grade of C (2.0) or better* statement added to course prerequisite.

7. Change in program.

Mathematics

**Mathematics Major**

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

**(Major Code: 17011) (SIMS Code: 776301)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Additional Lower Division Coursework Required.** (*no change*)

**Language Requirement.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** Major. A minimum of 27 upper division units selected with approval of the departmental adviser before starting upper division work to include Mathematics 337, 521A, 524, 534A; at least one course selected from Mathematics 521B, 531, 534B, 537, 538, 542, 543, Statistics 551B; and 12 units of electives excluding Mathematics 302, 311, 312, 313, 315, 413, 414, and 509. No more than three units may be selected from Mathematics 303 and 510.

**Master Plan.** (*no change*)

Change(s): Excludes Mathematics 302, 311, 312, 313, 315, 413, 414, and 509 from upper division elective options.

8. Change in program.

Mathematics

**Mathematics Major**

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

**(Major Code: 17031)**

**Emphasis in Applied Mathematics**

**(SIMS Code: 776313)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Additional Lower Division Coursework Required.** Mathematics 242, 252, Statistics 250. (10 units)

**Graduation Writing Assessment Requirement.** (*no changes*)

**Major.** Major. A minimum of 36 upper division units to include Mathematics 337, 521A, 534A, 541; 524 or 543; 531 or 532 or 534B; Statistics 350A or 550 or 551A; and 15 units of electives in mathematics or an area to which mathematics may be applied (approved by the Applied Mathematics adviser) excluding Mathematics 302, 303, 311, 312, 313, 315, 342A, 342B, 413, 414, 509, 510.

**Master Plan.** (*no change*)

**Auxiliary Area.** (*no change*)

Change(s): Mathematics 510 is now part of the list of excluded elective courses. Mathematics 242 replaces Computer Science 107 as lower division requirement.

9. Change in program.

Mathematics

**Mathematics Major**

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

**(Major Code: 17031)**

**Emphasis in Computational Science**

**(SIMS Code: 776322)**

Paragraphs 1-2 (*no change*)

**Additional Lower Division Coursework Required.** Mathematics 242, 252, Statistics 250. (10 units)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 39 upper division units to include Mathematics 337, 521A, 524 or 543, 534A, 541; Computer Science 310; at least nine units selected from Computational Science 526, 536, Computer Science 503, 558, Mathematics 336, 525, 532, 537, 542, 543; three units of Mathematics 499 (Senior Project); and nine units of electives in computer science, mathematics, or statistics (approved by the Applied Mathematics adviser) excluding Mathematics 302, 303, 311, 312, 313, 315, 342A, 342B, 413, 414, 509, 510.

Remainder of description (*no change*)

Change(s): Mathematics 510 is now part of the list of excluded elective courses. Mathematics 242 replaces Computer Science 107 and 108 as a lower division requirement.

10. Change in program.

Mathematics

**Mathematics Major**

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

**(Major Code: 17031)**

**Emphasis in Science**

**(SIMS Code: 776348)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include Mathematics 337, 534A; 524 or 543; 532 or 534B; at least six units selected from Mathematics 521A, 525, 531, 532, 537; 12 units from a science to which mathematics may be applied (these should be from a single science and must be approved by the B.S. adviser); and six units of electives in computer science, mathematics, or statistics excluding Mathematics 302, 303, 311, 312, 313, 315, 342A, 342B, 413, 414, 509, 510.

**Master Plan.** (*no change*)

Change(s): Mathematics 510 is now part of the list of excluded elective courses.

11. Change in program.

Mathematics

**Mathematics Minor**

**(Minor Code: 17011) (SIMS Code: 776301)**

The minor in mathematics consists of a minimum of 20-21 units in mathematics to include 12 upper division units, at least six of which have as prerequisite Mathematics 151; or Mathematics 252 and nine upper division units in mathematics, at least six of which have as prerequisite Mathematics 151. Mathematics 302, 311, 312, 313, 315, 413, 414, 509 are excluded from the minor. No more than three units may be selected from Mathematics 303 and 510. All courses selected will be subject to the approval of the minor adviser.

Paragraph 2 (*no change*)

Change(s): Excludes Mathematics 302, 311, 312, 313, 315, 413, 414, and 509 from upper division elective options.

NURSING

1. New course.

Nursing

*CARE MNGMNT CMLX HLTH (C-4, C-16)*

NURS 437. Care Management of People with Complex Health Needs (6)

Prerequisites: Nursing 307, 312, 320 with grades of C (2.0) or better. Admission to the RN to BS program.

Theory and clinical practice in the care management of people of all ages who have complex health concerns that require coordination of care across disciplines and transitions between care settings.

PHILOSOPHY

1. New course.

Philosophy

*PHIL, RACISM & JUSTICE (C-2)*

PHIL 328. Philosophy, Racism, and Justice (3) [GE]

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning, II.C. Humanities.

Philosophical concepts and theories of racism and racial justice. Arguments for and against such theories.

POLITICAL SCIENCE

1. Change in course description and title.

Political Science

*US-LATAM REL*

POL S 482. United States-Latin American Relations (3)

Diplomatic, military, and political relations between the United States and Latin America. Cold War and its legacies, colonialism and dependency, counter-insurgency, counter-narcotics, and counter-terrorism; economic relations, human rights, military intervention, popular movements, and revolutions.

Change(s): Update description from *foreign policies of Latin American states; the Organization of American States; relationships with the United Nations and the United States*; and update title from *International Relations of the Latin American States* to what is reflected above.

2. Change in program.

Political Science.

**Public Law Certificate**

**(SIMS Code: 115526)**

The Certificate in Public Law offers courses in the College of Arts and Letters with law content. Students specialize in public law to obtain multiple perspectives on the use of law to regulate social problems; to strengthen critical thinking skills; and to learn to form and defend arguments.

The certificate requires 15 units to include Political Science 346 and 12 units selected from Africana Studies 380, American Indian Studies 485, Philosophy 341, 342, 510, Political Science 347A, 347B, 348, 541, 577, Sociology 443, 543, Women's Studies 370. Students must obtain a grade of C (2.0) or better in each of the certificate courses. Up to nine units in the certificate may count towards the political science major but may not count towards the political science minor. Students may obtain the Certificate in Public Law without majoring in political science or another major in the College of Arts and Letters. Contact the Department of Political Science to enroll in the certificate program or for additional information.

Change(s): Addition of Philosophy 341, 342 and 510 to certificate program. Change to adviser contact information.

## PORTUGUESE

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

Portuguese

*ELEMENT PORTUG I*

PORT 101. Elementary Portuguese I (5) [GE]

Five lectures and one hour of laboratory.

Introduction to grammar, listening, reading, speaking, and writing. Communicative approach to developing language skills. Not open to students with credit in Portuguese 102, 110, 203, 204, or a higher-numbered Portuguese course.

Change(s): Update course description from *pronunciation, oral practice, reading on Luso-Brazilian culture and civilization, essentials of grammar*. Not open to students with credit in Portuguese 201, 301, or higher-numbered Portuguese to what is reflected above. Removal of prerequisite. Removal of *intensive* from course title.

2. New course.

Portuguese

*ELEMENTARY PORTUGUESE II (C-2)*

PORT 102. Elementary Portuguese II (5) [GE]

Prerequisite: Portuguese 101 or two years of high school Portuguese.

Continuation of Portuguese 101. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-low level skills in Portuguese. Not open to students with credit in Portuguese 110, 203, 204, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 201.)

3. New course.

Portuguese

*BEGIN PORT SPAN SPEAKERS (C-2)*

PORT 110. Beginner Portuguese for Spanish Speakers (3) [GE]

Accelerated beginner course for Spanish speakers. Essentials of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-low level skills in Portuguese. Contrasts between Spanish and other Romance languages. Not open to students with credit in Portuguese 102, 203, 204, or a higher-numbered Portuguese course.

4. New course.

Portuguese

*INTERMEDIATE PORTUGUESE I (C-2)*

PORT 203. Intermediate Portuguese I (3) [GE]

Prerequisite: Portuguese 102 or 110 or completion of the third year of high school Portuguese.

Continuation of first-year Portuguese. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-mid level skills in Portuguese. Not open to students with credit in Portuguese 204, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 301.)

5. New course.

Portuguese



*INTERM PORTUGUESE II (C-2)*

PORT 204. Intermediate Portuguese II (3) [GE]

Prerequisite: Portuguese 203 or completion of the fourth year of high school Portuguese.

Continuation of second-year Portuguese. Practices of grammar, listening, reading, speaking, and writing. Adoption of a communicative approach to develop intermediate-high level skills in Portuguese. Not open to students with credit in Portuguese 311, or a higher-numbered Portuguese course. (Formerly numbered Portuguese 401.)

6. New course.

Portuguese

*PORT & BRAZ CINEMA & CULT (C-2)*

PORT 306. Portuguese and Brazilian Cinema and Culture (3) [GE]

(Same course as Television, Film and New Media 306)

Prerequisite: Completion of the General Education requirement in Foundations of Learning, II.C. Humanities.

Main movements and productions of Portuguese and Brazilian cinema. Social factors and representations of national identities. Taught in English.

7. New course.

Portuguese

*ADV READ WRIT GRAMMR (C-2)*

PORT 311. Advanced Reading, Writing, and Grammar (3)

Prerequisite: Portuguese 204.

Developing advanced proficiencies in grammar, reading, and writing, based on models from modern Portuguese and Brazilian literary and non-literary texts.

8. New course.

Portuguese

*ADV LISTENING & CONVERS (C-2)*

PORT 312. Advanced Listening and Conversation (C-2)

Prerequisite: Portuguese 204.

Developing advanced proficiencies in listening and speaking activities, based on Luso-Brazilian audiovisual and multimedia sources.

PROFESSIONAL STUDIES AND FINE ARTS

1. Change in program.

Professional Studies and Fine Arts

**Professional Studies and Fine Arts International Studies Minor**

**(Minor Code: 22997) (SIMS Code: 669000)**

The minor consists of 18 units to include 12 upper division units from Professional Studies and Fine Arts 320 or 350, 501, 502, 550; and six units selected from Professional Studies and Fine Arts 100, Art 357, Communication 371, Criminal Justice 570\*, Dance 382, Journalism and Media Studies 210, 450\*, Music 345, Public Administration 580\*, Recreation and Tourism Management 404, and Television, Film and New Media 363 (maximum credit three units).

Reminder of description (*no change*)

Change(s): Addition of Professional Studies and Fine Arts 320 as a course option.

## PSYCHOLOGY

1. Change in program.

Psychology

### **Psychology Major**

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

#### **(Major Code: 20011) (SIMS Code: Liberal 778301)**

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” No more than 56 units in psychology courses can apply to the Liberal Arts and Sciences degree.

Paragraph 2 (*no change*)

#### **Preparation for the Major.** (*no change*)

**Language Requirement.** Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on “Graduation Requirements.” Psychology majors are urged to discuss scheduling the language requirement with an adviser in the Psychology Undergraduate Advising Office.

#### **Graduation Writing Assessment Requirement.** (*no change*)

**Requirements for the Major.** A minimum of 31 upper division units in psychology to include courses that meet the methods requirement and the breadth requirement.

**Methods.** (*no change*)

**Breadth.** All majors must complete four courses or 12 units; one course from each of the following groups.

**Group I.** Psychology 340 or 344.

**Group II.** Psychology 319, 351, or 370.

**Group III.** Psychology 331, 332, 333, 350, or 407.

**Group IV.** Psychology 360, 361, 362, 380, or 388.

An additional 14-15 elective units selected from 300- to 500-level psychology courses to satisfy the 31 units required for the psychology major.

Change(s): Program slightly changed in order to simplify the upper division breadth requirements in the upper division major in psychology.

2. Change in program.

Psychology

**Psychology Major**

**Applied Arts and Sciences (Open only to AA-T/TMC)**

**(Major Code: 20011) (SIMS Code: Applied 778307)**

**A minor is not required for this major.** However, depending on career goals, students may wish to consider minors in areas such as biology, business, public administration, recreation, social work, statistics, and others.

**Preparation for the Major.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Requirements for the Major.** A minimum of 31 upper division units in psychology to include courses that meet the methods requirement and the breadth requirement.

**Methods.** *(no change)*

**Breadth.** All majors must complete four courses or 12 units; one course from each of the following groups.

**Group I.** Psychology 340 or 344.

**Group II.** Psychology 319, 351, or 370.

**Group III.** Psychology 331, 332, 333, 350 or 407.

**Group IV.** Psychology 360, 361, 362, 380, or 388.

An additional 14-15 elective units selected from 300- to 500-level psychology courses to satisfy the 31 units required for the psychology major.

Change(s): Program slightly changed in order to simplify the upper division breadth requirements in the upper division major in psychology.

SOCIOLOGY

1. New course.

Sociology

*TECHNOLOGY AND SOCIETY (C-2)*

SOC 460. Technology and Society (3) [GE]

Prerequisites: Sociology 101 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Social construction of technological systems. Emergent technologies within particular cultural forms, social structures, and political practices, and how these phenomena influence design and use of technology. Technology as a mode of social experience.

SUSTAINABILITY

1. Change in program.

Sustainability

**Sustainability Major**

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

**(Major Code: 49101) (SIMS Code: 117001)**

Paragraphs 1-3 (*no change*)

**Preparation for the Major.** Sustainability 100 [or Environmental Science 100]; Economics 102; Geography 101; and Economics 201 or Political Science 201 or Psychology 280 or Sociology 201 or Statistics 119 or 250, or Philosophy 120; three units from Geography 170 or Professional Studies and Fine Arts 100. (15-16 units)

Remainder of description (*no change*)

Change(s): Replacement of Geography 104 with 170. Addition of Philosophy 120 as an option.

THEATRE, TELEVISION, AND FILM

1. Deactivation of course.

Theatre, Television, and Film

TFM 462. Documentary: History and Theory (3) [GE]

Prerequisite: Television, Film and New Media 160 for majors. Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Persuasive concepts, techniques, and forms in documentary film and television programs. Major historical works and their impact on society.

2. Change in program.

Theatre, Television, and Film

**Television, Film and New Media Major**

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

**(Major Code: 06031)**

**Emphasis in Critical Studies**

**(SIMS Code: 667308)**

Paragraph 1 (*no change*)

**Impacted Program.** (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** Major. A minimum of 39 upper division units to include Television, Film and New Media 310, 330, 363, 364A, 364B, 563; nine units selected from Television, Film and New Media 470, 530, 571, 573; and 12 units selected from Television, Film and New Media 401, 430, 490, 499, Africana Studies 465 [or French 465], American Indian Studies 435, Anthropology 439, Chicana and Chicano Studies 400, Classics 350, English 577, European Studies 424, German 320, History 436, Religious Studies 364, or Theatre 460A, 460B, 465. A minor is not required with this major.

Change(s): Deletion of Television, Film and New Media 462 and addition of 563 to major emphasis.

3. Change in program.

Theatre, Television, and Film

**Television, Film and New Media Major**

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

**(Major Code: 06031)**

**Emphasis in Production**

**(SIMS Code: 667304)**

Paragraph 1 (*no change*)

**Impacted Program.** (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 42 upper division units to include 27 units from Television, Film and New Media 310, 314, 330, 361, 362, 364A or 364B, 510, 540, 560; six to nine units selected from Television, Film and New Media 321, 322, 327, 350, 401, 465, 490, 499, 522, 550, 551, 559, 561, 590, or Theatre 359; six to nine units selected from Television, Film and New Media 363, 364A or 364B, 430, 470, 530, 563, 571 or 573. A minor is not required with this major.

Change(s): Deletion of Television, Film and New Media 462 and addition of 563 to major emphasis.

4. Change in program.

Theatre, Television, and Film

**Television, Film and New Media Minor**

**(Minor Code: 06031) (SIMS Code: 667306)**

The minor in television, film and new media is designed for students in business, English, music, prelegal, theatre, or other majors related to the writing, production, and distribution of media. The minor consists of a minimum of 21 units to include Theatre 100; Television, Film and New Media 110, 160, 310; six units selected from Television, Film and New Media 363, 364A, 364B, 430, 563; and three units selected from Television, Film and New Media 330, 470, 530, 571, 573. Admission to the Television, Film and New Media minor requires completion of at least 30 units with a minimum grade point average of 3.0 overall and completion of Theatre 100 and Television, Film and New Media 160 with grades of B or better.

Remainder of description (*no change*)

Change(s): Deletion of Television, Film and New Media 462 and addition of 563 to minor.

**DRAFT**

**ENSURING SUCCESS**

**FOR CALIFORNIA'S STUDENTS**

**Creating a Sustainable**

**Financial Model for**

**The California State University**

**Draft Report of the Task Force for a**

**Sustainable Financial Model for the CSU**



## LETTER TO CHANCELLOR FROM THE CO-CHAIRS

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The California State University (CSU) delivers over 100,000 new graduates into the state's workforce annually, and as a result is a critical player in our economic strength and success. The system receives over 400,000 new applications each year; students with a dream could be threatened by limited resources available to support the 23 campuses. And while the legislature and governor were able to fully fund the Board of Trustees' budget request in 2015-2016, K-12 education and community college funding requirements under Proposition 98, the state's new rainy day savings requirement, and growth in health and human services programs requires the CSU and the state to consider new approaches to funding the university. General Fund support should remain a primary source for the university but we must find new resources and tools to address our operating and infrastructure needs.

This report proposes a series of possible actions and new tools to support the university into the future. It is our belief that the current financial model is not sustainable in the long run and now threatens access to the high-quality education offered by CSU campuses. California's future is tied to having a well-educated workforce, and as an institution we must make sure we are fulfilling our obligation to the State and those who should have access to a college education.

Over the past several months, the task force has reviewed several interrelated elements that affect how our institution acquires and allocates its resources in an effort to provide current and prospective students a quality education. The report reflects our commitment to do all that we can to serve students today and tomorrow. However it is clear that we cannot do it alone, we will continue to need ongoing investment from the state as well as policymakers' support to explore and implement other approaches and serve as partners in making sure that the future remains bright for students and the state for decades to come.

On behalf of the Task Force for a Sustainable Financial Model, we respectfully submit to you the enclosed draft findings and recommendations that are designed to ensure access to a high quality education for Californians.

Sincerely,

Elliot Hirshman  
President  
San Diego State University

Leroy Morishita  
President  
California State University, East Bay

Steve Relyea  
Executive Vice Chancellor/CFO  
California State University

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## EXECUTIVE SUMMARY

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The California State University (CSU) remains dedicated to the vision of access and degree completion as outlined in the California Master Plan for Higher Education of 1960. The question today is how to pay for that vision. The commitment in the Master Plan to provide tuition free education for California residents depended explicitly on ongoing state general fund support from a growing economy. Since the Master Plan was enacted, the state's economic and population growth rates have slowed and tax receipts have been inconsistent. Referenda and court decisions have re-proportioned categories in the state budget resulting in fewer discretionary dollars in the state general fund budget. As a result, even in good economic times, CSU faces significant stagnation in state support as it competes for limited discretionary dollars each fiscal year. Yet demand by prospective and current California students continues to climb.

A new approach to funding is needed if the CSU is to maintain broad access to quality programs. We need to re-examine policies, beyond raising tuition and fees, that restrict the generation and use of non-state funds. The CSU must be empowered to become more self-reliant to achieve the public good.

While the economy is regaining strength, we should not plan on regaining the tremendous rates of growth seen in the post-World War II era. Enrollment demand continues to exceed capacity creating a dilemma for the CSU. Denying admission to eligible students or accepting them without the additional or sufficient funds to offer an efficient pathway towards graduation are not acceptable alternatives.

As we develop a stronger partnership with the state, and greater capacity for self-reliance, our guiding principle must be the public good. We must balance the individual good of the 23 campuses, each with unique strengths and regional responsibilities, with the common good of the system, and may also require providing additional support to help smaller campuses reach their potential.

Our planning must recognize that student success depends upon a sustainable financial model to support our faculty and staff who provide a high quality educational experience to students. Recruiting and retaining the best and brightest faculty and staff is essential to sustaining the university.

The Task Force on a Sustainable Financial Model for the CSU has explored five areas: Financial Effectiveness, Resource Allocation, Student Access to a Quality Education, Financial Aid, and Revenue. The draft findings and recommendations are presented in this report. Given the uniqueness of each of our 23 campuses, not all recommendations will work for or impact every campus in the same manner.

## GUIDING PRINCIPLES

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The following principles articulate the framework for a new, sustainable financial model for the CSU.

1. Take advantage of all possible options to advance the university's financial position, consistent with the university's mission.
2. Look beyond the university's historical budget methodology.
3. Budget allocation methodology should follow the priorities of the University.
4. Budget allocations should incentivize campuses to reduce time-to-degree and achieve higher rates of degree completion.
5. The budget processes and regulatory practices should provide campuses with maximum flexibility to address each campus' highest priorities, leverage the heterogeneity of the campuses, and ensure the system has a subsidiary role to support the campuses.
6. The financial model should encourage campuses to increase funding from non-state sources such as philanthropy, third-party partnerships, auxiliaries, enterprises, grants, contracts, and other activities.
7. Recognize that all campuses must have a critical mass of size and resources to adequately serve their campus mission effectively.
8. Ensure that there is critical mass, available resources, and demonstrated need prior to consideration of opening any new campuses.
9. Grow enrollment appropriately to the extent that there are adequate resources available to support student achievement, success, and graduation.
10. Changes to the allocation methodology should be phased-in so that campuses' base budgets are not significantly reduced.
11. The financial model should minimize dramatic swings in resource allocation from year-to-year, be predictable, transparent, and allow campuses to engage in longer-term planning.
12. Financial aid policies should be examined to determine whether all students should pay a portion of the cost of their education as an incentive to make timely academic progress towards their degrees.
13. The financial model should recognize that all campuses have to support and contribute to the system as a whole.

## **FINANCIAL EFFECTIVENESS**

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CSU campuses consistently rank among the nation's most effective higher education institutions thanks to administrative efficiencies that have helped to save and avoid significant costs (examples are contained in the appendix). However, in order to preserve the quality of education, CSU must consider alternate solutions to increase its effectiveness. It must pursue policy and regulatory changes that increase the institutions financial flexibility, evaluate advancements in tools and software for its administrative functions, make better use of facilities to maximize enrollment capacity, and consider increased use of public-private partnerships to advance its capital program and campus mission.

## **POLICIES AND PROCEDURES**

### **Background**

Over the past ten years the CSU has evolved significantly away from the state agency fiscal structure. Before this change, the Board of Trustees was limited in its authority to develop their own fiscal policies or establish financial management procedures. Since the implementation of the Revenue Management Program, the CSU has a greater ability to respond to changing financial conditions. There is still more work to be done but ultimately a common fiscal management system will ensure the system and campuses have the tools they need to successfully manage a more complex fiscal environment moving forward.

### **Proposal**

Changes should be considered to the Education Code, Title V, and CSU policy that currently constrain effective campus financial and operational management. Proposed changes should help provide campus presidents with the tools and flexibility necessary to achieve the mission of their campus.

### **Rationale**

To fulfill our mission of providing highly valued degrees to the top one-third of the state's high school graduates and transfer students, it is the CSU's obligation and desire to operate as effectively as possible. Accordingly, CSU must be provided the financial tools to achieve the educational objectives of the state.

### **Recommendation**

The task force recommends that a work group be appointed to review California codes, Title V, and all CSU policies and procedures with a financial or operational impact and recommend changes to the chancellor for consideration and presentation to the Board of Trustees as appropriate. The work group scope should include state-funded, self-support, and auxiliary activities. A comprehensive evaluation is critical to assure that the resulting recommendations strive to remove bureaucratic regulations and impediments regarding all aspects of the CSU's financial and operational management as well as the academic and student affairs functions of the university.

## **IMPROVING SERVICES AND CONTAINING COSTS**

### **Background**

Fifteen years ago the CSU set out to achieve a “target administrative environment” as a way of reaching its performance standard for administrative functions and to provide efficient and effective services to students, faculty, and staff. That “environment” was designed to: perform administrative functions in concert with a common set of administrative “best practices”, support administrative functions with a shared suite of application software, and operate the administrative software suite as a shared service.

### **Proposal**

There have been significant improvements in application software support and hardware operating environments since the original vision 15 years ago. The time has come for the CSU to explore and evaluate advancements that can help improve administrative services and manage the inevitable cost increases associated with the maintenance of the current software and hardware support.

### **Rationale**

The CSU has successfully implemented, maintained, and utilized the Common Management System (CMS) to manage its human resources, financial, and student information requirements as well as successfully operated CMS as a shared service. However, full achievement of best practices—the first and most important objective—has not been fully realized.

### **Recommendation**

The task force recommends the chancellor charge separate work group(s) to evaluate and develop a set of recommendations on: existing and potential improvements in applications software and hardware support that can enable better administrative services while containing or reducing costs; cost reduction strategies in the areas of strategic procurement, multi-segment collaboration, and network infrastructure; examine current statutes and regulations that restrict efforts to reduce energy consumption, decrease costs and become more self-reliant with conventional and renewable energy sources; and, cost reduction strategies in the area of library management systems.

## **MAXIMIZING USE OF FACILITIES**

### **Background**

Summer session programs have been very successful at several CSU campuses, however other campuses struggle to offer a robust summer term using a traditional summer-session model. Currently, five campuses offer state-supported summer session programs, down from the all-time high of 19 campuses in 2003-2004. There are many reasons for contraction of state-supported summer programs, but a common and significant reason was the loss of significant state resources during recent recessions. For those campuses evaluating a move toward year-round operations, the endeavor could be a responsible and effective approach to serving the CSU’s mission to educate students in a timely manner.

## **Proposal**

We propose that the CSU seek additional enrollment growth funding to increase enrollment generally and to further support campuses that choose to explore implementing a fully state-supported year-round calendar. CSU and the state should also explore positive incentives for students to take advantage of summer sessions.

## **Rationale**

Significant efficiencies can be gained through year-round operations with the full utilization of facilities including housing, classrooms, labs, food service centers, and recreational facilities during the summer months. Furthermore, implementing full year-round operations on some campuses could become an important vehicle to expand enrollment, provide increased access, and promote timely progression to graduation. Benefits could include flexible scheduling options for students, increased year-round employment opportunities for students, faculty, and staff and the opportunity to serve greater numbers of students. The economic impact on the local communities would also be significantly enhanced.

## **Recommendation**

The task force recommends that campuses and the system explore the viability of year-round operations and address issues such as faculty hiring processes, the application and admission process, and providing financial aid across the full college year. In addition to operational considerations, campuses will need to re-envision campus culture and academic pathways to promote student success under the year-round model. Such change must be accomplished in partnership with faculty and within the framework of the collective bargaining environment. Year-round operations may be an optimal forward-looking path for some CSU campuses.

Additionally, enrollment growth achieved through year-round operations should not come at the expense of growth for other campuses following the traditional academic-year model and the state should provide additional enrollment growth funding to support expansion of the summer term.

## **PUBLIC-PRIVATE PARTNERSHIPS (P3)**

### **Background**

Public-private partnerships, often referred to as P3, have been employed successfully by the CSU for many years. As capital funding continues to present challenges, the use of public-private partnerships offer additional methods to provide necessary services, facilities, and opportunities to generate revenue. In concept, a public-private partnership represents a contractual arrangement between the CSU and a private sector entity. Through this agreement, the skills and assets of each sector, public and private, are shared in delivering a service or facility for use by the CSU. In addition to the sharing of resources, each party shares in the potential risks and rewards.

Potential issues to consider with public private partnerships include: the loss of flexibility of control, exposure to new risks, increased financing costs and developer fees, the need to achieve an expected rate of return on investment, increased transaction time for negotiation and

development of legal documents, and greater possibility for unforeseen challenges. The Chancellor's Office recognized the need to reduce the transaction time for public-private partnership agreements and has executed master enabling agreements with selected appraisers to facilitate the process and is working on a master ground lease template with CSU counsel and external real estate professionals.

## **Proposal**

Public-private partnerships offer and continue to expand their menu of services, ranging from split operations, shared revenues, and development of campus facilities that are flexible to the institution's needs. The use of these partnerships for the delivery of student housing projects has proven to be effective and beneficial on many campuses. However, public-private partnerships are no longer synonymous with only student housing, but include other revenue-generating facilities such as parking garages, research parks, sports facilities, campus-edge developments, retail stores, renewable energy projects, and recreation centers. Other projects have included the local municipality, which can add land or tax relief into the mix, making it a public-public-private partnership. These various forms of development can offer campuses additional resources to deliver needed projects as well as generate revenue for the campus and should be pursued where the opportunity exists.

## **Rationale**

Public-private partnerships offer many benefits to be considered as campuses evaluate a proposed project. Value for money is an important tool used to assess the relative costs and benefits of alternative options available for selection of a potential public project. It also considers the entire life-cycle costs that may have a positive outcome in addressing deferred maintenance backlogs. The transfer of the financing risks for a project may also be beneficial by shifting the fluctuations in financing costs as well as estimated and actual inflation costs to the development partner. In addition, the inherent risks associated in a design and construction project may be mitigated with emerging project delivery models that may allow the transfer of risk during a building's entire life cycle.

Public-private partnerships may be structured in a variety of forms including: straight ground lease, where land is leased to the private partner for development, and generates a revenue stream; ground lease/leaseback, where a private developer leases public land, builds improvements, and then leases back to the campus; master lease or lease with option to purchase; and, various other design/build options including design/build/operate, design/build/operate/maintain, and design/build/finance/operate/maintain.

In addition to capital project delivery, public-private partnerships can deliver various revenue streams to support operations as well as financing opportunities. Ground leases can provide a stable income stream while retaining ownership and may also include a monetization strategy to provide institutions with substantial cash infusions, improved balance sheet performance, or a needed campus asset. Private sector space leases in mixed-use university facilities provide another source of revenue and can help support fixed costs associated with capital development. IRS revenue ruling 63-20, allows governments to create a nonprofit entity to issue tax-exempt bonds to finance tangible public assets. Through this financing the institution "leases" the asset from the nonprofit, where the lease payment is equal to the principle plus interest. Once the debt matures, generally at the end of the lease, the title of the asset is transferred to the institution. Private equity may be used to continue to move projects forward as

well as to attempt to reduce the risk of affecting the institutional partner's balance sheet; some developers may offer their own equity to meet the funding gap. This private equity model can range from a partial financial contribution to full funding of the project.

### **Recommendation**

The task force endorses increased consideration and use of public-private partnerships to advance the CSU's mission. In challenging times and with limited resources, public-private partnerships provide tested alternative tools to deliver facilities, generate revenue, as well as transfer project risks to private partners. Such partnership projects can also minimize or eliminate the need for public funds for capital construction, maintenance, and operations that can then be employed for other purposes. As the CSU seeks financial opportunities to support its mission, public private partnerships provide a viable method to leverage campus resources. The success of public-private partnerships depends upon a sound business plan with realizable revenues, a committed and knowledgeable team of personnel, and senior leadership to support its purpose in meeting institutional objectives.

## **RESOURCE ALLOCATION**

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The CSU support budget has two primary funding sources: state general fund appropriation, which is provided by the state legislature and governor, and tuition and fees, which are paid by students and their families. With severe budget cuts in the past decade and tuition freezes in effect since 2011-2012, the CSU must continue to creatively and strategically manage the allocation of all of its available resources.

### **INTERNAL ALLOCATIONS FOR CHANGES IN ENROLLMENT**

#### **Background**

The CSU is a large and complex organization. There are many and sometimes competing interests and obligations that must be balanced so that the system's overall contribution to the state and service to students is as valuable and responsive as possible. Consequently, the allocation of internal resources to meet these needs is critical to CSU's success. The past budget allocation methodology for enrollment growth, while responsive to the environment in which it was developed, no longer adequately serves CSU's current financial imperatives.

#### **Proposal**

The internal resource allocation methodology should be modified to distinctly and directly address the funding of enrollment growth, and should focus on the allocation of new dollars for the express purpose of instructing and supporting a greater number of students.

#### **Rationale**

The new method should foster transparency and predictability regarding the revenue associated with enrollment growth. It should limit unexpected swings in budget allocations and provide appropriate incentives for campuses to generate additional revenue. The task force recognizes that enrollment growth is only one factor driving cost increases (others include compensation, student success, and mandatory costs), and that there will be a need for budget adjustments among campuses (e.g., support for infrastructure growth at developing campuses) and that these adjustments may affect funding available for enrollment growth and other allocation categories.

Making such allocations separately and transparently will enhance predictability and campus planning. There are, of course, many additional issues associated with enrollment management. These are addressed in the Access section of this report.

#### **Recommendation**

The task force recommends that the chancellor modify the internal resource allocation methodology to address the funding of enrollment growth in a direct and transparent manner. Ideally, a fixed dollar amount should be allocated to campuses for every additional full-time equivalent student (FTES) and allocations for enrollment growth should not be reduced as campuses collect additional tuition revenue or as other revenue sources grow. As a separate



part of the allocation methodology, the chancellor may allocate additional funds to support specific needs of campuses to address financial or physical infrastructure challenges.

## **CAPITAL FINANCING**

### **Background**

The means by which the system can fund academic and core infrastructure capital projects has fundamentally changed with the legislature's and governor's approval of new capital financing authorities for the CSU in June 2014. Prior to 2014, it was the state's exclusive responsibility to pay for CSU academic buildings and infrastructure via pay-as-you-go or state financing. The new capital financing authorities are constructive in that they will provide the CSU with significant opportunities to control its own destiny. However, the new capital financing authorities do not come with funding to support this established program. While opportunities for revenue generation exist, these potential new sources will not provide the CSU with sufficient revenues to fund ongoing operations and meet all of its capital needs—at least not in the near to medium term.

### **Proposal**

Debt capacity is a strategic resource and must be managed on a systemwide basis to ensure that the CSU is able to balance operating and capital demands to meet the most critical campus needs. The CSU has the opportunity to provide incentives to expand the number of projects funded by encouraging campuses to identify sources that have not previously been used to fund capital projects and use designated reserves to fund deferred maintenance components of major renovations or replacement projects. The CSU should communicate clearly the application of systemwide priorities to the long list of critical capital outlay needs so that we appropriately balance financial resources, debt capacity, and local capital project priorities

### **Rationale**

In order to fully maximize the new authorities, the CSU must fundamentally change the way it thinks about, prioritizes, and allocates all of its available resources. Especially, those revenues that have historically only been used for operating purposes such as state general fund and tuition and fees.

### **Recommendations**

The task force makes the following recommendations with regards to the CSU's operating budget and capital program needs.

1. CSU policy should acknowledge the new capital financing authorities and the impact on operating revenues by providing each campus with the flexibility and authority to allocate all of its available resources to meet its operating and capital needs. CSU policy should allow each campus to establish the priority of its needs, within the broader mission priorities established by the Board of Trustees.
2. In consultation with key stakeholders including students, faculty, and the state, the CSU should develop a sustainable student tuition and fee policy that acknowledges

the need for additional revenues to meet all of its operating and capital needs, including ongoing and one-time state funds, future general obligation bonds with debt service provided by the state general fund and, if necessary and only after broad consultation, a capital facilities fee to ensure campuses can sustain safe and adequate facilities to support student, staff, and faculty need.

3. CSU policy should require that each campus contribute cash towards the funding of each capital project in an amount at least equal to an established minimum percentage of the project cost.
4. CSU policy should require that each campus set aside cash reserves annually, over and above the amount needed to meet debt service payments, to support such debt service payments in an amount at least equal to an established minimum percentage of annual debt service.

## **ALTERNATIVE MEASURES FOR ALLOCATION OF FUNDS**

### **Background**

Historically the state has funded the CSU, and the Chancellor's Office has made allocations to campuses, based in part on the number of full-time equivalent students CSU campuses enroll. More recently, however, drastic reductions in state General Fund have made it difficult for the system to increase student access while maintaining quality. In addition, state and federal expectations regarding "outcomes", such as time-to-degree, are gaining attention.

### **Proposal**

The CSU should consider alternative allocation methodologies, in addition to enrollment growth. A small portion of the annual budget could be allocated to campuses based on a set of performance and outcome measures related to student success and completion, for example. Selected measures must take into account the context of the CSU mission, guidance from the Board of Trustees and the chancellor, and higher education goals established by the state. If successful, over time a larger portion of the annual allocation could be made according to the selected measures.

### **Rationale**

Many higher education institutions across the country already allocate funds based on performance/outcome measures. Federal and state demands for greater accountability as well as continued public interest in higher education outcomes suggest strongly that the CSU should more closely connect resource allocation, performance, and outcome achievement.

### **Recommendations**

The task force recommends that the CSU seek additional measures for funding and that the chancellor commission a work group to further analyze and develop a set of potential performance and outcome measures. The work group should consider the following:

1. Graduation rates are the most common performance measure. Analysis could be done that link state wage and unemployment data to academic records to quantify the impact of major, grade point average, university, etc. on earnings and career. Currently, Gallup<sup>1</sup> is piloting a complementary tool that samples graduates' attitudes. Along with tools like the National Survey and the Collegiate Learning Exam, CSU could assemble a robust package of end assessments.
2. Consider enrolled time to degree as a better measure of student achievement while also quantifying in real terms the actual impact of students' attendance patterns.
3. Ensure that measures do not result in unintended consequences that steer the campuses and system from the CSU's core mission.
4. Whether the entire allocation from the state will be subject to such measure(s) or whether it will be applied internally from the system to the campuses.
5. Ways for the system to support campuses that struggle with a measure, including awards, penalties, and support.
6. Facilitate broader comparison by using Integrated Postsecondary Education Data System (IPEDS) data or other national sources.
7. An implementation timeline allowing for development, data gathering, and analysis.

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<sup>1</sup> [http://www.gallup.com/topic/category\\_education.aspx](http://www.gallup.com/topic/category_education.aspx)

## **STUDENT ACCESS TO A QUALITY EDUCATION**

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There continues to be strong demand for a CSU education from high school students and community college transfers. To meet this demand and prepare the state's future workforce, we must manage our enrollment within our human and fiscal resources to ensure access to quality educational opportunities for students.

### **Background**

California's higher education system faces four inter-related challenges; 1) enrollment demand exceeds enrollment capacity at many public universities, 2) k-12 schools and community colleges are preparing more graduates seeking access to postsecondary education, 3) many eligible students enrolling at universities are not adequately prepared and have to take additional college preparatory coursework in math and English to ensure their success, and 4) public policy analyses indicate that robust economic growth will require a significant increase in the number of college graduates in California. CSU also should be cognizant of the need for families and students, policymakers and our segmental partners in understanding CSU enrollment policies including local admission areas, priority students (i.e. associate degree transfer students), and supplemental admission criteria.

### **Proposal**

The CSU should support creative efforts designed to enhance preparation for college and implement a comprehensive redirection program to ensure that eligible students are accepted at a CSU campus.

### **Rationale**

The importance of student access to success is the cornerstone of the CSU. Efforts should facilitate students' access to our institutions and support their efforts to make academic progress and graduate. It is critical to explore opportunities that make student access to success the focus of CSU campuses rather than just meeting enrollment targets.

### **Recommendations**

The task force recommends that a CSU access and student success workgroup be created to specify tactics to address the four inter-related challenges. First, build on current efforts to reduce the need for additional English and mathematics preparation for entering freshmen, within the context of the new Common Core State Standards and new K-12 assessments. Explore intersegmental strategies for addressing this need in an effort to reduce the numbers of admitted students who are not ready for college level work at entry. Explore development of systemwide implementations of best practices such as the current Summer Bridge and Early Start Programs to increase the numbers of students completing their college preparation work prior to beginning their coursework in the fall.

Second, develop a robust process for re-directing CSU-eligible students from campuses that are at capacity to other campuses in the system. A CSU admissions redirection program would provide denied eligible students, who find their preferred campus is at capacity, with additional

options. This also would help balance enrollment demand and capacity across the system. A review of regional demand and local service area policies will facilitate the conversation about where and when to redirect applications.

Third, we should identify a set of best practices for campuses to adopt in using technology and data-driven decision making to enhance student retention and speed progress to degree. These new techniques can support early identification, enhance advising strategies, and support students who are facing challenges.

Fourth, limitations in the availability of campus facilities highlight the importance of identifying scheduling approaches that maximize the use of our facilities. Analysis should be done to determine to what extent these problems can be alleviated by alternative scheduling (e.g., extending the week, offering a full summer term). Consideration of alternative scheduling approaches should, of course, include consideration of the costs as well as benefits of not only space utilization, but also faculty and administrative staffing, utilities, and infrastructure costs.

## **FINANCIAL AID**

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The State University Grant tuition discount program was designed to provide institutional financial aid to students with demonstrated financial need. Over time, the program has changed from a grant program to a tuition discount program and its scope has expanded to address enrollment growth, changes in campuses' financial need profiles, and tuition increases.

### **STATE UNIVERSITY GRANT ALLOCATION PROCEDURES**

#### **Background**

Over the last seven years, the cost of tuition discounts has grown dramatically. For fiscal year 2014-2015, the program allocated over \$644 million in tuition discounts; almost double the amount of fiscal year 2008-2009. This rate of growth is a significant financial commitment that reduces the university's revenue and thus its ability to provide a high quality education.

This challenge is exacerbated by the current procedures for allocating State University Grant tuition discounts. The allocation formulae are complex, simultaneously incorporating enrollment growth, campuses' student financial need profiles and tuition increases. This complexity makes it very difficult to identify the factors influencing the rate of growth of tuition discounts and the year-over-year impact on each campus' budget.

#### **Proposal**

The CSU should carefully review and revise the state university grant tuition discount program to ensure that the methodology used is clear, understandable, and predictable. Furthermore, the CSU should consider the effectiveness of tuition discounts in the context of the new pricing strategy discussed in the Revenue section of this report.

#### **Rationale**

To address this issue, the task force created models using separate calculations of the allocation of tuition discounts associated with enrollment growth, changes in campuses' student financial need profiles, and tuition increases. These simplified models are fully consistent with all relevant board policy and statute. The models demonstrate that the State University Grant tuition discount allocations rely on discretionary parameters that affect the rate of growth of the tuition discount systemwide pool. Examples of these parameters include the rate used to allocate tuition discounts for enrollment growth and the total amount of state appropriation to be re-allocated among campuses. Currently, these parameters are set, implicitly or explicitly, by staff in the Chancellor's Office.

The short term changes recommended below should produce greater financial stability, make the State University Grant tuition discount allocation process more transparent, and may slow the rate of growth of tuition discounts. The long-term recommendations envision additional approaches that will allow the CSU to enhance its financial stability while maintaining its commitment to helping financially needy students.

**Recommendations***Short-Term Recommendations*

The task force recommends that the chancellor or his designee set the discretionary parameters for the State University Grant tuition discount program as part of the budget allocation process. We also recommend re-naming the program to the "State University Tuition Discount" program to accurately reflect its nature.

*Long-Term Recommendations*

The task force recommends the Chancellor's Office monitor the rate of growth of tuition discounts from 2015-2016 to 2017-2018. During this period, the Chancellor's Office should review and consider approaches for identifying funding sources for the program so that it can return to its original status as a grant program. If such sources cannot be identified and the rate of growth of tuition discounts is not slowed, more significant changes in the program, possibly requiring changes in Board of Trustees' policy, should be considered.

## **REVENUE**

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Student tuition fee revenue and philanthropic giving now comprise a significant portion of the total operating budget. As a result, the management of this revenue has become more important to the financial stability of the CSU.

## **STATE INVESTMENT**

Since the California Master Plan for Higher Education of 1960 was enacted, the share of discretionary dollars in the state general fund has decreased considerably. As an illustration, the state general fund shrunk from 82 percent of the CSU operating budget to 54 percent over the past 15 years. The task force believes that investment by the state is critical to the financial stability of the CSU because the CSU relies on these discretionary dollars to offset the Master Plan's policy on affordable tuition and fees. Administrative and academic efficiencies have helped to save money and avoid costs but efficiencies cannot be the only solution. Without increased investment by the state, the quality of education will suffer.

## **LEGISLATIVE INITIATIVE TO EXPAND CSU'S INVESTMENT AUTHORITY**

### **Background**

Currently, Government Code restricts the CSU's authority to invest funds under its control in high quality, low risk fixed income securities that have historically generated lower returns compared to the returns of other potential investment opportunities.

### **Proposal**

The CSU should consider options to expand opportunities to invest available funds to bolster investment returns and contribute additional resources to its core mission.

### **Rationale**

By eliminating the restriction that limits the investment of CSU funds to high quality, low risk fixed income securities and providing the CSU with broader authority to invest funds, the CSU would have the ability to generate additional revenues to meet its educational, operational, and capital needs, and reduce the amount that may be sought from the state or students. This broader authority is consistent with the goal of giving the CSU greater autonomy and responsibility in making decisions on how best to utilize its limited resources and manage risks in meeting its educational mission.

### **Recommendation**

The task force recommends the CSU seek legislative changes that will expand its investment authority and provide the CSU with broader opportunities to invest funds in securities other than those historically allowed.



## **THE CRITICAL ROLE OF PHILANTHROPY**

### **Background**

While the university must make a case for additional support from the state, it needs to recognize that it must also increase support from philanthropy on each of its campuses. The CSU, like many public universities across the country, does not have a long history of investing in the staffing and infrastructure necessary for a strong program that will significantly increase private support.

### **Proposal**

CSU campuses should invest in development and fundraising infrastructure to increase philanthropic giving to achieve its mission.

### **Rationale**

When budgets are tight, it is often difficult to make a case to invest in fundraising because it is perceived that the return on that investment is not quick and the resources can be used for other purposes. Revenue from the state and tuition will not provide all of the resources necessary to ensure a high quality education for our students.

It is critical that the CSU increase its efforts to develop closer relationships with students, before they arrive on campus, while they are in school, and after they graduate. To be effective at cultivating alumni relationships, the CSU must develop multiple strategies that are segmented to provide value to alumni of different age groups and at different stages in their careers. The campus experience and the messages they hear from the institution will set the stage for their support of the campus after they graduate.

Effective development strategies must be campus-based because alumni, corporate supporters, and communities will always have a closer relationship to their neighboring campus. However, the system can also add value by providing campuses with tools, facilitating campus best practices and philanthropic strategies, and sponsoring training. It is clear that the companies that hire CSU's graduates can be major supporters of the campus in their region. There are many examples where companies associated with our campuses have provided much needed resources to our campuses.

### **Recommendation**

The task force recommends that the CSU develop strategies, including calculated use of state support, to increase its investment in corporate and foundation relations, focus on the support of critical programs and facilities, and increase internships for our students.

## **TOWARD A SUSTAINABLE MODEL OF TUITION AND FEE INCREASES**

### **Background**

Creating a sustainable approach to tuition increases in California has been a significant challenge. Historically, there have been many years in which tuition did not increase. For example, the coming fiscal year 2015-2016 will be the fourth consecutive year without a tuition increase in the CSU. Conversely, there have been years in which tuition has increased dramatically, by up to 30 percent. Both approaches are problematic.

Extended periods without tuition increases are not sustainable without increases in state appropriation to support operations including mandatory costs, enrollment growth, and now capital outlay needs. This is because the university faces inflationary cost increases each year such as health care, retirement, facility and construction, library materials, energy, salary, and others. As an example, funding a 2.5 percent inflationary cost increase on the CSU budget of \$4.9 billion requires an additional \$120 million in revenue. On a smaller scale, the \$55 application fee for the processing of the application by the campus was last adjusted in 1989. A modest \$15 increase in the application fee would generate an additional \$30 million in revenue to help cover inflationary cost increases. While the university continually strives to increase productivity and reduce costs, most inflationary costs are set by third parties or through contractual negotiations with represented employees and are outside the university's full control. Given limitations in state funding, the impact of inflation means that the university's costs will significantly exceed its revenues without tuition increases. This financial instability, over time, results in reductions in quality and large, unexpected tuition increases.

Dramatic, unexpected tuition increases are especially problematic and make it impossible for students and their families to financially plan for college expenditures. This also creates inequities in which students pay dramatically different tuition amounts depending on when they matriculate.

### **Proposal**

In consultation with stakeholders including students, faculty, and the state, the CSU should consider predictable and incremental adjustments to tuition and fees that maintains purchasing power in the face of inflationary increases over time.

### **Rationale**

When combined with increases in state general fund, modest tuition increases ensure the CSU's academic quality and fiscal stability. Small, planned tuition increases will allow students and their families to budget appropriately. The State University Grant tuition discount program will continue to ensure that such tuition increases have minimal impact on our financially needy students. Even a relatively modest annual increase could yield \$30 million in additional revenue for the CSU after tuition discounting. This additional revenue combined with annual increases in state general fund will contribute to the CSU's financial sustainability, supporting quality educational opportunities and predictable expenses for our students and their families.

**Recommendation**

The task force recommends that the Board of Trustees consider enacting small annual tuition and fee increases tied to the rate of inflation (e.g., on the order of two percent in periods of low inflation). Given current tuition of \$5,472, a two percent tuition increase is approximately \$50 per semester.

**MARKET BASED NON-RESIDENT TUITION RATES****Background**

CSU campuses can best serve students when they have the resources and flexibility to act on unique campus priorities and goals. In this context, CSU campuses must consider new sources of revenue, which could bolster educational offerings and experiences for students. CSU remains committed to serving Californians first but it is also true that nonresident and international students have been part of the CSU student body for decades. The CSU also has an obligation to serve military personnel and veterans and undocumented students who have graduated from California high schools. Additionally non-resident domestic and international students add to the learning environment as CSU students and faculty gain a greater understanding of the global marketplace and society. As such, CSU does not believe that artificially restricting access for non-resident domestic and international students is in the best interest of the state, but their number should continue to be closely monitored to ensure their numbers do not increase disproportionately to California students.

**Proposal**

The task force recommends that campuses be given the authority to propose market-based tuition rates for non-resident domestic and international students, who are not exempt due to their status under state and federal law

**Rationale**

Revenue raised from this source will vary across campuses due to differing strategic non-resident domestic and international enrollment opportunities and goals. In addition, the tuition rates the market can bear will vary from campus to campus. Nevertheless, additional revenue from charging market based non-resident domestic and international tuition rates has the potential to strengthen campuses individually and consequently, the CSU system as a whole by providing new resources to support campus programs and services. An increase to non-resident tuition will not negatively impact California residents, but on the contrary will provide additional revenue to increase resident enrollment, reduce the number of resident denied eligible students, and enhance our ability to serve all students.

**Recommendation**

The task force recommends that the Board of Trustees and chancellor give CSU campuses the authority to propose campus-specific, market-based tuition for non-resident domestic and international students. The task force proposes that increases in these non-resident tuition rates apply to incoming students so that currently enrolled non-resident domestic and international students would not be impacted.

## SUMMARY OF RECOMMENDATIONS

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### FINANCIAL EFFECTIVENESS

#### *POLICIES AND PROCEDURES*

The task force recommends that a work group be appointed to review California codes, Title V, and all CSU policies and procedures with a financial or operational impact and recommend changes to the chancellor for consideration and presentation to the Board of Trustees as appropriate. The work group scope should include state-funded, self-support, and auxiliary activities. A comprehensive evaluation is critical to assure that the resulting recommendations address all aspects of the CSU's financial and operational management while also considering their effect on the academic and student affairs functions of the university.

#### *IMPROVING SERVICES AND CONTAINING COSTS*

The task force recommends the chancellor charge separate work group(s) to evaluate and develop a set of recommendations on: existing and potential improvements in applications software and hardware support that can enable better administrative services while containing or reducing costs; cost reduction strategies in the areas of strategic procurement, multi-segment collaboration, and network infrastructure; examine current statutes and regulations that restrict efforts to reduce energy consumption, decrease costs and become more self-reliant with conventional and renewable energy sources; and, cost reduction strategies in the area of library management systems.

#### *MAXIMIZING USE OF FACILITIES*

The task force recommends that campuses and the system explore the viability of year-round operations and address issues such as faculty hiring processes, the application and admission process, and providing financial aid across the full college year. In addition to operational considerations, campuses will need to re-envision campus culture and academic pathways to promote student success under the year-round model. Such change must be accomplished in partnership with faculty and within the framework of the collective bargaining environment. Year-round operations may be an optimal forward-looking path for some CSU campuses.

Additionally, enrollment growth achieved through year-round operations should not come at the expense of growth for other campuses following the traditional academic-year model and the state should provide additional enrollment growth funding to support expansion of the summer term.

#### *PUBLIC-PRIVATE PARTNERSHIPS (P3)*

The task force endorses increased consideration and use of public-private partnerships to advance the CSU's mission. In challenging times and with limited resources, public-private partnerships provide tested alternative tools to deliver facilities, generate revenue, as well as transfer project risks to private partners. Such partnership projects can also minimize or eliminate the need for public funds for capital construction, maintenance, and operations that can then be employed for other purposes. As the CSU seeks financial opportunities to support its mission, public private partnerships provide a viable method to leverage campus resources.

The success of public-private partnerships depends upon a sound business plan with realizable revenues, a committed and knowledgeable team of personnel, and senior leadership to support its purpose in meeting institutional objectives.

## **RESOURCE ALLOCATION**

### *INTERNAL ALLOCATIONS FOR CHANGES IN ENROLLMENT*

The task force recommends that the chancellor modify the internal resource allocation methodology to address the funding of enrollment growth in a direct and transparent manner. Ideally, a fixed dollar amount should be allocated to campuses for every additional full-time equivalent student (FTES) and allocations for enrollment growth should not be reduced as campuses collect additional tuition revenue or as other revenue sources grow. As a separate part of the allocation methodology, the chancellor may allocate additional funds to support specific needs of campuses to address financial or physical infrastructure challenges.

### *CAPITAL FINANCING*

The task force makes the following recommendations with regards to the CSU's operating budget and capital program needs.

1. CSU policy should acknowledge the new capital financing authorities and the impact on operating revenues by providing each campus with the flexibility and authority to allocate all of its available resources to meet its operating and capital needs. CSU policy should allow each campus to establish the priority of its needs, within the broader mission priorities established by the Board of Trustees.
2. In consultation with key stakeholders including students, faculty, and the state, the CSU should develop a sustainable student tuition and fee policy that acknowledges the need for additional revenues to meet all of its operating and capital needs, including ongoing and one-time state funds, future general obligation bonds with debt service provided by the state general fund and, if necessary and only after broad consultation, a capital facilities fee to ensure campuses can sustain safe and adequate facilities to support student, staff, and faculty need.
3. CSU policy should require that each campus contribute cash towards the funding of each capital project in an amount at least equal to an established minimum percentage of the project cost.
4. CSU policy should require that each campus set aside cash reserves annually, over and above the amount needed to meet debt service payments, to support such debt service payments in an amount at least equal to an established minimum percentage of annual debt service.

### *ALTERNATIVE MEASURES FOR ALLOCATION OF FUNDS*

The task force recommends that the CSU seek additional measures for funding and that the chancellor commission a work group to further analyze and develop a set of potential performance and outcome measures. The work group should consider the following:

1. Graduation rates are the most common performance measure. Analysis could be done that link state wage and unemployment data to academic records to quantify the impact of major, grade point average, university, etc. on earnings and career. Currently, Gallup<sup>2</sup> is piloting a complementary tool that samples graduates' attitudes. Along with tools like the National Survey and the Collegiate Learning Exam, CSU could assemble a robust package of end assessments.
2. Consider enrolled time to degree as a better measure of student achievement while also quantifying in real terms the actual impact of students' attendance patterns.
3. Ensure that measures do not result in unintended consequences that steer the campuses and system from the CSU's core mission.
4. Whether the entire allocation from the state will be subject to such measure(s) or whether it will be applied internally from the system to the campuses.
5. Ways for the system to support campuses that struggle with a measure, including awards, penalties, and support.
6. Facilitate broader comparison by using Integrated Postsecondary Education Data System (IPEDS) data or other national sources.
7. An implementation timeline allowing for development, data gathering, and analysis.

#### **STUDENT ACCESS TO A QUALITY EDUCATION**

The task force recommends that a CSU access and student success workgroup be created to specify tactics to address the four inter-related challenges. First, build on current efforts to reduce the need for additional English and mathematics preparation for entering freshmen, within the context of the new Common Core State Standards and new K-12 assessments. Explore intersegmental strategies for addressing this need in an effort to reduce the numbers of admitted students who are not ready for college level work at entry. Explore development of systemwide implementations of best practices such as the current Summer Bridge and Early Start Programs to increase the numbers of students completing their college preparation work prior to beginning their coursework in the fall.

Second, develop a robust process for re-directing CSU-eligible students from campuses that are at capacity to other campuses in the system. A CSU admissions redirection program would provide denied eligible students, who find their preferred campus is at capacity, with additional options. This also would help balance enrollment demand and capacity across the system. A review of regional demand and local service area policies will facilitate the conversation about where and when to redirect applications.

Third, we should identify a set of best practices for campuses to adopt in using technology and data-driven decision making to enhance student retention and speed progress to degree. These

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<sup>2</sup> [http://www.gallup.com/topic/category\\_education.aspx](http://www.gallup.com/topic/category_education.aspx)

new techniques can support early identification, enhance advising strategies, and support students who are facing challenges.

Fourth, limitations in the availability of campus facilities highlight the importance of identifying scheduling approaches that maximize the use of our facilities. Analysis should be done to determine to what extent these problems can be alleviated by alternative scheduling (e.g., extending the week, offering a full summer term). Consideration of alternative scheduling approaches should, of course, include consideration of the costs as well as benefits of not only space utilization, but also faculty and administrative staffing, utilities, and infrastructure costs.

## **FINANCIAL AID**

### *STATE UNIVERSITY GRANT ALLOCATION PROCEDURES*

#### *Short-Term Recommendations*

The task force recommends that the chancellor or his designee set the discretionary parameters for the State University Grant tuition discount program as part of the budget allocation process. We also recommend re-naming the program to the “State University Tuition Discount” program to accurately reflect its nature.

#### *Long-Term Recommendations*

The task force recommends the Chancellor’s Office monitor the rate of growth of tuition discounts from 2015-2016 to 2017-2018. During this period, the Chancellor’s Office should review and consider approaches for identifying funding sources for the program so that it can return to its original status as a grant program. If such sources cannot be identified and the rate of growth of tuition discounts is not slowed, more significant changes in the program, possibly requiring changes in Board of Trustees’ policy, should be considered.

## **REVENUE**

### *LEGISLATIVE INITIATIVE TO EXPAND CSU’S INVESTMENT AUTHORITY*

The task force recommends the CSU seek legislative changes that will expand its investment authority and provide the CSU with broader opportunities to invest funds in securities other than those historically allowed.

### *THE CRITICAL ROLE OF PHILANTHROPY*

The task force recommends that the CSU develop strategies, including calculated use of state support, to increase its investment in corporate and foundation relations, focus on the support of critical programs and facilities, and increase internships for our students.

### *TOWARD A SUSTAINABLE MODEL OF TUITION AND FEE INCREASES*

The task force recommends that the Board of Trustees consider enacting small annual tuition and fee increases tied to the rate of inflation (e.g., on the order of two percent in periods of low

inflation). Given current tuition of \$5,472, a two percent tuition increase is approximately \$50 per semester.

*MARKET BASED NON-RESIDENT TUITION RATES*

The task force recommends that the Board of Trustees and chancellor give CSU campuses the authority to propose campus-specific, market-based tuition for non-resident domestic and international students. The task force proposes that increases in these non-resident tuition rates apply to incoming students so that currently enrolled non-resident domestic and international students would not be impacted.



## **APPENDIX TASK FORCE CHARGE**

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### **Chancellor's Charge for the Task Force on**

#### **A Sustainable Financial Model for the California State University**

**October 21, 2014**

Several interrelated elements influence the general fund acquisition and distribution for undergraduate and graduate instruction. These elements, viewed at a high level, include state appropriated funds, tuition fees collected, state university grants (revenue foregone), and budget allocations to campuses and the Chancellor's Office.

The current approach to budget and finance was developed over a number of years, based on the infamous "orange book" antecedent. While appropriate for the times, going forward it does not bode well for enabling the CSU to provide high quality programs with broad access by academically qualified students reflective of the spectrum of society, all at a moderate cost to students and the state of California.

The charge to this task force is to propose to the Chancellor in April 2015 a sustainable plan for the future with respect to budget allocation, revenue generation, enrollment management, and institutional financial aid policies. The system-wide recommendations are to:

- Be responsive to the mission of the CSU and to the needs of our students, California, and society in general.
- Reflect regional as well as campus specific enrollment and student needs and aspirations.
- Provide for flexibility across the system, recognizing diversity of campus educational offerings.
- Recognize special circumstances for new and/or small campuses.
- Identify revenue enhancement opportunities for some/all campuses, including national and international students.
- Modify SUG policy to create manageable 'skin-in-the-game' for all students.
- Create policies and practices on revenues including tuition that are predictable with minimal fluctuations in annual resource allocations that allow coherent planning.
- Create a phased transitional implementation plan that does no harm.

The committee will refine the work plan at its first meeting and determine if membership is adequate and if a third-party consultant is required. The task force will decide upon meeting venues (e.g., in person; video conference; teleconference; hybrid) and schedule. It will also

suggest any modifications to the charge for Chancellor's approval. All necessary and reasonable costs (travel and lodging) will be borne by the Chancellor's Office.

The work of the Task Force shall commence in October 2014, and consist of two phases.

Phase one will begin by exploring the universe of issues at hand *writ large*, and if necessary refine the initial charge to a narrower, actionable focus that will lead to recommendations and an articulation of core values and operating principles. This refined charge will be reviewed by campus presidents, the statewide academic senate leadership, and leadership in the Chancellor's Office to ensure that it has broad understanding and acceptance. The Task Force membership will determine if its composition is suitable for the charge, including the possibility of retaining a third-party consultant, and if necessary make a compelling request to the Chancellor for adding an additional member or two to the Task Force.

During the second phase, the Task Force will carry out the final charge with an eye to having a draft report completed in April 2015. The draft report will be posted for broad input by any interested individuals in the CSU or from the communities we serve. The input will be reviewed by the Task Force for consideration, and the final report will be submitted thereafter.

The task force consists of colleagues across the state with demanding schedules. Consequently it is not feasible to meet in person on every occasion. And yet the work is important and will require constant attention and focus. The meeting schedule is being established by the task force convener to optimize participation of the task force members. The work of the task force is important, and I caution that progress not become paralyzed in the search of 'perfect' solutions.

The Task Force members are appointed by the Chancellor. Members will bring perspectives and experiences formed in their prior and current roles, yet they are not appointed as 'representative' *per se* of their current role and campus, but rather these colleagues are charged to serve the broad interests of the California State University.

## TASK FORCE MEMBERSHIP

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### Convener & Co-Chair

#### Steve Relyea

Executive Vice Chancellor &  
Chief Financial Officer

### Co-Chair

#### Leroy Morishita

President  
CSU East Bay

### Co-Chair

#### Elliot Hirshman

President  
San Diego State University

### Kathleen Enz Finken

Provost & Executive Vice President  
Academic Affairs  
Cal Poly San Luis Obispo

### Harry Hellenbrand

Provost & Vice President  
Academic Affairs  
CSU Northridge

### Ysabel Trinidad

Vice President  
Business & Financial Affairs  
CSU Channel Islands

### Mary Stephens

Vice President  
Administration & Finance  
CSU Long Beach

### Larry Furukawa-Schlereth

Vice President  
Administration & Finance  
Sonoma State University

### Drew Calandrella

Vice President  
Student Affairs  
CSU Chico

### Steven Filling

Chair  
Academic Senate

### Steven Stepanek

Faculty Trustee & Professor  
of Computer Science  
CSU Northridge

### Talar Alexanian

Student Trustee  
CSU Northridge

### *Ex-officio support:*

#### Ryan Storm, *ex officio*

Assistant Vice Chancellor  
Budget  
Chancellor's Office

#### Rodney Rideau, *ex officio*

Deputy Assistant Vice Chancellor  
Budget  
Chancellor's Office

#### Robert Eaton, *ex officio*

Deputy Assistant Vice Chancellor  
Financing, Treasury & Risk Management  
Chancellor's Office

#### Dean Kulju, *ex officio*

Director  
Student Financial Aid Services & Programs  
Chancellor's Office