Academic Senate

AGENDA

January 30, 2020
Student Center, Ballrooms C&D
3:00 – 5:00pm

Report of the Chair of the Faculty – L. A. Watt
Request for device
Approval of Agenda
Approval of Minutes

Consent Items: Faculty Eligible for Emeritus Status; From EPC: Pre-Business Revision

Business

1. Discussion – Expectations of committee members across faculty governance - L. Watt

Standing Reports

1. President of the University - (J. Sakaki)
2. Provost/Vice-President, Academic Affairs - (L. Vollendorf)
3. Vice Chair of the Senate - (M. Milligan)
4. Vice President/Admin & Finance - (J. Lopes)
5. Vice President for Student Affairs – (W. G. Sawyer)
6. Vice-President of Associated Students – (M. Kadar)
7. Statewide Senators - (C. Nelson, W. Ostroff)
8. Staff Representative – (A. Sandoval)
9. Chairs, Standing Committees:
   Academic Planning, Assessment & Resources – (S. Place)
   Educational Policies – (J. Lillig)
   Faculty Standards & Affairs – (P. Lane)
   Student Affairs – (H. Smith)
10. CFA Chapter President – (E. Sims)

Occasional Reports

1. Senate Diversity Subcommittee – (K. Altaker)
2. Lecturers Report – (C. Torres)
3. Graduation Initiative Committee (GIG)

Good of the Order

Present: Laura Watt, Melinda Milligan, Hope Ortiz, Catherine Nelson, Sam Brannen, Melissa Garvin, Jim Robison, Jeffrey Reeder, Joshua Glasgow, Angelo Camillo, Rajeev Virmani, Chiara Bacigalupa, Rita Freme, Mary Ellen Wilkosz, Adam Zagelbaum, Kevin Fang, Michael Pinkston, Amal Munayer, Cookie Garrett, Judy Sakaki, Lisa Vollendorf, Joyce Lopes, Wm Gregory Sawyer, Erma Jean Sims, Arcelia Sandoval, Sean Place, Jenn Lillig, Paula Lane, Hilary Smith

Proxies: Brigitte Lahme for Izabela Kanaana

Guests: Kara Rabbit, Karen Moranski, Katie Musick, Elias Lopez, Hollis Robbins

Chair Report – L. Watt

L. Watt reported on the Budget Forum presented in the morning, her favorite part being the announcement that all SSU Faculty and Staff would be receiving a holiday bonus of $10,000. She was delighted to attend the first December reception for graduates. The students were super excited and she hoped the event would continue. She wished everyone a restful winter break.

Approval of Agenda – Approved.

Approval of Minutes of 11/21/19 – Approved.

Consent item: From EPC: Revision to Global Studies BA – Approved.

President Report – J. Sakaki

- President Sakaki spoke about her experience traveling to London during Thanksgiving week. She had the experience of meeting with alumni. SSU had a strong turnout.
- She also spoke to attending the first-ever fall “Toast of the Town” sponsored by Associated Students.
• President Sakaki thanked the Senate for their work.

Provost Report – L. Vollendorf

• Provost Vollendorf updated the Senate on the Strategic Enrollment Management (SEM) Consultancy that is ongoing this year. Phase 2 involved analysis of academic capacity and planning to help feed into a draft SEM Plan. Spring 2020 will be focused on broader discussions to help all of us at SSU know what we can do to help recruit and also retain students. Our drop in enrollment is concerning in terms of fiscal impacts, so creating a campus-wide effort is a priority for the campus.
• She also updated the Senate on an interview she did with Univisión (the national channel). They sent a reporter and a camera person to campus on 12/12/19 to interview the provost and our student Jesús González, who helped build the EdgeCube. He is an inspiring student and the work done on this NASA grant is a true point of pride for the campus. You can read more about the project at: https://www.pressdemocrat.com/news/10411762-181/spacex-rocket-launch-puts-sonoma

Vice Chair Report – M. Milligan

M. Milligan reported that S&F finalized their recommendation for an GE Overlay subcommittee and forwarded it to EPC as this subcommittee would be under EPC. S&F approved a meeting time change for Graduate Studies which will start in the Fall.

Vice President of Administration and Finance Report – J. Lopes

Vice President Lopes submitted a report rather than giving an oral report. Her report was circulated to the Senate on 12/13/19.

Vice President for Student Affairs Report – Wm. Gregory Sawyer

Vice President Sawyer spoke about the Toast of the Town event on 12/11/19. He said that the students were excited to celebrate their fall graduation together.

Associated Students Report – L. Watt for M. Kadar

L. Watt noted that M. Kadar was in a final. M. Kadar also reported on the graduation reception and affirmed it was a successful event. Applications for Student Government positions are available for many seats in the AS. Jump’s Sonoma Serves will happen on January 25th.

Statewide Senators Report – C. Nelson

C. Nelson noted she is on the stakeholder’s advisory committee that will recommend three finalists to the Trustee’s committee for the new Chancellor. She updated the Senate on the statewide Ethnic Studies requirement process. She and
others met with Chair of the Appropriations committee and with Dr. Weber about the Ethnic Studies requirement and had good conversations. Dr. Weber’s bill is about the definition of Ethnic Studies and the Statewide resolution is about learning outcomes. Dr. Weber thought the learning outcomes were creative. Staff in the President Pro Tem’s office expressed concern about the Weber’s bill and the legislature creating graduation requirements for the CSU as other groups may want to do the same thing and that creates a slippery slope. The community colleges are doing “interesting” things and are exploring a pilot for a BA in allied health fields. Even though this is duplicative of CSU programs, the argument is that community colleges have the capacity to offer such programs and the CSU does not have the capacity. The 4th year of quantitative reasoning to enter the CSU will be on the Trustees agenda next time. The Statewide Senate supports the requirement and also supports efforts to mitigate its impact on underserved and under-resourced school districts.

Staff Representative Report – A. Sandoval

A. Sandoval reported that the Staff Council met this day and they were happy to announce that all the staff seats on committees were filled. They have just gotten a request for another committee seat for staff on the Commencement logistics committee. The next Staff Council meeting is next Thursday at 1:00. She noted that the ORSP office moved to the third floor of the Library on a temporary basis.

From EPC: Discontinuance of Reading and Language Arts Specialist Credential – Second Reading – J. Lillig

J. Lillig reminded the Senators the discontinuance reflected that reading and language arts specialists are no longer in the K-12 system. There was no discussion.

Vote on Discontinuance – Approved.

From APARC: New Course Modules – Second Reading – S. Place

S. Place noted that the primary goals of the new course modules were: streamlining the start times of classes – to start on the hour or half hour and providing 10 minutes between classes. The efficiencies overall were only moving up to 54% from 52%, but particular classrooms will see more efficient use. He projected the results of a mock schedule using the new modules that was run by E. Lopez.
He described the process of creating the mock run. This mock run showed how it would work out for particular large classrooms. After the initial run of Live25, manually 6 more courses could be scheduled in these rooms with these new scheduling modules.
This slide shows only Ives 101. The class in red on the left is a once a week class that would need to be paired with another. The right side shows how Ives 101 could be scheduled with the new modules. These are the types of scheduling that can be expected to occur with the new modules. The one unit courses will be placed in the noon hour, if that is what is desired, manually.

There was substantial discussion about the noon hour on T and Th, the 11:00 – 12:15 module and how that would conflict with department meetings, lecture series, etc.

Highlights of discussion: The T TH noon hour was being protected for campus activities and for IT to have access to classrooms midday. The noon hour on M W F are for scheduling one unit classes. Concern was raised that some departments might not be able to accommodate this change with their course offerings. A member suggested not to call classes not initially scheduled by Live25 “orphan” courses. It was clarified that these new modules would take affect for Fall 2020 courses. If courses are pre-matched by a department chair and are 2 units or above, they might be more likely to get those rooms. Concern was raised about the T TH modules that run 15 minutes in the noon hour when department meetings and club meetings happen at noon. The goal for room efficiency in the CSU is 75%, the minimum. It was noted that Fridays are poorly used across campus and if better utilized, that could improve classroom utilization. It was suggested to start T and Th
modules at 7:45 so that the noon hour was protected on those days. It was noted that moving M W classes to MWF could have pedagogical implications.

A member asked a parliamentary question of whether amendments could be made to the document to start T and TH modules at 7:45am. The Chair was unsure where an amendment could be made and said she would think about it. The Chair of APARC said the only workaround for a course in the module 11 – 12:15 would be to move the class to 1:00 or later in the day. A member argued that it was better to give the new modules a try since they have been worked on for a year and see how it turns out. K. Moranski noted that a 7:45 start time would actually have to be a 7:30 start time so that the 10 minutes between classes could be maintained. It was noted that faculty who will have offices in the Library during the Stevenson surge will not be able to get into the Library before 7:30. The member who proposed starting at 7:45 argued that this was just one tweak to the modules and was small compared to the adjustments that will need to be made by departments with the new modules on T Th. A member asked how important it as for T TH to be similar to MW. The Chair of APARC said starting to 7:45 was moving backward from what the new modules were trying to achieve. It is up to the departments to work out how to make this work and some adjustments could be made in the future.

The Chair decided that the document could either be approved or not and if not, referred back to APARC with specific requests.

A member noted that a 7:45 start time goes against research on adolescent brains that has shown that students are better starting at 9am. The Chair of APARC said that these new modules only state that a course cannot start at noon on T or TH. A member argued that initially he understood that the new modules were meant to keep the noon hour free and start on the hour or half hour. He argued that this model does not leave the noon hour free and he did not find the argument that classes should start on the hour or half hour compelling.

Time certain reached.
R. Premo said that Librarians across the CSU were doing similar presentations about this current negotiation with Elsevier. They also wanted to get feedback from faculty about how they are using this resource.

**Goals for Today’s Session**

- **Update the SSU community on the CSU and Elsevier contract negotiations for ScienceDirect at the system level**

- Inform the SSU community about the broader context within academic publishing that may influence and impact our negotiations with Elsevier

- Solicit input from the SSU community about their teaching, learning, and research priorities; which will inform SSU Library’s perspective and stance in negotiations
The Abridged Version

- The CSU’s contract with Elsevier for *just* ScienceDirect ends December 31 (contract signed at the system level: then individual campuses can opt in/out).
- Even if a new contract is not signed by then, it is extremely unlikely we will lose access on January 1.
- The overall context and issues at hand are somewhat different from the UC/Elsevier negotiations last year.
- We want to know more about how you are using Science Direct, to share with the CSU negotiating team.

Changing Nature of Journal Publishing

- 5 publishers are responsible for >50% of academic papers (The Oligopoly of Academic Publishers in the Digital Era (Lariviere et al, 2015)
  [https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0127502](https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0127502))
- Libraries pay for reading rights to journal content; often subject to NDAs and other inhibitive practices
- Big Deals involve subscriptions for large blocks of journal titles so that you pay for materials you may not want (similar to cable TV bundling): central model since late 1990s
- Movement to shift dollars from paying to read to paying to publish, thus opening the content (called offsetting)
- Other large, research-intensive institutions have explored and successfully negotiated “read and publish” deals with some major publishers
Why Read-and-Publish Deals?

Library subscriptions (state funds)  Authors pay for open access via article processing charges (APCs) with grant monies while supporting publishers with free labor

Publishers, in this case, Elsevier

Expeditures Rising Steeply (but library budgets are flat)

Source: “The War to Free Science: How librarians, pirates, and funders are liberating the world’s academic research from paywalls”

Vox, 2019
You may have heard:
UC/Elsevier negotiations

- UC/Elsevier contract ended on December 31, 2018
- Negotiations ended on February 28, 2019
- Access to new articles ended in July 2019
- UC faculty and libraries holding out for transformative agreement  
  (Cambridge has agreed to Transformative Agreements, Elsevier has not)

Source: https://oac.ucop.edu/open-access-at-uc/publisher-negotiations/uc-and-elsevier/faculty-statements

What Is a Transformative Agreement?

- Shift subscription monies from a reading model to a publishing model
- Support faculty and students’ payment of APCs
- Determine a fixed cost for APCs
- Help move scholarly publishing from behind paywalls to broad availability

APC = Article Processing Charges
But the CSUs Are Not the UCs

The CSUs do not publish at the same volume (10% of Elsevier content is from the UC system).

- Emphasize equity in information access, particularly for publicly funded research and when local communities are the research subjects
- Expand the reach and impact of your research to: industry, government agencies, public policy discourse, independent scholars, K-12 systems, journalists, community health organizations, CSU alumni, and the general public
- Improve CSU researchers’ own access to by eliminating paywalls
- Enable transformative usage via open licensing

2018-2019 SSU Library Collection Expenditures

**Firm Orders**: one-time orders, including books, e-books, and media
**Continuing Orders**: annual subscriptions, including databases, e-journals, and print journals
How are the CSU Libraries Paying for the "Big Deals"?

Procuring fewer:

- Books and ebooks
- Journals from small publishers
- Multimedia materials, including streaming media
- Lending laptops
- Specialized digital collections

CSU and Elsevier’s ScienceDirect Negotiations
CSU Negotiations With Elsevier

- Year 3 of a 3-year contract ends December 31, 2019
- Current negotiation goal from the CSU Libraries:
  - One-year license and zero % cost increase
  - Provides time to consider other priorities

$ome Context

<table>
<thead>
<tr>
<th>CSU’s ScienceDirect Subscription</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.25%</td>
<td>4.25%</td>
<td>4.50%</td>
<td></td>
</tr>
<tr>
<td>$3,634,135</td>
<td>$3,788,587</td>
<td>$3,949,602</td>
<td></td>
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</tbody>
</table>
2018-19 SSU Library continuing orders expenditures

ScienceDirect accounts for 15% of all database and journal expenditures by the SSU Library

ScienceDirect Top 10 Accessed Journal Titles @ SSU, 2017-2019

1. Social Science & Medicine
2. The Lancet
3. Computers in Human Behavior
4. Children and Youth Services Review
5. Personality and Individual Differences
7. European Psychiatry
8. Journal of Adolescent Health
9. Child Abuse & Neglect
10. Procedia: Social and Behavioral Sciences
Percentage of ScienceDirect titles used

2017

2019

2018

Red indicates percentage of titles that were used in the calendar year. Blue indicates titles that were not used.

Next Steps

- Sharing and gathering info with SSU stakeholders (please let your liaison librarian know if Elsevier contacts you directly)
- Providing feedback to the CSU ScienceDirect negotiating team
- Evaluating any offer regarding ScienceDirect for the CSU and SSU
A member asked if the Library knows how much faculty pay to publish their research. R. Premo said it ranges according to disciplines. People are trying to collect that data. The vendors do not want to give out that information, so collecting it widely is difficult. A member noted the trend now in most journals are open access and thus publications can have a broader reach. Publication charges range from $1500 to $3000. A member pointed out issues for the RTP process in this environment of publishing. A member asked if the cost of obtaining materials via ILL is the same or less than a paid journal. M. Wegmann said this was challenging to answer, but that ILL would probably not cost more.

**Return to New Course Modules discussion**

The Chair of APARC asked how many classes would be affected by the new modules in specific departments. It was noted that a classroom specific to a department would not be affected by these new modules as the department maintains scheduling control.

**Motion to postpone to next Senate meeting 1/30/20. Second.**

The Chair noted that class scheduling for Fall will start soon. The Provost offered that she did not know if it was actually feasible to wait on this decision due to the time needed to build this for the actual schedule. A member voiced concern about how little communication there has been from faculty governance committee members to faculty in the departments on this matter. The Secretary noted that APARC has been reporting on this for many meetings, so the information has been available all semester in some form and she was unclear that faculty would engage with this information over the break. A member noted that APARC came to the
S&T Chairs meeting to discuss the new modules. A member said that the first he heard about a module going from 11 – 12:15 was only understood at the first reading. S. Place responded that the 11-12:15 module was agreed to for flexibility for departments to use that or not. If they did not provide that module, then no classes could be scheduled at 11:00. The modules have been receiving feedback for the past year.

**Vote on motion to postpone – Failed.**

It was clarified again that departments with dedicated rooms are not subject to this change.

**Vote on new course modules – Approved, with abstentions.***

**EPC Report – J. Lillig**

J. Lillig reported that EPC had a first reading on C2 and Upper Division C and will continue discussions at the first meeting in the spring. Next semester they will work on content area criteria for area D. They finalized the charge for the new overlay subcommittee and will send that to S&F for review. They will be moving up the process for Critical Race Studies content area criteria and hopefully the new subcommittee can take that up once they are convened. EPC discussed how changing learning outcomes might happen. However, it seems better to try out the learning outcomes first and then look at the assessment of those outcomes before they are changed. EPC would rather be more inclusive at this juncture. The FLC content area criteria also had a first reading at EPC. FLC courses will go to University Studies and GE subcommittee before EPC. There was discussion about creating more consistency in how GE courses are reviewed and approved. It was clarified that all EPC members have access to EPC materials and could share those with faculty. There was discussion about the timing of proposals for FLCs.

5:00 reached. **Motion to extend 10 minutes. Second. Approved.**

**FSAC Report – P. Lane**

P. Lane reported that FSAC completed the questions for the RTP policy survey. PDS approved changes to the Teaching Innovation Award. FSAC supports the changes.

**CFA Report - E. J. Sims**

E. J. Sims thanked everyone for taking the bargaining survey. In the spring CFA will hold a general meeting to report on the results. She appreciated the attendance at the CFA holiday solidarity social. CFA will have department reps beginning in the Spring. CFA held a workshop on unemployment compensation for lecturers. On behalf of CFA Executive Board, she wished everyone a happy and safe holiday season.

The Chair wished everyone a wonderful holiday.
Adjourned

Minutes prepared by L. Holmstrom-Keyes

* The phrase abstention vote is an oxymoron, an abstention being a refusal to vote. To abstain means to refrain from voting, and as a consequence, there can be no such thing as an “abstention” vote.” In the usual situation, where either a majority vote or a two-thirds vote is required, abstentions have absolutely no effect on the outcome of the vote. (Robert’s Rule of Order Newly Revised: In Brief, pp 115.)
EPC unanimously recommends addition of the Department of Business curricular revision to the Pre-Business Administration B.S. to the consent calendar of the Academic Senate. In this revision, the department is simply removing completion of GE Area A from the list of required preparatory coursework for the major. The Business Department recognizes, and EPC concurs, that this is a redundant requirement as SSU students complete Area A prior to entry into the upper division coursework, in compliance with EO 1100.
**Pre-Business Administration, B.S.**

2020-2021 Program Revision Form

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**Program Information**

**Read before you begin**

*If your Program Revision includes Course Revisions, you must create those first and then copy and paste the URL's for each relevant Course Revision form in the Course Revision(s) field.*

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. SELECT "Program" in Type of Program field.

3. IMPORT curriculum data from the Catalog by clicking ⬇️ in the top left corner.

4. FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

5. LAUNCH proposal by clicking ➔ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below as the Type of Program before importing curriculum data.

<table>
<thead>
<tr>
<th>Type of Program*</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shared Core</td>
</tr>
</tbody>
</table>

| Change Proposed by Department Chair/Program Coordinator or Proxy | Minimal Adjustments to the program. |

| Department* | Business Administration |

| Program Title* | Pre-Business Administration, B.S. |

| Program Description | All students enter the Business Administration program as Pre-Business majors. Pre-Business students must meet the computer competency requirement, complete all pre-major coursework, and attain junior status prior to... |
all pre-major coursework, and attain junior status prior to being admitted to Business Administration major status.

Business major status is required to take upper-division business courses.

<table>
<thead>
<tr>
<th>Subplan Type</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Emphasis</td>
</tr>
</tbody>
</table>

| Subplan Name       | Pre-Business Administration |

<table>
<thead>
<tr>
<th>Program Revision</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The current list of preparatory courses for the pre-business administration major consists of GE Area A, Econ 204, Econ 205, Math 131 (or Math 161), and Bus 211 (or Math 165 or Econ 217). Since all SSU students have to complete GE Area A in order to graduate, the proposal is to remove GE Area A as preparatory courses for the pre-business administration major.</td>
</tr>
</tbody>
</table>

* Per EO 1071, an option concentration or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program.

Prior to implementation of any subplan, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU Policy and applicable law.

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

**Curriculum**

**Pre-Major Courses**

Pre-major coursework consists of both preparatory courses and the
lower-division portion of the Pre-Business major. Preparatory courses and lower-division core courses together constitute the Pre-Business major. A letter grade of C or better is required in each Pre-Business major course. In addition to demonstrating computer competency, all the following coursework must be completed as part of the Pre-Business program:

When the pre-major courses listed below are completed with a C or better, students have to file a Change of Status ("blue") form along with all corresponding unofficial transcripts in order to change their major to Business Administration. Then the student will be able to register for upper-division Business major classes.

### Preparatory Courses

[Before] ECON 204 4
ECON 205 undefined
[Before] MATH 131 OR MATH 161 4
BUS 211 undefined
[Right] OR MATH 165
ECON 217 undefined

### Lower-Division Pre-Business Core

(units count in the major)

BUS 225 undefined
BUS 230A undefined
BUS 230B undefined

[After] When the pre-major courses listed above are completed with a C or better, students have to file a Change of Status ("blue") form along with all corresponding unofficial transcripts in order to change their major to Business Administration. Then the student will be able to register for upper-division Business major classes.

### Major in Business Administration

<table>
<thead>
<tr>
<th>Major Component</th>
<th>Normal Unit Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-division business core (4 courses)</td>
<td>12-16</td>
</tr>
<tr>
<td>Course Category</td>
<td>Units</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Upper-division business core courses (6 courses)</td>
<td>24</td>
</tr>
<tr>
<td>Concentration (5 courses)</td>
<td>15-20</td>
</tr>
<tr>
<td>Electives in major</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>Total units needed for major:</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Transfer students may complete the Business Administration course requirements (10-course core and 5-course concentration) with fewer than 55 units; however, additional business electives must be taken to complete the 55-unit major requirement. Such students may elect to take additional coursework from their own or another area of concentration or from other approved courses offered within the business curriculum, such as BUS 295, BUS 296, BUS 385, BUS 399, BUS 495, and BUS 499, as long as they meet the prerequisites for such courses. It is recommended that students familiarize themselves with course requirements and consult with a faculty advisor prior to choosing elective courses intended to meet the major requirements. At least one-half of the courses, including a minimum of 3 courses in the concentration, must be completed at SSU.

**B.S. in Business Administration at College of Marin**

The School of Business and Economics is offering a [Bachelor of Science in Business Administration degree completion program](#) in partnership with the SSU School of Extended & International Education and the College of Marin. The degree completion program provides a pathway for students in the greater San Francisco North Bay area to earn a B.S. in Business Administration with a concentration in Management.

Courses are taught by SSU faculty, scheduled evenings and Saturdays on the Kentfield campus of the College of Marin. The program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and is designed specifically for students with work, family or other commitments who are not able to join traditional Business degree programs on the main SSU campus in Rohnert Park.

**Upper-Division Business Core**

All business students must complete the following core requirements. (Note that coursework in the selected area of concentration usually may be taken concurrently.)

* BUS 491 is the capstone course in the Business Administration major designed to be taken in the student’s final semester. Prerequisite: all business core requirements and submission of graduation application.*
Concentrations for Business Administration Majors

Every business student must complete an area of concentration within the major. Each concentration consists of five courses. Each of these courses will be of 3 or more units. Students should plan carefully and consult their faculty advisor regularly and before enrolling in concentration courses. Those wishing to complete a double concentration must take at least eight concentration courses beyond the core. Many concentration courses can be taken while completing core requirements. Most courses in the concentrations have prerequisites. At times, appropriate courses from other majors, such as psychology, sociology, public administration, economics and environmental studies, may be substituted in a concentration with the approval of the concentration advisor and the department chair. Except for the special concentration, at least 3 of the concentration courses must be taken at SSU.

Concentration Advisors

Accounting: Kathryn Chang, Kirsten Ely, Elizabeth Stanny, Vincent Richman, Jinglin Jiang

Finance: Aidong Hu, Douglas Jordan, Michael Santos, Zachary Wong

Financial Management: Kathryn Chang, Kirsten Ely, Aidong Hu, Douglas Jordan, Vincent Richman, Michael Santos, Elizabeth Stanny, Zachary Wong

Management: Angelo Camillo, Naga Damaraju, Armand Gilinsky, Sandra Newton, William Silver, Janejira Sutanonpaiboon, Elizabeth Thach, John Urbanski

Marketing: Thomas Atkin, Richard Campbell, David Horowitz, Kyuho Lee, Janeen Olsen

Wine Business Strategies: Thomas Atkin, Armand Gilinsky, Sandra Newton, Janeen Olsen, Elizabeth Thach, Damien Wilson

Special: Adele Santana
Undergraduate Program Special Requirements

Residency

At least one-half of the courses of the major, including three of the courses in the concentration, must be completed at Sonoma State University.

Change of Major

The catalog year for a student declaring a major in Business Administration will be the catalog in effect at the time of such declaration.

Change of Status from Pre-Business to Business Administration Major

Pre-Business students must file a Change of Status ("blue form") in the department to request change of status to the Business Administration major. This request should be submitted as soon as the student has completed, with a C or better, all required courses in the pre-major program and demonstrated computer competency. A faculty advisor will be assigned to assist the student with matters related to the major program. The change to Business Administration status will not become effective until completion of Pre-Business major requirements (with minimum "C" grades) has been verified.

Sample Four-Year Program

(refer to catalog and consult advisor(s) for additional information)

* Computer Competency is a prerequisite for any upper-division Business Core class. Computer Competency can be met by taking designated sections of CS 101 (GE B3) at Sonoma State.

** Choose BUS 344 first if planning Management concentration; 360 first if Marketing; 370 first if Finance or Financial Management.

*** BUS 491, designed to be taken in the last semester of the program (prerequisites: all other Business Core courses and submission of
Bachelor of Science in Business Administration

Freshman Year: 30-31 Units

Avoid UD GE until junior year

Computer Competency Requirement should be met in freshman year

Fall Semester (15-16 Units)

PHIL 101 undefined
[Right] OR
PHIL 102 undefined
[After]

Spring Semester (15 Units)

ENGL 101 undefined
ECON 205 undefined
[After] GE
[After] GE

Sophomore Year: 31-32 Units

Select a lab with B1 or B2 GE; select an Ethnic Studies course for C1, C2, C3, or E

Fall Semester (16 Units)
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 230A</td>
<td>undefined</td>
</tr>
<tr>
<td>[After]</td>
<td>GE</td>
</tr>
<tr>
<td>[After]</td>
<td>GE</td>
</tr>
<tr>
<td>[After]</td>
<td>GE</td>
</tr>
<tr>
<td>[After]</td>
<td>GE</td>
</tr>
<tr>
<td>[After]</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Spring Semester (15-16 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 230B</td>
<td>undefined</td>
</tr>
<tr>
<td>[After]</td>
<td></td>
</tr>
<tr>
<td>BUS 211</td>
<td>undefined</td>
</tr>
<tr>
<td>[Right]</td>
<td>OR</td>
</tr>
<tr>
<td>MATH 165</td>
<td>undefined</td>
</tr>
<tr>
<td>[Right]</td>
<td>OR</td>
</tr>
<tr>
<td>ECON 217</td>
<td>undefined</td>
</tr>
<tr>
<td>[After]</td>
<td></td>
</tr>
<tr>
<td>BUS 225</td>
<td>undefined</td>
</tr>
<tr>
<td>[After]</td>
<td>GE with lab</td>
</tr>
</tbody>
</table>

### Junior Year: 30 Units

### Fall Semester (14 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD BUS Core **</td>
<td></td>
</tr>
<tr>
<td>UD BUS Core</td>
<td></td>
</tr>
<tr>
<td>UD GE</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td><em>Take WEPT</em></td>
<td></td>
</tr>
</tbody>
</table>

### Spring Semester (16 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UD BUS Core</td>
<td></td>
</tr>
<tr>
<td>UD BUS Core</td>
<td></td>
</tr>
<tr>
<td>BUS Concentration</td>
<td></td>
</tr>
<tr>
<td>UD GE</td>
<td></td>
</tr>
</tbody>
</table>
Senior Year: 30-31 Units

Apply for graduation at beginning of senior year.

Fall Semester (15 Units)

BUS Concentration
BUS Concentration
UD BUS Core
Elective

Spring Semester (16 Units)

BUS 491 undefined
[Right] ***
[After] BUS Concentration
[After] BUS Concentration
[After] UD GE
[After] Elective (if needed)

Total Units: 120

Launch Proposal Now

Program Type
Major

Degree Type
Bachelor of Science
Status: Active-Visible  Inactive-Hidden  Active-Hidden

Does this Program have a Program Coordinator?
- Yes
- No

If yes, then, the Originator must request a Custom Route to the Program Coordinator.

If requesting a custom route, navigate to the Proposal Toolbox and select Custom Route under the Decisions icon. Once you make your decision the system will allow you to set up the requested ad-hoc step for each section: participants, rules, decisions, and deadlines/reminders.

A System Administrator will need to review and approve your request before it takes place.

Curriculum
Proposal Rationale

Course Revision
Form(s)

Processing Information

Does this revision include any graduate (500 level) courses?
- Yes
- No

Does this revision include any General Education (GE) courses?
- Yes
- No

Is this revision part of an academic reorganization?
- Yes
- No

Required Components of Proposal

Cover Page: Executive summary of proposed changes to curriculum, including a bulleted list of changes and a table of contents for the proposal materials.

Attached: Cover Page

Resources Statement: Include seats, WTUs, additional faculty, space, technology, etc.

Attached: Resources Statement

Program Learning Outcomes: Must include mapping of course learning outcomes to program learning outcomes. Contact Academic Programs for support with this component.

Attached: Program Learning Outcomes
Program Review: Must include date of most recent program review and discussion of any relation between the proposal and that program review, including any MOUs.

Attached  Program Review

Program Assessment Plan: Contact Academic Programs for support with this component.

Attached  Program Assessment Plan

Comments Letters: Must include letters from any programs affected by the proposal.

Attached  Comments Letters

Current & Revised Catalog Text: Incorporate all proposed changes including updated course lists and updated Sample 2-Year & 4-Year Program Templates.

Attached  Current & Revised Catalog Text

Side by Side Comparison of Existing vs. Proposed Program: Be sure to list all courses and units required to complete the program including but not limited to all pre-major requirements, prerequisites courses, supporting courses, and supplemental units.

Attached  Side by Side Comparison of Existing vs. Proposed Program

CSU Degree Program Code(s)

Compliance with CSU & State Requirements

For Office of Academic Programs Use Only

<table>
<thead>
<tr>
<th>Program Code for Plan</th>
<th>Program Code for Subplan (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached</td>
<td>New/Significantly Revised Subplan</td>
</tr>
</tbody>
</table>

Campus proposed
CSU Degree
Program Code for new subplan (if any)

CSU & State Requirements Checklist

EO1071 Section 3.2: Proposed curriculum revision appears to meet requirements of EO 1071, section 3.2, which requires any option, concentration, or special emphasis (or similar subprogram) to constitute less than one half of the units required in the major program.
EO1100 Section 2.2.6.1: Proposed curriculum revision appears to meet requirements of EO 1100 and appears to manage the double-counting of GE and the curriculum, where appropriate.

Title 5 Section 40508: Proposed curriculum revision appears to meet requirements of Title 5 Section 40508 that no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units.

Title 5 (General): Proposed curriculum revisions appear to meet the degree requirements listed in the California State University Educational Programs section of Title 5.

Academic Program's System Administrator Information

- **Item Id**: 1098
- **Comments from Academic Programs**: This change appears to make sense from both a GE perspective and a Business perspective. The EO requires that all students complete A2 by the end of 30 units and A1 and A3 by the end of 60 units. Provided admission to Business can take place while A1 and A3 are potentially in progress, I see no problem in proceeding with this minimal change proposal.
- **Date Submitted by Academic Programs**: 11/19/19
- **Implementation Catalog Year**: 2020
- **CSU Chancellor's Office Notified?**: Yes

Not Needed
(WASC) Accrediting
Yes

Institution Notified?
Not Needed
DATE: January 15, 2020

TO: Academic Senate

FROM: Sally Russo, Director of Faculty Personnel
      Faculty Affairs

RE: Emeritus Eligible List Spring 2020

The following members of the faculty have either retired or completed the Faculty Early Retirement Program and have served the university for ten or more years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lopez, Joaquin</td>
<td>Athletics</td>
</tr>
<tr>
<td>Lyle, Michael</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>

This list is presented for the Senate’s recommendation as to their emeritus status.