



ARIZONA STATE UNIVERSITY

January 30, 2014

Iowa College Student Aid Commission
ATTN: Carolyn Small, Postsecondary Registration Administrator
430 East Grand Ave.
3rd Floor
Des Moines, Iowa 50309-1920

Dear Ms. Small:

Arizona State University respectfully submits the enclosed Application for Approval and Registration of a Postsecondary School to offer distance education to Iowa residents. Also included with our submission is a PDF copy of the application on CD as well as a \$1,000.00 check made payable to the State of Iowa for the application fee. Upon official registration approval from the State, ASU will submit the remaining application fee of \$1,000.00.

Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Melissa Valdez". The signature is written in a cursive style.

Melissa Valdez
Regulatory Compliance Specialist
ASU Online & Extended Campus
Arizona State University
M.Valdez@asu.edu
(480) 884-1932

Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470

Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Submit a paper document and a complete duplicate in pdf format on a CD or other electronic media. Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

(Registrations must be renewed every two years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:
[(261B.4(2))] and [(261B.4(1))]

Name of School: Arizona State University
Suite: Suite 315
Street: 1475 North Scottsdale Rd.
City: Scottsdale
State: Arizona
Zip: 85257
Country: USA
Telephone Number (including country or area code): (480) 884-1525

Type of school:

- For-profit
- Non-profit
- Public

Address of this school in all in other states, and in foreign countries:

N/A

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided N/A, all programs are instructed online.
Practicum sites have yet to be determined.

Suite	Street	City	State	Zip	Country	Telephone

Total tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))] See attached.

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

Students are granted a 100% refund period for the tuition and fees paid for the semester. After the refund period, all tuition and fees are nonrefundable. Special considerations are made for military duty and medical or compassionate withdrawals. See attached.

Degrees granted by the school [(261B.4(5))]

Offered in Iowa [(261B.4(11))]

See attached tuition balances for a full list of available programs.

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Michael M. Crow, Ph.D
Suite: Suite 410

Street: 300 East University Dr.
City: Tempe
State: Arizona
Zip: 85281
Country: USA
Telephone Number (including country or area code): (480) 727-9011

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

261B.9 DISCLOSURE TO STUDENTS.

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

1. Name/title of courses - <https://webapp4.asu.edu/catalog/>
2. Brief description of the subject matter in the course - <https://webapp4.asu.edu/catalog/>
3. Tuition charge for one or more course enrollments - Undergraduate: <https://students.asu.edu/financialaid/coa/undergraduate> ; Graduate: <https://students.asu.edu/financialaid/coa/graduate>
4. Refund policy for the refundable fees and tuition - <https://students.asu.edu/tuitionrefundpolicy>
5. Credential awarded or credited to students following course completion - <https://students.asu.edu/grades>
6. Accrediting agency recognized by US DOE - <http://accreditation.asu.edu/accreditation-asu-academic-programs>

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]. If the school is applying for distance education and has registered with the Iowa Secretary of State as a for-profit or non-profit corporation transacting business in Iowa, please list the corporation's Iowa registered agent.

Name: N/A - Public distance education provider.
Suite:
Street:
City:
State:
Zip:
Country:

Telephone Number (including country or area code): _____

Name, address, and title of the other officers and members of the legal governing body of the school:
[(261B.4(6))]

Officer Number 1

Name: Arizona Board of Regents
Suite: Suite 230
Street: 2020 North Central Ave.
City: Phoenix
State: Arizona
Zip: 85004
Country: USA
Telephone No. (including country or area code): (602) 229-2500

For officers 2 or more, add pages as needed:

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: N/A - Public institution.
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education.** [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1

Name: Higher Learning Commission
Suite: Suite 7-500
Street: 230 South LaSalle Street
City: Chicago
State: Illinois
Zip: 60604-1411
Country: USA
Telephone Number (including country or area code): (312) 263-0456
Contact Person: _____

Is this agency recognized by the U. S. Department of Education? Yes [] No

Accrediting Agency 2

Name: Commission on Collegiate Nursing Education
Suite: Suite 530
Street: One Dupont Circle, NW
City: Washington, D.C.
State:
Zip: 20036
Country: USA
Telephone Number (including country or area code): (202) 887-6791
Contact Person:

Is this agency recognized by the U. S. Department of Education? [x] Yes [] No

Accrediting Agency 3

Name: The Association to Advance Collegiate Schools of Business
Suite: Suite 750
Street: 777 South Harbour Island Blvd.
City: Tampa
State: Florida
Zip: 33602-5730
Country: USA
Telephone No. (including country or area code): (813) 769-6500
Contact Person:

Is this agency recognized by the U. S. Department of Education? [x] Yes [] No

Accrediting Agency 4

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

The University Technology Office (UTO) handles and maintains all of Arizona State University's computing, records, and network facilities. Specifically, for student record management, ASU utilizes a massive secure network accessible to students, faculty, staff and other affiliates. Upon proper security clearance, university faculty and administration have the ability to contribute to and view student records, as appropriate. ASU's maintenance of student records is established by, and in compliance with, the Arizona Board of Regent's Information Security Program Guidelines. Permanent storage of hard copy university records are available only from the University Archives for selected materials of enduring value as designated by the University Archivist. All such records are secure.

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Outgoing Transcripts University Registrar Service
Suite:
Street: P.O. Box 870312
City: Tempe
State: Arizona
Zip: 85287
Country: USA
Telephone Number. (including country or area code): (480) 965-7276

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

See attached Arizona State University Comprehensive Annual Financial Report.
Certified public accounting firm evidence - Pg. 14 of Comprehensive Annual Financial Report.

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

ASU Online courses/programs offer all students, all over the world, the opportunity for a genuine educational experience. To support this experience, students have access to MyASU. MyASU is each student's home base where they can find access to their classes, ASU email, software, tasks, university announcements and more. Within MyASU, students are provided with quick links for libraries, career services, tutoring and tech support. Blackboard is also used in ASU's online educational experience. Blackboard is an online course management system that allows students to submit assignments, communicate with fellow classmates and take exams. ASU Online students have access to all of ASU Libraries' resources through the Libraries' website. This include research databases, electronic journals, e-books, and other research material. A resource to ASU Libraries access, Library One Search, allows students to search for books, journal articles and other materials through one easy-to-use search box.

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Academic program development is a process where academic units are proposed to establish new academic programs and/or academic units, as well as when enhancing existing program offerings, including creating new courses and/or revision of existing courses. Although the opportunity to propose academic program developments is available to faculty and non-faculty members alike, university policy ACD 112-01: Academic Constitution and Bylaws (see attached) establishes member requirements to serve on the University Senate, and thus the requirements for an opportunity to participate in the Curriculum and Academic Programs Committee. Highly qualified candidates are elected by the University Senate to be a member. Once elected and a Curriculum and Academic Committee is established, Committee members follow a strict review process (see attached) and, with the review and testimony of well-qualified faculty members, will determine whether or not to adopt the new academic program development.

If applicable, please provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

N/A

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document. See application signature page.

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

N/A - Main and branch all located in Arizona.

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Although Arizona State University has developed numerous complaint processes and procedures for students, such procedures are targeted to file a complaint against an individual faculty member or against another student. For students and graduates to best submit their complaints and concerns about Arizona State University, the Arizona State Board for Private Postsecondary Education or the Arizona Board of Regents are the most effective sources to do so. The Arizona State Board for Private Postsecondary Education student complaint procedure (see attached) provides students easily accessible tools and resources to file their complaint. The contact information for the Arizona State Board for Private Postsecondary Education (available to students online via ASU's website) is 1400 W. Washington St., Phoenix, Arizona 85007, (602) 542-5709. Additionally, ASU Online students are provided with state-specific contact information to file a complaint against ASU (see attached). Contact information for the Iowa Student Aid Commission is included in this list. If applicable, provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

N/A

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

Arizona State University's official 3-year cohort default rates for fiscal years 2010 and 2009 (most recent reported default rates) is 8.0% in FY2010 and 5.9% in FY2009. Arizona State University is the only reported organizational entity, there are no associated organizational entities.

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

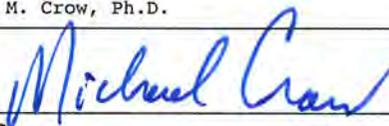
Upon graduation, individuals who completed programs at Arizona State University in 2012 have an average student loan debt of \$18,615.

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

As reported by the U.S. Department of Education National Center for Education Statistics, Arizona State University has an overall graduation rate of 57% for students who began their studies in Fall 2006.

SIGNATURE

Applicant School Chief Executive Officer

Michael M. Crow, Ph.D.	President
Name	Title
	1/22/14
Signature	Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

A registration fee of \$2,000 is due and payable to the State of Iowa upon registration approval.

School Commitment Statement

I, Michael M. Crow, President of Arizona State University, hereby attest to the institution's commitment to the delivery of programs located in Iowa. Should Arizona State University close a program before students have completed their courses of study, the institution will provide alternatives for such students to complete programs at other institutions.

**Total Tuition Charges, Fees and Other Costs Payable to the
School by the Student**

Complete List of Available Programs

Total Costs of Programs Offered Online to Iowa Residents

Program Name	Fees	Books and Supplies	Total Program Cost
Bachelor of Applied Science in Health Services	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Applied Science in Internet and Web Development	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Applied Science in Operations Management Technology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Arts in Art History	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Arts in Business Communication	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$59,160
Bachelor of Arts in English	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Film and Media Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in History	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Mass Communication and Media Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Organizational Leadership	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Philosophy	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Political Science	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in Psychology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Arts in	\$95	Hard copy or e-book	\$55,200

Religious Studies		textbooks are to be determined by each course instructor.	
Bachelor of Arts in Spanish	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Interdisciplinary Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Interdisciplinary Studies in Organizational Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Liberal Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Communication	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Criminology and Criminal Justice	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Engineering: Electrical Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$59,160
Bachelor of Science in Engineering: Engineering Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$59,160
Bachelor of Science in Family and Human Development	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Food Industry Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$59,160
Bachelor of Science in Graphic Information Technology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Science in Health Services	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Science in Information Technology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200

Bachelor of Science in Justice Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Nursing (RN-BSN)	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$19,874
Bachelor of Science in Nutrition Communication	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Science in Political Science	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Sociology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Software Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Bachelor of Science in Technical Communication	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$55,200
Bachelor of Science in Technical Entrepreneurship and Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$58,200
Master of Advance Study in American Media and Popular Culture	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$14,460
Master of Advanced Study in Sustainable Tourism	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$14,942
Master of Arts in Criminal Justice	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$15,906
Master of Arts in Curriculum and Instruction: English as a Second Language	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$16,350
Master of Business Administration	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$54,600
Master of Business Administration/Master	\$95	Hard copy or e-book textbooks are to be	\$61,672

of Science Engineering: Electrical Engineering		determined by each course instructor.	
Master of Business Administration/Master of Science Engineering: Industrial Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$61,672
Master of Education in Curriculum and Instruction: Early Childhood Education	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$16,350
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$16,350
Master of Education in Curriculum and Instruction: Autism Spectrum Disorders	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$16,350
Master of Education in Curriculum and Instruction: Gifted Education	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$16,350
Master of Education in Educational Administration and Supervision: Principal Leadership	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$19,620
Master of Education in Educational Administration and Supervision: Teacher Leadership	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$19,620
Master of Engineering: Embedded Systems	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Engineering: Modeling and Simulation	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Engineering: Quality and Reliability Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Engineering: Systems Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250

Master of Healthcare Innovation	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,112
Master of Liberal Studies	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$20,460
Master of Science in Clinical Research Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$15,906
Master of Science in Construction Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems and Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Science in Engineering in Engineering Science: Concentration in Software Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$28,875
Master of Science in Engineering: Electrical Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Science in Engineering in Materials Sciences and Engineering (Area of Study: Semiconductor Processing and Packaging)	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$28,800
Master of Science in Global Technology and Development	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$14,460
Master of Science in Industrial Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Science in Information Management	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$14,460
Master of Science in Materials Science and Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$28,800

Master of Science in Supply Chain Management and Engineering	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$26,250
Master of Science in Technology in Graphic Information Technology	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$15,906
Doctor of Behavioral Health	\$95	Hard copy or e-book textbooks are to be determined by each course instructor.	\$46,008

Refund Policy of the School for the Return of Refundable
Portions of Tuition, Fees and Other Charges

Tuition Refund Policy

Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Tuition and fees are nonrefundable after the 100% refund period. All refunds are less any amounts owed to the university and are subject to payment holding periods.

Withdrawal or cancellation occurs on the calendar day that withdrawal is requested either Online or in person at a Registrar site. By registering for classes students agree to pay all applicable tuition and registration fees. The university provides a prorated refund for students receiving financial aid; therefore, the refund schedule is the minimum amount refundable to these students.

Fall and Spring Semester Classes

The 100% refund period extends through the first two weeks of the semester for regular semester classes (Session C) and sessions eight weeks or longer. The 100% refund period is one week for sessions shorter than eight weeks (Sessions A & B) and for dynamically dated classes. For classes that begin prior to the first day of the regular semester, the applicable 100% refund period begins on the class start date not the semester start date. Students are required to pay tuition and fees owed for enrollment cancellations that occur after the refund period.

Summer Session Classes

The 100% refund period is the first five days of the applicable summer session (Sessions A, B and C.) Students are required to pay tuition and fees owed for enrollment cancellations that occur after the refund period.

Medical or Compassionate Withdrawals

Students withdrawing for medical circumstances or other extenuating circumstances must contact their college to initiate the process. Approved medical or compassionate withdrawals [1] are eligible for up to an 80% refund of tuition if approved within two years of the end of the semester. No tuition refund is provided thereafter.

For specific semester or session deadlines, please refer to Tuition Dates and Deadlines [2].

Source URL: <https://students.asu.edu/tuitionrefundpolicy>

Links:

[1] <https://students.asu.edu/forms/medical-compassionate-withdrawal-request>

[2] <https://students.asu.edu/tuitiondeadlines>

Accreditation Certificate
Higher Learning Commission

October 3, 2013

President Michael M. Crow
Arizona State University
PO Box 2203
Tempe, AZ 85287-2203

Dear President Crow:

This letter is formal notification of the action taken concerning Arizona State University by the Higher Learning Commission. At its meeting on September 24, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. IAC continued the accreditation of Arizona State University with the next Reaffirmation of Accreditation in 2022-23.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents within three weeks of the date of action. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

The Commission posts the SAS, OP and this action letter with the institution's directory listing on its website. Information for institutions on notifying the public of this action is available at <http://ncahlc.org/Information-for-Institutions/institutional-reporting-of-actions.html>.

If you have questions about these documents after viewing them, please contact Susan Devine. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,



Sylvia Manning
President

Accreditation Certificate
Commission on Collegiate Nursing Education

May 20, 2004

Barbara A. Durand, EdD, RN, FAAN
Dean/Professor
College of Nursing
Arizona State University
University Drive at College Avenue, PO Box 872602
Tempe, AZ 85287-2602


Commission on
Collegiate Nursing
Education

Serving the
Public Interest
Through Quality
Accreditation

Dear Dr. Durand:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 21, 2004, to grant accreditation of the baccalaureate and master's degree programs in nursing at Arizona State University for a term of 10 years, extending to June 30, 2014. You should plan for the next on-site evaluation to take place in the fall of 2013.

At its meeting, the Board determined that both programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that the programs submit a continuous improvement progress report at the mid-point of the accreditation term. That report should address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 30, 2009. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2009. For more information about the continuous improvement progress report, please refer to the CCNE procedures.

As you are aware, the CCNE Board of Commissioners acted in October 2003 to amend the accreditation standards. The amended *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* will become effective on January 1, 2005. As a result, any program hosting a CCNE on-site evaluation and/or submitting a report to CCNE after January 1, 2005--including the continuous improvement progress report referenced above--will be required to comply with the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, amended October 2003. CCNE will provide assistance to programs, as appropriate, as they transition to the amended standards. These standards are posted on the CCNE Web site at www.aacn.nche.edu/accreditation, along with a summary of the changes.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Arizona State University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in your nursing programs or

One Dupont Circle, N.W.
Suite 550
Washington, DC
20036-1120
202-887-6791
fax 202-887-3476
www.aacn.nche.edu

of any major organizational changes that may affect the programs' administration, scope or quality. These reporting requirements are discussed further in the CCNE procedures.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2003. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

A handwritten signature in cursive script that reads "Mary Margaret Mooney".

Mary Margaret Mooney, pbvm, DNSc, RN, CS, FAAN
Chair, Board of Commissioners

cc: President Michael M. Crow
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Accreditation Certificate
The Association to Advance Collegiate Schools of Business



April 21, 2009

Robert E. Mittelstaedt, Dean
Arizona State University
W. P. Carey School of Business
BAC-600
PO Box 873506
Tempe, AZ 85287-3506
robert.mittelstaedt@asu.edu

Dear Dean Mittelstaedt:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate, master's, and doctoral degree programs in business¹ offered by your school is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Arizona State University.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your school is to be commended on the following strengths and effective practices:

1. The institution of freshman admission has strengthened the BS program.
2. The Carey School has instituted a BA program so that students from across the ASU campus can have access to business education combined with a concentration in another field (e.g., sustainability).
3. The Carey School has a comprehensive honors program.
4. The School offers a team building experience called "Camp Carey" to help freshmen adjust to campus life and the demands of a high quality business education.
5. The School has improved its reputation in the full time MBA.
6. The School offers excellent career counseling services.
7. The School offers ESL services to international students so that they can improve their communication skills.

In the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school's strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:

1. Improve documentation of the strategic planning process, including an annual review of progress toward goals.
2. Further develop and document assurance of learning processes for all degree programs. Identify desired levels of performance and utilize outcomes to suggest areas that may need attention in the curriculum. While goals and a system for the direct measurement of learning have been developed at the bachelor's level, a corresponding process should be implemented for the graduate programs.

¹ See Attachment A: Scope of Accreditation

² See Attachment B: Timeline

3. Careful management of the integration of ASU West and the Morrison School of Management and Agribusiness into the Carey School will ensure a smooth transition to a single level of high quality.

Your school has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2013-14. A timeline specific to your visit year is attached². Please refer to the *Maintenance of Accreditation Handbook* for more information regarding the processes for maintenance of accreditation. The handbook is updated periodically to provide the most current process improvements.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Richard Cosier, Chair
Board of Directors

cc: Peer Review Team
James Jiambalvo, Team Chair
Robert Sumichrast, Business Member
Jerry Strawser, Accounting Chair
Jon Davis, Accounting Member
Caryn Beck-Dudley, Chair, Maintenance of Accreditation Committee
Sueann Ambron, MAC Liaison
Fenwick Huss, MAC Reader

SCOPE OF ACCREDITATION
Maintenance of Accreditation March 2009

Name of Institution: Arizona State University

Name of Business Academic Unit: W. P. Carey School of Business

List of Degree Programs Reviewed:

BS	Accounting, Finance, etc.
MBA	Various concentrations
Mtax	Tax
MSIM	Information systems
MHSM	Health services
PhD	Various concentrations
PhD	Economics

States ASU Operates or Maintains a Presence
Approval-Required States Only

States ASU is Approved In

State	Agency Name	Address	Contact Person	Telephone Number
Arkansas	Arkansas Higher Education Coordinating Board	114 East Capitol Ave., Little Rock, AR 72201	Alana Boles	501-371-2060
Louisiana	Board of Regents	P.O. Box 3677, Baton Rouge, LA	Nancy Beall	255-342-4253
Minnesota	Office of Higher Education	1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227	George Roedler, Jr.	651-259-3975
Missouri	Department of Higher Education	205 Jefferson Street, PO Box 1469, Jefferson City, MO 65102-1469,	Leroy Wade	573-751-2361
Nevada	Commission on Postsecondary Education	8778 S Maryland Parkway, Suite 115, Las Vegas, NV 89123	David Perlman	702-486-7330
Oregon	Higher Education Coordinating Commission	1500 Valley River Drive, Suite 100, Eugene, OR 97401	Alethia Miller	503-373-0003
South Carolina	Commission on Higher Education	1122 Lady St., Suite 300 Columbia, SC 29201	Renea Eshleman	803-737-2281
South Dakota	Secretary of State	500 East Capitol Avenue Pierre, SD 57501-5070	Krista Rounds	605-773-3537
Washington	Student Achievement Council	917 Lakeridge Way, PO Box 43430 Olympia, WA 98504-3430	Karen Oelschlager	360-753-7869
Wyoming	Department of Education	2300 Capitol Avenue, Hathaway Building, 2nd Floor Cheyenne, WY 82002-0050	Elaine Marces	307-777-6210

**Credentials of ASU Online Faculty Per Program of Instruction
Offered in Iowa**

ASU Online Faculty Per Program of Instruction

Program of Instruction	Instructor Name, Last	Instructor Name, First	FT/PT	All Degrees Earned with Institutions
Bachelor of Applied Science in Health Sciences	Collins	Michael	FT	B.S. in Human Biology from Logan College D.C. from Logan College
Bachelor of Applied Science in Health Sciences	Gregory-Mercado	Karen	FT	B.S. in Microbiology from InterAmerican University M.S. in Microbiology from the University of Connecticut M.S. in Public Health from the University of Arizona Ph.D. in Nutritional Studies from the University of Arizona
Bachelor of Applied Science in Health Sciences	Hart	Teresa	FT	B.A. in Business Administration from the University of Iowa M.S. in Exercise and Wellness from Arizona State University Ph.D. in Physical Activity, Nutrition and Wellness from Arizona State University
Bachelor of Applied Science in Health Sciences	Jacobs	Bruce	FT	B.A. in Philosophy and Religion from Colorado State University M.S. in Social Sciences, Psychology concentration from the University of Buffalo Ph.D. in Health Education/Health Promotion from the University of New Mexico
Bachelor of Applied Science in Health Sciences	McMullen	Mary	FT	B.S. in Dietetics, minor in Exercise Physiology from the University of California, Davis M.S. in Nutrition from the University of California, Davis
Bachelor of Applied Science in Health Sciences	Savaglio	Lauren	FT	B.S. in Political Science and International Relations from Arizona State University M.S. in Global Health from George Mason University
Bachelor of Applied	Scribner	Christina	FT	B.S. in Human Nutrition from Colorado State

Science in Health Sciences				University M.S. in Human Nutrition, Exercise Physiology and Pharmacology from Oregon State University
Bachelor of Applied Science in Health Sciences	Waldron	Kathleen	FT	B.A. in Psychology from the University of Dayton M.S. in Human Development from the University of Texas, Dallas
Bachelor of Applied Science in Health Sciences	Wireman	Mark	FT	B.S. in Biology from Graceland University D.C. from Palmer College of Chiropractic
Bachelor of Applied Science in Health Sciences	Zimmerman	Maureen	FT	B.S. in Nutrition and Dietetics from Arizona State University M.P.H. in Planning and Nutrition from the University of Hawaii at Manoa-Honolulu Ed.D. in Educational Research and Educational Leadership from Northern Arizona University
Bachelor of Applied Science in Internet and Web Development	Cunningham	Brittney	PT	B.S. in Justice Studies from Arizona State University M.S.T, Graphic Information Technology from Arizona State University
Bachelor of Applied Science in Internet and Web Development	Colmery	Aimee	PT	B.A. in Studio Art from the University of Arkansas at Little Rock M.A. in Technical and Expository Writing from the University of Arkansas at Little Rock
Bachelor of Applied Science in Internet and Web Development	Cunningham	Brittney	PT	B.S. in Justice Studies from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Bachelor of Applied Science in Internet and Web Development	Hirata	Carolyn	FT	B.S. in Management from Arizona State University Masters of Technology from Arizona State University
Bachelor of Applied Science in Internet and Web Development	Mayo-Knab	Sara	FT	B.A. in Studio Art from Arizona State University M.S. in Graphic Information Technology from Arizona State University

Bachelor of Applied Science in Internet and Web Development	Prewitt	Deborah	FT	B.A. in Journalism from Arizona State University M.S.T. in Graphic Information Technology from Arizona State University
Bachelor of Applied Science in Internet and Web Development	Schildgen	Thomas	FT	B.S. in Industrial Education from Illinois State University M.S. in Technology from Illinois State University Ed.D. in Administration from Northern Arizona University
Bachelor of Applied Science in Internet and Web Development	Garner	Tim	PT	B.A. in Fine Arts, Intermedia 3D Imaging and Animation from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Bachelor of Applied Science in Operations Management Technology	Belyeu	Rachel	FT	B.A.S. in Operations Management Technology from Arizona State University M.S. in Management of Technology from Arizona State University
Bachelor of Applied Science in Operations Management Technology	Chomina-Chavez	Aram	FT	B.A. in Business Administration from Arizona State University M.B.A. from Thunderbird School of Management
Bachelor of Applied Science in Operations Management Technology	Demir	Mustafa	PT	B.S. in Mechanical Education from Dumlupinar University M.S. in Technology Management from Arizona State University Ph.D. in Simulation, Modeling and Applied Cognitive Science from Arizona State University
Bachelor of Applied Science in Operations Management Technology	Hirata	Carolyn	FT	B.S. in Management from Arizona State University Masters of Technology from Arizona State University
Bachelor of Applied Science in Operations Management Technology	Humble	Jane	FT	B.S.E. in Mechanical Engineering from Arizona State University M.S.E. in Industrial Engineering from Arizona State University Ph.D. in Business from Arizona State University
Bachelor of Applied	Kuzel	Michael	FT	B.S.E. in Bioengineering from Arizona State

Science in Operations Management Technology				University M.S.E. in Industrial Engineering from Arizona State University M.S. in Applied Psychology from Arizona State University
Bachelor of Applied Science in Operations Management Technology	Polesky	Gerald	FT	B.S. in Business/Training and Development from Grand Canyon University M.S. in Quality Management from the University of Miami Ph.D. in Organizational Development from Union University and Institute
Bachelor of Applied Science in Operations Management Technology	Williams	Caryl	FT	B.A. in Criminology from Michigan State University M.S. in Business Management from Central Michigan University
Bachelor of Arts in Art History	Codell	Julie	FT	B.A. in English from Vassar College M.A. in English from the University of Michigan M.A. in Art History from Indiana University Ph.D. in Comparative Literature from Indiana University Ph.D. in Universal Simulation Modeling and Applied Cognitive Sciences from Arizona State University
Bachelor of Arts in Art History	Fahlman	Betsy	FT	B.S. in American Art from Mount Holyoke College M.A. in American Art from the University of Delaware
Bachelor of Arts in Art History	Garner	Tim	PT	B.A. in Fine Arts, Intermedia 3D Imaging and Animation from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Bachelor of Arts in Art History	Schneider	Betsy	FT	B.A. in Art History from the University of Michigan B.F.A. from the School of the Art Institute of Chicago M.F.A. from Mills College

Bachelor of Arts in Art History	Serwint	Nancy	FT	B.A. in Ancient Greek from the University of Illinois M.A. in Art History from the University of Chicago Ph.D. in Classical Archaeology from Princeton University
Bachelor of Arts in Art History	Swenson	Thomas	FT	B.A. in English from the University of Oregon M.A. in English from the University of Oregon Ph.D. in Ethnic Studies from the University of California, Berkeley
Bachelor of Arts in Business Communication	Alberts	Janet	FT	B.S. in Education in English and Speech from Abilene Christian University M.A. in English Language and Literature from Abilene Christian University Ph.D. in Communication from the University of Texas at Austin
Bachelor of Arts in Business Communication	Davila	Eddie	PT	B.S. in Ceramic Engineering (Material Science Engineering) from the University of Illinois at Urbana-Champaign M.B.A. from Arizona State University
Bachelor of Arts in Business Communication	Eaton	John	FT	B.A. in Psychology from the University of Michigan M.B.A. in Management and Marketing from the University of Toledo Ph.D. in Marketing from Arizona State University
Bachelor of Arts in Business Communication	Pfund	Michele	FT	B.S. in Chemical Engineering from Case Western Reserve University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Arizona State University
Bachelor of Arts in Business Communication	Martin	Judith	FT	B.A. in Sociology from Eastern Mennonite College M.A. in Speech Communication from Pennsylvania State University

				Ph.D. in Speech Communication from Pennsylvania State University
Bachelor of Arts in Business Communication	Tracy	Sarah	FT	B.A. in Public Relations and Communication from the University of Southern California M.A. in Communication from the University of Colorado, Boulder Ph.D. in Communication from the University of Colorado, Boulder
Bachelor of Arts in Business Communication	Trethewey	Angela	FT	B.A. in Information and Communication Studies from California State University, Chico M.A. in Human Communication Studies from California State University, Chico Ph.D. in Organizational Communication from Purdue University
Bachelor of Arts in English	Baldini	Cajsa	PT	B.A. in Literature from the University of Stockholm M.A. in English Literature from Arizona State University Ph.D. in English Literature from Arizona State University
Bachelor of Arts in English	Bixby	Patrick	FT	B.A. in Psychology from the University of California M.A. in English from California State University Ph.D. in English from Emory University
Bachelor of Arts in English	Fox	Cora	FT	B.A. in English from Grinnell College M.A. in English from the University of Wisconsin, Madison Ph.D. in English from the University of Wisconsin, Madison
Bachelor of Arts in English	Lawrence	Ellis	FT	B.A. in History from Arizona State University M.A. in English Literature from Arizona State University Ph.D. in English Literature from Arizona State University
Bachelor of Arts in English	Murphy	Patricia	FT	B.A. in English and French from Miami University

				M.F.A. in Creative Writing from Arizona State University
Bachelor of Arts in English	Sturges	Robert	FT	B.A. in English and French from Brown University M.A. in Comparative Literature from the University of Bridgeport Ph.D. in Comparative Literature from Brown University
Bachelor of Arts in English	Timmons	Jeffrey	PT	B.A. in English from Arizona State University M.A. in English from Portland State University Ph.D. in English from Arizona State University
Bachelor of Arts in Film and Media Studies	Baker	Aaron	FT	B.A. in English Literature from Hobart College M.A. in Film and Media Studies from Indiana University Ph.D. in Film and Media Studies from Indiana University
Bachelor of Arts in Film and Media Studies	Carr	Jeremy	FT	B.A. in English from Arizona State University M.S. in Film and Media Studies from Indiana University
Bachelor of Arts in Film and Media Studies	Fortunado	Joseph	FT	B.A. in American Studies, concentration in Mass Media and Popular Culture, from Yale University M.A. in Secondary Education from Loyola Marymount University
Bachelor of Arts in Film and Media Studies	Green	Michael	FT	B.A. in Humanities from Arizona State University M.A. in Humanities/Film Studies from Arizona State University M.F.A. in Creative Writing from Arizona State University
Bachelor of Arts in Film and Media Studies	Hartmann	Catherine	FT	B.A. in French/English from Texas Christian University M.A. in Literature/Linguistics from the University of Austin, Texas Ph.D. in Education/Applied Linguistics from the University of Texas, Austin

Bachelor of Arts in Film and Media Studies	Repici	Robert	FT	B.A. in English from Rutgers University M.A.S. in English from Arizona State University
Bachelor of Arts in Film and Media Studies	Sandler	Kevin	FT	B.A. in Literature from the University of Arizona M.A. in Film and Media Studies from Arizona State University Ph.D. in Film and Media Studies from Sheffield Hallam University
Bachelor of Arts in History	Aguila	Jaime Rene	FT	B.A. in Ancient and African History from the University of California, Davis M.A. in History from University of California, Davis Ph.D. in History from Arizona State University
Bachelor of Arts in History	Barnes	Andrew	FT	B.A. in History from Princeton University M.A. in History from Princeton University Ph.D. in History from Princeton University
Bachelor of Arts in History	Bass	Jeffrey David	FT	B.A. in History from the University of Connecticut M.A. in History from the University of Connecticut Ph.D. in History from the University of Connecticut
Bachelor of Arts in History	Benkert	Volker	FT	B.A. in English from the University of Connecticut M.A. in History and English from the University of Connecticut Ph.D. in History from the University of Potsdam
Bachelor of Arts in History	Enloe	Karin	FT	B.A. in History from California Lutheran University M.A. in History from Western Washington University Ph.D. in History from Arizona State University
Bachelor of Arts in History	Moon	Penelope	FT	B.A. in History from Vanderbilt University M.A. in History from Vanderbilt University Ph.D. in History from Arizona State University
Bachelor of Arts in History	Neill	Debra	FT	B.A. in Criminology from Arizona State University

				M.S. in Criminology from Arizona State University Ph.D. in History from Arizona State University
Bachelor of Arts in History	Ruggles	Brock	FT	B.A. in History from Arizona State University M.A. in History from Arizona State University Ph.D. in History from Arizona State University
Bachelor of Arts in History	Turning	Patricia	FT	B.A. in History from the University of California, Davis M.A. in Medieval History, minor in concentration in Early Modern European History from the University of Akron Ph.D. in Medieval History, minor in Cross-Cultural Woman's History from the University of California, Davis
Bachelor of Arts in Mass Communication and Media Studies	Bramlett-Soloman	Sharon	FT	B.A. in Journalism and Communication Studies from Memphis State University M.A. in Journalism and Communication Studies from Memphis State University Ph.D. in Mass Communication from Indiana University
Bachelor of Arts in Mass Communication and Media Studies	Casavantes	Michael	FT	B.A. in Journalism and Mass Communication from the University of Texas, El Paso M.A. in Political Science International Relations from New Mexico State University Ph.D. in History from Arizona State University
Bachelor of Arts in Mass Communication and Media Studies	Galician	Mary-Lou	FT	B.A. in English and Journalism from Long Island University M.S. in Broadcasting from Syracuse University Ed.D. in Curriculum and Instruction (Higher Education/Communication) from the University of Memphis
Bachelor of Arts in Mass Communication and Media Studies	Gilpin	Dawn	FT	B.A. in Italian Language and Literature from Vassar College M.A. in Journalism and Public Relation from the University of Memphis Ph.D. in Mass Media and Communication from

				Temple University
Bachelor of Arts in Mass Communication and Media Studies	Natharius	David	FT	B.A. in Speech and Drama, minor in Social Sciences from the University of California, Los Angeles M.A. in Speech Communication, minor Psychology from Bradley University Ph.D. in Communication, minor in Sociology from the University of Southern California
Bachelor of Arts in Mass Communication and Media Studies	Rawitch	Josh	FT	B.S. in Kinesiology, concentration in Sports Marketing and Management, minor in Business from Indiana University
Bachelor of Arts in Mass Communication and Media Studies	Ruelas	Richard	FT	B.A. in Mass Communication and Media Studies from Arizona State University
Bachelor of Arts in Mass Communication and Media Studies	Tomasch	Kenneth	FT	B.S. in Telecommunication from the University of Florida
Bachelor of Arts in Organizational Leadership	Bates	Denise	FT	B.A. in American Indian Studies and Anthropology from Humboldt State University M.A. in American Indian Studies from the University of Arizona Ph.D. in History from the University of Arizona
Bachelor of Arts in Organizational Leadership	Hirshorn	Jessica	FT	B.A. in Asian Studies and Religion from Coe College M.A. in International and Intercultural Management from the School of International Training Ph.D. in Educational Foundations from the University of Houston
Bachelor of Arts in Organizational Leadership	Thomas	David	FT	B.S. in Engineering from California State Polytechnic University M.B.A. in Corporate Finance and Investments from the University of Southern California Ph.D. in Educational Psychology from the University of Southern California
Bachelor of Arts in	Williams	Caryl	FT	B.A. Criminology from Michigan State University

Organizational Leadership				M.S. in Business Management from Central Michigan University
Bachelor of Arts in Philosophy	Blackson	Thomas	FT	B.A. in Philosophy from De Pauw University M.A. in Philosophy from the University of Massachusetts Ph.D. in Philosophy from the University of Massachusetts
Bachelor of Arts in Philosophy	Bolton	Cynthia	FT	B.G.S. from the University of Michigan M.A. in Philosophy from Michigan State University Ph.D. in Philosophy from Michigan State University
Bachelor of Arts in Philosophy	Botham	Thad	FT	B.A. in Philosophy from Arizona State University M.A. in Philosophy from Arizona State University Ph.D. in Philosophy from the University of Notre Dame
Bachelor of Arts in Philosophy	Valadez	Mayra	FT	B.A. in Philosophy and English from New Mexico State University M.A. in Philosophy from Arizona State University Ph.D. in Philosophy from Arizona State University
Bachelor of Arts in Philosophy	Watson	Jeffrey	PT	B.A. in Linguistics and Political Science from the University of Arizona M.A. in Philosophy from Arizona State University Ph.D. in Philosophy from Arizona State University
Bachelor of Arts in Philosophy	Yoshikawa	Elaine	FT	B.A. in Philosophy from the University of California, Davis M.A. in Philosophy from Arizona State University Ph.D. in Philosophy from Arizona State University
Bachelor of Arts in	Crittenden	William	FT	B.A. in Political Science from Harvard University

Political Science				M.A. in Developmental Psychology from Harvard University Ph.D. in Political Theory from the University of Oxford
Bachelor of Arts in Political Science	Dantico	Marilyn	FT	B.A. in Political Science from Florida State University M.A. in Political Science from the University of Illinois Ph.D. in Political Science from Florida State University
Bachelor of Arts in Political Science	Doty	Roxanne Lynn	FT	B.A. in Political Science from Arizona State University M.A. in Political Science from Arizona State University Ph.D. in Political Science from the University of Minnesota
Bachelor of Arts in Political Science	Ellsworth	Kevin	FT	B.A. in Political Science and International Relations from Brigham Young University M.A. in International Relations and Affairs from Brigham Young University, Ph.D. in International Relations and Affairs from Arizona State University
Bachelor of Arts in Political Science	Iheduru-Okechukwu	Chris	FT	B.S. in Political Science from the University of Nigeria, Nsukka, Nigeria M.A. in Political Science from the University of Akron Ph.D. in Political Science from the University of Connecticut
Bachelor of Arts in Political Science	Kenney	Patrick	FT	B.A. in Political Science from the University of Iowa M.A. in Public Administration from the University of Iowa Ph.D. in Political Science from the University of Iowa
Bachelor of Arts in Political Science	Kittilson	Miki	FT	B.A. in Political Science from the University of California, Irvine

				M.A. in Political Science from the University of California, Irvine Ph.D. in Political Science from the University of California, Irvine
Bachelor of Arts in Political Science	Schatzman	Christina	FT	B.A. in Political Science from Arizona State University M.A. in Political Science from the University of New Mexico, Albuquerque Ph.D. in Political Science and Government from the University of New Mexico, Albuquerque
Bachelor of Arts in Political Science	Wheatley	Elizabeth	FT	B.S. in Economics from Arizona State University M.S. in Economics and Postcolonial Politics from the University of Wales Ph.D. in Political Science and Government from Arizona State University
Bachelor of Arts in Political Science	Woodall	Gina	FT	B.A. in Political Science from Arizona State University M.A. in Political Science from Arizona State University Ph.D. in Political Science from Arizona State University
Bachelor of Arts in Psychology	Branaghan	Russell	FT	B.A. in Psychology from New Mexico State University M.A. in Experimental Psychology from New Mexico State University Ph.D. in Cognitive Psychology from New Mexico State University
Bachelor of Arts in Psychology	Brosnan-Watters	Gayle	FT	B.A. in Psychology from Washington University, St. Louis M.A. in Experimental Psychology from Washington University, St. Louis, Ph.D. in experimental Psychology from Washington University, St. Louis
Bachelor of Arts in Psychology	Eisentraut	Bryan	PT	B.A. in Psychology and Administration of Justice from Arizona State University, M.Ed. from Northern Arizona University

Bachelor of Arts in Psychology	Mascaro	Kimberly	PT	B.S. in Psychology from the University of Notre Dame M.S. in Counseling Psychology from Dominican University Ph.D. in Prenatal and Perinatal Psychology from the University of California, Santa Barbara
Bachelor of Arts in Psychology	Morrison	Peggy	FT	B.S. in Social Work from Arizona State University M.S.W., concentration in Community Organizing and Social Work Administration, from the University of Georgia Ph.D. in Interdisciplinary Doctorate in Psychology, Economics, Political Science and Management from the University of Cincinnati
Bachelor of Arts in Psychology	Valenti	Elizabeth	PT	B.A. in Psychology from Arizona State University M.A. in Educational Leadership and Administration from Northern Arizona University
Bachelor of Arts in Religious Studies	Aguilera	Miguel	FT	B.A. in Religion from the University of Albany/SUNY M.A. in Religion from the University of Albany/SUNY Ph.D. in Religion from the University of Albany/SUNY
Bachelor of Arts in Religious Studies	Barfoot	Charles	FT	B.A. in Religious Studies from Arizona State University M.A. in Sociology of Religion from Princeton Theological Seminary Ph.D. in Religious Studies from Arizona State University
Bachelor of Arts in Religious Studies	Benjamin	Don	FT	B.A. in Religious Studies from Arizona State University M.A. in Semitic Languages from the Catholic University of America Ph.D. in Religion from Claremont Graduate

				University
Bachelor of Arts in Religious Studies	Bludworth	Loretta	PT	B.A. in Literature from Goddard College M.A. in Literature and Religion from Skidmore College Ph.D. in Religious Studies from Arizona State University
Bachelor of Arts in Religious Studies	Cohen	Miriam	PT	B.A. in Liberal Arts from St. John's College M.A. in Religious Studies from Arizona State University Ph.D. in Religious Studies from Arizona State University
Bachelor of Arts in Religious Studies	Daughtrey	Doe	FT	B.A. in Religious Studies from Arizona State University M.A. in Religious Studies from Arizona State University Ph.D. in Religious Studies from Arizona State University,
Bachelor of Arts in Religious Studies	Duncan	Christopher	FT	B.A. in Anthropology from Vanderbilt University M.A. in Anthropology from Yale University Ph.D. in Anthropology from Yale University
Bachelor of Arts in Religious Studies	Giacomuzzi	Andrea	PT	B.A. in Religious Studies from Arizona State University M.A. in Religious Studies from Arizona State University Ph.D. in Comparative Cultural and Literary Studies from the University of Arizona
Bachelor of Arts in Religious Studies	Kile	Lora	PT	B.A. in Anthropology and Religious Studies from the University of Missouri M.A. in Religious Studies from the University of Missouri Ph.D. in Religious Studies from Arizona State University
Bachelor of Arts in Religious Studies	Lewis	Bret	PT	B.A. in Religious Studies from Arizona State University M.A. in Religious Studies from Arizona State University

				Ph.D. in Religious Studies from Arizona State University
Bachelor of Arts in Religious Studies	Montesano	Mark	FT	B.A. in Psychology from Arizona State University M.A. in Religious Studies from Arizona State University Ph.D. in Rhetoric from Arizona State University
Bachelor of Arts in Religious Studies	Schober	Juliane	FT	B.A. in Religious Studies from Arizona State University M.A. in Anthropology from University of Illinois at Urbana-Champaign Ph.D. in Anthropology of Religion from the University of Illinois, Urbana
Bachelor of Arts in Spanish	Correa-Suarez	Sandra	FT	B.A. in Spanish from Iowa State University M.A. in Interdisciplinary Graduate Studies: Spanish Linguistic from Iowa State University Portuguese and Communications Emphasis Ph.D. in Spanish Literature from Arizona State University
Bachelor of Arts in Spanish	Dal Martello	Chiara	FT	B.A. in Literate from Arizona State University M.A. in Foreign Languages and Literatures from University of Urbino, Italy, Ph.D. in English Linguistics from Arizona State University
Bachelor of Arts in Spanish	Deal	Clarice	FT	B.A. in Psychology from Arizona State University M.Ed in Educational Psychology from Arizona State University M.Ed in Special Education from Arizona State University Ph.D. in Rhetoric-Composition and Linguistics from Arizona State University
Bachelor of Arts in Spanish	Hernandez	Manuel	FT	B.A. in Spanish Language and Literate from Stanford University M.A. in Spanish Language and Literature from Stanford University

				Ph.D. in Latin Language and Literature from Stanford University Ph.D. in Humanities from Stanford University
Bachelor of Arts in Spanish	Rosales	Jesus	FT	B.A. in Spanish Language and Literature from Stanford University M.A. in Spanish Language and Literature from Stanford University Ph.D. in Spanish Language and Literature from Stanford University
Bachelor of Arts in Spanish	Tompkins	Cynthia	FT	B.A. in Modern Language from the National University of Cordoba M.A. in Comparative Literature from Pennsylvania State University Ph.D. in Comparative Literature from Pennsylvania State University
Bachelor of Arts in Spanish	Urioste-Azcorra	Carmen	FT	B.A. in Hispanic Philology from Universidad Hispalense M.A. in Hispanic Philology from Universidad Hispalense Ph.D. in Spanish Literature from Arizona State University
Bachelor of Arts in Spanish	Walton-Ramirez	Anne	PT	B.A. in Spanish Language and Literature from the University of South Alabama M.A. in Foreign Language and Literature from Arizona State University
Bachelor of Interdisciplinary Studies	Anbar	Ariel	FT	A.B. in Geochemistry from Harvard University M.S. in Geochemistry from the California Institute of Technology Ph.D. in Geochemistry from the California Institute of Technology
Bachelor of Interdisciplinary Studies	Bates	Denise	FT	B.A. in American Indian Studies and Anthropology from Humboldt State University M.A. in American Indian Studies from the University of Arizona Ph.D. in History from the University of Arizona
Bachelor of	Colmery	Aimee	PT	B.A. in Studio Arts from the University of

Interdisciplinary Studies				Arkansas at Little Rock M.A. in Technical & Expository Writing from the University of Arkansas at Little Rock
Bachelor of Interdisciplinary Studies	D'Angelo	Barbara	FT	B.S. in Communication from the University of Illinois at Urbana-Champaign M.S. in Liberal Interdisciplinary Studies from the University of Illinois at Urbana-Champaign Ph.D. in Technical and Scientific Communication from Texas Tech University
Bachelor of Interdisciplinary Studies	Eisentraut	Bryan	PT	B.A. in Psychology and Administration of Justice from Arizona State University M.Ed. from Northern Arizona University
Bachelor of Interdisciplinary Studies	Ellsworth	Kevin	FT	B.A. in Political Science and International Relations from Brigham Young University M.A. in International Relations and Affairs from Brigham Young University, Ph.D. in International Relations and Affairs from Arizona State University
Bachelor of Interdisciplinary Studies	Enloe	Karin	FT	B.A. in History from California Lutheran University M.A. in History from Western Washington University Ph.D. in History from Arizona State University
Bachelor of Interdisciplinary Studies	Eshleman	Lori	FT	B.A. in Art and French Literature from Rockford College, Rockford, Illinois M.A. in Art History from the University of Minnesota, Twin Cities Ph.D. in Art History from the University of Minnesota - Twin Cities
Bachelor of Interdisciplinary Studies	Feng	Xuerong	FT	B.S. in Computer Science from Arizona State University M.S. in Computer Science from Arizona State University Ph.D. in Computer Science from the University of Texas, Dallas
Bachelor of	Gemelli	Marcella	FT	B.A. in Psychology from the Pennsylvania State

Interdisciplinary Studies				University M.A. in Sociology from the University of Arizona Ph.D. in Sociology from Arizona State University
Bachelor of Interdisciplinary Studies	Hita	Liza	PT	B.S. in Political Science and History from the University of California, Los Angeles M.A. in Community Counseling from Northern Arizona University
Bachelor of Interdisciplinary Studies	Iheduru-Okechukwu	Chris	FT	B.S. in Political Science from the University of Nigeria, Nsukka, Nigeria M.A. in Political Science from the University of Akron Ph.D. in Political Science from the University of Connecticut
Bachelor of Interdisciplinary Studies	Jackson	Danielle	FT	B.A. in Communication from the University of Nevada, Las Vegas M.A. in Communication from the University of Nevada, Las Vegas Ph.D. in Communication from Arizona State University
Bachelor of Interdisciplinary Studies	Johnson	Julia	PT	B.S. in Geology and Earth Science from Arizona State University M.S. in Geology and Earth Science from Arizona State University
Bachelor of Interdisciplinary Studies	Neill	Debra	FT	B.A. in Criminology from Arizona State University M.S. in Criminology from Arizona State University Ph.D. in History from Arizona State University
Bachelor of Interdisciplinary Studies	Regier	Philip	FT	B.A. in Philosophy and Mathematics from St. John's College Ph.D. in Accountancy from the University of Illinois at Urbana-Champaign
Bachelor of Interdisciplinary Studies	Turning	Patricia	FT	B.A. in History from the University of California, Davis M.A. in Medieval History, minor in concentration in Early Modern European

				History from the University of Akron Ph.D. in Medieval History, minor in Cross-Cultural Woman's History from the University of California, Davis
Bachelor of Interdisciplinary Studies	Valenti	Elizabeth	PT	B.A. in Psychology Arizona State University M.A. in Educational Leadership and Administration from Northern Arizona University
Bachelor of Interdisciplinary Studies	Vuletic	Mark	FT	B.A. in Philosophy from the University of Illinois, Chicago M.A. in Philosophy from the University of Illinois, Chicago Ph.D. in Philosophy from the University of Illinois, Chicago
Bachelor of Interdisciplinary Studies	Wker	Liza	FT	B.A. in Sociology from Harvard University M.A. in Sociology from Stanford University Ph.D. in Sociology from Stanford University
Bachelor of Interdisciplinary Studies in Organizational Studies	Anbar	Ariel	FT	A.B. in Geochemistry from Harvard University M.S. in Geochemistry from the California Institute of Technology Ph.D. in Geochemistry from the California Institute of Technology
Bachelor of Interdisciplinary Studies in Organizational Studies	Bernat	Frances	FT	B.A. in Political Science from the State University of New York at Buffalo J.D. from the State University of New York at Buffalo Ph.D. in Political Science from Washington State University
Bachelor of Interdisciplinary Studies in Organizational Studies	Conz	David	FT	B.A. in Interdisciplinary Humanities from Arizona State University M.A. in Interdisciplinary Humanities from Arizona State University Ph.D. in Sociology from Arizona State University,
Bachelor of Interdisciplinary	D'Angelo	Barbara	FT	B.S. in Communication from the University of Illinois at Urbana-Champaign

Studies in Organizational Studies				M.S. in Liberal Interdisciplinary Studies from the University of Illinois at Urbana-Champaign Ph.D. in Technical and Scientific Communication from Texas Tech University
Bachelor of Interdisciplinary Studies in Organizational Studies	Ellsworth	Kevin	FT	B.A. in Political Science and International Relations from Brigham Young University M.A. in International Relations and Affairs from Brigham Young University, Ph.D. in International Relations and Affairs from Arizona State University
Bachelor of Interdisciplinary Studies in Organizational Studies	Eshleman	Lori	FT	B.A. in Art and French Literature from Rockford College, Rockford, Illinois M.A. in Art History from the University of Minnesota, Twin Cities Ph.D. in Art History from the University of Minnesota - Twin Cities
Bachelor of Interdisciplinary Studies in Organizational Studies	Johnson	Leonor	FT	MS, Purdue University, Sociology PhD, Purdue University Sociology
Bachelor of Interdisciplinary Studies in Organizational Studies	Power	Patricia	FT	MA, Arizona State University, Religious Studies PhD (cand), Arizona State University, American Judaism
Bachelor of Interdisciplinary Studies in Organizational Studies	Spinrad	Tracy	FT	B.S. in Family Studies from Arizona State University M.S. in Human Development and Family Studies from Pennsylvania State University, Ph.D. in Human Development and Family Studies from Pennsylvania State University
Bachelor of Interdisciplinary Studies in Organizational Studies	Thomas	David	FT	B.S. in Engineering from California State Polytechnic University M.B.A. in Corporate Finance and Investments from the University of Southern California Ph.D. in Educational Psychology from the University of Southern California

Bachelor of Interdisciplinary Studies in Organizational Studies	Vuletic	Mark	FT	B.A. in Philosophy from the University of Illinois, Chicago M.A. in Philosophy from the University of Illinois, Chicago Ph.D. in Philosophy from the University of Illinois, Chicago
Bachelor of Liberal Studies	Anbar	Ariel	FT	A.B. in Geological Sciences and Chemistry from Harvard University M.S. in Geochemistry from the California Institute of Technology Ph.D. in Geochemistry from the California Institute of Technology
Bachelor of Liberal Studies	Bates	Denise	FT	B.A. in American Indian Studies and Anthropology from Humboldt State University M.A. in American Indian Studies from the University of Arizona Ph.D. in History from the University of Arizona
Bachelor of Liberal Studies	Colmery	Aimee	PT	B.A. in Studio Arts from the University of Arkansas at Little Rock M.A. in Technical & Expository Writing from the University of Arkansas at Little Rock
Bachelor of Liberal Studies	D'Angelo	Barbara	FT	B.S. in Communication from the University of Illinois at Urbana-Champaign M.S. in Liberal Interdisciplinary Studies from the University of Illinois at Urbana-Champaign Ph.D. in Technical and Scientific Communication from Texas Tech University
Bachelor of Liberal Studies	Eisentraut	Bryan	PT	B.A. in Psychology and Administration of Justice from Arizona State University M.Ed. from Northern Arizona University
Bachelor of Liberal Studies	Ellsworth	Kevin	FT	B.A. in Political Science and International Relations from Brigham Young University M.A. in International Relations and Affairs from Brigham Young University, Ph.D. in International Relations and Affairs from Arizona State University

Bachelor of Liberal Studies	Enloe	Karin	FT	B.A. in History from California Lutheran University M.A. in History from Western Washington University Ph.D. in History from Arizona State University
Bachelor of Liberal Studies	Eshleman	Lori	FT	B.A. in Art and French Literature from Rockford College, Rockford, Illinois M.A. in Art History from the University of Minnesota, Twin Cities Ph.D. in Art History from the University of Minnesota - Twin Cities
Bachelor of Liberal Studies	Feng	Xuerong	FT	B.S. in Computer Science from Arizona State University M.S. in Computer Science from Arizona State University Ph.D. in Computer Science from the University of Texas, Dallas
Bachelor of Liberal Studies	Gemelli	Marcella	FT	B.A. in Psychology from the Pennsylvania State University M.A. in Sociology from the University of Arizona Ph.D. in Sociology from Arizona State University
Bachelor of Liberal Studies	Hita	Liza	PT	B.S. in Political Science and History from the University of California, Los Angeles M.A. in Community Counseling from Northern Arizona University
Bachelor of Liberal Studies	Iheduru-Okechukwu	Chris	FT	B.S. in Political Science from the University of Nigeria, Nsukka, Nigeria M.A. in Political Science from the University of Akron Ph.D. in Political Science from the University of Connecticut
Bachelor of Liberal Studies	Jackson	Danielle	FT	B.A. in Communication from the Univeristy of Nevada, Las Vegas M.A. in Communication from the University of Nevada, Las Vegas Ph.D. in Communication from Arizona State

				University
Bachelor of Liberal Studies	Johnson	Julia	PT	B.S. in Geology and Earth Science from Arizona State University M.S. in Geology and Earth Science from Arizona State University
Bachelor of Liberal Studies	Neill	Debra	FT	B.A. in Criminology from Arizona State University M.S. in Criminology from Arizona State University Ph.D. in History from Arizona State University
Bachelor of Liberal Studies	Regier	Philip	FT	B.A. in Philosophy and Mathematics from St. John's College Ph.D. in Accountancy from the University of Illinois at Urbana-Champaign
Bachelor of Liberal Studies	Turning	Patricia	FT	B.A. in History from the University of California, Davis M.A. in Medieval History, minor in concentration in Early Modern European History from the University of Akron Ph.D. in Medieval History, minor in Cross-Cultural Woman's History from the University of California, Davis
Bachelor of Liberal Studies	Valenti	Elizabeth	PT	B.A. in Psychology Arizona State University M.A. in Educational Leadership and Administration from Northern Arizona University
Bachelor of Liberal Studies	Vuletic	Mark	FT	B.A. in Philosophy from the University of Illinois, Chicago M.A. in Philosophy from the University of Illinois, Chicago Ph.D. in Philosophy from the University of Illinois, Chicago
Bachelor of Liberal Studies	Whitaker	Liza	FT	B.A. in Sociology from Stanford University M.A. in Sociology from Stanford University Ph.D. in Sociology from Stanford University
Bachelor of Science in	Canary	Daniel	FT	B.S. in Communication from Arizona State

Communication				University M.A. in Speech Communication from California State University, Fullerton Ph.D. in Communication Arts and Sciences from the University of Southern California
Bachelor of Science in Communication	Dybvig-Pawelko	Kristin	FT	B.S. in Communication from Arizona State University M.S. in Communication from Cornell University Ph.D. in Communication from Arizona State University
Bachelor of Science in Communication	Hutchinson	Diana	FT	B.A. in Communication from the University of California, Davis M.A. in Communication from Arizona State University
Bachelor of Science in Communication	Jacobsen	Janet	FT	B.A. in Communication from Arizona State University M.A. in Communication from Arizona State University Ph.D. in Human Communications from Arizona State University
Bachelor of Science in Communication	Marmo	Jennifer	PT	B.A. in Communication from Eastern Michigan University M.A. in Communication from Eastern Michigan University Ph.D. in Communication from Arizona State University
Bachelor of Science in Communication	Martin	Judith	FT	B.A. in Sociology from Eastern Mennonite College M.A. in Speech Communication from Pennsylvania State University Ph.D. in Speech Communication from Pennsylvania State University
Bachelor of Science in Communication	Miner	Stacey	FT	B.A. in Communication from Arizona State University M.A. in Communication from Arizona State University

				Ph.D. in Human Communication from Arizona State University
Bachelor of Science in Communication	Salazar	Ramos	PT	B.A. in Communication from Arizona State University M.A. in Communication Studies from California State University, Long Beach Ph.D. in Human Communication from Arizona State University
Bachelor of Science in Communication	Schiefelbein	Jill	PT	B.A. in Communication from the University of Michigan M.A. in Human Communication from Arizona State University
Bachelor of Science in Communication	Stoda	Mark	FT	B.A. in Communication from San Diego State University M.A. in Communication from San Diego State University Ph.D. in Human Communication from Arizona State University
Bachelor of Science in Communication	Way	Deborah	FT	B.A. in Communication from the University of California, Los Angeles M.A. in Communication from the University of Southern California Ph.D. in Communication from Arizona State University
Bachelor of Science in Criminology and Criminal Justice	Brooks	Robbin	FT	B.S. in Criminal Justice and Social Work from Ball State University M.S.W. from Indiana University
Bachelor of Science in Criminology and Criminal Justice	Cooper	Jonathon	PT	B.A. in Criminal Justice Administration from Boise State University M.A. in Criminal Justice from Boise State University Ph.D. in Criminology and Criminal Justice from Arizona State University
Bachelor of Science in Criminology and Criminal Justice	Decker	Scott Henderson	FT	B.A. in Criminology from Florida State University M.A. in Criminology from Florida State

				University Ph.D. in Criminology from Florida State University
Bachelor of Science in Criminology and Criminal Justice	Frenzel	Briana	PT	B.A. in International Studies from Bermidji State University M.S.W. from Arizona State University Ph.D. in Criminology and Criminal Justice from Arizona State University
Bachelor of Science in Criminology and Criminal Justice	Griffin	Marie	FT	B.S. in Political Science from Santa Clara University M.A. in Criminal Justice from Rutgers University Ph.D. in Justice Studies from Arizona State University
Bachelor of Science in Criminology and Criminal Justice	Hynes	Jeffeory	PT	B.A. in Police Administration from Northern Arizona University M.S. in Educational Leadership from Northern Arizona University Ph.D. in Criminology from Northern Arizona University
Bachelor of Science in Criminology and Criminal Justice	Martinez	Amanda	PT	B.S. in Criminal Justice from Northern Arizona University B.A. in Sociology from Northern Arizona State University M.S. in Applied Criminology and Criminal Justice from Northern Arizona University Ph.D. in Criminology and Criminal Justice from Arizona State University
Bachelor of Science in Criminology and Criminal Justice	Rees	Carter	FT	B.A. in History from Dakota Wesleyan University M.A. in Political Science from the University of Wyoming Ph.D. in Criminal Justice from the University of Albany
Bachelor of Science in Criminology and Criminal Justice	Spohn	Cassia	FT	B.A. in Journalism and Political Science from the University of Nebraska, Lincoln M.A. in Political Science from the University of

				Nebraska, Lincoln Ph.D. in Political Science from the University of Nebraska, Lincoln
Bachelor of Science in Criminology and Criminal Justice	Sweeten	Gary	FT	B.A. in Mathematics and English from Willamette University M.A. in Criminology and Criminal Justice from the University of Maryland, College Park Ph.D. in Criminology and Criminal Justice from the University of Maryland, College Park
Bachelor of Science in Criminology and Criminal Justice	White	Michael	FT	B.A. in Criminal Justice from Moravian College Ph.D. from Criminal Justice from Temple University
Bachelor of Science in Criminology and Criminal Justice	Zorich	Daniel	FT	B.S. in Sociology from Illinois State University M.P.A. from Arizona State University
Bachelor of Science in Engineering: Electrical Engineering	Aberle	James	FT	B.S.E. in Electrical Engineering from the Polytechnic University of New York M.S.E. in Electrical Engineering from the Polytechnic University of New York Ph.D. in Electrical Engineering from the University of Massachusetts
Bachelor of Science in Engineering: Electrical Engineering	Alle	David	FT	B.S. in Electrical Engineering from the University of Cincinnati M.S. in Electrical Engineering from Stanford University Ph.D. in Electrical Engineering from Stanford University
Bachelor of Science in Engineering: Electrical Engineering	Ayyanar	Raja	FT	B.S.E. in Electrical Engineering from the P.S.G. College of Technology M.S. in Power Electronics from the Indian Institute of Science Ph.D. in Power Electronics from the University of Maine
Bachelor of Science in Engineering: Electrical Engineering	Balanis	Constantine	FT	B.S.E. in Electrical Engineering from Virginia Tech M.S.E. in Electrical Engineering from the

				University of Virginia Ph.D. in Electrical Engineering from Ohio State University
Bachelor of Science in Engineering: Electrical Engineering	Barnaby	Hugh	FT	B.A. in Mathematics and Philosophy from the University of California, Berkeley M.S. in Electrical Engineering from Vanderbilt University Ph.D. in Electrical Engineering from Vanderbilt University
Bachelor of Science in Engineering: Electrical Engineering	Chae	Junseok	FT	B.S.E. in Metallurgical Engineering from Korea University M.S.E. in Electrical Engineering from the University of Michigan Ph.D. in Electrical Engineering from the University of Michigan
Bachelor of Science in Engineering: Electrical Engineering	Chakrabarti	Chaitail	FT	B.S. in Technology Electronics and Electrical Communication from the Indian Institute of Technology M.S. Electrical Engineering from the University of Maryland Ph.D. in Electrical Engineering from the University of Maryland
Bachelor of Science in Engineering: Electrical Engineering	Diaz	Rodolfo	FT	B.S. in Physics from Yale University M.S. in Physics from the University of California, Los Angeles Ph.D. in Electrical Engineering from the University of California, Los Angeles
Bachelor of Science in Engineering: Electrical Engineering	Ferry	David	FT	B.S.E. in Electrical Engineering from Texas Tech College M.S.E. in Electrical Engineering from Texas Tech College Ph.D. in Electrical Engineering from the University of Texas, Austin
Bachelor of Science in Engineering: Electrical Engineering	Goodrick	Steven	FT	B.S. in Engineering Science from Trinity University M.S.E. in Electrical Engineering from Colorado

				State University Ph.D. in Electrical Engineering from Colorado State University
Bachelor of Science in Engineering: Electrical Engineering	Gorur	Ravi	FT	B.S. in Electrical Engineering from Bangalore University M.S.E. in Electrical Engineering from the Indian Institute of Science Ph.D. in Electrical Engineering from the University of Windsor
Bachelor of Science in Engineering: Electrical Engineering	Heydt	Gerald	FT	B.S. in Electrical Engineering from Copper Union M.S. in Electrical Engineering from Purdue University Ph.D. in Electrical Engineering from Purdue University
Bachelor of Science in Engineering: Electrical Engineering	Holbert	Keith	FT	B.S.E. in Nuclear Engineering from the University of Tennessee M.S.E. in Nuclear Engineering from the University of Tennessee Ph.D. in Nuclear Engineering from the University of Tennessee
Bachelor of Science in Engineering: Electrical Engineering	Hui	Joseph	FT	B.S.E. in Electrical Engineering from the Massachusetts Institute of Technology M.S.E. in Electrical Engineering from the Massachusetts Institute of Technology Ph.D. in Electrical Engineering from the Massachusetts Institute of Technology
Bachelor of Science in Engineering: Electrical Engineering	Karam	Lina	FT	B.S.E. from the American University of Beirut M.S.E. in Electrical Engineering from the Georgia Institute of Technology Ph.D. in Electrical Engineering from the Georgia Institute of Technology
Bachelor of Science in Engineering: Electrical Engineering	Kiael	Sayfe	FT	B.S. in Electrical and Computer Engineering from Washington State University M.S. in Electrical and Computer Engineering from Washington State University

				Ph.D. in Electrical and Computer Engineering from Washington State University
Bachelor of Science in Engineering: Electrical Engineering	Kitchen	Jennifer	FT	B.S.E. in Electrical Engineering from the University of Arizona M.S. in Electrical Engineering from Arizona State University Ph.D. in Electrical Engineering from Arizona State University
Bachelor of Science in Engineering: Electrical Engineering	Lai	Ying-Cheng	FT	B.S. in Optical Engineering from Zhejiang University M.S. in Optical Engineering from Zhejiang University Ph.D. in Physics from the University of Maryland
Bachelor of Science in Engineering: Electrical Engineering	Ozev	Sue	FT	B.S. in Electrical Engineering from Bogazcio University M.S. in Computer Science and Engineering from the University of California, San Diego Ph.D. in Computer Science and Engineering from the University of California, San Diego
Bachelor of Science in Engineering: Electrical Engineering	Palis	Joseph	FT	B.S.E. in Electrical Engineering from the University of Arizona M.S. in Electrical Engineering from the University of Michigan Ph.D. in Electrical Engineering from the University of Michigan
Bachelor of Science in Engineering: Electrical Engineering	Rodriguez	Armando	FT	B.S. in Electrical Engineering and Computer Science from the Polytechnic University of New York M.S.E. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology Ph.D. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology
Bachelor of Science in Engineering: Electrical	Papandreou-Suppappola	Antonia	FT	B.S. in Electrical Engineering from the University of Rhode Island

Engineering				M.S. in Electrical Engineering from the University of Rhode Island Ph.D. in Electrical Engineering from the University of Rhode Island
Bachelor of Science in Engineering: Electrical Engineering	Reisslein	Martin	FT	B.S. in Electrical Engineering from the University of Darmstadt in Dieburg M.S. in Electrical Engineering from the University of Pennsylvania Ph.D. in Electrical Engineering from the University of Pennsylvania
Bachelor of Science in Engineering: Electrical Engineering	Skromme	Brian	FT	B.S.E. in Electrical Engineering from the University of Wisconsin, Madison M.S. in Electrical Engineering from the University of Illinois at Urbana-Champaign Ph.D. in Electrical Engineering from the University of Illinois at Urbana-Champaign
Bachelor of Science in Engineering: Electrical Engineering	Spanias	Andreas	FT	B.S.E. in Electrical Engineering from West Virginia State University M.S.E. in Electrical Engineering from West Virginia State University Ph.D. in Electrical Engineering from West Virginia State University
Bachelor of Science in Engineering: Electrical Engineering	Tsakalis	Konstantinos	FT	B.S.E. in Chemical Engineering from the National Technical University of Athens M.S. in Electrical Engineering and Chemical Engineering from the University of Southern California Ph.D. in Electrical Engineering from the University of Southern California
Bachelor of Science in Engineering: Electrical Engineering	Tepedelenlioglu	Cihan	FT	B.S.E. in Electrical Engineering from the Florida Institute of Technology M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from the University of Minnesota
Bachelor of Science in	Tylavasky	Daniel	FT	B.S. in Electrical Engineering from the

Engineering: Electrical Engineering				University of Pennsylvania M.S. in Electrical Engineering from the University of Pennsylvania Ph.D. in Electrical Engineering from the University of Pennsylvania
Bachelor of Science in Engineering: Electrical Engineering	Ying	Lei	FT	B.E. in Automation from Tsinghua University M.S.E. in Electrical and Computer Engineering from the University of Illinois at Urbana Champaign Ph.D. in Electrical and Computer Engineering from the University of Illinois at Urbana Champaign
Bachelor of Science in Engineering: Electrical Engineering	Yu	Hongyu	FT	B.S. in Electrical Engineering from Tsinghua University M.S. in Electrical Engineering from Tsinghua University Ph.D. in Electrical Engineering from the University of Southern California
Bachelor of Science in Engineering: Electrical Engineering	Zhang	Junshan	FT	B.S.E. in Electrical Engineering from Huazhong University of Science and Technology M.S. in Statistics from the University of Georgia Ph.D. in Electrical Engineering from Purdue University
Bachelor of Science in Engineering: Engineering Management	Anderson-Rowland	Mary	FT	B.A. in Mathematics from Hope College M.S. in Mathematics from the University of Iowa Ph.D. in Mathematics from the University of Iowa
Bachelor of Science in Engineering: Engineering Management	Chattin	Linda	FT	B.S.E. in Industrial Engineering from the State University of New York at Buffalo M.S. in Operations Research from the University of Southern California Ph.D. in Industrial Engineering from the State University of New York at Buffalo
Bachelor of Science in Engineering: Engineering	Li	Jing	FT	B.S. in Civil Engineering from Tsinghua University M.S. in Statistics from the University of Michigan

Management				Ph.D. in Industrial and Operations Engineering from the University of Michigan
Bachelor of Science in Engineering: Engineering Management	McCarville	Daniel	FT	B.S.E. in Mechanical Engineering from the University of Arizona M.S.E. in Industrial Engineering from Arizona State University Ph.D. in Industrial Engineering from Arizona State University
Bachelor of Science in Engineering: Engineering Management	Shunk	Dan	FT	B.S.E. in Industrial Engineering from Purdue University M.S.E. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Bachelor of Science in Engineering: Engineering Management	Wu	Teresa	FT	B.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics M.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics Ph.D. in Industrial Engineering from the University of Iowa
Bachelor of Science in Engineering: Engineering Management	Ye	Nong	FT	B.S. in Computer Science from Peking University M.S. in Computer Science from the Chinese Academy of the Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley
Bachelor of Science in Engineering: Engineering Management	Zhang	Muhonz	FT	B.S. in Applied Mathematics from the Beijing University of Chemical Technology M.S. in Operations Research from the Chinese Academy of Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley
Bachelor of Science in	Hita	Liza	FT	B.A. in Political Science and History,

Family and Human Development				specialization in Chicana/o Studies, from the University of California, Los Angeles M.A. in Community Counseling from Northern Arizona University Ph.D. in Counseling Psychology from Arizona State University
Bachelor of Science in Family and Human Development	Jackson	Danielle	FT	B.A. in Communication from the University of Nevada, Las Vegas M.A. in Communication from the University of Nevada, Las Vegas Ph.D. in Interpersonal Communication from Arizona State University
Bachelor of Science in Family and Human Development	Seeley	Bridget	FT	B.A. in English Literature from Arizona State University M.S. in Marriage and Family Therapy from Arizona State University Ph.D. in Lifespan Developmental Psychology from Arizona State University
Bachelor of Science in Family and Human Development	Watson	Carrie	FT	B.S. in Family and Human Development Studies from Arizona State University M.C. in School and Community Counseling from Arizona State University
Bachelor of Science in Food Industry Management	Edwards	Mark	FT	B.S. in Economics from the United States Navel Academy M.B.A. from Arizona State University Ph.D. in Marketing and Consumer Psychology from Arizona State University
Bachelor of Science in Food Industry Management	Forsyth	David	FT	B.S. in Political Science from Northern Arizona University J.D. from Arizona State University L.L.M. from University of San Diego
Bachelor of Science in Food Industry Management	Hughner	Renee	FT	B.S.B.A. from the University of Massachusetts at Amherst M.B.A. from the University of Massachusetts at Amherst

Bachelor of Science in Food Industry Management	Hutt	Roger	FT	Ph.D. in Marketing from Arizona State University B.S.B.A. from Ohio State University M.B.A. from Ohio State University Ph.D. in Business from Michigan State University
Bachelor of Science in Food Industry Management	Thor	Eric	FT	B.S. in Economics from the University of California, Berkeley M.S. in Agricultural Economics from the University of California, Berkeley Ph.D. in Economics from the University of California, Berkeley
Bachelor of Science in Food Industry Management	Manfredo	Mark	FT	B.S. in Agricultural Economics from New Mexico State University M.S. in Agricultural Economics from New Mexico State University Ph.D. in Agricultural Economics from the University of Illinois, Urbana-Champaign
Bachelor of Science in Food Industry Management	Van Fleet	David	FT	B.S. in Industrial/Personnel Management from the University of Tennessee, Knoxville M.S. in Economics from the University of Tennessee, Knoxville Ph.D. in Economics and Management from the University of Tennessee, Knoxville
Bachelor of Science in Graphic Information Technology	Colmery	Aimee	PT	B.A. in Studio Art from the University of Arkansas at Little Rock M.A. in Technical and Expository Writing from the University of Arkansas at Little Rock
Bachelor of Science in Graphic Information Technology	Cunningham	Brittney	PT	B.S. in Justice Studies from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Bachelor of Science in Graphic Information Technology	Ehgner	Arnaud	FT	B.S. in Graphic Information Technology from Arizona State University M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from

				Arizona State University
Bachelor of Science in Graphic Information Technology	Hough	Sarah	PT	B.S. in Web Design from Ohio State University M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from Arizona State University
Bachelor of Science in Graphic Information Technology	Mayo-Knab	Sara	FT	B.A. in Studio Art from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Bachelor of Science in Graphic Information Technology	Milovanovic	Jelena	FT	B.S. in Mathematics from the University of Washington M.S. in Mathematics from the University of Washington
Bachelor of Science in Graphic Information Technology	Westover	William	FT	B.S. in Computer Science from the University of California, Los Angeles M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from Arizona State University
Bachelor of Science in Health Sciences	Aguila	Holly	FT	B.S. in Spanish and International Relations from the University of California, Los Angeles M.Ed. from Northern Arizona University
Bachelor of Science in Health Sciences	Chisum	Jack	FT	B.S. in Physical Education from Pepperdine University M.S. in Exercise Physiology from Arizona State University Ph.D. in Exercise Physiology/Secondary Education from Arizona State University
Bachelor of Science in Health Sciences	Coursen	Jerry	PT	B.S. in Health Sciences from Arizona State University M.S. in Health Sciences from Arizona State University Ph.D. in Health Sciences from the University of Arizona
Bachelor of Science in Health Sciences	Mitchell	Cynthia	PT	B.B.A. from the University of North Florida B.S. in Health from the University of North

				Florida M.D.A. from Utah State University Master of Military Operational Art/Science from Air University, Air Command and Staff College
Bachelor of Science in Health Sciences	Scribner	Christina	FT	B.S. in Human Nutrition from Colorado State University M.S. in Human Nutrition, Exercise Physiology and Pharmacology from Oregon State University
Bachelor of Science in Health Sciences	Sebren	Ann	FT	B.S. in Health from the University of Southern Mississippi M.S. Health from the University of Southern Mississippi
Bachelor of Science in Health Sciences	Sweazea	Karen	FT	B.S. in Physiology from the University of Arizona M.S. in Physiology from the University of Arizona Ph.D. in Physiological Sciences from the University of Arizona Post-doctorate in Vascular Physiology from the University of New Mexico
Bachelor of Science in Health Sciences	Vaughan	Linda	FT	B.S. in Food Service and Dietetics from the University of California, Davis M.S. in Nutrition from the University of Arizona Ph.D. in Agricultural Biochemistry and Nutrition from the University of Arizona
Bachelor of Science in Health Sciences	Wharton	Chris	FT	B.S. in Food Science and Human Nutrition from the University of Illinois at Urbana-Champaign M.S. in Nutritional Sciences from the University of Illinois at Urbana-Champaign Ph.D. in Curriculum and Instruction, emphasis in Exercise and Wellness from Arizona State University
Bachelor of Science in Health Sciences	Woodruff	Larry	FT	B.S. in Physical Education from the University of Oregon M.Ed. from Western Oregon University

Bachelor of Science in Information Technology	Bansal	Srividya	FT	B.S. in Computer Science and Engineering from the National Institute of Technology, Warangal, India M.S. in Computer Science from Texas Tech Ph.D. in Computer Science from the University of Texas at Dallas
Bachelor of Science in Information Technology	Bhattachatya	Amiya	FT	B.S. in Computer Science and Engineering from the Indian Institute of Technology at Kharagpur, India M.S. in Computer Science from the University of California, San Diego Ph.D. in Computer Science and Engineering from the University of Texas, Arlington
Bachelor of Science in Information Technology	Grondin	Robert	FT	B.S.E. in Electrical and Computer Engineering from the University of Michigan M.S.E. in Electrical and Computer Engineering from the University of Michigan Ph.D. in Electrical and Computer Engineering from the University of Michigan
Bachelor of Science in Information Technology	Helm	Jim	FT	B.S. in Computer Science from the University of Nebraska; B.S. in Electrical Engineering from the Naval Postgraduate School M.B.A from the University of Phoenix M.S. in Electrical Engineering from the Naval Postgraduate School Ph.D. in Applied Computer Science from Northcentral University
Bachelor of Science in Information Technology	Lindquist	Timothy	FT	B.S. in Computer Science from Iowa State University M.S. in Computer Science from Iowa State University Ph.D. in Computer Science from Iowa State University
Bachelor of Science in Information	Rucker	Robert	FT	B.S. in Math/Physics from the University of Miami

Technology				M.S.E. in Engineering Science from Arizona State University Ph.D. in Engineering from Arizona State University
Bachelor of Science in Information Technology	Sohoni	Sohum	FT	B.S.E. in Electrical Engineering from Pune University M.S.E. in Computer Engineering from the University of Cincinnati Ph.D. in Computer Engineering from the University of Cincinnati
Bachelor of Science in Justice Studies	Adelman	Madalaine	FT	B.A. in Anthropology and Political Science from Duke University M.S. in Anthropology from Duke University Ph.D. in Cultural Anthropology from Duke University
Bachelor of Science in Justice Studies	Bauer	Carrie	FT	B.A. in Political Science from the University of Arizona M.A. in Political Science from the University of Illinois, Springfield Ph.D. in Justice Studies from Arizona State University
Bachelor of Science in Justice Studies	Gonzales	Vanna	FT	B.A. in Political Science from the University of California, Berkeley M.A. in Political Science from the University of California, Berkeley Ph.D. in Political Science from the University of California, Berkeley
Bachelor of Science in Justice Studies	Holman	Christine	FT	B.A. in Psychology from the University of San Francisco, A.M. in Clinical Social Work from the University of Chicago Ph.D. in Justice Studies from Arizona State University,
Bachelor of Science in Justice Studies	Jurik	Nancy	FT	B.A. in Sociology from Southern Methodist University M.A. in Sociology from Southern Methodist

				University Ph.D. in Sociology from the University of California, Santa Barbara
Bachelor of Science in Justice Studies	Lopez	Vera	FT	B.S. in Justice Studies from the University of Texas, Austin M.A. in Program Evaluation from the University of Texas, Austin Ph.D. in School Psychology from the University of Texas, Austin
Bachelor of Science in Justice Studies	Martin	Nathan	FT	B.A. in Sociology from Duke University M.A. in Sociology from Duke University Ph.D. in Sociology from Duke University
Bachelor of Science in Justice Studies	Romero	Mary	FT	B.A. in Sociology from Regis College M.S. in Sociology from the University of Colorado, Boulder Ph.D. in Sociology from the University of Colorado-Boulder
Bachelor of Science in Nursing (RN-BSN)	Harris	Patricia	FT	B.S.N. from the University of Michigan, Ann Arbor M.S.N. from Arizona State University
Bachelor of Science in Nursing (RN-BSN)	Hill	Vanessa	FT	B.S.N. from Arizona State University M.S.N. from Arizona State University
Bachelor of Science in Nursing (RN-BSN)	Hock	Gail	FT	B.S.N. from Arizona State University M.S. in Community Health from Arizona State University
Bachelor of Science in Nursing (RN-BSN)	Rennell	Nathalie	FT	B.S.N. from the University of Michigan, Ann Arbor M.S.N. from Wayne State University
Bachelor of Science in Nursing (RN-BSN)	Roland	Catherine	FT	B.S.N. from Northern Arizona University M.S.N., Pediatric Nurse Practitioner, from Arizona State University
Bachelor of Science in Nursing (RN-BSN)	Thompson	Susan	FT	B.S.N. from the University of Phoenix M.S.F. from National University Western State University College of Law
Bachelor of Science in Nutrition	Chiarelli	Dean	FT	B.A. in Business Administration from Bishop's University

Communication				M.A. in Health Education from the University of Texas, Austin
Bachelor of Science in Nutrition Communication	Dixon	Kathleen	FT	B.S. in Home Economics, emphasis in Dietetics from the University of Arizona M.A. in Counseling from Northern Arizona University M.Ed. from Northern Arizona University
Bachelor of Science in Nutrition Communication	Hampl	Jeffery	FT	B.S. in Biology, minors in Chemistry and Theology from Liberty University M.S. in Clinical Laboratory Sciences from the University of Massachusetts Ph.D. in Nutrition from the University of Nebraska
Bachelor of Science in Nutrition Communication	Jarrett	Catherine	FT	B.S. in Nutrition from Arizona State University M.S. in Nutrition from Arizona State University
Bachelor of Science in Nutrition Communication	Johnson	Melinda	FT	B.S. in Nutrition from Arizona State University M.S. in Dietetics from Arizona State University
Bachelor of Science in Nutrition Communication	Kniskern	Megan	FT	B.S. in Criminal Justice, minor in Psychology from Northern Arizona University M.S. in Human Nutrition from Arizona State University
Bachelor of Science in Nutrition Communication	Levison	Simon	FT	B.A. in Nutritional Sciences, emphasis in Nutrition from the University of Arizona M.S. in Human Nutrition from Arizona State University
Bachelor of Science in Nutrition Communication	Lorts	Cori	FT	B.S. in Dietetics from Arizona State University M.P.H. from the University of North Carolina, Chapel Hill
Bachelor of Science in Nutrition Communication	Lucas	Stephanie	FT	B.S. in Human Nutrition from Arizona State University M.S. in Human Nutrition from Arizona State University
Bachelor of Science in Nutrition	Mitchell	Cynthia	FT	B.B.A. from the University of North Florida B.S. in Health from the University of North

Communication				Florida M.S. in Dietetic Administration from Utah State University
Bachelor of Science in Nutrition Communication	Morse	Lisa	FT	B.S. in Dietetics from Arizona State University M.S. in Dietetics from Arizona State University
Bachelor of Science in Nutrition Communication	Redmond	Michele	FT	B.A. in Human Nutrition from Arizona State University M.S. in Economics from the University of Florida
Bachelor of Science in Nutrition Communication	Shepard	Tina	FT	B.S. in Nutritional Sciences from the University of Arizona M.S. in Human Nutrition from Arizona State University
Bachelor of Science in Nutrition Communication	Villarreal	Andrea	FT	B.S. in Dietetics from Oregon State University M.S. in Nutrition and Exercise Physiology from Oregon State University
Bachelor of Science in Nutrition Communication	Wharton	Christopher	FT	B.S. in Food Science and Human Nutrition from the University of Illinois at Urbana-Champaign M.S. in Nutritional Sciences from the University of Illinois at Urbana-Champaign Ph.D. in Curriculum and Instruction, emphasis in Exercise and Wellness from Arizona State University
Bachelor of Science in Political Science	Crittenden	William	FT	B.A. in Political Science from Harvard University M.A. in Developmental Psychology from Harvard University Ph.D. in Political Theory from the University of Oxford
Bachelor of Science in Political Science	Dantico	Marilyn	FT	B.A. in Political Science from Florida State University M.A. in Political Science from the University of Illinois Ph.D. in Political Science from Florida State University
Bachelor of Science in Political Science	Doty	Roxanne Lynn	FT	B.A. in Political Science from Arizona State University

				M.A. in Political Science from Arizona State University Ph.D. in Political Science from the University of Minnesota
Bachelor of Science in Political Science	Ellsworth	Kevin	FT	B.A. in Political Science and International Relations from Brigham Young University M.A. in International Relations and Affairs from Brigham Young University, Ph.D. in International Relations and Affairs from Arizona State University
Bachelor of Science in Political Science	Iheduru-Okechukwu	Chris	FT	B.S. in Political Science from the University of Nigeria, Nsukka, Nigeria M.A. in Political Science from the University of Akron Ph.D. in Political Science from the University of Connecticut
Bachelor of Science in Political Science	Kenney	Patrick	FT	B.A. in Political Science from the University of Iowa M.A. in Public Administration from the University of Iowa Ph.D. in Political Science from the University of Iowa
Bachelor of Science in Political Science	Kittilson	Miki	FT	B.A. in Political Science from the University of California, Irvine M.A. in Political Science from the University of California, Irvine Ph.D. in Political Science from the University of California, Irvine
Bachelor of Science in Political Science	Schatzman	Christina	FT	B.A. in Political Science from Arizona State University M.A. in Political Science from the University of New Mexico, Albuquerque Ph.D. in Political Science and Government from the University of New Mexico, Albuquerque
Bachelor of Science in Political Science	Wheatley	Elizabeth	FT	B.S. in Economics from Arizona State University M.S. in Economics and Postcolonial Politics from

				the University of Wales Ph.D. in Political Science and Government from Arizona State University
Bachelor of Science in Political Science	Woodall	Gina	FT	B.A. in Political Science from Arizona State University M.A. in Political Science from Arizona State University Ph.D. in Political Science from Arizona State University
Bachelor of Science in Sociology	Akpan	Patience	FT	B.A. in Journalism from Carleton University M.A. in Journalism from Carleton University Ph.D. in Political Science from the University of Alberta
Bachelor of Science in Sociology	Basile	George	FT	B.A. in Physics from the University of California, Irvine M.A. in Physics from the University of California, Irvine Ph.D. in Biophysics from the University of California, Berkeley
Bachelor of Science in Sociology	Cooper	Carey	FT	B.S. in Sociology from the University of Texas at Austin M.A. in Program Evaluation from the University of Texas at Austin Ph.D. in Human Development and Education from the University of Texas at Austin
Bachelor of Science in Sociology	Dacosta	Laverne	PT	B.S. in Sociology from the University of Arizona M.S. in Sociology from Arizona State University Ph.D. in Sociology from Arizona State University
Bachelor of Science in Sociology	Gemelli	Marcella	FT	B.A. in Psychology from the Pennsylvania State University M.A. in Sociology from the University of Arizona Ph.D. in Sociology from Arizona State University
Bachelor of Science in Sociology	Hita	Liza	FT	B.S. in Political Science and History from the University of California, Los Angeles M.A. in Community Counseling from Northern Arizona University

Bachelor of Science in Sociology	Jackson	Danielle		B.A. in Communication from the University of Nevada, Las Vegas M.A. in Communication from the University of Nevada, Las Vegas Ph.D. in Communication from Arizona State University
Bachelor of Science in Sociology	Seeley	Bridgette	FT	B.A. in English Literature from Arizona State University M.S. in Marriage and Family Therapy from Arizona State University Ph.D. in Lifespan Developmental Psychology from Arizona State University
Bachelor of Science in Sociology	Thomas	Kathy	FT	B.S. in Agribusiness from Arizona State University M.S. in Agribusiness from Arizona State University Ph.D. in Environmental Design and Planning from Arizona State University
Bachelor of Science in Sociology	Watson	Carrie	FT	B.S. in Family and Human Development from Arizona State University M.C. in School and Community Counseling from Arizona State University
Bachelor of Science in Sociology	Whitaker	Lisa	FT	B.A. in Sociology from Stanford University M.A. in Sociology from Stanford University Ph.D. in Sociology from Stanford University
Bachelor of Science in Sociology	Yoo	Sam	PT	B.S. in Sociology from Ohio State University M.S. in Sociology from Ohio State University Ph.D. in Demography from Arizona State University
Bachelor of Science in Software Engineering	Amresh	Ashish	FT	B.S. in Computer Science from the University of California, Los Angeles M.S. in Computer Science from Arizona State University Ph.D. in Computer Science from Arizona State University
Bachelor of Science in	Bansal	Srividya	FT	B.T. in Computer Science and Engineering from

Software Engineering				the National Institute of Technology, Warangal, India M.S. in Computer Science from Texas Tech University Ph.D. in Computer Science from the University of Texas at Dallas
Bachelor of Science in Software Engineering	Femiani	John	FT	B.S.E. in Computer Engineering from Texas Tech University M.S.E. in Computer Engineering from Texas Tech University Ph.D. in Computer Engineering from Texas Tech University
Bachelor of Science in Software Engineering	Gary	Kevin	FT	B.S. in Computer Science/Applied Mathematics from the State University of New York at Albany M.S. in Computer Science from Arizona State University Ph.D. in Computer Science from Arizona State University
Bachelor of Science in Software Engineering	Ghazarian	Arbi	FT	B.S. in Computer Science from the University of Toronto M.S. in Computer Science from the University of Toronto Ph.D. in Computer Science from the University of Toronto
Bachelor of Science in Software Engineering	Sohoni	Sohum	FT	B.S.E. in Electrical Engineering from Pune University M.S.E. in Computer Engineering from the University of Cincinnati Ph.D. in Computer Engineering from the University of Cincinnati
Bachelor of Science in Software Engineering	Whitehouse	Richard	FT	B.S. in Computer Science from Mississippi State University M.S. in Computer Science from the University of Tennessee
Bachelor of Science in Technical	Armfield	Dawn	PT	B.A. in English from Northern Arizona University

Communication				M.A. in English from Northern Arizona University Ph.D. in Rhetoric and Scientific and Technical Communication from the University of Minnesota
Bachelor of Science in Technical Communication	Brumberger	Eva	FT	B.S. in English Literature from Pennsylvania State University M.S. in English Education from Syracuse University Ph.D. in Rhetoric and Professional Communication from New Mexico State University
Bachelor of Science in Technical Communication	Carr	Kelly	PT	B.A. in Business Administration from Bethany College M.B.A. from the University of Phoenix
Bachelor of Science in Technical Communication	Clark	Molly	PT	B.S. in Marketing, Entrepreneurship and Small Business Management from Illinois State University M.A. in Technical Communication from Illinois State University
Bachelor of Science in Technical Communication	Colmery	Aimee	PT	B.A. in Studio Arts from the University of Arkansas at Little Rock M.A. in Technical & Expository Writing from the University of Arkansas at Little Rock
Bachelor of Science in Technical Communication	D'Angelo	Barbara	FT	B.S. in Communication from the University of Illinois at Urbana-Champaign M.S. in Liberal Interdisciplinary Studies from the University of Illinois at Urbana-Champaign Ph.D. in Technical and Scientific Communication from Texas Tech University
Bachelor of Science in Technical Communication	Delp	Kenneth	PT	B.S. in Education: Speech and English from Northern Arizona University M.A. in English from Northern Arizona University
Bachelor of Science in Technical	Laurer	Claire	FT	B.A. in English from the University of Arizona M.A. in English, emphasis in Rhetoric and

Communication				Composition, from the University of Arizona Ph.D. in Rhetoric, Composition, and the Teaching of English from the University of Arizona
Bachelor of Science in Technical Communication	Linkous	Jayne	PT	B.A. in Professional and Technical Writing from the University of Arkansas at Little Rock, M.A. in Professional and Technical Writing, emphasis in Technical Communication, from the University of Arkansas at Little Rock
Bachelor of Science in Technical Communication	Maid	Barry	FT	B.A. in English from the University of Texas at Austin M.A. in English from the University of Texas at Austin Ph.D. in English from the University of Massachusetts, Amherst
Bachelor of Science in Technical Communication	Mosco	Michelle	PT	B.A. in English from Arizona State University M.A. in Information Resources and Library Science from the University of Arizona Ed.D. from Arizona State University
Bachelor of Science in Technical Communication	Tripathi	Tara	PT	B.A. in English & Education from Delhi University, India M.A. in English from Jawaharlal Nehru University, India Ph.D. in Texts & Technology from the University of Central Florida
Bachelor of Science in Technological Entrepreneurship and Management	Demir	Mustafa	PT	B.S. in Mechanical Education from Dumlupinar University M.S. in Technology Management from Arizona State University Ph.D. in Simulation, Modeling and Applied Cognitive Science from Arizona State University
Bachelor of Science in Technological Entrepreneurship and Management	Hirata	Carolyn	FT	B.S. in Management from Arizona State University Masters of Technology from Arizona State University
Bachelor of Science in	Humble	Jane	FT	B.S.E. in Mechanical Engineering from Arizona

Technological Entrepreneurship and Management				State University M.S.E. in Industrial Engineering from Arizona State University Ph.D. in Business from Arizona State University
Bachelor of Science in Technological Entrepreneurship and Management	Madakanna.	Arunachalanadar	FT	B.S. in Chemistry from Madurai Kamaraj University M.S. in Chemistry from Madurai Kamaraj University M.B.A. in Statistical Process Control from Madras University Ph.D. in Batteries and Fuel Cells from the Indian Institute of Science
Bachelor of Science in Technological Entrepreneurship and Management	Montoya	Mitzi	FT	B.S. in General Engineering from Michigan State University M.S. in Mathematics from Michigan State University Ph.D. in Marketing and Statistics from Michigan State University
Bachelor of Science in Technological Entrepreneurship and Management	Munukutla	Lakshmi	FT	B.S. in Physics from Andhra University, India M.S. in Nuclear Physics from Andhra University, India Ph.D. in Physics from Ohio University, Athens
Bachelor of Science in Technological Entrepreneurship and Management	Niemczyk	Mary	FT	B.S. in Computer Science from the University of Florida M.B.A. from Embry-Riddle Aeronautical University Ph.D. Learning & Instructional Technology from Arizona State University
Bachelor of Science in Technological Entrepreneurship and Management	Polesky	Gerald	FT	B.S. in Business/Training and Development from Grand Canyon University M.S. in Quality Management from the University of Miami Ph.D. in Organizational Development from Union University and Institute
Bachelor of Science in Technological	Williams	Caryl	FT	B.A. in Criminology from Michigan State University

Entrepreneurship and Management				M.S. in Business Management from Central Michigan University
Doctor of Behavioral Health	Choca	Pedro	FT	B.A. in Psychology from the University of Texas at Austin M.A. in Child Clinical and Community Psychology from the University of Houston Ph.D. in Child Clinical and Community Psychology from the University of Houston
Doctor of Behavioral Health	Clemency-Cordes	Colleen	FT	B.A. in Psychology from Arizona State University M.Ed. in Counselor Education from Arizona State University Ph.D. in Counseling Psychology from Arizona State University
Doctor of Behavioral Health	Cummings	Janet	FT	B.A. in Linguistics from the University of Texas, Arlington M.A. in Linguistics from the University of Texas, Arlington Ph.D. in Clinical Psychology from Wright State University
Doctor of Behavioral Health	Macchi	CR	FT	B.S. in Psychology from Kansas State University M.S. in Family Therapy from Friends University Ph.D. in Human Ecology from Kansas State University
Doctor of Behavioral Health	O'Donnell	Ronald	FT	B.A. in Clinical Psychology from Purdue University M.A. in Clinical Psychology from Duke University Ph.D. in Clinical Psychology from the Illinois Institute of Technology
Doctor of Behavioral Health	Rosen	David	PT	B.S. in Social Work from Rutgers University M.S.W. in Direct Practice from Rutgers University D.B.H. from Arizona State University
Doctor of Behavioral Health	Shafer	Michael	FT	B.A. in Psychology from Michigan State University

				M.A. in Special Education/Psychology from the University of Maryland, College Park Ph.D. in Urban Services/Developmental Disabilities from Virginia Commonwealth University
Doctor of Nursing Practice	Dirksen	Shannon	FT	B.S.N. from Arizona State University M.S.N. from the University of Arizona Ph.D. in Clinical Nursing Research and Psychology
Doctor of Nursing Practice	Grando	Victoria	FT	B.S.N. from Missouri State University M.S.N. in Community Mental Health Nursing from the University of Missouri Ph.D. in Nursing and Women's History from the University of Kansas
Doctor of Nursing Practice	Hagler	Debra	FT	B.S.N. from New Mexico State University M.S. in Nursing Education and Adult Health from the University of Arizona Ph.D. in Learning and Instructional Technology from Arizona State University
Doctor of Nursing Practice	Ilchak	Debra	FT	B.S.N. from Arizona State University M.S.N. from Emory University D.N.P. from Arizona State University
Doctor of Nursing Practice	Jacobson	Diana	FT	B.S.N. from the University of Arizona M.S.N. in Children and Families from Arizona State University D.N.P. from Arizona State University
Doctor of Nursing Practice	Kenny	Katherine	FT	B.S.N. from Arizona State University M.S. in Adult Nurse Practitioner from Arizona State University D.N.P. from Arizona State University
Doctor of Nursing Practice	LaBronte	Kimberly	FT	B.S.N. from Montana State University M.S.N. in Maternal-Newborn Nursing from the University of Arizona Ph.D. in Psychological Nursing from the University of Utah
Doctor of Nursing Practice	Nunez	Diane	FT	B.S.N. from Arizona State University

Practice				M.S. in Adult and Community Health from Arizona State University
Doctor of Nursing Practice	Ross	Heather	FT	B.A. in Religious Studies from Yale University M.S.N. in Adult Health from Boston College D.N.P. from Arizona State University
Doctor of Nursing Practice	Sebbens	Danielle	FT	B.S.N. from Indiana University of Pennsylvania M.S.N. in Pediatric Nursing Practice from the University of Pittsburgh D.N.P. from Robert Morris University
Doctor of Nursing Practice	Yancy	Margaret	FT	B.S.N. from Arizona State University M.S.N. from Arizona State University D.N.P. from Arizona State University
Master of Advanced Study in American Media and Popular Culture	Baker	Aaron	FT	B.A. in English Literature from Hobart College M.A. in Film and Media Studies from Indiana University Ph.D. in Film and Media Studies from Indiana University
Master of Advanced Study in American Media and Popular Culture	Espinosa	Paul	FT	PhD, Stanford, Visual Anthropology
Master of Advanced Study in American Media and Popular Culture	Green	Michael	FT	MA, Arizona State University, Humanities (Film Studies concentration) MFA, Arizona State University, Creative Writing
Master of Advanced Study in American Media and Popular Culture	Haggins	Bambi	FT	PhD, University of California – Los Angeles, Film and Television Studies
Master of Advanced Study in American Media and Popular Culture	Lehman	Peter	FT	PhD, University of Wisconsin – Madison, Film Studies
Master of Advanced Study in American Media and Popular	Sandler	Kevin	FT	B.A. in Literature from the University of Arizona M.A. in Film and Media Studies from Arizona State University

Culture				Ph.D. in Film and Media Studies from Sheffield Hallam University
Master of Arts in Criminal Justice	Clemency	Andrew	PT	B.A. in Political Science from the University of Notre Dame J.D. form Rutgers University, School of Law
Master of Arts in Criminal Justice	Decker	Scott Henderson	FT	B.A. in Criminology from Florida State University M.A. in Criminology from Florida State University Ph.D. in Criminology from Florida State University
Master of Arts in Criminal Justice	Griffin	Marie	FT	B.S. in Political Science from Santa Clara University M.A. in Criminal Justice from Rutgers University Ph.D. in Justice Studies from Arizona State University
Master of Arts in Criminal Justice	Holtfreter	Kristy	FT	B.A. in Political Science from the University of Michigan M.S. in Criminal Justice from Michigan State University Ph.D. in Criminal Justice from Michigan State University
Master of Arts in Criminal Justice	McClelland	Blake	PT	B.A. in Public Administration from Arizona State University M.A. in Public Administration from Arizona State University Ph.D. in Public Administration from Arizona State University
Master of Arts in Criminal Justice	Reisig	Michael	FT	B.A. in Justice Studies from the University of Florida M.A. in Criminology from Washington State University Ph.D. in Criminology from Washington State University
Master of Arts in Criminal Justice	Valadez	Mercedes	PT	B.S. in Criminal Justice from the University of California, Davis

				M.S. in Criminology from California State University, Fresno Ph.D. in Criminology and Criminal Justice from Arizona State University
Master of Arts in Criminal Justice	Zorich	Daniel	FT	B.S. in Sociology from Illinois State University M.P.A. from Arizona State University
Master of Arts in Curriculum and Instruction: English as a Second Language	Aparicio	Silva	FT	B.A. in Elementary Education from Arizona State University M.Ed. in Curriculum and Instruction: English as a Second Language from Arizona State University M.Ed. in Educational Administration and Supervision from Arizona State University
Master of Arts in Curriculum and Instruction: English as a Second Language	Gomez	Conrado	FT	B.A. in Spanish and History from the University of Arizona M.Ed. in Counseling and Guidance from the University of Arizona Ed.D. in Educational Leadership from Northern Arizona University
Master of Arts in Curriculum and Instruction: English as a Second Language	Kleinsasser	Robert	FT	B.A. in German and Elementary Education from Dakota Wesleyan University M.A. in German Literature and Foreign Language Pedagogy from the University of Arizona Ph.D. in Social Organization of Language Learning and Teaching from the University of Illinois at Urbana-Champaign.
Master of Arts in Curriculum and Instruction: English as a Second Language	Messner	Kyle	FT	B.A. in French from Appalachian State University M.Ed. in Special Education, Mentally Handicapped from Appalachian State University Ph.D. in Curriculum and Instruction, emphasis in Bilingual/Multicultural Education from Arizona State University
Master of Arts in Curriculum and	Schnee	Jason	FT	B.A. in Education and Jewish Studies from Arizona State University

Instruction: English as a Second Language				M.Ed. in Counseling/Human Resources from Northern Arizona University
Master of Business Administration	Adegoke	Oke	FT	B.E. in Civil Engineering from Ahmadu Bello University, Zaria, Nigeria M.B.A. in Operations Management, Market Analysis and Forecasting from the University of Wales Ph.D. in Operations Management from Cranfield University
Master of Business Administration	Carter	Joseph	FT	B.S. in Information Systems from Northeastern University M.B.A. in Operations Management and Information Systems from Northeastern University Doctor of Business Administration in Operations Management and Quantitative Methods from Boston University
Master of Business Administration	Chade	Hector	FT	Licenciado en Economia, Universidad Nacional de Cuyo (Argentine) M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois
Master of Business Administration	Dallmus	John	FT	B.S. in Business Administration from Towson University M.B.A. in Decision Science and Information Systems from Loyola University, Maryland
Master of Business Administration	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Business Administration	Licon	L. Wendall	FT	B.B.A. from the University of Texas at Austin M.B.A. in Finance from the University of Texas at Austin Ph.D. in Finance from the University of Texas at

				Austin
Master of Business Administration	Low	Stuart	FT	B.S. in Economics from the University of Illinois M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois
Master of Business Administration	Pfund	Michele	FT	B.S. in Chemical Engineering from Case Western Reserve University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Arizona State University
Master of Business Administration	Ward	James	FT	B.A. in History from the University of Minnesota M.B.A. in Marketing from the University of Minnesota Ph.D. in Marketing from the University of Minnesota
Master of Business Administration	Whitecotton	Stacey	FT	B.B.A. from Texas Tech University Master of Accountancy from the University of Oklahoma, Ph.D. in Accounting from the University of Oklahoma
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Dallmus	John	FT	B.S. in Business Administration from Towson University M.B.A. in Decision Science and Information Systems from Loyola University, Maryland
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Adegoke	Oke	FT	B.E. in Civil Engineering from Ahmadu Bello University, Zaria, Nigeria M.B.A. in Operations Management, Market Analysis and Forecasting from the University of Wales Ph.D. in Operations Management from Cranfield University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Carter	Joseph	FT	B.S. in Information Systems from Northeastern University M.B.A. in Operations Management and Information Systems from Northeastern

				University Doctor of Business Administration in Operations Management and Quantitative Methods from Boston University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Chade	Hector	FT	Licenciado en Economia, Universidad Nacional de Cuyo (Argentine) M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Licon	L. Wendall	FT	B.B.A. from the University of Texas at Austin M.B.A. in Finance from the University of Texas at Austin Ph.D. in Finance from the University of Texas at Austin
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Low	Stuart	FT	B.S. in Economics from the University of Illinois M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Pfund	Michele	FT	B.S. in Chemical Engineering from Case Western Reserve University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Arizona State University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Ward	James	FT	B.A. in History from the University of Minnesota M.B.A. in Marketing from the University of Minnesota Ph.D. in Marketing from the University of Minnesota
Master of Business	Whitecotton	Stacey	FT	B.B.A. from Texas Tech University

Administration/Master of Science Engineering: Electrical Engineering				Master of Accountancy from the University of Oklahoma, Ph.D. in Accounting from the University of Oklahoma
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Aberle	James	FT	B.S.E. in Electrical Engineering from the Polytechnic University of New York M.S.E. in Electrical Engineering from the Polytechnic University of New York Ph.D. in Electrical Engineering from the University of Massachusetts
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Alle	David	FT	B.S. in Electrical Engineering from the University of Cincinnati M.S. in Electrical Engineering from Stanford University Ph.D. in Electrical Engineering from Stanford University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Ayyanar	Raja	FT	B.S.E. in Electrical Engineering from the P.S.G. College of Technology M.S. in Power Electronics from the Indian Institute of Science Ph.D. in Power Electronics from the University of Maine
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Balanis	Constantine	FT	B.S.E. in Electrical Engineering from Virginia Tech M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from Ohio State University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Barnaby	Hugh	FT	B.A. in Mathematics and Philosophy from the University of California, Berkeley M.S. in Electrical Engineering from Vanderbilt University Ph.D. in Electrical Engineering from Vanderbilt University
Master of Business Administration/Master	Chae	Junseok	FT	B.S.E. in Metallurgical Engineering from Korea University

of Science Engineering: Electrical Engineering				M.S.E. in Electrical Engineering from the University of Michigan Ph.D. in Electrical Engineering from the University of Michigan
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Chakrabarti	Chaitail	FT	B.S. in Technology Electronics and Electrical Communication from the Indian Institute of Technology M.S. Electrical Engineering from the University of Maryland Ph.D. in Electrical Engineering from the University of Maryland
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Diaz	Rodolfo	FT	B.S. in Physics from Yale University M.S. in Physics from the University of California, Los Angeles Ph.D. in Electrical Engineering from the University of California, Los Angeles
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Ferry	David	FT	B.S.E. in Electrical Engineering from Texas Tech College M.S.E. in Electrical Engineering from Texas Tech College Ph.D. in Electrical Engineering from the University of Texas, Austin
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Goodrick	Steven	FT	B.S. in Engineering Science from Trinity University M.S.E. in Electrical Engineering from Colorado State University Ph.D. in Electrical Engineering from Colorado State University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Gorur	Ravi	FT	B.S. in Electrical Engineering from Bangalore University M.S.E. in Electrical Engineering from the Indian Institute of Science Ph.D. in Electrical Engineering from the University of Windsor
Master of Business Administration/Master	Heydt	Gerald	FT	B.S. in Electrical Engineering from Copper Union

of Science Engineering: Electrical Engineering				M.S. in Electrical Engineering from Purdue University Ph.D. in Electrical Engineering from Purdue University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Holbert	Keith	FT	B.S.E. in Nuclear Engineering from the University of Tennessee M.S.E. in Nuclear Engineering from the University of Tennessee Ph.D. in Nuclear Engineering from the University of Tennessee
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Hui	Joseph	FT	B.S.E. in Electrical Engineering from the Massachusetts Institute of Technology M.S.E. in Electrical Engineering from the Massachusetts Institute of Technology Ph.D. in Electrical Engineering from the Massachusetts Institute of Technology
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Karam	Lina	FT	B.S.E. from the American University of Beirut M.S.E. in Electrical Engineering from the Georgia Institute of Technology Ph.D. in Electrical Engineering from the Georgia Institute of Technology
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Kiael	Sayfe	FT	B.S. in Electrical and Computer Engineering from Washington State University M.S. in Electrical and Computer Engineering from Washington State University Ph.D. in Electrical and Computer Engineering from Washington State University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Kitchen	Jennifer	FT	B.S.E. in Electrical Engineering from the University of Arizona M.S. in Electrical Engineering from Arizona State University Ph.D. in Electrical Engineering from Arizona State University
Master of Business Administration/Master of Science Engineering:	Lai	Ying-Cheng	FT	B.S. in Optical Engineering from Zhejiang University M.S. in Optical Engineering from Zhejiang

Electrical Engineering				University Ph.D. in Physics from the University of Maryland
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Ozev	Sue	FT	B.S. in Electrical Engineering from Bogazcio University M.S. in Computer Science and Engineering from the University of California, San Diego Ph.D. in Computer Science and Engineering from the University of California, San Diego
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Palis	Joseph	FT	B.S.E. in Electrical Engineering from the University of Arizona M.S. in Electrical Engineering from the University of Michigan Ph.D. in Electrical Engineering from the University of Michigan
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Rodriguez	Armando	FT	B.S. in Electrical Engineering and Computer Science from the Polytechnic University of New York M.S.E. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology Ph.D. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Papandreou-Suppappola	Antonia	FT	B.S. in Electrical Engineering from the University of Rhode Island M.S. in Electrical Engineering from the University of Rhode Island Ph.D. in Electrical Engineering from the University of Rhode Island
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Reisslein	Martin	FT	B.S. in Electrical Engineering from the University of Darmstadt in Dieburg M.S. in Electrical Engineering from the University of Pennsylvania Ph.D. in Electrical Engineering from the University of Pennsylvania
Master of Business	Skromme	Brian	FT	B.S.E. in Electrical Engineering from the

Administration/Master of Science Engineering: Electrical Engineering				University of Wisconsin, Madison M.S. in Electrical Engineering from the University of Illinois at Urbana-Champaign Ph.D. in Electrical Engineering from the University of Illinois at Urbana-Champaign
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Spanias	Andreas	FT	B.S.E. in Electrical Engineering from West Virginia State University M.S.E. in Electrical Engineering from West Virginia State University Ph.D. in Electrical Engineering from West Virginia State University
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Tsakalis	Konstantinos	FT	B.S.E. in Chemical Engineering from the National Technical University of Athens M.S. in Electrical Engineering and Chemical Engineering from the University of Southern California Ph.D. in Electrical Engineering from the University of Southern California
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Tepedelenlioglu	Cihan	FT	B.S.E. in Electrical Engineering from the Florida Institute of Technology M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from the University of Minnesota
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Tylavasky	Daniel	FT	B.S. in Electrical Engineering from the University of Pennsylvania M.S. in Electrical Engineering from the University of Pennsylvania Ph.D. in Electrical Engineering from the University of Pennsylvania
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Ying	Lei	FT	B.E. in Automation from Tsinghua University M.S.E. in Electrical and Computer Engineering from the University of Illinois at Urbana Champaign Ph.D. in Electrical and Computer Engineering from the University of Illinois at Urbana

				Champaign
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Yu	Hongyu	FT	B.S. in Electrical Engineering from Tsinghua University M.S. in Electrical Engineering from Tsinghua University Ph.D. in Electrical Engineering from the University of Southern California
Master of Business Administration/Master of Science Engineering: Electrical Engineering	Zhang	Junshan	FT	B.S.E. in Electrical Engineering from Huazhong University of Science and Technology M.S. in Statistics from the University of Georgia Ph.D. in Electrical Engineering from Purdue University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Dallmus	John	FT	B.S. in Business Administration from Towson University M.B.A. in Decision Science and Information Systems from Loyola University, Maryland
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Adegoke	Oke	FT	B.E. in Civil Engineering from Ahmadu Bello University, Zaria, Nigeria M.B.A. in Operations Management, Market Analysis and Forecasting from the University of Wales Ph.D. in Operations Management from Cranfield University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Carter	Joseph	FT	B.S. in Information Systems from Northeastern University M.B.A. in Operations Management and Information Systems from Northeastern University Doctor of Business Administration in Operations Management and Quantitative Methods from Boston University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Chade	Hector	FT	Licenciado en Economia, Universidad Nacional de Cuyo (Argentine) M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois

Master of Business Administration/Master of Science Engineering: Industrial Engineering	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Licon	L. Wendall	FT	B.B.A. from the University of Texas at Austin M.B.A. in Finance from the University of Texas at Austin Ph.D. in Finance from the University of Texas at Austin
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Low	Stuart	FT	B.S. in Economics from the University of Illinois M.S. in Economics from the University of Illinois Ph.D. in Economics from the University of Illinois
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Pfund	Michele	FT	B.S. in Chemical Engineering from Case Western Reserve University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Arizona State University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Ward	James	FT	B.A. in History from the University of Minnesota M.B.A. in Marketing from the University of Minnesota Ph.D. in Marketing from the University of Minnesota
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Whitecotton	Stacey	FT	B.B.A. from Texas Tech University Master of Accountancy from the University of Oklahoma, Ph.D. in Accounting from the University of Oklahoma
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Askin	Ronald	FT	B.S. in Industrial Engineering from Lehigh University M.S. in Operations Research from the Georgia Institute of Technology Ph.D. in Industrial and Systems Engineering

				from the Georgia Institute to Technology
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Bogges	May	FT	B.S. in Mathematics from the University of Newcastle, Australia M.S. in Statistics from Texas A&M University Ph.D. in Mathematics from the University of Newcastle, Australia
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Chattin	Linda	FT	B.S.E. in Industrial Engineering from the State University of New York at Buffalo M.S. in Operations Research from the University of Southern California Ph.D. in Industrial Engineering from the State University of New York at Buffalo
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Chen	Shu-Chuan	FT	B.S. in Mathematics from the University of Michigan M.S. in Statistics from the University of Miami Ph.D. in Mathematics from Purdue University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Dinu	Valentin	FT	B.A. in Mathematics and Physics from Harvard University M.S. in Physics from Harvard University Ph.D. in Computational Biology and Bioinformatics from Yale University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Gel	Esma	FT	B.S. in Industrial Engineering from Middle East Technical University M.S. in Industrial Engineering from Northwestern University Ph.D. in Industrial Engineering from Northwestern University
Master of Business Administration/Master of Science Engineering:	Kaliszewski	Steven	FT	B.A. in Mathematics and Physics from Saint Olaf College M.A. in Mathematics from Dartmouth College

Industrial Engineering				Ph.D. in Mathematics from Dartmouth College
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Li	Jing	FT	B.S. in Civil Engineering from Tsinghua University M.A. in Statistics from the University of Michigan Ph.D. in Industrial and Operations Engineering from the University of Michigan
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Liang	Jianming	FT	B.S. in Civil Engineering from Tsinghua University M.A. in Statistics from the University of Michigan Ph.D. in Statistics from the University of Michigan
Master of Business Administration/Master of Science Engineering: Industrial Engineering	McCarville	Daniel	FT	B.S.E. in Industrial Engineering from Purdue University M.S.E. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Parry	Samuel	FT	B.S. in Industrial Engineering from the Georgia Institute of Technology M.S. in Industrial Engineering from Northwestern University Ph.D. in Operations Research/Systems Engineering from Ohio State University

Master of Science in Industrial Engineering	Reiser	Mark	FT	B.S. in Mathematics from Arizona State University M.S. in Mathematics from Arizona State University Ph.D. in Mathematics from Arizona State University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Richa	Andrea	FT	B.S. in Computer Science from Federal University of Rio de Janeiro M.S. in Computer Science from Carnegie Mellon University Ph.D. in Computer Science from Carnegie Mellon University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Saghafian	Soroush	FT	B.S. in Industrial Engineering from Isfahan University of Technology, Isfahan, Iran M.S. in Industrial Engineering and Operations Research from Sharif University of Technology in Tehran, Iran; M.S. in Mathematics from the University of Michigan Ph.D. in Industrial and Operations Engineering from the University of Michigan
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Scotch	Matthew	FT	B.A. in Health & Society from the University of Rochester M.A. in Biomedical Informatics from Columbia University; M.P.H. from Yale University Ph.D. in Biomedical Informatics from the University of Pittsburgh
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Shunk	Dan	FT	B.S. in Industrial Engineering from Purdue University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Business Administration/Master	Syrotiuk	Violet	FT	B.S. in Computer Science from the University of Alberta, Canada

of Science Engineering: Industrial Engineering				M.S. in Computer Science from the University of British Columbia Ph.D. in Computer Science from the University of Waterloo, Canada
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Villalobos	Jesus	FT	B.S. in Mechanical-Industrial Engineering from Instituto Tecnologico de Chihuahua M.S. in Industrial Engineering from the University of El Paso, Texas Ph.D. in Industrial Engineering from Texas A&M University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Wu	Carole-Jean	FT	B.S. in Computer Science from Cornell University M.A. in Computer Science from Princeton University Ph.D. in Computer Science from Princeton University
Master of Science in Industrial Engineering	Wu	Teresa	FT	B.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics M.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics Ph.D. in Industrial Engineering from the University of Iowa
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Ye	Nong	FT	B.S. in Computer Science from Peking University M.S. in Computer Science from the Chinese Academy of the Sciences Ph.D. in Industrial Engineering from Purdue University
Master of Business Administration/Master of Science Engineering: Industrial Engineering	Zhang	Muhong	FT	B.S. in Applied Mathematics from the Beijing University of Chemical Technology M.S. in Operations Research from the Chinese Academy of Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley

Master of Education in Curriculum and Instruction: Early Childhood Education	Geiselhofer	Melissa	FT	B.A. in Elementary Education from Arizona State University M.Ed. in Curriculum and Instruction from Chapman University Ed.D. in Teacher Leadership, Language and Literacy Emphasis from Walden University
Master of Education in Curriculum and Instruction: Early Childhood Education	Gerard	Maureen	PT	B.A. in Political Theory from the University of New Mexico M.A. in Curriculum and Instruction: Early Childhood Education from Arizona State University Ed.D. in Curriculum and Instruction: Early Literacy, Reading Development, Teacher Preparation, Clinical Experiences from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Hansen	Cory	FT	B.A. in Early Childhood Education from the University of Calgary M.A. in Elementary Education from Arizona State University Ed.D. in Curriculum and Instruction: Early Childhood Education from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Okraski	Ronni	FT	B.S. in Education from the University of Nevada, Reno Autism Endorsement from the University of Nevada, Reno M.Ed. in Curriculum and Instruction: Early Childhood Education from Arizona State University Graduate Certificate in Positive Behavior Support from Northern Arizona University Ed.D. in Curriculum and Instruction: Special Education from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Preach	Deborah	PT	B.A. in Elementary Education from Ottawa University M.Ed. in Elementary Education from Northern

Childhood Education				Arizona University Ph.D. in Education Leadership and Innovation from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Shea	Carol	FT	B.A. in Psychology from the University of Michigan M.Ed. in Curriculum and Instruction: Early Childhood Education from Arizona State University Ed.D. in Curriculum and Instruction: Early Childhood Education from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Sidlik	Lawrence	FT	B.A. in Social Work and Psychology from the University of Wisconsin, Milwaukee M.Ed. in Educational Psychology from Arizona State University
Master of Education in Curriculum and Instruction: Early Childhood Education	Stein	Joanne	FT	B.S. in Family Development from the University of Nebraska, Lincoln M.S. in Elementary Education from Rutgers University Ed.D. in Curriculum and Instruction: Early Childhood Education from Arizona State University
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	Brown	Karen	FT	B.S. in Clinical Psychology from the University of North Carolina, Chapel Hill M.S. in Educational Psychology from the University of Wisconsin, Madison
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	Buss	Ray	FT	B.S. in Psychology from the University of Wisconsin, Madison M.S. in Educational Psychology from the University of Wisconsin, Madison Ph.D. in Educational Psychology from the University of Wisconsin, Madison
Master of Education in Curriculum and	Brulles	Dina	FT	B.A. in Elementary Education from St. Mary of the Woods College

Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders				M.A. in Education, Curriculum and Instruction from Arizona State University Ed.D. in Curriculum and Instruction: Gifted Education from Arizona State University
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	DiGangi	Samuel	FT	B.S. in Psychology and Computer Science from the University of Pittsburgh M.Ed. in Special Education from Arizona State University Ed.D. in Curriculum and Instruction: Special Education from Arizona State University
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	McCoy	Kathleen	PT	B.S. in Education from the Mississippi State University M.S. in Psychology from Mississippi State University Ed.D. in Curriculum and Instruction: Early Childhood Education from Arizona State University
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	Okraski	Ronni	FT	B.S. in Education from the University of Nevada, Reno Autism Endorsement from the University of Nevada, Reno M.Ed. in Curriculum and Instruction: Early Childhood Education from Arizona State University Graduate Certificate in Positive Behavior Support from Northern Arizona University Ed.D. in Curriculum and Instruction: Special Education from Arizona State University
Master of Education in Curriculum and Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders	Rotheram-Fuller	Erin	FT	B.A. in Psychology from Iowa State University M.S. in Special Education from the University of North Carolina, Chapel Hill Ed.D. in Gifted Education from Iowa State University
Master of Education in Curriculum and	Zucker	Stanley	FT	B.A. in Psychology from the State University of New York at Stony Brook

Instruction: Applied Behavioral Analysis or Autism Spectrum Disorders				M.S. in Special Education/Mental Retardation Ph.D. in Special Education/Mental Retardation from the University of Missouri, Columbia
Master of Education in Curriculum and Instruction: Gifted Education	Brown	Karen	FT	B.S. in Clinical Psychology from the University of North Carolina, Chapel Hill M.S. in Educational Psychology from the University of Wisconsin, Madison
Master of Education in Curriculum and Instruction: Gifted Education	Buss	Ray	FT	B.S. in Psychology from the University of Wisconsin-Madison M.S. in Educational Psychology from the University of Wisconsin-Madison Ph.D. in Educational Psychology from the University of Wisconsin-Madison
Master of Education in Curriculum and Instruction: Gifted Education	Brulles	Dina	FT	B.A. in Elementary Education from St. Mary of the Woods College M.A. in Education, Curriculum and Instruction from Arizona State University Ed.D. in Curriculum and Instruction: Gifted Education from Arizona State University
Master of Education in Curriculum and Instruction: Gifted Education	DiGangi	Samuel	FT	B.S. in Psychology and Computer Science from the University of Pittsburgh M.A. in Education, Curriculum and Instruction from Arizona State University Ed.D. in Curriculum and Instruction: Special Education from Arizona State University
Master of Education in Curriculum and Instruction: Gifted Education	Farr	Wendy	PT	B.S. in Education from Pennsylvania State University M.S. in Special Education from Oregon State University Ed.D. in Special Education from Oregon State University
Master of Education in Curriculum and Instruction: Gifted Education	McCoy	Kathleen	PT	B.S. in Education from the Mississippi State University M.S. in Psychology from Mississippi State University

				Ed.D. in Curriculum and Instruction: Early Childhood Education from Arizona State University
Master of Education in Curriculum and Instruction: Gifted Education	Michlin	Cynthia	FT	B.S. in Education from the University of Nevada, Reno M.Ed. in Curriculum and Instruction: Gifted Education from Arizona State University Ed.D. in Special Education from the University of Nevada, Reno
Master of Education in Curriculum and Instruction: Gifted Education	Morrison	Cara	FT	B.S. in Education from the University of Nebraska, Omaha M.S. in Elementary Education from the University of Nebraska, Omaha Ed.D. in Curriculum and Instruction: Gifted Education from Arizona State University
Master of Education in Curriculum and Instruction: Gifted Education	Okraski	Ronni	FT	B.S. in Education from the University of Nevada, Reno Autism Endorsement from the University of Nevada, Reno M.Ed. in Curriculum and Instruction: Early Childhood Education from Arizona State University Graduate Certificate in Positive Behavior Support from Northern Arizona University Ph.D. in Curriculum and Instruction: Special Education from Arizona State University
Master of Education in Curriculum and Instruction: Gifted Education	Rotheram-Fuller	Erin	FT	B.A. in Psychology from Iowa State University M.S. in Special Education from the University of North Carolina, Chapel Hill Ed.D. in Gifted Education from Iowa State University
Master of Education in Curriculum and Instruction: Gifted Education	Zucker	Stanley	FT	B.A. in Psychology from the State University of New York at Stony Brook M.S. in Special Education/Mental Retardation from the University of Missouri, Columbia

				Ph.D. in Special Education/Mental Retardation from the University of Missouri, Columbia
Master of Education in Educational Leadership: Principal or Teacher Leadership	Bertrand	Melanie	FT	B.A. in Journalism from Colorado State University, Fort Collins M.A. in Curriculum and Instruction: Cultural Studies in Education from the University of Texas at Austin Ed.D. from the University of California, Los Angeles
Master of Education in Educational Leadership: Principal or Teacher Leadership	Dickson	Ronald	FT	B.A. in Music Education from Central Michigan University M.Ed. in Educational Administration from Arizona State University Ed.D. in K-12 Educational Leadership from Capella University
Master of Education in Educational Leadership: Principal or Teacher Leadership	Duplissis	Mark	FT	B.A. in History from Arizona State University M.Ed. in Education Administration from Arizona State University Ed.D. in Educational Leadership and Policy Studies from Arizona State University
Master of Education in Educational Leadership: Principal or Teacher Leadership	Hermanns	Carl	FT	B.A. in English from Yale University M.Ed. in School Leadership from Harvard University Ed.D. in Administration, Planning and Social Policy (Urban Superintendents Program) from Harvard University
Master of Education in Educational Leadership: Principal or Teacher Leadership	Jimenez-Castellanos	Oscar	FT	B.A. in English from San Diego State University M.A. in Policy Studies from San Diego State University Ed.D. from Claremont Graduate University
Master of Education in Educational Leadership: Principal or Teacher Leadership	Judson	Eugene	FT	B.A. in Secondary Science Education from Arizona State University M.Ed. in Educational Media and Computers from Arizona State University Ed.D. in Curriculum and Instruction: Science Education from Arizona State University

Master of Education in Educational Leadership: Principal or Teacher Leadership	Liou	Daniel	FT	B.A. in Education from the University of California, Berkeley M.Ed. from Harvard University Ed.D. from the University of California, Los Angeles
Master of Education in Educational Leadership: Principal or Teacher Leadership	Speck	Marsha	FT	B.A. in Political Science and History from the University of California, Davis M.A. Education Curriculum and Instruction: Statistics from California State University, Stanislaus Ed.D. in Education Administration from the University of the Pacific
Master of Engineering: Embedded Systems	Chatha	Karamvir	FT	B.E. in Computer Technology from Bombay University M.S. in Computer Science and Engineering from the University of Cincinnati Ph.D. in Computer Science and Engineering from the University of Cincinnati
Master of Engineering: Embedded Systems	Collofello	James	FT	B.S. in Mathematics from Northern Illinois University M.S. in Mathematics from Northern Illinois University Ph.D. in Computer Science from Northwestern University
Master of Engineering: Embedded Systems	Fainekos	Georgios	FT	B.S. in Mechanical Engineering from the National Technical University of Athens M.S. in Mechanical Engineering from the National Technical University of Athens M.S. in Computer and Information Science from the University of Pennsylvania Ph.D. in Computer and Information Science from the University of Pennsylvania
Master of Engineering: Embedded Systems	Gilsdorf	Kyle	PT	B.S. in Computer Systems Engineering from Arizona State University M.E. in Embedded Systems Engineering
Master of Engineering:	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech

Embedded Systems				M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Engineering: Embedded Systems	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Engineering: Embedded Systems	Reisslein	Martin	FT	B.S. in Electrical Engineering from the University of Darmstadt in Dieburg M.S. in Electrical Engineering from the University of Pennsylvania Ph.D. in Electrical Engineering from the University of Pennsylvania
Master of Engineering: Embedded Systems	Sarjoughian	Hessam	FT	B.S. in Electrical and Computer Engineering from Mississippi State University M.S. in Electrical and Computer Engineering from the University of Arizona Ph.D. in Electrical and Computer Engineering from the University of Arizona
Master of Engineering: Embedded Systems	Tepedelenlioglu	Cihan	FT	B.S.E. in Electrical Engineering from the Florida Institute of Technology M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from the University of Minnesota
Master of Engineering: Modeling and Simulation	Chen	Yinong	FT	B.S. in Software Engineering from Chongqing University M.S. in Computer Science from Chongqing University Ph.D. in Computer Science from the University of Karlsruhe, Germany
Master of Engineering: Modeling and	Collofello	James	FT	B.S. in Mathematics from Northern Illinois University

Simulation				M.S. in Mathematics from Northern Illinois University Ph.D. in Computer Science from Northwestern University
Master of Engineering: Modeling and Simulation	Gilsdorf	Kyle	PT	B.S. in Computer Systems Engineering from Arizona State University M.E. in Embedded Systems Engineering
Master of Engineering: Modeling and Simulation	Lee	Yann-Hang	FT	B.S. in Engineering Science from National Cheng Kung University M.S. in Electrical, Computer and System Engineering from Rensselaer Polytechnic Institute Ph.D. in Computer and Information Engineering from the University of Michigan, Ann Arbor
Master of Engineering: Modeling and Simulation	Richa	Andrea	FT	B.S. in Computer Science from Federal University of Rio de Janeiro M.S. in Computer Science from Carnegie Mellon University Ph.D. in Computer Science from Carnegie Mellon University
Master of Engineering: Modeling and Simulation	Sarjoughian	Hessam	FT	B.S. in Electrical and Computer Engineering from Mississippi State University M.S. in Electrical and Computer Engineering from the University of Arizona Ph.D. in Electrical and Computer Engineering from the University of Arizona
Master of Engineering: Quality and Reliability Engineering	Gel	Esma	FT	B.S. in Industrial Engineering from Middle East Technical University M.S. in Industrial Engineering from Northwestern University Ph.D. in Industrial Engineering from Northwestern University
Master of Engineering: Quality and Reliability Engineering	McCarville	Daniel	FT	B.S.E. in Industrial Engineering from Purdue University M.S.E. in Industrial Engineering from Purdue University

				Ph.D. in Industrial Engineering from Purdue University
Master of Engineering: Quality and Reliability Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Engineering: Quality and Reliability Engineering	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Engineering: Quality and Reliability Engineering	Si	Jennie	FT	B.S. in Electrical Engineering from Tsinghua University M.S. in Electrical Engineering from Tsinghua University Ph.D. in Electrical Engineering from Tsinghua University
Master of Engineering: Quality and Reliability Engineering	Zhang	Muhong	FT	B.S. in Applied Mathematics from the Beijing University of Chemical Technology M.S. in Operations Research from the Chinese Academy of Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley
Master of Engineering: Systems Engineering	Collofello	James	FT	B.S. in Mathematics from Northern Illinois University M.S. in Mathematics from Northern Illinois University Ph.D. in Computer Science from Northwestern University
Master of Engineering: Systems Engineering	McCarville	Daniel	FT	B.S.E. in Industrial Engineering from Purdue University M.S.E. in Industrial Engineering from Purdue University

				Ph.D. in Industrial Engineering from Purdue University
Master of Engineering: Systems Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Engineering: Systems Engineering	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Engineering: Systems Engineering	Sarjoughian	Hessam	FT	B.S. in Electrical and Computer Engineering from Mississippi State University M.S. in Electrical and Computer Engineering from the University of Arizona Ph.D. in Electrical and Computer Engineering from the University of Arizona
Master of Engineering: Systems Engineering	Shunk	Dan	FT	B.S. in Industrial Engineering from Purdue University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Engineering: Systems Engineering	Si	Jennie	FT	B.S. in Electrical Engineering from Tsinghua University M.S. in Electrical Engineering from Tsinghua University Ph.D. in Electrical Engineering from Tsinghua University
Master of Engineering: Systems Engineering	Tsakalis	Konstantinos	FT	B.S.E. in Chemical Engineering from the National Technical University of Athens M.S. in Electrical Engineering and Chemical Engineering from the University of Southern California

				Ph.D. in Electrical Engineering from the University of Southern California
Master of Engineering: Systems Engineering	Zhang	Muhong	FT	B.S. in Applied Mathematics from the Beijing University of Chemical Technology M.S. in Operations Research from the Chinese Academy of Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley
Master of Healthcare Innovation	Bazarko	Dawn	PT	B.S.N. from Mount Mercy College M.P.H. in Environmental and Occupational Health from the University of Minnesota D.N.P., emphasis on Environmental and Occupational Health, from the University of Minnesota
Master of Healthcare Innovation	Fitzgerald	Amy	FT	B.S.N. from the University of San Francisco M.H.I. in Healthcare Innovation from Arizona State University,
Master of Healthcare Innovation	Gilbert	Jack	FT	B.A. in Administration from North London College, England M.A. in Systems Management from the University of Lancaster, England Ed.D. from George Washington University
Master of Healthcare Innovation	Kenny	Katherine	FT	B.S.N. from Arizona State University M.S. in Adult Nurse Practitioner from Arizona State University D.N.P. from Arizona State University
Master of Healthcare Innovation	Malloch	Kathy	FT	B.S.N. from Wayne State University M.B.A. from Oakland University Ph.D. in Nursing from the University of Colorado Health Sciences Center
Master of Healthcare Innovation	Mollica	Anthony Nicholas	PT	B.S. in Health Services from Arizona State University M.H.I. in Healthcare Innovation from Arizona State University M.B.A. in Organizational Development from

				Illinois State University
Master of Healthcare Innovation	Waissi	Gary	FT	Diplom-Ingenieur in Civil Engineering from the University of Technology Darmstadt, Germany Licentiate of Engineering in Civil Engineering from the Helsinki University of Technology, Finland Ph.D. in Civil Engineering from the University of Michigan
Master of Liberal Studies	Byrkit	Becky	PT	B.A. in English/Creative Writing from the University of Arizona M.F.A. in Poetry from the University of Arizona
Master of Liberal Studies	Giron	Angela	PT	B.A. in Theatre from Arizona State University M.F.A. in Theatre Performance from Arizona State University
Master of Liberal Studies	Morris	Paul	FT	B.A. in English from Arizona State University M.F.A. in Creative Non-fiction from Goucher College M.A. in Humanities from Southern Oregon University
Master of Science in Clinical Research Management	Allen	Angela	FT	B.S.N. from Wayne State University M.A.T. from Wayne State University Ed.D. in Healthcare Education from Oakland University
Master of Science in Clinical Research Management	Alpers	Rojann	FT	B.S.N. from Arizona State University M.S. in Nursing from Arizona State University Ph.D. in Nursing from the University of Iowa
Master of Science in Clinical Research Management	Bucho-Gonzalez	Julie	PT	B.S.W. in Children and Families/Mental Health from Arizona State University M.P.A. in Policy from Arizona State University
Master of Science in Clinical Research Management	Dirksen	Shannon	FT	B.S.N. from Arizona State University M.S. in Nursing from the University of Arizona Ph.D. in Clinical Nursing Research from the University of Arizona
Master of Science in Clinical Research Management	Gilbert	Jack	FT	B.A. in Administration from North London College, England M.A. in Systems Management from the

				University of Lancaster, England Ed.D. from George Washington University
Master of Science in Clinical Research Management	Shire	Sandra	FT	B.A. in Biology from Brown University M.P.A. from Troy State University D.M.D. from the University of Pennsylvania School of Dental Medicine
Master of Science in Clinical Research Management	Wells	Crissy	FT	B.S. in Engineering from Northern Arizona University M.S. in Health Services Administration from Arizona State University M.B.A. from Arizona State University M.S. in Educational Technology from the Keller Graduate School of Management Ed.D. from Northern Arizona University
Master of Science in Construction Management	Ariaratnam	Samuel	FT	B.A.S. in Civil Engineering from the University of Waterloo, Ontario, Canada M.S. in Civil engineering from the University of Illinois at Urbana-Champaign Ph.D. in Civil Engineering from the University of Illinois at Urbana-Champaign
Master of Science in Construction Management	Bashford	Howard	FT	B.S. in Civil Engineering from the University of Wyoming M.S. in Civil Engineering from the University of Wyoming Ph.D. in Civil Engineering from Brigham Young University
Master of Science in Construction Management	Bearup	Wylie	FT	B.S. in Civil Engineering from the University of Arizona M.S. in Civil Engineering and Structural Analysis from the University of Arizona Ph.D. in Civil Engineering and Construction Engineering and Management from the University of Illinois, Urbana
Master of Science in Construction Management	Chasey	Allan	FT	B.S. in Civil Engineering from Arizona State University M.S. in Engineering Management from the Air

				Force Institute of Technology Ph.D. in Civil Engineering from the Virginia Polytechnic Institute and State University
Master of Science in Construction Management	El Asmar	Mounir	FT	B.E. in Mechanical Engineering from American University M.S. in Construction Engineering and Management from the University of Wisconsin, Madison Ph.D. in Civil and Environmental Engineering from the University of Wisconsin, Madison
Master of Science in Construction Management	Grau Torrent	David	FT	B.S.E. in Industrial Engineering from the Universitat Politecnica de Catalunya, Spain M.S. in Civil, Architectural and Environmental Engineering from the University of Texas at Austin Ph.D. in Civil, Architectural and Environmental Engineering from the University of Texas at Austin
Master of Science in Construction Management	Kashiwagi	Dean	PT	B.S. in Civil Engineering from the University of Hawaii M.S. in Industrial Engineering from Arizona State University Ph.D. in Industrial Engineering from Arizona State University
Master of Science in Construction Management	Lueke	Jason	FT	B.S. in Civil Engineering from the University of Alberta, Edmonton M.S. in Civil Engineering/Construction Management from the University of Alberta, Edmonton Ph.D. in Civil Engineering/Construction Engineering and Management from the University of Alberta, Edmonton
Master of Science in Construction Management	Sullivan	Kenneth	FT	B.S. in Civil and Environmental Engineering from the University of Wisconsin, Madison M.S. in Civil and Environmental Engineering from the University of Wisconsin, Madison

				M.B.A. in Real Estate and Urban Economics from the University of Wisconsin, Madison Ph.D. in Civil and Environmental Engineering from the University of Wisconsin, Madison
Master of Science in Construction Management	Weaver	Edwin	FT	B.S. in Conservation from North Carolina State University B.S. in Civil Engineering/Construction from North Carolina State University M.C.E. in Civil Engineering/Construction Management from North Carolina State University
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or Concentration in Software Engineering	Chen	Yinong	FT	B.S. in Software Engineering from Chongqing University M.S. in Computer Science from Chongqing University Ph.D. in Computer Science from the University of Karlsruhe, Germany
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or Concentration in Software Engineering	Collofello	James	FT	B.S. in Mathematics from Northern Illinois University M.S. in Mathematics from Northern Illinois University Ph.D. in Computer Science from Northwestern University
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or	Fainekos	Georgios	FT	B.S. in Mechanical Engineering from the National Technical University of Athens M.S. in Mechanical Engineering from the National Technical University of Athens M.S. in Computer and Information Science from the University of Pennsylvania Ph.D. in Computer and Information Science

Concentration in Software Engineering				from the University of Pennsylvania
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or Concentration in Software Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or Concentration in Software Engineering	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or Concentration in Software Engineering	Sarjoughian	Hessam	FT	B.S. in Electrical and Computer Engineering from Mississippi State University M.S. in Electrical and Computer Engineering from the University of Arizona Ph.D. in Electrical and Computer Engineering from the University of Arizona
Master of Science in Engineering in Engineering Science: Concentration in Enterprise Systems Innovation and Management or	Shunk	Dan	FT	B.S. in Industrial Engineering from Purdue University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University

Concentration in Software Engineering				
Master of Science in Engineering: Electrical Engineering	Balanis	Constantine	FT	B.S.E. in Electrical Engineering from Virginia Tech M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from Ohio State University
Master of Science in Engineering: Electrical Engineering	Diaz	Rodolfo	FT	B.S. in Physics from Yale University M.S. in Physics from the University of California, Los Angeles Ph.D. in Electrical Engineering from the University of California, Los Angeles
Master of Science in Engineering: Electrical Engineering	Heydt	Gerald	FT	B.S. in Electrical Engineering from Copper Union M.S. in Electrical Engineering from Purdue University Ph.D. in Electrical Engineering from Purdue University
Master of Science in Engineering: Electrical Engineering	Holbert	Keith	FT	B.S.E. in Nuclear Engineering from the University of Tennessee M.S.E. in Nuclear Engineering from the University of Tennessee Ph.D. in Nuclear Engineering from the University of Tennessee
Master of Science in Engineering: Electrical Engineering	Karam	Lina	FT	B.S.E. from the American University of Beirut M.S.E. in Electrical Engineering from the Georgia Institute of Technology Ph.D. in Electrical Engineering from the Georgia Institute of Technology
Master of Science in Engineering: Electrical Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Science in	Palais	Joseph	FT	B.S.E.E. from the University of Arizona

Engineering: Electrical Engineering				M.S.E. from the University of Michigan Ph.D. in Electrical Engineering from the University of Michigan
Master of Science in Engineering: Electrical Engineering	Shunk	Dan	FT	B.S. in Industrial Engineering from Purdue University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Science in Engineering: Electrical Engineering	Skromme	Brian	FT	B.S.E. in Electrical Engineering from the University of Wisconsin, Madison M.S. in Electrical Engineering from the University of Illinois at Urbana-Champaign Ph.D. in Electrical Engineering from the University of Illinois at Urbana-Champaign
Master of Science in Engineering: Electrical Engineering	Spanias	Andreas	FT	B.S.E. in Electrical Engineering from West Virginia State University M.S.E. in Electrical Engineering from West Virginia State University Ph.D. in Electrical Engineering from West Virginia State University
Master of Science in Engineering: Electrical Engineering	Tepedelenlioglu	Cihan	FT	B.S.E. in Electrical Engineering from the Florida Institute of Technology M.S.E. in Electrical Engineering from the University of Virginia Ph.D. in Electrical Engineering from the University of Minnesota
Master of Science in Engineering: Electrical Engineering	Vittal	Vijay	FT	B.E. in Management Systems from the College of Engineering, Bangalore, India M.Tech. from the Indian Institute of Technology, Kanpur, India Ph.D. in Electrical Engineering from Iowa State University
Master of Science in Engineering in Materials Science and	Alford	Terry	FT	B.S. in Chemical, Biological and Materials Engineering from North Carolina State University

Engineering (Area of Study: Semiconductor Processing and Packaging)				M.S. in Chemical, Biological and Materials Engineering from North Carolina State University Ph.D. in Chemical, Biological and Materials Engineering from Cornell University
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Bennett	Peter	FT	B.S. in Physics from the University of Minnesota, Duluth M.S. in Physics from the University of Wisconsin, Madison Ph.D. in Physics from the University of Wisconsin, Madison
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Boxwell	Richard	PT	B.S. in Metallurgical Engineering Technology from the University of Southern Colorado M.S. in Materials Engineering from Auburn University
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Carpenter	Ray	FT	B.S. in Engineering from the University of California, Berkeley M.S. in Physical Metallurgy from the University of California, Berkeley Ph.D. in Metallurgy and Materials Science from the University of California, Berkeley
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Chawla	Nikhilesh	FT	B.S. in Materials Engineering from New Mexico Tech University M.S. in Metallurgical Engineering from the University of Tennessee, Knoxville Ph.D. in Materials Science and Engineering from the University of Michigan, Ann Arbor
Master of Science in Engineering in Materials Science and	Jiao	Yang	FT	B.E. in Mechanics and Engineering Science from Peking University, Beijing, China Ph.D. in Mechanical and Aerospace Engineering

Engineering (Area of Study: Semiconductor Processing and Packaging)				from Princeton University
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Li	Jian	FT	B.S. in Chemistry from Fudan University M.S. in Electrical Engineering from the University of Southern California Ph.D. in Chemistry from the University of Southern California
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Newman	Nathan	FT	B.S. in Biomedical/Electrical Engineering from the University of Southern California M.S. in Electrical Engineering from Stanford University Ph.D. in Electrical Engineering from Stanford University
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Ponce	Fernando	FT	B.S. in Physics from the Universidad Nacional de Ingenieria, Lima, Peru M.S. in Solid State Physics from the University of Maryland Ph.D. in Materials Science and Engineering Science from Stanford University
Master of Science in Engineering in Materials Science and Engineering (Area of Study: Semiconductor Processing and Packaging)	Tasooji	Amaneh	FT	B.S. in Physics from Tehran University M.S. in Materials Science and Engineering from Stanford University Ph.D. in Materials Science and Engineering from Stanford University
Master of Science in Global Technology and Development	Byrd	Denise	FT	B.A. in Political Science, minor in Business from Arizona State University M.S. in Development Management from the London School of Economics

Master of Science in Global Technology and Development	Grossman	Gary	FT	B.A. in Sociology and Social Policy from University of the Pacific M.A. in Sociology from Purdue University Ph.D. in Sociology from Purdue University
Master of Science in Global Technology and Development	Ozcan	Arfe	FT	B.A. in Educational Administration and Planning from Ankara University M.A. in Educational Research and Statistics from Ankara University Ph.D. in Educational Administration from the University of Texas, Austin
Master of Science in Global Technology and Development	Paramentier	Mary Jane	FT	B.A. in Spanish from Southern Connecticut State University M.A. in International Relations from San Francisco State University Ph.D. in International Studies from the University of Denver
Master of Science in Industrial Engineering	Askin	Ronald	FT	B.S. in Industrial Engineering from Lehigh University M.S. in Operations Research from the Georgia Institute of Technology Ph.D. in Industrial and Systems Engineering from the Georgia Institute of Technology
Master of Science in Industrial Engineering	Bogges	May	FT	B.S. in Mathematics from the University of Newcastle, Australia M.S. in Statistics from Texas A&M University Ph.D. in Mathematics from the University of Newcastle, Australia
Master of Science in Industrial Engineering	Chattin	Linda	FT	B.S.E. in Industrial Engineering from the State University of New York at Buffalo M.S. in Operations Research from the University of Southern California Ph.D. in Industrial Engineering from the State University of New York at Buffalo
Master of Science in Industrial Engineering	Chen	Shu-Chuan	FT	B.S. in Mathematics from the University of Michigan M.S. in Statistics from the University of Miami

				Ph.D. in Mathematics from Purdue University
Master of Science in Industrial Engineering	Dinu	Valentin	FT	B.A. in Mathematics and Physics from Harvard University M.S. in Physics from Harvard University Ph.D. in Computational Biology and Bioinformatics from Yale University
Master of Science in Industrial Engineering	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Science in Industrial Engineering	Gel	Esma	FT	B.S. in Industrial Engineering from Middle East Technical University M.S. in Industrial Engineering from Northwestern University Ph.D. in Industrial Engineering from Northwestern University
Master of Science in Industrial Engineering	Kaliszewski	Steven	FT	B.A. in Mathematics and Physics from Saint Olaf College M.A. in Mathematics from Dartmouth College Ph.D. in Mathematics from Dartmouth College
Master of Science in Industrial Engineering	Li	Jing	FT	B.S. in Civil Engineering from Tsinghua University M.A. in Statistics from the University of Michigan Ph.D. in Industrial and Operations Engineering from the University of Michigan
Master of Science in Industrial Engineering	Liang	Jianming	FT	B.S. in Civil Engineering from Tsinghua University M.A. in Statistics from the University of Michigan Ph.D. in Statistics from the University of Michigan
Master of Science in Industrial Engineering	McCarville	Daniel	FT	B.S.E. in Industrial Engineering from Purdue University

				M.S.E. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Science in Industrial Engineering	Montgomery	Douglas	FT	B.S. in Industrial Engineering from Virginia Tech M.S. in Industrial Engineering from Virginia Tech Ph.D. in Industrial Engineering from Virginia Tech
Master of Science in Industrial Engineering	Pan	Rong	FT	B.E. in Materials Science and Engineering from Shanghai Jiao University M.S. in Industrial Engineering from Florida A&M University Ph.D. in Industrial Engineering from Pennsylvania State University
Master of Science in Industrial Engineering	Parry	Samuel	FT	B.S. in Industrial Engineering from the Georgia Institute of Technology M.S. in Industrial Engineering from Northwestern University Ph.D. in Operations Research/Systems Engineering from Ohio State University
Master of Science in Industrial Engineering	Reiser	Mark	FT	B.S. in Mathematics from Arizona State University M.S. in Mathematics from Arizona State University Ph.D. in Mathematics from Arizona State University
Master of Science in Industrial Engineering	Richa	Andrea	FT	B.S. in Computer Science from Federal University of Rio de Janeiro M.S. in Computer Science from Carnegie Mellon University Ph.D. in Computer Science from Carnegie Mellon University
Master of Science in Industrial Engineering	Saghafian	Soroush	FT	B.S. in Industrial Engineering from Isfahan University of Technology, Isfahan, Iran M.S. in Industrial Engineering and Operations

				Research from Sharif University of Technology in Tehran, Iran; M.S. in Mathematics from the University of Michigan Ph.D. in Industrial and Operations Engineering from the University of Michigan
Master of Science in Industrial Engineering	Scotch	Matthew	FT	B.A. in Health & Society from the University of Rochester M.A. in Biomedical Informatics from Columbia University; M.P.H. from Yale University Ph.D. in Biomedical Informatics from the University of Pittsburgh
Master of Science in Industrial Engineering	Shunk	Dan	FT	B.S. in Industrial Engineering from Purdue University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Purdue University
Master of Science in Industrial Engineering	Syrotiuk	Violet	FT	B.S. in Computer Science from the University of Alberta, Canada M.S. in Computer Science from the University of British Columbia Ph.D. in Computer Science from the University of Waterloo, Canada
Master of Science in Industrial Engineering	Villalobos	Jesus	FT	B.S. in Mechanical-Industrial Engineering from Instituto Tecnologico de Chihuahua M.S. in Industrial Engineering from the University of El Paso, Texas Ph.D. in Industrial Engineering from Texas A&M University
Master of Science in Industrial Engineering	Wu	Carole-Jean	FT	B.S. in Computer Science from Cornell University M.A. in Computer Science from Princeton University Ph.D. in Computer Science from Princeton

				University
Master of Science in Industrial Engineering	Wu	Teresa	FT	B.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics M.S.E. in Mechanical Engineering from the Beijing University of Aeronautics and Astronautics Ph.D. in Industrial Engineering from the University of Iowa
Master of Science in Industrial Engineering	Ye	Nong	FT	B.S. in Computer Science from Peking University M.S. in Computer Science from the Chinese Academy of the Sciences Ph.D. in Industrial Engineering from Purdue University
Master of Science in Industrial Engineering	Zhang	Muhong	FT	B.S. in Applied Mathematics from the Beijing University of Chemical Technology M.S. in Operations Research from the Chinese Academy of Sciences Ph.D. in Industrial Engineering and Operations Research from the University of California, Berkeley
Master of Science in Information Management	Ahmad	Altaf	FT	B.S. in Information Technology from the Rochester Institute of Technology M.B.A. in Enterprise Systems from the University of Technology, Sydney Ph.D. in Management Information Systems and Organization Studies from Southern Illinois University Carbondale
Master of Science in Information Management	Chen	Pei-Yu	FT	B.S. in Information Management from National Taiwan University M.B.A. from National Taiwan University M.A. in Applied Economics from The Wharton School, University of Pennsylvania Ph.D. in Operations and Information Management from The Wharton School, University of Pennsylvania

Master of Science in Information Management	Clark	Joseph	FT	B.A. in Communication from the University of Southern California M.B.A. from Tulane University Ph.D. in Information Systems from the University of Southern California
Master of Science in Information Management	Goul	Michael	FT	B.S. in Business from Oregon State University M.B.A. from Oregon State University Ph.D. in Computer Science from Oregon State University
Master of Science in Information Management	Gu	Bin	FT	B.S. in International Business and Computer Science from Shanghai Jiaotong University M.A. in Operations and Information Management from The Wharton School, University of Pennsylvania Ph.D. in Operations and Information Management from The Wharton School, University of Pennsylvania
Master of Science in Information Management	Hayes	Colleen	PT	B.S. in Computer Information Systems from Arizona State University M.B.A. from Arizona State University
Master of Science in Information Management	Hornyak	Rob	FT	B.A. in Classics from the University of Pittsburgh M.S. in Management Information Systems from the University of Pittsburgh M.B.A. in Strategic Management from the University of Pittsburgh Ph.D. in Business Administration, Computer Information Systems from Georgia State University
Master of Science in Information Management	Kulkarni	Uday	FT	B.T. from the Indian Institute of Technology, Bombay M.B.A. from the Indian Institute of Management, Calcutta Ph.D. in Management Information Systems from the University of Wisconsin-Milwaukee
Master of Science in Information	Lin	Elva	FT	B.B.A. in Business Management from Tamkang University M.S. in Computer Information Systems from

Management				Arizona State University Ph.D. in Computer Information Systems from Arizona State University
Master of Science in Information Management	Mazzola	Daniel	FT	B.S. in Computer Information Systems from Arizona State University M.S. in Computer Information Systems from Arizona State University Ph.D. in Computer Information Systems from Arizona State University
Master of Science in Information Management	McCarthy	Matt	PT	B.S. in Business Administration from Arizona State University M.S. in Management from Northern Arizona University
Master of Science in Information Management	Moser	Kathleen	FT	B.S. in Computer Information Systems from the DeVry Institute of Technology M.S. in Computer Information Systems from Arizona State University Ph.D. in Computer Information Systems from Arizona State University
Master of Science in Information Management	Olsen	Christopher	PT	B.S. in Computer Information Systems from DeVry University M.S. in Information Management from Arizona State University
Master of Science in Information Management	Olsen	Timothy	FT	B.S. in Information Systems from Brigham Young University M.S. in Information Systems from Brigham Young University Ph.D. in Computer Information Systems from Georgia State University
Master of Science in Information Management	Read	Aaron	FT	B.S. in Information Systems from Brigham Young University M.I.S.M. from Brigham Young University Ph.D. in Information Technology from the University of Nebraska-Omaha
Master of Science in Information	Roy	Asim	FT	B.E. in Mechanical Engineering from the University of Calcutta, India M.S. in Operations Research from Case Western

Management				Reserve University Ph.D. in Operations Research from the University of Texas at Austin
Master of Science in Information Management	Santanam	Raghu	FT	B.E. in Electronics and Communications Engineering from the National Institute of Engineering, Mysore, India M.S. in Industrial Management from the Indian Institute of Technology M.S. in Computer Science from the State University of New York at Buffalo Ph.D. in Business Administration from the State University of New York at Buffalo
Master of Science in Information Management	Shao	Benjamin	FT	B.S. in Computer and Information Science from the National Chiao Tung University, Hsinchu, Taiwan M.S. in Information Management from the National Chiao Tung University, Hsinchu, Taiwan Ph.D. in Management Information Systems from the State University of New York at Buffalo
Master of Science in Information Management	Steinbart	Paul	FT	B.A. in Political Science from the University of Illinois M.B.A. from Southern Illinois University at Carbondale Ph.D. in Accounting from Michigan State University
Master of Science in Information Management	Vinze	Ajay	FT	Bachelor of Commerce in Accounting from the University of Delhi M.B.A. in Finance from the University of Connecticut Ph.D. in Business Administration: Management Information Systems from the University of Arizona
Master of Science in Information Management	Wood	Robert	FT	B.A. in Chemistry from Harvard University M.B.A. from Arizona State University Ph.D. in Chemistry from the University of California, Berkeley
Master of Science in	Alford	Terry	FT	B.S. in Chemical, Biological and Materials

Materials Science and Engineering				Engineering from North Carolina State University M.S. in Chemical, Biological and Materials Engineering from North Carolina State University Ph.D. in Chemical, Biological and Materials Engineering from Cornell University
Master of Science in Materials Science and Engineering	Bennett	Peter	FT	B.S. in Physics from the University of Minnesota, Duluth M.S. in Physics from the University of Wisconsin, Madison Ph.D. in Physics from the University of Wisconsin, Madison
Master of Science in Materials Science and Engineering	Boxwell	Richard	PT	B.S. in Metallurgical Engineering Technology from the University of Southern Colorado M.S. in Materials Engineering from Auburn University
Master of Science in Materials Science and Engineering	Carpenter	Ray	FT	B.S. in Engineering from the University of California, Berkeley M.S. in Physical Metallurgy from the University of California, Berkeley Ph.D. in Metallurgy and Materials Science from the University of California, Berkeley
Master of Science in Materials Science and Engineering	Chawla	Nikhilesh	FT	B.S. in Materials Engineering from New Mexico Tech University M.S. in Metallurgical Engineering from the University of Tennessee, Knoxville Ph.D. in Materials Science and Engineering from the University of Michigan, Ann Arbor
Master of Science in Materials Science and Engineering	Jiao	Yang	FT	B.E. in Mechanics and Engineering Science from Peking University, Beijing, China Ph.D. in Mechanical and Aerospace Engineering from Princeton University
Master of Science in Materials Science and Engineering	Li	Jian	FT	B.S. in Chemistry from Fudan University M.S. in Electrical Engineering from the University of Southern California

				Ph.D. in Chemistry from the University of Southern California
Master of Science in Materials Science and Engineering	Newman	Nathan	FT	B.S. in Biomedical/Electrical Engineering from the University of Southern California M.S. in Electrical Engineering from Stanford University Ph.D. in Electrical Engineering from Stanford University
Master of Science in Materials Science and Engineering	Ponce	Fernando	FT	B.S. in Physics from the Universidad Nacional de Ingenieria, Lima, Peru M.S. in Solid State Physics from the University of Maryland Ph.D. in Materials Science and Engineering Science from Stanford University
Master of Science in Materials Science and Engineering	Tasooji	Amaneh	FT	B.S. in Physics from Tehran University M.S. in Materials Science and Engineering from Stanford University Ph.D. in Materials Science and Engineering from Stanford University
Master of Science in Supply Chain Management and Engineering	Brown	Steven	FT	B.S. in Business Management from Trinity University M.B.A. from Abilene Christian University
Master of Science in Supply Chain Management and Engineering	Byers	Reynold	FT	B.S. in Mathematics from Brigham Young University M.S. in Mathematics from Brigham Young University M.S. in Management Science from the University of Rochester, Simon School of Business Ph.D. in Operations Management from the University of Rochester, Simon School of Business
Master of Science in Supply Chain Management and Engineering	Carter	Joseph	FT	B.S. in Information Systems from Northeastern University M.B.A. in Operations Management and Information Systems from Northeastern

				University Doctor of Business Administration in Operations Management and Quantitative Methods from Boston University
Master of Science in Supply Chain Management and Engineering	Fowler	John	FT	B.S. in Industrial Engineering from Texas A&M University M.S. in Industrial Engineering from Texas A&M University Ph.D. in Industrial Engineering from Texas A&M University
Master of Science in Supply Chain Management and Engineering	Maltz	Arnold	FT	B.S. in Physics from Trinity College M.A. in Physics from the University of California, Santa Barbara M.S. in Transportation from Northwestern University Ph.D. in Business Studies in Logistics and Industrial Engineering from Ohio State University
Master of Science in Supply Chain Management and Engineering	Pfund	Michele	FT	B.S. in Chemical Engineering from Case Western Reserve University M.S. in Industrial Engineering from Purdue University Ph.D. in Industrial Engineering from Arizona State University
Master of Science in Supply Chain Management and Engineering	Stanley	Linda	PT	B.A. in Home Economics from California State University, Sacramento B.S. in Accounting from Arizona State University Ph.D. in Business Administration and Supply Chain Management from Arizona State University
Master of Science in Technology in Graphic Information Technology	Colmery	Aimee	PT	B.A. in Studio Art from the University of Arkansas at Little Rock M.A. in Technical and Expository Writing from the University of Arkansas at Little Rock
Master of Science in Technology in Graphic	Cunningham	Brittney	PT	B.S. in Justice Studies from Arizona State University

Information Technology				M.S. in Graphic Information Technology from Arizona State University
Master of Science in Technology in Graphic Information Technology	Ehgner	Arnaud	FT	B.S. in Graphic Information Technology from Arizona State University M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from Arizona State University
Master of Science in Technology in Graphic Information Technology	Hough	Sarah	PT	B.S. in Web Design from Ohio State University M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from Arizona State University
Master of Science in Technology in Graphic Information Technology	Mayo-Knab	Sara	FT	B.A. in Studio Art from Arizona State University M.S. in Graphic Information Technology from Arizona State University
Master of Science in Technology in Graphic Information Technology	Milovanovic	Jelena	FT	B.S. in Mathematics from the University of Washington M.S. in Mathematics from the University of Washington
Master of Science in Technology in Graphic Information Technology	Westover	William	FT	B.S. in Computer Science from the University of California, Los Angeles M.S. in Graphic Information Technology from Arizona State University Ph.D. in Graphic Information Technology from Arizona State University

ASU Policy in Compliance with *Iowa Code* Section 261.9(1)e:

ASU Staff Personnel Manual – SPP 317: Drug-Free Campus
Environment

Staff Personnel Manual (SPP)

Effective: 10/1/1990

Revised: 7/1/2007

SPP 317: Drug-Free Campus Environment

Purpose

To promote and support a drug-free campus environment

Source

Drug-Free Schools and Communities Act Amendments of 1989

Background

No institution of higher education shall be eligible to receive funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, unless it has adopted and has implemented a program to prevent the use of illicit drugs and the abuse of alcohol by students and [employees](#). The act requires the annual distribution of the following information to students and employees.

Policy

Prohibition of Controlled Substances

It is the goal of ASU to provide a drug-free environment for all university students and employees. To achieve this goal and to comply with federal law, ASU prohibits the unlawful sale, manufacture, distribution, dispensation, possession, and use of controlled substances on its property or as part of any of its activities.

Every ASU student and employee must abide by the terms of this statement, abide by applicable policies of the Arizona Board of Regents and Arizona State University, and abide by local, state, and federal laws regarding the unlawful possession or distribution of illicit drugs and alcohol.

ASU students and employees are subject to all applicable drug and alcohol policies, including policies set forth in the university's *Staff Personnel Policies and Procedures Manual*, the *Academic Affairs Policies and Procedures Manual*, the *Student Services Manual*, and the *Police Department Policies and Procedures Manual*. The following drug and alcohol policies also apply to students and employees: the Arizona Board of Regents' *Code of Conduct and Rules for the Maintenance of Public Order*; Arizona State University's *Alcohol Consumption Policy and Regulations*; *Alcohol Advertising, Sponsorship and Promotions Policy and Regulations*; and *Arizona State University's Position on Substance Abuse*.

Sanctions

Sanctions under federal and state law for the unlawful possession or distribution of illicit drugs and alcohol are set forth in each semester's *Schedule of Classes*.

Sanctions will be imposed on a student who violates a Board of Regents' or university drug or alcohol policy; those sanctions may include suspension or expulsion and may also include the requirement that the student must participate in a drug rehabilitation program. Sanctions will be imposed on an employee who violates university drug or alcohol policy; those sanctions may require that the employee must participate in a drug rehabilitation program.

Health Risks

Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effect just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Illicit Drugs

A description of health risks associated with the use of illicit drugs is set forth in each semester's *Schedule of Classes*.

[SPP manual](#) | [ASU policies and procedures manuals](#) | [Index of Policies by Title](#) | [SPP manual contact](#) | [Human Resources Web site](#)

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ASU Policy in Compliance with *Iowa Code* Section 261.9(1)f:

ASU Student Services Manual – SSM 104-04: Response to
Student Victims of Sexual Misconduct, Including Sexual Assault
and Relationship Violence

Student Services Manual (SSM)

Effective: 1/1/1983

Revised: 7/1/2012

SSM 104–04: Response to Student Victims of Sexual Misconduct, Including Sexual Assault and Relationship Violence

Purpose

To provide appropriate assistance to student victims of sexual misconduct, including sexual assault and relationship violence

Source

ASU Wellness

Background

ASU is committed to providing a learning and living environment in which members of the university community can achieve their goals and maximum potential. When students experience acts of sexual misconduct, including sexual assault and/or relationship violence, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. In consultation with various university departments, this policy has been developed to proactively create a campus environment in which incidents of sexual misconduct, including sexual assault and relationship violence, can be effectively responded to without further victimization.

Policy

ASU is committed to providing assistance to students harmed by sexual misconduct, including sexual assault and relationship violence and does so through a variety of services. For information and resources, see [ASU Wellness, Sexual Violence Help page](#). Students must be advised that the university, when made aware, will independently investigate all allegations of sexual misconduct to the extent possible and necessary to protect the university community. Students, to the extent permitted by law, do not have to commit to taking any kind of action.

Recommended actions for ASU student victims of sexual violence can be found at [ASU Wellness, Sexual Violence Help page](#)

ASU and Community Resources for responding to sexual misconduct, including sexual assault and relationship violence can be found at [ASU Wellness, Sexual Violence Support and Resource page](#).

[SSM](#) manual | ASU policies and procedures [manuals](#) | [Index](#) of Policies by Title | Educational Outreach and Student Services Web [site](#)

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If You've Experienced Sexual Violence

What to do

Sexual assault can happen to anyone: any gender, any age, any socio-economic status, any profession, any ethnic or racial identity, any sexual orientation, any religious affiliation, anyone. You are not alone. Among ASU students surveyed, 3.3% of female students and 0.4% of ASU male students experienced an attempted or completed sexual assault in the previous year. In most cases, the victim and assailant know each other.

If you have experienced sexual assault you may feel angry, afraid, humiliated, confused, or numb. You may blame yourself, or make excuses for your assailant's behavior. You may not know what to do or where to find support. The following information is a guide for you to help you find the information and support you may need for safety, medical, legal, counseling, and other considerations.

Find a Safe Place

- If you feel you are in immediate danger, call 911.
- In the immediate aftermath of sexual assault, the most important thing is your safety. Go to a safe place. Whether it is your residence, a friend's place, or with a family member, your immediate safety is what matters most.
- If you live on campus, contact your Community Assistant or Community Director for support.

Preserve Evidence of the Assault

- Do not shower, bathe, douche, and/or brush your teeth or hair.
- Save all the clothing you were wearing at the time you were assaulted in a **paper** bag.
- Make every effort to save anything that might contain the assailant's DNA. Do not clean up the crime scene or move anything the assailant may have touched.
- Write down as much as you can remember about the circumstances of the assault, including a description of the assailant. If you have a picture of the assailant, prepare to give it to the police.

Filing a Police Report is Optional

- Sexual assault is a serious crime. Even if you know your assailant, you can choose to report the assault to the police.
 - To make a police report, call 911. The local police will send an officer to take your report. Make sure to say where the assault took place; on or off campus, and in which city. You can also call the [city's police department](#). ([/wellness/help#relationships](#))
 - If you were assaulted on campus, an ASU police officer will be sent to take your report.
 - Filing a police report does not obligate you to press charges. You may file a police report to document your experience without pressing charges.
- Your report will be investigated if you choose to press charges. If there is sufficient evidence, the case will be submitted to the County Attorney's office, where it will be determined if it can be successfully prosecuted.
 - Keep in mind that if the police determine that the suspect may pose a threat to the campus community, they will be obligated to disclose your case to other departments on campus, even if you prefer not to have your case investigated.

The Forensic Exam

- A forensic exam can be performed up to 5 days following the assault. However, it is important to have a forensic exam as soon as possible for the best results.
- The forensic exam is available through several [Family Advocacy Centers](#) ([/wellness/help#relationships](#)) in the Phoenix area to collect and preserve evidence of the sexual assault. Forensic exams are performed by specially trained forensic nurses.
- Even if you have not decided to report the crime, a forensic exam can be done to collect and keep the evidence safe. The evidence can be used at a later date if you decide to file a report.
- Family Advocacy Centers are designed to improve the reporting experience by locating many of the disciplines involved in the investigation and care of the victim in one building designed to support the investigation and care of the victim.
- These centers can also link you to an advocate who is experienced in working with victims of sexual assault and will assist with discussing the assault with the forensic nurse, law enforcement, and/or counselors.
- If you believe you were drugged, it is important to obtain a urine sample for a complete toxicology screen as soon as possible because some drugs can clear your system within a few hours. Blood may also be collected.

Medical Care

- For your health and protection, it is important to be checked and treated for possible injuries, sexually transmitted infections. It is also important to be tested for pregnancy.
 - This can be done as a part of the forensic exam at a [Family Advocacy Center](#) ([/wellness/help#relationships](#)), through [ASU Health Services](#) ([/health](#)), through a private physician's office or other medical facility.
 - Emergency contraception is available to prevent pregnancy. This is a prescription medication that can be taken up to 72 -120 hours after the assault, depending on the drug.
 - A follow-up medical exam should be completed in 4-6 weeks to test for HIV, sexually transmitted infections that have not been responsive to treatment. It is also important to be tested for pregnancy.

Counseling

- Sexual assault is a traumatic experience. Talking to a counselor and/or people in your support system can be helpful if you are feeling upset or confused.

- Counseling is offered through [ASU Counseling Centers \(/counseling\)](#) on each campus.
- If you feel you need immediate assistance, Crisis Services are available through [ASU Counseling Centers \(/counseling\)](#) or [EMPACT Suicide Prevention Center, Inc. \(http://www.lafronteraarizona.com/index.php?option=com_wrapper&view=wrapper&Itemid=94\)](#)

Student Affairs

- [Student Advocacy and Assistance \(https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance\)](https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance) provides referrals and contacts that can help you to address the academic and personal concerns that have resulted from your experience. Offices are located on each ASU Campus.
- If the assailant is an ASU student, you can file a complaint with the [Office of Student Rights and Responsibilities \(/srr\)](#). This can be done with or without filing a police report. Your complaint will be investigated, and, if substantiated, result in disciplinary action for the assailant.

Sexual Violence Links

- [Sexual Assault Resources \(/wellness/help\)](#)
- [Get Involved with Violence Prevention \(/wellness/student-involvement\)](#)
- [Sexual Assault Presentations \(/wellness/presentations\)](#)
- For more information about Sexual Assault please contact [wellness@asu.edu \(mailto:wellness@asu.edu\)](mailto:wellness@asu.edu)

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ASU Policy in Compliance with *Iowa Code* Section 261.9(1)g:

ASU Student Services Manual – SSM 201-18: Military
Activation of Students

Student Services Manual (SSM)

Effective: 8/27/1990

Revised: 7/1/2013

ASU SSM 201–18: Military Activation of Students

Purpose

To assist students who are members of the National Guard, the Reserves, or other branch of the U.S. Armed Forces and are unable to continue in classes because of activation for military duty

Sources

University Registrar's Office
Office of the Provost of the University

Policy

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Veterans Services section of the University Registrar's Office at the Tempe campus or the Veterans Services Office at the West campus. The Veterans Services staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Note: Students unable to contact the University Registrar's Office at the Tempe campus or the Veterans Services Office at the West campus prior to departure may submit the necessary form and documentation of military orders upon their return and appropriate action will be taken to adjust the students' records and financial obligations.

Procedure

Responsibility	Action
Student	<ol style="list-style-type: none"> 1. Notify the Veterans Services staff in the University Registrar's Office or in the Veterans Services Office at the West campus about activation for military duty and obtain the Military Activation Form. 2. Complete the form, attach a copy of the military orders regarding activation, and submit to Veterans Services.
Veterans Services section	<ol style="list-style-type: none"> 3. Review the form and verify the military orders. 4. Review the available academic record options with the student and refer the student to the academic department for assistance, if needed, to facilitate selection: <ol style="list-style-type: none"> a. incompletes b. complete withdrawal c. course withdrawal <p>or</p> d. letter grade submitted by instructor (if warranted for classes near completion). 5. Notify the Records Information section at the Tempe campus or Registration Services at the West campus if the

student selects withdrawal options. Advise student to consult with individual instructors regarding the options of receiving a letter grade or incomplete.

6. Review financial obligations identified by a student seeking withdrawal from classes and (if time permits) refer the student to the appropriate business offices (e.g., Student Financial Assistance, Student Housing, Parking Services, ASU Bookstore, Campus Health Service) to discuss refund eligibility or notify offices of potential refund on the student's behalf.

Records Information section or Registration Services at the West campus 7. Process the student's withdrawal and indicate on the student's SIS record that military activation occurred for the relevant semester(s) to preserve the student's catalog year.

8. Notify the Tuition Payment office about a possible refund resulting from withdrawals.

Tuition Payment Office 9. Determine and initiate an appropriate refund of tuition and fees paid by the student.

Note: Although complete withdrawal may result in a 100 percent refund, partial withdrawal may not generate a tuition refund if the remaining hours are 7 or more for resident students or 12 or more for nonresident students.

Other business offices 10. After notification from the University Registrar's Office at the Tempe campus or Registration Services at the West campus, determine and initiate appropriate refunds if the student requested withdrawal from classes.

Cross-References

For related information about military leave for faculty and academic professionals, see the *Academic Affairs Policies and Procedures Manual*—[ACD 708](#), "Military Leave."

For related information about military leave for classified, university staff, and administrative employees, see the *Staff Personal Policies and Procedures Manual*—[SPP 706](#), "Military Leave of Absence."

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ASU's Most Recent Audit Report
Comprehensive Annual Financial Report



On the cover: McCord Hall is the new home of the internationally recognized W. P. Carey Graduate Programs. The oculus, a circular skylight in the roof, is lined with stainless steel panels with alternating polished and brushed matte finishes.



Arizona State University

2013 Comprehensive Annual Financial Report
Year Ended June 30, 2013

Prepared by the ASU Financial Services Office
Included as an Enterprise Fund of the State of Arizona





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'Air Apparent', a James Turrell Skyspace, Tempe campus

Photo credit: John Meredith

INTRODUCTORY SECTION



MESSAGE FROM THE PRESIDENT



ARIZONA STATE UNIVERSITY



Arizona State University is a New American University promoting excellence among its students, faculty and staff, increasing access to its educational resources, and working with communities to impact social and economic development in a positive manner.

ASU continues to draw record numbers of academically qualified students who are eager to learn and make their mark on the world. With enrollment in excess of 76,000, the fall 2013 class includes students of diverse racial, ethnic, and socioeconomic backgrounds, and an academically strong freshmen class of almost 10,000. ASU also continues to attract a growing population of international students, with a year-over-year expansion of almost 30 percent. The increase in international student enrollment is in part a reflection of the University's recognition as a top 100 university by both the Center for World University Rankings and the Academic Ranking of World Universities compiled by Shanghai Jiao Tong University.

The research that we do at ASU makes us better teachers and discoverers, which also helps us to be of greater service to our students. The University engages in research that spawns innovative applications with real-world social and economic impact. ASU possesses the capacity to advance on any challenge that confronts our nation leveraging discovery, innovation and creativity through projects including:

- A \$31 million contract from the Defense Threat Reduction Agency of the U.S. Department of Defense to develop a novel diagnostic technology called immunosignaturing for rapid detection of infectious disease agents before symptoms occur.
- The Algae Testbed Public-Private Partnership ATP³ made possible by a \$15 million U.S. Department of Energy competitive grant. This funding supports open testbed and evaluation facilities that serve as a hub for research and commercialization of algae-based biofuels and other products.
- A \$14 million grant from the U.S. Agency for International Development (USAID), Intel and the Vietnamese government to help modernize higher education in Vietnam and prepare a more highly-trained workforce to meet the increasing needs of global high-tech industries. The implications of this project are wide-reaching, enhancing ASU's globalization efforts.

By establishing key partnerships, ASU offers its students more meaningful educational experiences. The ASU-Mayo Clinic partnership is one of the University's most transformative. Together we have collaborative research projects in cancer, Alzheimer's disease, vaccine development and genetics. All students in ASU's biomedical informatics department, located on the Mayo Clinic's Scottsdale campus, receive a specialized master's degree in the science of health care delivery granted by ASU, believed to be the first such program offered by a medical school. ASU also has developed research and educational partnerships in other countries. Engaging with other countries is critical to the advancement of ASU, as well as Arizona.

ASU ranks among the top universities for the number of graduates who volunteer and are accepted into the Peace Corps, and is one of the top schools nationwide for producing Fulbright Scholars. ASU also has been recognized by the *Wall Street Journal* for producing highly prepared and academically well-rounded graduates. ASU has embraced entrepreneurship as a design principle that permeates the entire university, allowing ASU students to face a changing world armed with ability, ambition and the tools to succeed. At ASU our faculty and staff invest their time, energy and resources into delivering high quality education and accessibility to our students, promoting innovation through research, and providing public service and economic development to the people of Arizona. Students are encouraged to pursue their dreams at ASU, and the University offers the infrastructure for them to accomplish their goals.

"We are competing not only for research dollars and private investment, but also for the very best students, faculty and administrators, and above all, for the very best ideas."

Michael Crow



October 18, 2013

To President Crow, Members of the Arizona Board of Regents, and Citizens of Arizona:

We are pleased to present the Arizona State University *Comprehensive Annual Financial Report* (CAFR) for the year ended June 30, 2013. The report includes the financial statements for the year as well as other useful information to assist the reader in clearly understanding the University's financial activities and outcomes.

University management is responsible for the accuracy and completeness of the information presented, including all disclosures. The University functions under a framework of internal controls that is sound and sufficient to disclose any material deficiencies, and provides reasonable assurance that assets are safeguarded from unauthorized use.

State law, federal guidelines, and certain bond covenants require that the University's accounting and financial records be audited each year. For the year ended June 30, 2013, the State of Arizona Office of the Auditor General has issued an unqualified opinion on Arizona State University's financial statements. The independent auditors' report is displayed in the front of the financial section of these statements.

With solid financial results in fiscal year 2013 and an improving financial outlook, the University continues to manage and steward its resources successfully. ASU remains committed to effective budgetary planning and sound financial management as it pursues excellence in teaching, research and public endeavors. Management's Discussion and Analysis (MD&A) provides a narrative introduction, overview and analysis of the basic financial statements, and information regarding the University's financial position and results of operations for the year ended June 30, 2013. MD&A is located immediately following the independent auditors' report and complements this letter of transmittal and should be read in conjunction with it.

Profile of the University

Arizona State University (ASU) operates under a transformational model as a New American University combining the highest levels of academic excellence, inclusiveness for a broad demographic, and maximum societal impact. ASU is classified by the Carnegie Foundation as a Research University (very high research activity), the highest category given to research universities. Research partnerships and collaborations with local, national, and global industries, as well as medical and non-profit organizations have been crucial to ASU achieving research excellence and productivity.

The University's academic portfolio includes approximately 140 bachelor degrees, 150 master's degrees, and 85 doctoral degrees. This breadth of degree programs, including an increasing number of interdisciplinary degree programs, enriches the comprehensive nature of ASU's academic platform for its students. During fiscal year 2013, ASU went through a reaccreditation exercise with the North Central Association's Higher Learning Commission (HLC). ASU assembled for HLC definitive evidence demonstrating the University fully meets all Criteria for Accreditation established by the Commission. ASU was notified in fall 2013 its accreditation status has been continued.

Arizona State University was founded as the Territorial Normal School in 1885 by an act of the Thirteenth Territorial Legislature in response to the growing demand for teachers and leaders in the region. In 1915 agriculture was added to the curriculum in response to the completion of the Roosevelt Dam and subsequent expansion of irrigated farming in the area. In 1958, after a series of name changes, the citizens of Arizona voted in favor of a ballot proposition to change the name of the institution to Arizona State University. With an enrollment today of over 76,000 students drawn from across the United States and more than 110 countries, Arizona State University has become the largest public university under a single administration in the country. ASU is comprised of four campuses in the metropolitan Phoenix area, ASU Online, and programs in Lake Havasu City, Arizona near the Arizona/California border.

The Arizona Board of Regents (ABOR) governs Arizona State University as well as the other two public universities in the State. ABOR is comprised of twelve members that include appointed, ex-officio, and student regents. The Governor appoints and the Arizona Senate confirms the eight appointed regents to staggered eight-year terms as voting members of ABOR. The Governor and Superintendent of Public Instruction serve as ex-officio voting members while they hold office. Two student regents serve staggered two-year terms, the first year as a nonvoting board member and the second year as a voting member.

The University is classified as a state instrumentality per Internal Revenue Code Section 115. Fiscal responsibility for the University remains with the State of Arizona. The University is considered a part of the reporting entity for the State's financial reporting purposes and is included in the State's Comprehensive Annual Financial Report (CAFR). The financial reporting entity for ASU's financial statements is comprised of the University and eight component units. The University's financial statements are prepared in accordance with Governmental Accounting Standards Board (GASB) reporting requirements. Separate financial statements for the eight component units are reported based upon GASB Statement No. 61. The component units include the ASU Foundation for A New American University; Arizona Capital Facilities Finance Corporation; the ASU Alumni Association; Arizona State University Research Park, Inc.; Downtown Phoenix Student Housing, LLC; Sun Angel Endowment; Sun Angel Foundation; and University Public Schools, Inc. The component units are non-profit, tax-exempt organizations and are discretely presented component units based on the nature and significance of their relationship to the University.

The University is responsible for using its resources to fulfill its educational, research and public service mission. It also is responsible for planning, developing and controlling budgets and expenses within authorized allocations in accordance with University, Arizona Board of Regents, state, and federal policies and procedures.

Arizona Economy

The following economic summary is based on the Arizona Department of Administration Employment Forecast, released on May 9, 2013.

The Office of Employment and Population Statistics within the Arizona Department of Administration is projecting that a total of approximately 98,000 nonfarm jobs will be added during 2013 and 2014, representing growth across the state of Arizona of 1.9 percent in 2013 and 2.1 percent in 2014. These gradual gains are projected as the overall employment situation in Arizona is expected to improve, although on a slower track as economic fundamentals continue to improve, but appear to be dampened by the effects of federal sequestration and increased payroll taxes.

Additional risk factors that add uncertainty to the forecast include constrained personal household budgets as U.S. consumers face employment insecurity, lower wages and higher debt, continued weakness in commercial real estate, and a slowing rate of growth in real business investment.

However, these risks are outweighed by positive factors, including continued improvement in real Gross Domestic Product (GDP), real personal income, employment, and retail sales. Household net worth continues to climb gradually and the fraction of disposable income used for household debt continues to decline. Residential real estate markets in Arizona are showing improvement with rising levels of building permits and rising home prices. With an improving domestic economy and employment growth, consumers are expected to spend more, although demand may be slightly lower in the short-run due to the impact of sequestration and payroll taxes.

Planning and Initiatives

The Arizona Board of Regents' long-term strategic plan, the Arizona Higher Education Enterprise plan (AHEE), sets out the rationale, mission and specific objectives for the Arizona University System through the year 2020. The AHEE defines goals that encompass the areas of educational excellence and access, research excellence, workforce and community, and productivity. Key measures of progress toward achieving these goals are continually reviewed and monitored by ABOR and the University, and include benchmarks for academic degree production and research productivity.

ASU's vision is to establish itself as the model for a New American University, measured not by who we exclude, but rather by who we include and how they succeed; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social, and cultural vitality and health and well-being of the community. The University has established eight design aspirations to guide its transformation:

- 1) Leverage our place
- 2) Transform society
- 3) Value entrepreneurship
- 4) Conduct use-inspired research
- 5) Enable student success
- 6) Fuse intellectual disciplines
- 7) Be socially embedded
- 8) Engage globally

The University continues to make progress in its strategic initiative to be a model for 21st century higher education, dedicated to access, excellence and impact.

The University submits its annual budget, which includes revenue sources from state appropriations, student tuition and fees, auxiliary enterprises, grants and contracts, private gifts and other income, to the Arizona Board of Regents for approval. The University Capital Improvement Plan and Capital Development Plan, also approved by ABOR, focus on addressing Arizona's demand for higher education by providing students, faculty and staff with high-quality facilities and providing the infrastructure necessary for the University to realize its mission. This investment in the University's infrastructure is vital to the success of its students, faculty and staff. Recently completed and ongoing capital projects include:

- ASU's newest academic building, McCord Hall, opened in August 2013 and is featured on the cover of this report. This 129,000-square-foot, \$57 million facility houses graduate programs for the highly-ranked W.P. Carey School of Business, providing state-of-the-art classrooms, break-out rooms, a graduate career center, and common areas designed to spur learning, communication and collaboration.
- New and expanded Sun Devil Fitness facilities opened fall 2013 on the Tempe and Downtown campuses. On the Tempe campus, the 84,500-square-foot addition to the existing Sun Devil Fitness Complex includes a large multiple-court gym, strength and cardio areas, multi-purpose space, wellness space, and a social recreation area. The new Downtown Phoenix campus Sun Devil Fitness Complex provides a large gym, a weight room, an indoor track, multi-purpose space, locker rooms and a leisure pool on the roof of the 73,800-square-foot building.
- ASU's commitment to sustainability continues with construction of pedestrian shade structures near the center of campus that double as solar power plants. By November 2013, ASU's solar energy program across all four ASU campuses and the ASU Research Park is projected to generate 23.5 megawatts of direct current, producing nearly 41 million kilowatt hours of electricity annually.
- College Avenue Commons, currently under construction and scheduled to open in summer 2014, will be a 137,000-square-foot, \$54 million mixed-use facility. The five-story building will provide mediated classrooms, offices, labs and collaboration/study spaces for several areas within the Ira A. Fulton Schools of Engineering. The highly adaptable community room and 200-seat auditorium will serve as connections between the University and the community, as well as venues for prospective student orientation and presentations. The ground floor and a mezzanine level will house the Sun Devil Marketplace, ASU's college bookstore of the future, focusing on digital marketing and delivery of learning materials and other products to the campus and community.
- Preliminary plans for the construction of the Arizona Center for Law and Society on the Downtown Phoenix campus have been approved by the Board of Regents and the Phoenix City Council. The project includes construction of a new facility which will house the Sandra Day O'Connor College of Law and a range of programs dedicated to the interaction between the law and social structures, culture and policy. Moving the law school facility from Tempe to downtown Phoenix will allow the college to increase enrollment, facilitate public policy incubators, and provide its students with more interaction with Phoenix law firms, the State Bar of Arizona and the justice system. Construction is currently scheduled to begin in early 2014 with the Center opening in fall 2016.

Awards and Acknowledgements

The Government Finance Officers Association of the United States and Canada (GFOA) awards the Certificate of Achievement for Excellence in Financial Reporting. To receive a Certificate of Achievement, a government unit must publish an easily readable and efficiently organized CAFR. The report must satisfy both generally accepted accounting principles and applicable legal requirements.

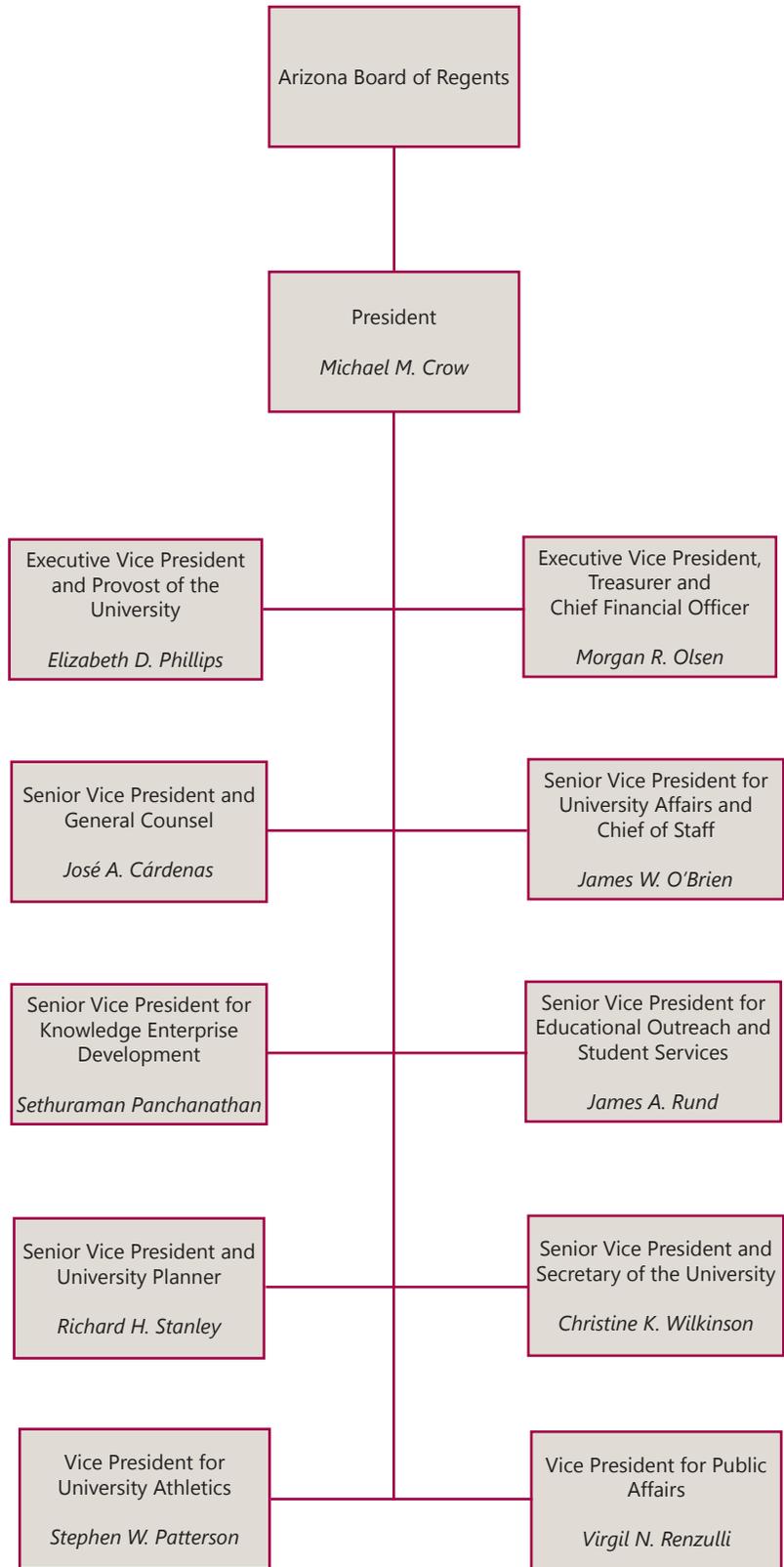
This is the inaugural year the University is participating in the GFOA program by submitting this report for review and comment by GFOA, with the goal of meeting all GFOA requirements to receive the Certificate of Achievement.

Preparation of this CAFR in a timely manner would not have been possible without the coordinated efforts of the Financial Services Office and other University administrators, faculty and staff. In addition, the State of Arizona Office of the Auditor General provided invaluable assistance.



Morgan R. Olsen
Executive Vice President, Treasurer and Chief Financial Officer

ASU ORGANIZATIONAL CHART



EX-OFFICIO

Janice K. Brewer, *Governor of Arizona*

John Huppenthal, *Arizona Superintendent of Public Instruction*

APPOINTED

Rick Myers, *Chair*
Tucson

LuAnn Leonard, *Vice Chair*
Polacca

Dennis DeConcini, *Secretary*
Tucson

Mark Killian, *Treasurer*
Mesa

Jay Heiler
Paradise Valley

Ram Krishna
Yuma

Anne Mariucci
Phoenix

Greg Patterson
Scottsdale

Valerie Hanna, *Student Regent*
The University of Arizona

Kaitlin Thompson, *Student Regent and Assistant Treasurer*
Arizona State University



Sun Devil Fitness Complex, West campus

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

Independent Auditors' Report

Members of the Arizona State Legislature

The Arizona Board of Regents

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component units of Arizona State University as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component units, is based solely on the reports of the other auditors. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of the aggregate discretely presented component units, except for those of the University Public Schools, Inc., were not audited by the other auditors in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and aggregate discretely presented component units of Arizona State University as of June 30, 2013, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with U.S. generally accepted accounting principles.

Emphasis of Matter

As described in Note A, the University's financial statements are intended to present the financial position, the changes in financial position and, where applicable, cash flows of only those portions of the business-type activities, major fund, and aggregate discretely presented component units of the State of Arizona that are attributable to the transactions of the University. They do not purport to, and do not, present fairly the financial position of the State of Arizona as of June 30, 2013, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the Management's Discussion and Analysis listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the University's basic financial statements. The introductory, enrollment and combined sources and uses, and statistical sections listed in the table of contents are presented for purposes of additional analysis and are not required parts of the basic financial statements.

The introductory, enrollment and combined sources and uses, and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we will also issue our report on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters at a future date. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

Debbie Davenport
Auditor General

October 18, 2013

MANAGEMENT'S DISCUSSION AND ANALYSIS

OVERVIEW

The following Management's Discussion and Analysis provides an overview of Arizona State University's financial position and activities for the year ended June 30, 2013, with comparative totals for the year ended June 30, 2012. Management has prepared this discussion and analysis to be read in conjunction with the financial statements and accompanying notes to financial statements.

The financial statements presented in this report include Arizona State University (ASU, University) and its discretely presented component units. This discussion and analysis focuses on the University, unless otherwise stated. Information on the University's component units can be found on a consolidated basis in the component units' Statement of Financial Position and Statement of Activities, as well as Note N - Component Units (Financially Related Organizations).

Arizona State University is a comprehensive public institution which has developed a model for a *New American University*, creating an institution that is committed to excellence, access and impact. With a fall 2012 enrollment of over 73,000 students, ASU encompasses four campuses across the Phoenix metropolitan area providing nationally ranked academic programs in traditional classroom settings as well as through ASU Online. In fall 2012, students began taking classes at the ASU Colleges at Lake Havasu City, ASU's newest location. ASU uses its commitment to education and service to expand opportunities for a growing global community.

ASU is an agency of the State of Arizona and also is included in the State's *Comprehensive Annual Financial Report* (CAFR).

FINANCIAL HIGHLIGHTS FOR FISCAL 2013

The University's financial position at June 30, 2013 remained solid with no significant change in any revenue or expense category relative to fiscal 2012. The University's total assets increased by 6 percent at June 30, 2013 to \$2.8 billion. ASU recorded a 7 percent increase in net position over fiscal 2012, with the most significant increases occurring in net investment in capital assets and unrestricted net position. The fiscal 2013 increase in net position of \$85 million represented approximately 5 percent of fiscal 2013 total revenues and included a \$48 million increase in unrestricted net position. As the largest U.S. university governed by a single administration, tuition and fees are the University's primary revenue source (45 percent), supplemented by support from the State of Arizona through state appropriations (17 percent). ASU continues to increase its stature as a major research university and funding from grants and contracts (16 percent) are also a major funding source. The most significant fiscal 2013 expense categories were those directly related to instruction and academic programs (\$754 million) and research and public service (\$270 million). Instruction and academic programs showed the most significant increase, \$49 million, with increases occurring university-wide. ASU's Online program also showed significant growth in fiscal 2013 as the University continues to expand student learning opportunities through adaptive learning.

USING THE FINANCIAL STATEMENTS

Beginning with fiscal 2013, ASU has elected to present its financial statements in a *Comprehensive Annual Financial Report* (CAFR). The University plans to submit this CAFR for the Government Finance Officers Association's *Certificate of Achievement for Excellence in Financial Reporting*. The University's financial statements included in the CAFR are the Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position and the Statement of Cash Flows. Included in the statistical section of the CAFR are ten year trends of key financial and non-financial indicators of importance to the University.

The financial statements have been prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). GASB establishes standards for external financial reporting for public universities. The University's activities are considered to be a single business-type activity and are reported in a single column consolidated format.

The information presented in this financial report is designed to show the reader how the University's resources were used to meet its mission and goals, including enhancing student development and learning, expanding access to University programs, and pursuing research and discovery that benefits the public good. Financial information is one indicator of the University's overall performance and should be reviewed in conjunction with relevant nonfinancial indicators such as quality of students applying for admission, recognition of academic programs, student retention and graduation rates, faculty awards and honors, and community enrichment, in order to assess the University overall.



The ASU McCain Institute hosted its inaugural debate on January 30, 2013 in Washington D.C. Distinguished guests including Arizona Senator John McCain (center), Maen Rashid Areika, ASU alumnus and Palestine Liberation Organization Ambassador to the United States (left) and New Hampshire Senator Kelly Ayotte (right), listen as experts on Syria debate the United States' role in the ongoing conflict.

STATEMENT OF NET POSITION

The statement of net position presents the financial condition of the University at the end of the fiscal year and reports all assets and liabilities of the University, as well as deferred outflows. In fiscal 2013 the University implemented several new GASB statements resulting in format changes to the financial statements. The term net position replaced net assets and the new category deferred outflow/inflow of resources was introduced. A deferred outflow of resources is a consumption of net position that is applicable to future reporting periods. A deferred inflow of resources is an acquisition of net position that is applicable to a future reporting period. More information about the changes due to new GASB statements is available in Note A in the notes to financial statements. The change in net position between years is one indicator of whether the overall financial condition of the University has improved or worsened during the fiscal year. A summary comparison of the University's assets, deferred outflows of resources, liabilities, and net position as of June 30, 2013 and June 30, 2012 follows.

Condensed Summary of Net Position (Dollars in millions)		
	2013	2012 (as adjusted)
Assets		
Current assets	\$ 333.5	\$ 384.2
Noncurrent assets	618.4	554.2
Noncurrent capital assets, net	1,876.3	1,729.5
Total assets	\$ 2,828.2	\$ 2,667.9
Deferred Outflows of Resources		
	\$ 14.1	\$ 22.9
Liabilities		
Current liabilities	\$ 184.0	\$ 154.9
Noncurrent liabilities	50.5	54.9
Noncurrent long-term debt	1,271.2	1,229.4
Total liabilities	\$ 1,505.7	\$ 1,439.2
Net Position		
Net investment in capital assets	\$ 664.9	\$ 643.0
Restricted:		
Nonexpendable	55.5	52.9
Expendable	104.9	92.7
Unrestricted	511.3	463.0
Total net position	\$ 1,336.6	\$ 1,251.6

For fiscal 2013 the University strengthened its financial foundation in part through the prudent utilization of financial resources to improve or maintain the University's capital assets. At June 30, 2013, ASU held total assets of \$2.8 billion, reflecting a \$160 million, or 6 percent, increase from June 30, 2012. Current assets include those that may be used to support current operations such as cash and cash equivalents, short-term investments and accounts receivables. Current assets decreased by \$51 million between years primarily due to a decrease in cash and cash equivalent balances. The \$76 million decrease in cash and cash equivalents was offset by a \$15 million increase in short-term investments and a \$148 million increase in noncurrent other investments due to the lengthening of investment maturities to improve investment yields.

Noncurrent assets increased by \$64 million with the most significant increase occurring in other investments as noted above. Restricted cash and cash equivalents decreased \$94 million primarily due to completion of McCord Hall, a bond financed facility housing graduate programs for the W.P. Carey School of Business on the Tempe campus which opened in August 2013. Cash from bond financings is held with the bank trustee until construction costs are incurred and is reported as restricted cash and cash equivalents on the statement of net position. There was also a \$147 million increase in noncurrent capital assets, net of accumulated depreciation, primarily related to completion of the McCord Hall and student fitness facilities at the Tempe and Downtown Phoenix campuses.

Liabilities increased \$75 million for the year ended June 30, 2013, to \$1.5 billion. The change was primarily in the noncurrent long-term debt category due to the issuance of revenue bonds during fiscal 2013. The new bonds will fund construction of the College Avenue Commons building, which will house the Del E. Webb School of Construction and other university student programs, student fitness complexes on the Tempe and Downtown campuses and various information technology infrastructure projects.

Net position, the difference between total assets plus deferred outflows of resources and total liabilities, increased \$85 million in fiscal 2013. Net position is reported as follows:

- Net investment in capital assets represents the University's investment in capital assets such as equipment, buildings, land and infrastructure, net of accumulated depreciation and outstanding debt obligations related to those capital assets.
- Restricted-nonexpendable net position primarily represents the University's permanent endowment funds received from donors for the purpose of creating permanent funding streams for specific programs or activities. These funds are held in perpetuity and are not available for expenditure by the University. The earnings on these funds support the programs and activities as determined by donors.
- Restricted-expendable net position is the resources which the University is legally or contractually obligated to spend in accordance with restrictions placed by donors and/or other external parties.
- Unrestricted net position is composed of all other funds available to ASU for purposes related to its mission. Unrestricted net position is typically designated for specific college or university initiatives.

Total net position at June 30, 2013 was \$1.3 billion, a 7 percent increase over the prior year. The change in net position is one measure as to whether the overall financial condition of the University has improved or deteriorated during the fiscal year. The fiscal 2013 increase in net position primarily occurred in unrestricted net position and net investment in capital assets. The University's unrestricted net position is primarily under management of the academic colleges and schools.

MANAGEMENT'S DISCUSSION AND ANALYSIS

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

The statement of revenues, expenses, and changes in net position presents the University's operating, nonoperating, and capital-related financial activity for the fiscal year, in accordance with the Governmental Accounting Standards Board (GASB). Operating revenues primarily include student tuition and fees, governmental grants and contracts, and auxiliary activities. ASU, and other public universities, depend on state appropriations, gifts, and financial aid grants, which are prescribed by GASB as nonoperating revenues, to support core operations. Due to the required classification of these key funding sources as nonoperating, operating expenses will typically exceed operating revenues for public universities, resulting in an operating loss. Net nonoperating revenues and expenses are integral in determining the overall increase or decrease in net position.

A summary comparison of the University's activities for fiscal years 2013 and 2012 follows. A combined sources and uses schedule is presented on the next page.

Condensed Summary of Revenues, Expenses, and Changes in Net Position (Dollars in millions)		
	2013	2012
Operating revenues		
Tuition and fees, net	\$ 803.0	\$ 757.2
Research grants and contracts	238.0	229.8
Auxiliary enterprises, net	122.5	105.5
Other operating revenues	64.0	62.8
Total operating revenues	\$ 1,227.5	\$ 1,155.3
Operating expenses	1,644.6	1,558.4
Operating loss	\$ (417.1)	\$ (403.1)
Net nonoperating revenues (expenses)		
State appropriations	\$ 297.4	\$ 307.8
Other nonoperating revenues	252.3	248.0
Nonoperating expenses	(64.3)	(56.5)
Income before other revenues, expenses, gains, or losses	\$ 68.3	\$ 96.2
Capital appropriations and other revenues	22.0	25.0
Special item	(5.3)	
Increase in net position	\$ 85.0	\$ 121.2
Net position at beginning of year	1,251.6	1,130.4
Net position at end of year	\$ 1,336.6	\$ 1,251.6

Revenues

ASU's total revenues increased \$63 million, or 4 percent, to \$1.8 billion in fiscal 2013. Operating revenues increased \$72 million between years with increases occurring in all major revenue categories. The most significant increases in operating revenues occurred in net tuition and fees, \$46 million, and auxiliary revenues, \$17 million. Tuition and fee increases were due to increased enrollment as well as modest rate increases. Auxiliary enterprise revenue increased in fiscal 2013 in several auxiliary activities including Sun Devil Athletics (SDA) and

Residential Life and related dining activities. The growth in SDA revenues was primarily due to increased PAC 12 revenue sharing. Residential life and dining revenues primarily increased due to the transfer of two housing complexes to the University that were previously reported as component unit activities.

Total nonoperating revenues were stable between years. Fiscal 2013 base state appropriations include performance and parity funding increases of \$12.1 million. Performance funding is awarded to each of the three state universities based on key metrics that are critical to the growth of and diversification of the Arizona economy – number of University degrees awarded, number of student credit hours successfully completed and level of sponsored research and public service expenses. Parity funding was received by ASU to address long standing differences in state investment among the three state universities. Offsetting performance and parity funding increases is the one-time technical adjustment of \$20.6 million received in fiscal 2012 and other fiscal 2013 one-time adjustments totaling \$1.9 million. Net return earned on investments increased \$11 million between years due to the stronger financial market performance.

Expenses

Expenses are also categorized as operating or nonoperating per GASB. The University reports operating expenses by functional category (instruction, research, etc.) on the face of the statement of revenues, expenses, and changes in net position and displays expenses by their natural classification (personal services and benefits, supplies and services, etc.) in Note I in the notes to the financial statements.

Overall, total expenses increased \$99 million in fiscal 2013 with the majority of the increase occurring in ASU's mission related programs of instruction/academic support and research/public service with increases of \$49 million and \$12 million between years, respectively. Instruction/academic support expenses increased in multiple programs across all campuses, including ASU Online, which had significant growth in fiscal 2013. ASU Online allows students to access the educational opportunities of the University while being physically located virtually anywhere. Tuition and state appropriation revenues are the primary funding sources for instruction and academic support expenses.

Campus-wide growth in research expenses reflects continued expansion of ASU's research profile. Projects with increased expenses in fiscal 2013 include developing a diagnostic tool for the Department of Defense and its Defense Threat Reduction Agency to check the health of soldiers in the field, studying the effect of age on specific biomarkers in support of the development of a high throughput system measuring radiation exposure, and building a mineral-scouting instrument that will fly to an asteroid on a NASA 2016 mission and send back samples to Earth.

Combined Sources and Uses (Dollars in millions)					
	2013		2012		Percentage Change
SOURCES					
Tuition and fees, net	\$ 803.0	45%	\$ 757.2	44%	6%
State appropriations (includes capital appropriations)	311.9	17%	322.2	19%	(3%)
Grants and contracts	281.0	16%	280.7	16%	-
Financial aid grants	104.4	6%	110.2	6%	(5%)
Auxiliary enterprises, net	122.5	7%	105.5	6%	16%
Private and capital gifts	62.3	3%	62.6	4%	-
Sales and services	56.0	3%	53.9	3%	4%
Share of state sales tax (TRIF)	25.2	1%	23.8	1%	6%
Other sources	32.9	2%	20.0	1%	65%
Total sources	\$ 1,799.2	100%	\$ 1,736.1	100%	4%
USES					
Instruction and academic support	\$ 753.8	44%	\$ 705.0	44%	7%
Research and public service	270.4	16%	258.5	16%	5%
Scholarships and fellowships and student services	178.3	11%	173.9	11%	3%
Institutional support and operation of plant	215.6	12%	207.2	13%	4%
Auxiliary enterprises	119.5	7%	115.8	7%	3%
Depreciation	107.0	6%	98.0	6%	9%
Interest on debt and other expenses	69.6	4%	56.5	3%	23%
Total uses	\$ 1,714.2	100%	\$ 1,614.9	100%	6%

STATEMENT OF CASH FLOWS

The statement of cash flows provides information about the University's cash receipts and disbursements during the year. This statement provides an assessment of the University's ability to generate net cash flows to meet its obligations as they become due. A summary comparison of the statement of cash flows follows.

Condensed Summary of Cash Flows (Dollars in millions)		
	2013	2012
Cash provided by/(used for):		
Operating activities	\$ (322.9)	\$ (346.5)
Noncapital financing activities	542.7	558.5
Capital and related financing activities	(225.9)	(93.9)
Investing activities	(163.4)	(199.3)
Net decrease in cash and cash equivalents	\$ (169.5)	\$ (81.2)
Cash and cash equivalents at beginning of year	359.6	440.8
Cash and cash equivalents at end of year	\$ 190.1	\$ 359.6

Overall, cash and cash equivalent balances decreased \$170 million between years primarily due to the use of prior year bond proceeds to fund construction projects related to McCord Hall and student fitness facilities and to shift operating funds into longer term investments.

Cash flows from operating activities present the net cash generated or used by the operating activities of the University. Due to the categorization of operating and nonoperating revenues and expenses by GASB, cash flows from operating expenses are typically a net cash use. Major operating funding sources include student tuition and fees, governmental grants and contracts, and auxiliary enterprises revenues. Operating expenses include employee salaries and benefits and vendor payments for supplies.

Net cash flows from noncapital financing activities is a major funding source for operating expenses and includes cash from state appropriations, financial aid grants, and private gifts.

Cash flows from capital financing activities include all capital assets and related long-term debt activities, including proceeds from the issuance of debt, capital asset purchases, and principal and interest paid on long-term debt.

Cash flows from investing activities show the net sources and uses of cash related to purchasing or selling investments and income earned on those investments.

MANAGEMENT'S DISCUSSION AND ANALYSIS

CAPITAL ASSETS AND DEBT ADMINISTRATION

Major capital initiatives for fiscal 2013 included completion of McCord Hall, and student fitness complexes at the Tempe and Downtown Phoenix campuses, and commencement of construction of the College Avenue Commons. Completed in summer 2013, McCord Hall is the newest academic building at ASU. With four stories and over 129,000 square feet of high-technology classrooms, computer labs, conference rooms and study space, McCord Hall is the third building in the W.P. Carey School of Business academic complex and will house the School's internationally recognized graduate programs. Continuing ASU's commitment towards sustainability, McCord Hall uses less water and energy than similar facilities, has a solar array that returns power to the campus grid, and during construction more than 75 percent of the construction site waste was diverted from landfill.

The University has issued a combination of fixed and variable rate bonds, fixed rate certificates of participation and other lease obligations. In January 2013, the University issued \$111 million in system revenue and refunding bonds to fund construction of College Avenue Commons, student fitness facilities and various information technology infrastructure projects. The University also used bond proceeds to refund various outstanding bonds of the University and one of its component units.

Additional information about the University's long-term debt is presented in Note E in the notes to financial statements.



McCord Hall

ASU'S COMPONENT UNITS (FINANCIALLY RELATED ORGANIZATIONS)

Included in this financial report are the financial statements of the University's component units discretely presented on separate pages from the financial statements of the University. The component units are reported in distinct financial statements due to their use of different financial reporting models than the University and to emphasize their separation from the University. ASU component units included in these statements are the ASU Foundation for A New American University (ASUF), Arizona Capital Facilities Finance Corporation (ACFFC), ASU Alumni Association, Arizona State University Research Park, Inc., Downtown Phoenix Student Housing, LLC, Sun Angel Endowment, Sun Angel Foundation, and University Public Schools, Inc. Even though the component units support the University, they are not subsidiaries, nor are they directly controlled by the University. For more information on these component units, please refer to Note A and Note N in the notes to financial statements.

Aggregated Statement of Financial Position for the University's Component Units (Dollars in millions)

	June 30	
	2013	2012
Assets		
Cash and investments	\$ 752.4	\$ 693.8
Capital assets, net	310.3	336.5
Receivables, net	140.5	123.7
Other assets	99.3	101.8
Total assets	\$ 1,302.5	\$ 1,255.8
Liabilities		
Long-term debt	\$ 521.1	\$ 546.5
Other liabilities	183.1	174.3
Total liabilities	\$ 704.2	\$ 720.8
Net assets		
Unrestricted	\$ (51.9)	\$ (62.9)
Temporarily restricted	260.1	232.3
Permanently restricted	390.1	365.6
Total net assets	\$ 598.3	\$ 535.0

Aggregated Statement of Activities for the University's Component Units (Dollars in millions)

	June 30	
	2013	2012
Revenues		
Contributions	\$ 98.4	\$ 106.4
Other revenues	148.5	91.3
Total revenues	\$ 246.9	\$ 197.7
Expenses		
Payments to the benefit of ASU	\$ 76.0	\$ 75.3
Other expenses	110.5	127.2
Total expenses	\$ 186.5	\$ 202.5
Transfers and losses	2.9	1.8
Increase/(Decrease) in net assets	\$ 63.3	\$ (3.0)
Net assets at beginning of year	535.0	538.0
Net assets at end of year	\$ 598.3	\$ 535.0

COMBINED ASU AND COMPONENT UNITS

ASU and its component units combined for an increase in net position/net assets of \$148 million in fiscal 2013, compared to a \$118 million increase in fiscal 2012. University net position increased \$85 million in fiscal 2013 and \$121 million in fiscal 2012, while component unit net assets increased \$63 million in fiscal 2013 and decreased \$3 million in fiscal 2012. The increase in net assets for the component units was primarily

due to a \$65 million increase in net investment return between years due to stronger financial markets. Overall, restricted net assets of the component units increased by \$52 million between years, while component unit unrestricted net assets increased by \$11 million. Restricted net position/net assets must be spent in compliance with donor directions, and are typically restricted for use by a specific academic department or program.

End of the Year Net Position of ASU and Net Assets of its Component Units on a Combined Basis (Dollars in millions)						
	2013			2012		
	ASU	ASU Component Units	Combined	ASU	ASU Component Units	Combined
Net investment in capital assets	\$ 664.9		\$ 664.9	\$ 643.0		\$ 643.0
Unrestricted net position/net assets	511.3	\$ (51.9)	459.4	463.0	\$ (62.9)	400.1
Restricted net position/net assets:						
Nonexpendable/Permanently	55.5	390.1	445.6	52.9	365.6	418.5
Expendable/Temporarily	104.9	260.1	365.0	92.7	232.3	325.0
Net position/net assets at end of year	\$ 1,336.6	\$ 598.3	\$ 1,934.9	\$ 1,251.6	\$ 535.0	\$ 1,786.6

ECONOMIC OUTLOOK

Effective for fiscal 2014, the University made available funding for merit and market based salary increases for faculty and staff. This was a positive indicator that the University's revenues are stable and its economic outlook is positive. The fiscal 2014 University operating budget projects a slight increase in both revenues and expenses over fiscal 2013. Tuition and fee revenue continues to increase due to rate and enrollment increases. State appropriations and research revenues are both expected to continue to grow.

Preliminary estimates for fall 2013 indicate ASU has a record enrollment of over 76,000 undergraduate and graduate students. ASU continues to attract large numbers of students interested in studying science, technology, engineering and math fields. Included in the top majors of choice for ASU students are the biological sciences, mechanical engineering, biochemistry, biomedical engineering and health sciences.

High school students have a wealth of choices available to them when choosing an institution of higher learning. As seen by the credentials of students selecting ASU as their choice for higher learning, ASU has been successful in meeting the goal of establishing national standing in academic quality. ASU is frequently ranked among the best universities in the nation and the world, by multiple ranking organizations. Rankings also provide insight into the regard with which a university's academic programs are held. Many ASU undergraduate programs are regularly ranked among the best in the nation.

Similarly, many of ASU's graduate and doctorate programs have also been highly ranked. ASU's academic and research programs are led by a faculty body that includes Nobel laureates, Pulitzer Prize winners, Guggenheim Fellows, and National Academy members from various disciplines.

Online learning has been a particular area of focus for the University as ASU continues to implement programs focused on the success of its students. The University is turning classrooms into laboratories using technologies that give faculty real-time intelligence on how well each student understands a concept. In August 2013, President Obama pointed to ASU's adaptive-learning initiatives as "starting to show that online learning can help students master the same material in less time and often at lower cost".

The University's tuition remains moderate compared to its peers, and the University continues to attract top students and to house nationally recognized programs. Through careful planning and budgeting, the University has stabilized its resource base, allowing the University to maintain and strengthen the performance of its programs. ASU is well-positioned to respond to future challenges and opportunities.

STATEMENT OF NET POSITION

June 30, 2013 (Dollars in thousands)

ASSETS

Current Assets:	
Cash and cash equivalents	\$ 49,964
Short-term investments	118,330
Receivables:	
State appropriations	90,575
Accounts receivable, net	70,908
Student loans receivable, net	1,602
Other assets	2,188
Total Current Assets	\$ 333,567
Noncurrent Assets:	
Restricted cash and cash equivalents	\$ 140,110
Endowment investments	99,822
Other investments	360,591
Prepaid expenses	7,018
Student loans receivable, net	10,872
Capital assets, net (Note C)	1,876,261
Total Noncurrent Assets	\$ 2,494,674
Total Assets	\$ 2,828,241

DEFERRED OUTFLOWS OF RESOURCES

Interest rate swap (Note F)	\$ 14,078
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LIABILITIES

Current Liabilities:	
Accounts payable	\$ 76,697
Compensated absences (Note H)	3,057
Unearned revenues	42,645
Funds held for others	11,409
Current portion of long-term debt (Note E) - Funded by:	
University operating revenues	37,669
State appropriations and other State monies	12,537
Total Current Liabilities	\$ 184,014
Noncurrent Liabilities:	
Compensated absences (Note H)	\$ 23,825
Other liabilities	12,574
Derivative instrument - Interest rate swap (Note F)	14,078
Long-term debt (Note E) - Funded by:	
University operating revenues	917,810
State appropriations and other State monies	353,401
Total Noncurrent Liabilities	\$ 1,321,688
Total Liabilities	\$ 1,505,702

NET POSITION

Net investment in capital assets	\$ 664,867
Restricted (Total of \$160,452):	
Nonexpendable:	
Student aid	51,572
Academic department uses	4,000
Expendable:	
Student aid	37,777
Academic department uses	66,771
Debt service	332
Unrestricted (Note G)	511,298
Total Net Position	\$ 1,336,617

See Notes to Financial Statements.

COMPONENT UNITS

STATEMENT OF FINANCIAL POSITION

June 30, 2013 *(Dollars in thousands)*

ASSETS

Cash and cash equivalents	\$	20,793
Pledges receivables, net		121,742
Other receivables, net		18,745
Investments in securities		685,655
Other investments		45,913
Net direct financing leases		68,970
Property and equipment, net		310,348
Other assets		30,367
Total Assets		\$ 1,302,533

LIABILITIES

Accounts payable and accrued liabilities	\$	31,252
Deferred revenue		17,790
ASU endowment trust liability		99,822
Other liabilities		34,260
Long-term debt		521,101
Total Liabilities		\$ 704,225

NET ASSETS

Unrestricted	\$	(51,915)
Temporarily restricted		260,101
Permanently restricted		390,122
Total Net Assets		\$ 598,308

See Notes to Financial Statements.

Artist rendering of College Avenue Commons. This mixed-use facility will be home to the Del E. Webb School of Construction as well as other student programs.



STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

Year ended June 30, 2013 (Dollars in thousands)

OPERATING REVENUES

Student tuition and fees, net of scholarship allowances of \$202,807	\$ 802,965
Research grants and contracts, including \$186,513 in federal funding and \$48,836 in nongovernmental funding	238,031
Sales and services -	
Auxiliary enterprises, net of scholarship allowances of \$9,112	122,453
Educational departments	56,006
Other revenues	8,018
<hr/>	
Total Operating Revenues	<hr/> \$ 1,227,473

OPERATING EXPENSES (Note I)

Educational and general -	
Instruction	\$ 548,998
Research	225,453
Public service	44,860
Academic support	204,831
Student services	65,908
Institutional support	124,546
Operation and maintenance of plant	91,077
Scholarships and fellowships	112,363
Auxiliary enterprises	119,509
Depreciation	106,992
<hr/>	
Total Operating Expenses	<hr/> \$ 1,644,537
<hr/>	
Operating Loss	<hr/> \$ (417,064)

NONOPERATING REVENUES (EXPENSES)

State appropriations	\$ 297,402
Share of state sales tax - technology and research initiatives fund	25,225
Financial aid grants, including \$103,965 in federal grants	104,415
Grants and contracts, including \$38,090 in federal funding	42,195
Private gifts	59,807
Financial aid trust funds, including \$4,920 in state trust fund appropriations	11,114
Net investment return	9,494
Interest on debt	(53,331)
Other expenses	(10,995)
<hr/>	
Net Nonoperating Revenues	<hr/> \$ 485,326

<hr/>	
Income Before Other Revenues, Expenses, Gains, or Losses	<hr/> \$ 68,262

Capital appropriations - Research Infrastructure Capital Financing	\$ 14,472
Capital commitment, including \$2,170 in Arizona Lottery revenues (Note E)	4,268
Capital grants, including \$761 in federal grants	761
Capital private gifts	2,503
Additions to permanent endowments	77
<hr/>	
Special item - Loss on sale of property	<hr/> (5,294)

Increase in Net Position	\$ 85,049
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Net Position at Beginning of Year	<hr/> 1,251,568

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Net Position at End of Year	<hr/>\$ 1,336,617

See Notes to Financial Statements.

COMPONENT UNITS

STATEMENT OF ACTIVITIES

Year ended June 30, 2013 *(Dollars in thousands)*

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Totals</u>
REVENUES				
Contributions	\$ 14,968	\$ 62,189	\$ 21,281	\$ 98,438
Rental revenues	31,468			31,468
Sales and services	32,217	97		32,314
Net investment return	17,994	37,817	2,788	58,599
Net assets released from restrictions	71,927	(72,315)	388	
Grants and aid	9,104			9,104
Other revenues	17,014	1		17,015
Total Revenues	\$ 194,692	\$ 27,789	\$ 24,457	\$ 246,938
EXPENSES				
Payments to the benefit of ASU -				
Cash donation transfers to ASU	\$ 62,210			\$ 62,210
Scholarship funds transfers to ASU	5,409			5,409
Vendor payments	5,355			5,355
Rent payments to ASU	2,982			2,982
Management and general	60,333			60,333
Interest expense	23,466			23,466
Depreciation/amortization	20,139			20,139
Other expenses	6,629			6,629
Total Expenses	\$ 186,523			\$ 186,523
Increase in Net Assets, before Transfers and Losses	8,169	27,789	24,457	60,415
Net assets and equity transfers	3,448			3,448
Loss on lease revaluation due to bond refunding	(214)			(214)
Cost of bond refunding	(386)			(386)
Increase in Net Assets, after Transfers and Losses	11,017	27,789	24,457	63,263
Net Assets at Beginning of Year	(62,932)	232,312	365,665	535,045
Net Assets at End of Year	\$ (51,915)	\$ 260,101	\$ 390,122	\$ 598,308

See Notes to Financial Statements.

STATEMENT OF CASH FLOWS

Year ended June 30, 2013 (Dollars in thousands)

CASH FLOWS FROM OPERATING ACTIVITIES

Student tuition and fees	\$ 775,336
Grants and contracts (primarily federal)	241,072
Sales and services of auxiliary enterprises	117,820
Sales and services of educational activities	53,434
Payments for employees' salaries and benefits	(926,488)
Payments to vendors for supplies and services	(470,294)
Payments for scholarships and fellowships	(118,210)
Student loans issued	(1,649)
Student loans collected	2,020
Other receipts	4,101
Net cash used for operating activities	\$ (322,858)

CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES

State appropriations	\$ 297,402
Share of state sales tax - technology and research initiatives fund	23,666
Grants and contracts (primarily financial aid)	147,653
Private gifts for other than capital purposes	59,825
Financial aid trust funds	11,147
Direct lending program receipts	466,668
Direct lending program disbursements	(466,336)
Funds held for others received	152,824
Funds held for others disbursed	(150,199)
Net cash provided by noncapital financing activities	\$ 542,650

CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES

Capital appropriations - Research Infrastructure Capital Financing	\$ 14,472
Build America Bonds - federal subsidy	5,548
Capital commitments, including Arizona Lottery revenue	3,833
Capital gifts and grants	2,315
Proceeds from issuance of capital debt	89,661
Purchases of capital assets	(242,276)
Principal paid on capital debt and leases	(45,930)
Interest paid on capital debt and leases	(53,554)
Net cash used for capital and related financing activities	\$ (225,931)

CASH FLOWS FROM INVESTING ACTIVITIES

Purchases of investments, net	\$ (166,742)
Interest received on investments	3,374
Net cash used for investing activities	\$ (163,368)

Net decrease in cash and cash equivalents (169,507)

Cash and cash equivalents at beginning of year 359,581

Cash and cash equivalents at end of year \$ 190,074

Reconciliation of operating loss to net cash used for operating activities:

Operating loss	\$ (417,064)
Adjustments to reconcile operating loss to net cash used for operating activities:	
Depreciation	106,992
Other disbursements	(14,893)
Changes in assets and liabilities:	
Increases in -	
Receivables, net	(6,592)
Prepaid expenses	(284)
Unearned revenues	6,471
Compensated absences	2,670
Decreases in -	
Other assets	56
Accounts payable and accrued liabilities	(214)
Net cash used for operating activities	\$ (322,858)

SIGNIFICANT NONCASH TRANSACTIONS

Refinancing of long-term debt	\$ 90,955
State appropriations receivable	90,575
Assets acquired through debt	6,765
Loss on disposal of capital assets, net	(9,282)

See Notes to Financial Statements.

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

Note A - Organization and Summary of Significant Accounting Policies

The accounting policies of Arizona State University (ASU, University) conform to U.S. generally accepted accounting principles applicable to public institutions engaged only in business-type activities adopted by the Governmental Accounting Standards Board (GASB).

Reporting Entity

Arizona State University is the largest public research university in the United States under a single administration. Located on four campuses across metropolitan Phoenix, ASU had fall 2012 enrollment of 73,378 students. The accompanying statements of the University include the activity of the Tempe campus, West campus (located in northwest Phoenix adjacent to Glendale), Polytechnic campus (located in Mesa), the Downtown Phoenix campus, and the University's extensive online programs, as well as its discretely presented component units. Also included is activity for the ASU Colleges at Lake Havasu City. The Lake Havasu College focuses on instruction in high-demand undergraduate degrees. Infrastructure for the Lake Havasu College was provided by the University's partners within Lake Havasu.

For financial reporting purposes, the University's portion of the statements includes those funds directly controlled by the University. Control by the University is determined on the basis of financial accountability. The University is classified as a state instrumentality per Internal Revenue Code Section 115. Since fiscal responsibility for the University remains with the State of Arizona, the University is considered a part of the reporting entity for the State's financial reporting purposes.

Arizona State University's discretely presented component units are comprised of its two major component units, the ASU Foundation for A New American University (Foundation) and the Arizona Capital Facilities Finance Corporation (ACFFC), and several smaller component units listed below. The University has determined that the Foundation and ACFFC are major component units based on an evaluation of (1) services provided by the component unit to the University are such that separate reporting as a major component unit is considered to be essential to financial statement users, (2) significant transactions with the University or (3) significant financial benefit or burden relationship with the University.

ASU's component units are nonprofit corporations controlled and governed by separate Boards of Directors whose goals are to support the University. Even though these organizations support the University, they are not subsidiaries of the University, nor are they directly or indirectly controlled by the University. The University does not have ownership of the financial and capital resources or assets of the component units and does not have the authority to mortgage, pledge, or encumber the assets of these organizations.

Component units can be defined as legally separate entities for which the University is considered to be financially accountable. GASB Statement No. 14, *The Financial Reporting Entity*, and GASB Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34*, have set forth criteria to be considered in determining financial accountability. For organizations that previously were required to be included as component units by meeting the fiscal dependency criterion under GASB Statement No. 14,

a financial benefit or burden relationship also would need to be present between the primary government and the organization for it to be included in the reporting entity as a component unit. Further, for organizations that do not meet the financial accountability criteria for inclusion as component units but that, nevertheless, should be included because the primary government's management determines that it would be misleading to exclude them, GASB Statement No. 61 clarifies the manner in which that determination should be made and the types of relationships that generally should be considered in making that determination. GASB Statement No. 39, *Determining Whether Certain Organizations Are Component Units an amendment of GASB Statement No. 14*, provides additional criteria for determining whether certain organizations are component units. Organizations that are legally separate, tax-exempt entities and that meet all of the following criteria should also be considered component units, with discrete presentation. These criteria are (1) the economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the University, its component units, or its constituents; (2) the University or its component units, is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization; and (3) the economic resources received or held by an individual organization that the University, or its component units, is entitled to, or has the ability to otherwise access, are significant to the University.

A description of the University's discretely presented component units and the basis for including each as a component unit in the University's financial report follows.

- ASU Foundation for A New American University - disburses resources at the discretion of its independent board of directors, in accordance with donor directions and Foundation policy. The majority of assets held by the Foundation are endowments restricted for donor specified programs and purposes, the principal of which may not be spent. The directors of the Foundation make all decisions regarding the Foundation's business affairs, including distributions made to the University.
 - ASU Alumni Association - receives funds primarily through donations, dues, and affinity partners, and contributes funds to the University for support of various programs.
 - Sun Angel Endowment - receives funds primarily through donations, with the annual earnings being used for programs in support of various athletic programs.
 - Sun Angel Foundation - receives funds primarily through donations and contributes funds to the University for support of various athletic programs.
- The four component units above meet all of the criteria for a legally separate, tax exempt organization to be reported discretely as a component unit. The economic resources held by these component units are for the direct benefit of the University and the University has the ability to access their economic resources and the economic resources of these component units are significant to the University.
- Arizona Capital Facilities Finance Corporation - provides facilities for use by students of the University or the University itself.
 - Arizona State University Research Park, Inc. (Park) - manages a research park to promote and support

NOTES TO FINANCIAL STATEMENTS

research activities, in coordination with the University. In developing the research park, the Park has issued bonds guaranteed by the University.

Per GASB Statement No. 14, as amended by GASB Statement No. 61, a fiscal dependency and financial benefit/burden exists between the University and these two component units. ACFFC and the Park do not meet the blending requirements since each component unit has a separate board of directors, services provided by the component units do not exclusively benefit the University and the total debt outstanding of the component units is not expected to be paid entirely or almost entirely with University resources.

- Downtown Phoenix Student Housing, LLC - provides housing facilities for use by students of the University.
- University Public Schools, Inc. (UPSI) - promotes the rigorous college preparation of pre-K-12 students, leading to access to and success in post-secondary education and careers.

A fiscal dependency and financial benefit/burden does not exist between the University and Downtown Phoenix Student Housing, LLC or UPSI; however it would be misleading to exclude either as component units due to the nature and significance of the financial arrangement the University has with Downtown Phoenix Student Housing, LLC and the close affiliation between the University and UPSI. Downtown Phoenix Student Housing, LLC and UPSI do not meet the blending requirements in GASB Statement No. 14, as amended by GASB Statement No. 61, since both have a separate board of directors, services provided do not exclusively benefit the University and the total debt outstanding of Downtown Phoenix Student Housing, LLC and UPSI is not expected to be paid entirely or almost entirely with University resources.

For financial reporting purposes at the University level, only the component units' statement of financial position and statement of activities are included in the University's financial statements as required by generally accepted accounting principles for public colleges and universities. In fiscal year 2013, the ASU Foundation distributed \$51.4 million in cash donation transfers to the University for both restricted and unrestricted purposes.

Financial statements of these component unit organizations are audited by independent auditors. All of the component units have a fiscal year end of June 30, 2013. Because the University's component units use a nongovernmental generally accepted accounting principles (GAAP) reporting model, the University has chosen to present their aggregated financial information on pages separate from the financial statements of the University. To obtain individual audited financial statements for any of the University's component units, please contact: ASU Financial Services at (480) 965-3601.

ASU's Basis of Presentation and Accounting

The accompanying financial statements of the University include a statement of net position; a statement of revenues, expenses, and changes in net position; and a statement of cash flows, each of which provide a comprehensive, entity-wide perspective of the University. A statement of net position provides information about the assets, deferred outflows of resources, liabilities, and net position of the University at the end of the fiscal year. Assets and liabilities are classified as either current or noncurrent. Net position is classified according to external donor restrictions, or availability of assets

to satisfy the University's obligations. A statement of revenues, expenses, and changes in net position provides information about the University's financial activities during the fiscal year. Revenues and expenses are classified as either operating or nonoperating, and all changes in net position are reported, including capital additions and additions to endowments. A statement of cash flows provides information about the University's sources and uses of cash and cash equivalents during the year. Increases and decreases in cash and cash equivalents are classified as operating, noncapital financing, capital and related financing, or investing activities.

Beginning with fiscal 2013, the University will present its annual financial information in a Comprehensive Annual Financial Report (CAFR) format including a statistical section prepared in accordance with GASB Statement No. 44, *Economic Condition Reporting: The Statistical Section an amendment of NCGA Statement 1*.

For the year ended June 30, 2013, the University implemented the provisions of GASB Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*, GASB Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34*, GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, and GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*.

GASB Statement No. 60 defines relationship criteria for a service concession arrangement and accounting treatment. GASB Statement No. 61 updates the relationship criteria for an organization to be considered a component unit and the financial statement presentation. GASB Statement No. 62 incorporates into authoritative government accounting standards, Financial Accounting Standards Board (FASB) Statements and Interpretations, Accounting Principles Board Opinions, and Accounting Research Bulletins that do not conflict with current GASB for pronouncements issued on or before November 30, 1989. The implementation of these standards has no effect on the financial statements.

GASB Statement No. 63 provides financial reporting guidance for deferred outflows of resources and deferred inflows of resources, and amends the net position reporting requirements. The statement specifies new presentation requirements, including renaming the statement of net assets to the statement of net position, and the statement of revenues, expenses, and changes in net assets to the statement of revenues, expenses, and changes in net position. The implementation of this standard had no effect on the amounts reported as revenues, expenses, or net position on the University's financial statements.

For financial reporting purposes under GASB, the University is considered a public institution engaged only in business-type activities. Accordingly, the University's financial statements have been presented under the economic resources measurement focus and the accrual basis of accounting. The economic resources measurement focus emphasizes the long-term effects of operations on overall net resources (i.e., total assets and total liabilities). The statement of revenues, expenses, and changes in net position prepared using the economic resources measurement focus includes only transactions and events that increase or decrease net position during the year. Under the accrual basis, revenues are

recognized when earned and expenses are recorded when an obligation has been incurred, or benefit has been received. All significant intrauniversity transactions have been eliminated.

Summary of Significant Accounting Policies

Cash and cash equivalents. In accordance with GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, all highly liquid investments with an original maturity of three months or less, are considered to be cash and cash equivalents. Funds invested in money market funds or through the State Treasurer's Local Government Investment Pool are also considered cash equivalents. In accordance with GASB, all restricted cash and cash equivalents, including funds held by a bond trustee, are shown as noncurrent cash and cash equivalents.

Endowment Spending Rate Policy. Arizona State law permits the University to expend the entire net appreciation of endowment fund investments. When determining the spending rate for endowment funds, the University administration considers long and short-term needs, total investment return and price level trends, and general economic conditions. For fiscal 2013, the spending rate utilized the constant growth spending methodology which increases spending distributions by the trailing one-year inflation rate (as measured by CPI-U) annually, as long as distributions do not exceed 4.00 percent or fall below 3.00 percent of the trailing 12 quarter average market value of each endowment fund. Donor restricted endowments that are available for expenditure are reported as restricted expendable on the statement of net position.

Investments. Short-term, endowment, and other investments are stated at fair value at June 30, 2013. Fair value typically is the quoted market price for investments. Investment returns include realized and unrealized gains and losses on investments.

Receivables. Total receivables at June 30, 2013 were \$174.0 million, including \$90.6 million in fiscal 2013 State of Arizona general fund appropriations. Other significant amounts included in the receivable balance are \$40.2 million related to tuition and fee payments due from students and others making payments on behalf of students.

The State of Arizona deferred payment of \$90.6 million in fiscal 2013 general fund rollover appropriations until fiscal 2014. The State is required to fund the rollover appropriations no later than October 1, 2013. The University received the funding on October 1, 2013. The revenue associated with these deferred appropriations was recorded as fiscal 2013 state appropriations in accordance with the authorized fiscal 2013 ASU expenditure authority funded by general fund appropriations, a portion of the University's tuition collections, and a portion of the University's TRIF allocation.

Student loans receivable. Loans receivable from students bear interest primarily at 5 percent and are generally repayable in installments to the University over a ten-year period commencing nine months from date of separation from the University. Student loans receivable is recorded net of an allowance for estimated uncollectible amounts and related collection costs.

Capital assets. Capital assets are recorded at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. The University's capitalization policy includes

all equipment and works of art and historical treasures with a unit cost of \$5,000 or more. In addition, all equipment under a unit cost of \$5,000 purchased in bulk for a newly constructed, acquired, or leased facility to become initially operational is also capitalized on a vintage concept basis and depreciated over 5 years. Equipment capitalized under the vintage concept is accounted for on the University's property system on a composite basis rather than an individual asset basis. Intangible assets with a unit price of \$5,000,000 or more are capitalized. New construction, as well as renovations to buildings, infrastructure, and land improvements that significantly increase the value or extend the useful life of structures and have a project cost of at least \$100,000 are capitalized. Interest incurred during the construction phase of projects is capitalized, net of interest earned on the invested proceeds over the same period. Non-capital equipment and facility costs, routine repairs, and maintenance are charged to operating expenses in the year in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 40 years for non-research buildings and infrastructure, 10 to 50 years for research buildings, 10 years for library books, 7 years for intangible assets, and 5 to 12 years for equipment. The University does not depreciate works of art and historical treasures that are considered inexhaustible and are held for exhibition, education, research, and public service.

The University utilizes the componentized depreciation method for its research buildings, which is consistent with the method used for government cost-reimbursement purposes. Under the componentized depreciation method, building costs are segregated into component categories with useful lives ranging from 10 to 50 years, and depreciated on a straight line method basis. Prior to fiscal 2005, research buildings were depreciated using the same method still utilized for non-research buildings, which is to use the straight-line method over estimated useful lives of typically 40 years.

Compensated absences. Compensated absences are employee vacation leave balances and compensatory time earned but not used at fiscal year end. Vacation leave benefits and compensatory time balances are accrued as a liability on the statement of net position and reported as an expense in the statement of revenues, expenses, and changes in net position.

Unearned revenues. Unearned revenues consist primarily of student tuition and fees and athletic ticket sales related to the ensuing year. Also included are amounts received from grant and contract sponsors which have not yet been earned.

Deferred Outflows of Resources and Derivative instrument - Interest rate swap. A deferred outflow of resources is a consumption of net position that is applicable to a future reporting period. In accordance with GASB Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments*, the University records the hedging derivative instrument on the statement of net position by presenting a liability for the fair value of the derivative instrument at fiscal year end.

NOTES TO FINANCIAL STATEMENTS

Net position. The University's net position is classified based on the following three categories:

- ◆ Net investment in capital assets: includes capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.
- ◆ Restricted:
 - Nonexpendable – gifts that have been received for endowment purposes, the corpus of which cannot be expended, and the balance in the Perkins Loan program.
 - Expendable – grants, contracts, gifts, and other resources that have been externally restricted for specific purposes.
- ◆ Unrestricted: all other resources, including those designated by management for specific purposes. Substantially all unrestricted resources are designated for academic and research programs and initiatives, and capital projects.

When an expense is incurred that can be paid from either restricted or unrestricted resources, the University's policy is to allow the department incurring the expense to determine the appropriate funding source. Factors used by departments to determine which resources to use include relative priorities of the department in accordance with the University's strategic initiatives, externally imposed matching requirements of certain restricted funds, and any pertinent lapsing provisions of the available restricted or unrestricted funding resources. Major capital purchases are many times split funded from multiple restricted and unrestricted funding sources.

Revenues/Expenses. Revenues and expenses are classified as operating or nonoperating. Operating expenses are those incurred in conducting the primary programs and services of the University. Operating revenues generally result from exchange transactions. Accordingly, revenues such as tuition, and residential life charges are considered to be operating revenues. In addition, grants and contracts for the purposes of providing research are considered operating revenues because of the exchange aspects commonly associated with this type of activity (i.e. financial assistance is provided to acquire property or activity for the government's direct benefit). Other

revenues, such as state appropriations, gifts and grants and contracts not generally generated from exchange transactions, are considered to be nonoperating revenues. Nonexchange grants and contracts include those for the purpose of student financial aid, primarily Pell financial aid grants, and those for purposes other than organized research, since the providers of these grants and contracts do not typically receive direct benefits, of equal or significant value, for those grants and contracts. Operating expenses, in accordance with GASB Statement No. 35, *Basic Financial Statements—and Management's Discussion and Analysis—for Public Colleges and Universities—an amendment of GASB Statement No. 34*, include salaries, wages, benefits, supplies, services, and depreciation on capital assets, irrespective as to whether the revenues associated with these expenses are operating or nonoperating revenues. Other expenses, such as interest expense on debt, are considered to be nonoperating expenses.

Scholarship allowances. Student tuition and fee revenues and other student related revenues are reported net of scholarship allowances in the statement of revenues, expenses, and changes in net position. Scholarship allowances are the difference between the stated charge for services provided by the University, and the amount that is paid by the students (and/or third parties making payments on a student's behalf). To the extent that revenues from programs such as Pell grants and University funded scholarships are used to satisfy tuition and fees, and other student charges, the University has recorded a scholarship allowance.

Not included in scholarship allowances is \$17.6 million in faculty and staff tuition waivers that are recorded as program expenses on the statement of revenues, expenses, and changes in net position and as personal services and benefits expenses, in Note I.

Technology and research initiative fund (TRIF). As the governing board of the three state universities, the Arizona Board of Regents (ABOR) administers the portion of the Education 2000 (Proposition 301) sales tax which funds the universities' TRIF initiatives. ABOR receives funding requests from each university and determines the amount and duration of awards. The Governor and the Legislature receive an annual report from ABOR which includes a detailed set of performance measures used to determine the overall effectiveness of each TRIF funded initiative.

Note B - Cash and Investments

General

At year end, the University's deposits and investments total \$768.8 million and are discussed below in our analysis of deposit and investment risk, as required by GASB Statement No. 40, *Deposit and Investment Risk Disclosures—an amendment of GASB Statement No. 3*.

Included in the University's deposits and investments are capital projects and bond debt service funds totaling \$140.1 million, which are held in trust and invested by various trustee banks. In addition, endowment funds totaling \$99.8 million managed by the ASU Foundation, make up a portion of the deposits and investments. These funds are primarily held in a pooled endowment fund managed under a service contract with the ASU Foundation (Foundation, ASUF) and invested in the Foundation's Endowment Pool (Pool). The University's endowment assets are maintained separately on the financial

system of the Foundation, and receive a proportional share of the Foundation Pool activity.

As such, the Foundation owns the assets of the Pool; the University has an interest in the Pool, which is considered an external investment pool to the University. The Foundation Pool invests in a variety of asset classes, including common stocks, fixed-income, foreign investments, private equity and hedge funds. The Foundation's endowment pool is not registered with the Securities and Exchange Commission as an investment company. The Foundation's Board of Directors appointed Investment Committee is responsible for oversight of the Pool in accordance with Foundation policies. The fair value of the University's position in the Pool is based on the University's proportionate share of the Pool, which is marked-to-market monthly. The University also participates in the Arizona Student Financial Aid Trust, which was established by the Arizona Board of Regents and is funded by the Arizona State Legislature and student fees.

Statutory and Board of Regents’ Policies

For nonendowment (operating) funds, Arizona Revised Statutes (Statutes) require that deposits of the University not covered by federal deposit insurance be secured by government securities or by a safekeeping receipt of the institution accepting the deposit. Further policy regarding deposits is provided by the Arizona Board of Regents (ABOR). Deposits can be made only at depository banks approved by ABOR.

The Statutes do not specifically address investment policy of the universities, rather ABOR policy governs in this area. ABOR policy requires that each university arrange for the safekeeping of securities by a bank or other financial institutions approved by ABOR. The ABOR and University investment policies applicable to University investments are consistent with the scope of the Arizona State Treasurer’s authorizing statutes and investment policy. Investment of capital project funds are governed by the financing indenture agreements. With regard to endowments, ABOR policy dictates that these funds are to be invested under the direction of an investment committee designated by the president of each university.

At Arizona State University, the investment committee is responsible for advising on the definition, development and implementation of investment objectives, policies, and restrictions. However, if donors restrict the investments, ABOR policy requires that the University invest those funds separately as directed by the donor, and the individual endowments bear all changes in value.

ABOR policy addresses requirements for concentration of credit risk and interest rate risk, but neither ABOR policy nor the Statutes include any specific requirements on foreign currency risk for investments of the universities.

The State of Arizona Board of Investment provides oversight for the State of Arizona Treasurer’s pools. The fair value of a

participant’s portion in the pool approximates the value of that participant’s pool shares and the participant’s shares are not identified with specific investments.

Deposit and Investment Risk

Custodial Credit Risk. University policy for its operating funds requires collateralization for all certificates of deposit and repurchase agreements. Beyond this requirement and those established by Statute or ABOR, the University does not have a policy that specifically addresses custodial credit risk.

Credit Risk. With regard to credit risk, ABOR policy requires that negotiable certificates of deposit, corporate bonds, debentures and notes, bankers acceptances and State of Arizona bonds carry a minimum BBB or better rating from Standard and Poor’s Rating Service or Baa or better rating from Moody’s Investors Service; and that commercial paper be rated by at least two nationally recognized statistical rating organizations (NRSROs) and be of the two highest rating categories for short-term obligations of at least two of the NRSROs. Capital projects and bond debt service funds are invested by the bond trustee in accordance with the applicable financing indenture, generally limited to United States Treasury securities and other Federal agency securities, certificates of deposit (minimum rating of P-1/A-1), commercial paper (minimum rating of P-1/A-1+), and money market funds rated AAAM or better invested in short-term debt securities.

The University does not have a formal policy that specifically addresses credit risk over endowment funds. The University’s endowment funds are invested in an unrated external investment pool managed by the Foundation, subject to the Foundation’s investment policy. For endowment funds, the investment committee that directs the investments held in the Pool manages the credit risk associated with the Pool by following the credit quality and guideline restrictions stated in the investment policy.

Credit Quality Rating for Debt Securities at June 30, 2013 (Dollars in thousands)

Investment Description	Fair Value	Standard and Poor’s								
		AAA / AAAm / AAAf	AA+	AA	AA-	A+	A	A-	A-1+	A-1
Money market mutual funds	\$ 178,385	\$ 178,385								
Federal agency securities	238,524		\$ 238,524							
Corporate note securities	120,218	2,370	11,216	\$ 24,583	\$ 24,720	\$ 18,651	\$ 11,963	\$ 26,715		
Negotiable certificates of deposit	72,361				10,015	5,000			\$ 32,502	\$ 24,844
Municipal bonds	6,163	4,308		1,855						
Commercial paper	5,000									5,000
State of Arizona LGIP (Pool 5)	1,403	1,403								
Total	\$ 622,054	\$186,466	\$249,740	\$26,438	\$34,735	\$23,651	\$11,963	\$26,715	\$32,502	\$29,844

Concentration of Credit Risk. ABOR and University policies for operating funds state that no more than 5 percent of the total investment portfolio, or 5 percent of the issues outstanding, whichever is less, shall be invested directly in securities issued by a single corporation and its subsidiaries/affiliates, however, securities issued by the federal government or its agencies, sponsored agencies, corporations, sponsored corporations or instrumentalities are exempted from this provision. Capital projects and bond debt service financing indentures do not limit investments with a single issuer due to the conservative nature of permitted investments. At June 30, 2013, fixed

income securities issued by federally sponsored agencies and owned directly by the University in its non-endowment fund portfolios comprised a significant portion of the University’s total investment portfolio. Specifically, the University had investments in Federal National Mortgage Association and Federal Home Loan Mortgage Corporation with a fair value of \$127.3 million and \$89.4 million or 17 percent and 12 percent of the University’s total investments, respectively. Except for those issuers allowed by policy, the University does not have direct investments in any single issuer that exceeds 5 percent of the overall portfolio.

NOTES TO FINANCIAL STATEMENTS

Foreign Currency Risk. Non-endowment funds may not be invested in international securities and the University has no non-endowment investments exposed to foreign currency risk. The University's endowment funds are invested in an external investment pool managed by the Foundation, which include U.S. dollar denominated foreign investments.

Interest Rate Risk. ABOR and University policies for the operating funds limit the final maturity of any fixed-rate security or of any variable-rate security to five years from the settlement date of the purchase. The capital projects funds portfolio is not limited as to the overall maturity of its investments, with the funds invested per the financing indentures to coincide with capital spending needs and debt service requirements, which are typically less than three years, with the additional limitation that certificates of deposit and commercial paper have maximum maturities of 360 days and 270 days, respectively.

Interest Rate Risk for the University's Debt Investments at June 30, 2013 - utilizing the weighted average maturity methods (Dollars in thousands)

Investment Description	Fair Value	Weighted Average Maturity (Years)
Money market mutual funds	\$ 178,385	0.2
Federal agency securities	238,524	2.6
Corporate note securities	120,218	2.5
Negotiable certificates of deposit	72,361	0.8
Municipal bonds	6,163	3.4
Commercial paper	5,000	0.0
State of Arizona LGIP (Pool 5)	1,403	0.1
Subtotal, before U.S. Treasury securities	\$ 622,054	
U.S. Treasury securities	44,999	3.1
Total	\$ 667,053	

Note C - Capital Assets

Capital asset activity for the year ended June 30, 2013 follows:

Capital asset activity for the year ended June 30, 2013 (Dollars in thousands)				
	Balance 07/01/2012	Additions/ Increases	Retirements/ Decreases	Balance 06/30/2013
Non-depreciated capital assets				
Land -				
University operations	\$ 70,766	\$ 10,516		\$ 81,282
Investment property	28,097		\$ (7,240)	20,857
Construction in progress -				
Buildings	44,816	53,053	(44,816)	53,053
Software	3,949		(3,949)	
Works of art and historical treasures	19,173	587	(22)	19,738
Total	\$ 166,801	\$ 64,156	\$ (56,027)	\$ 174,930
Depreciated capital assets				
Infrastructure	\$ 117,581	\$ 6,690	\$ (7)	\$ 124,264
Buildings	1,985,365	188,087	(2,608)	2,170,844
Equipment	367,082	37,494	(18,659)	385,917
Software	19,328	5,703		25,031
Library books	256,385	11,660	(1,478)	266,567
Less accumulated depreciation				
Infrastructure	(43,644)	(2,984)	1	(46,627)
Buildings	(690,740)	(59,876)	518	(750,098)
Equipment	(237,322)	(29,889)	16,770	(250,441)
Software	(11,949)	(3,183)		(15,132)
Library books	(199,412)	(11,060)	1,478	(208,994)
Total	\$ 1,562,674	\$ 142,642	\$ (3,985)	\$ 1,701,331
Capital assets, net	\$ 1,729,475	\$ 206,798	\$ (60,012)	\$ 1,876,261

Construction in progress additions reflected above represent expenses for new projects net of capital assets placed in service. It is estimated \$194.5 million in additional expenses will be required to complete projects under construction at June 30, 2013. Construction in progress encumbrances committed through purchase orders at June 30, 2013, totaled \$56.6 million.

Note D - Land Investment Property

As a part of the campus master planning process, certain land holdings of the University have been designated for investment purposes through commercial (non-university) development by private developers pursuant to either long term ground leases or sale, under overall coordination by the ASU Real Estate Development Office. The University expects to realize revenue from these properties that exceeds historical book value reflected in Note C.

In February 2013, the University finalized sale of 16.6 acres in Sun City West, Arizona where the former Sundome Center for Performing Arts was located.

The University's investment property includes the following:

Rio Salado Land. The Rio Salado land consists of 24.7 acres, not needed for University facilities, which are on the Rio Salado River along the Tempe Town Lake. The property is divided with 15.2 acres west of Rural Road and 9.5 acres east of Rural Road, directly accessible from major streets. The highest and best use of this land is mixed commercial office, apartments, condominiums, and retail, not University use. In August 2013, the University entered into a long-term lease for a portion of this acreage.

ASU has a remote contingent liability for three major capital project improvements (drainage, access and utility roadwork and relocating power lines) to these sites. The cost of these projects would not be material to the University's overall financial position. If ASU became liable for any of these improvements, the intent of ASU would be to have a new developer reimburse ASU for these capital costs.

ASU at the West campus. The West campus investment property consists of approximately 64 acres on the northeast perimeter of West campus at the corner of two major streets. The highest and best use of the investment land is mixed-use, including commercial office and retail, and non-university affiliated multi-family residential. This land is presently vacant and will not be needed for University facilities for the contemplated full build out of this campus. West campus, exclusive of the approximately 64 acres for investment purposes, consists of 236 acres.

ASU at the Polytechnic campus. Per the Consent to Transfer Agreement dated December 6, 2007 between the federal government and the University, 382.2 acres located at the Polytechnic campus are effectively available for investment purposes (commercial development). The land is on the perimeter of the campus directly accessible from major streets. Exclusive of the 382.2 acres intended for future investment purposes, the Polytechnic campus consists of approximately 210.2 acres.

ASU Research Park (Park). The Park consists of 323 gross acres (233 leasable) that are ground leased to the ASU Research Park, Inc., a component unit of the University. Other than one University facility occupying less than 10 percent of the leasable Park acres, the Park land is either occupied by or presently available for occupancy by commercial firms, with approximately 84 percent of the Park's leasable acres being presently leased. The primary present purpose of the Park is to generate revenue for the University with over \$2.0 million, after all costs, annually being generated for ASU.

Other Investment Property consists of:

- ◆ 9.0 acres at the intersection of Loop 101/202 freeways and the Rio Salado Parkway, a few miles from the Tempe campus.
- ◆ 22.5 acres in Tempe, known as the Community Services Building site, located about two miles from the Tempe campus. Limited university operations are temporarily housed in the Community Services Building, with the best use of the site being commercial development.
- ◆ 6.6 acres in Tempe, known as Gateway, is primarily vacant commercial land located adjacent to the Tempe campus.
- ◆ 0.6 acres in Tempe, known as the Art Annex, where the best use of the land is commercial development.

Note E - Long-Term Debt and Lease Obligations

As of June 30, 2013 the University had issued a combination of fixed and variable rate bonds, fixed rate certificates of participation (COPs), and other lease obligations, of which \$1.3 billion is outstanding. The University's long-term obligations generally are structured with level debt service, semi-annual interest, and call options at a prescribed date. Certain revenue bonds and COPs of the University have been defeased through

advance refundings by depositing sufficient U.S. Government securities in an irrevocable trust to pay all future debt service. Accordingly, the liabilities for these defeased bonds and COPs are not included in the University's financial statements. The principal amount of defeased bonds and COPs outstanding at June 30, 2013 totaled \$23.6 million and \$67.4 million, respectively.

NOTES TO FINANCIAL STATEMENTS

Bonds Payable, Certificates of Participation and Other Lease Obligations at June 30, 2013 (Dollars in thousands)							
	Average Interest Rate	Final Maturity	Balance 07/01/2012	Additions	Reductions	Balance 06/30/2013	Current Portion
Bonds:							
2002 System Revenue Bonds	4.95%	07/01/12	\$ 2,745		\$ (2,745)		
2002 System Revenue Refunding Bonds	4.21%	07/01/12	13,280		(13,280)		
2003 System Revenue Refunding Bonds	3.88%	07/01/13	7,130		(7,130)		
2004 System Revenue and Refunding Bonds	4.45%	07/01/14	25,820		(19,435)	6,385	3,115
2005 System Revenue Refunding Bonds	4.38%	07/01/27	48,010		(765)	47,245	790
2007 A/B System Revenue Bonds	4.46%	07/01/36	66,875		(2,960)	63,915	3,090
2008 A/B Variable Rate Demand System Revenue Refunding Bonds	0.06%	07/01/34	99,210		(2,405)	96,805	2,525
2008C System Revenue Bonds	5.89%	07/01/28	100,410		(1,955)	98,455	2,055
2009A System Revenue Bonds	3.76%	07/01/29	31,020		(2,885)	28,135	3,000
2010 A/B System Revenue Bonds	5.99% ¹	07/01/39	178,350			178,350	3,990
2010 A/B SPEED Revenue Bonds	5.48% ²	08/01/30	33,820			33,820	
2010C System Revenue Bonds	4.51%	07/01/31	51,890		(1,235)	50,655	2,405
2011 SPEED Revenue Bonds	3.93%	08/01/31	30,915			30,915	
2012 A/B System Revenue and Refunding Bonds	3.64%	07/01/42	213,370			213,370	12,995
2013 A/B System Revenue and Refunding Bonds	3.47%	07/01/43		\$ 110,950		110,950	
Subtotal: Par Amount of Bonds			\$ 902,845	\$ 110,950	\$ (54,795)	\$ 959,000	\$ 33,965
Certificates of Participation:							
2002 Certificates of Participation	4.76%	07/01/18	\$ 9,920		\$ (4,375)	\$ 5,545	\$ 4,610
2004 Certificates of Participation	4.89%	09/01/30	70,075		(44,385)	25,690	2,360
2005A Certificates of Participation	4.36%	09/01/30	95,350		(28,515)	66,835	3,405
2006 Certificates of Participation	4.53%	06/01/31	13,520		(485)	13,035	510
2006 Refunding Certificates of Participation	4.15%	07/01/26	64,580			64,580	
2011A Mercado Refunding Certificates of Participation	4.27%	07/01/24	8,465		(545)	7,920	555
2013 Refunding Certificates of Participation	3.09%	09/01/26		\$ 64,780		64,780	1,440
Subtotal: Par Amount of COPs			\$ 261,910	\$ 64,780	\$ (78,305)	\$ 248,385	\$ 12,880
Capital Leases/Lease Purchases:							
Fulton Center	4.84%	06/15/34	\$ 25,655		\$ (695)	\$ 24,960	\$ 730
Flexible Display Center	5.27%	02/15/34	32,664		(828)	31,836	868
Hassayampa Academic Village	5.36%	06/10/39	12,262		(87)	12,175	102
Nursing and Health Innovation	4.84%	01/01/36	10,070			10,070	
Other Lease Purchases	2.64% - 6%	02/07/22	8,397		(2,639)	5,758	1,661
Subtotal: Capital Leases/Other Lease Purchases			\$ 89,048		\$ (4,249)	\$ 84,799	\$ 3,361
Total Par Amount of Bonds, COPs, Capital Leases and Other Lease Purchases			\$ 1,253,803	\$ 175,730	\$ (137,349)	\$ 1,292,184	\$ 50,206
Premium/(Discount) on Sale of Bonds and COPs			33,981	22,989	(7,822)	49,148	
Deferred Amount on Refundings			(12,381)	(9,970)	2,436	(19,915)	
Total Bonds Payable/COPs/ Capital Leases/ Other Lease Purchases			\$1,275,403	\$ 188,749	\$(142,735)	\$ 1,321,417	\$ 50,206

¹ The average interest rate net of the Build America bonds federal direct payment subsidy is 3.94%.

² The average interest rate net of the Build America bonds federal direct payment subsidy is 3.74%.

System Revenue Bonds

The University has pledged gross revenues as defined in the bond indentures towards the payment of debt related to various senior lien system revenue bonds outstanding at June 30, 2013. These related revenue bonds are primarily for new academic and research facilities, academic and laboratory renovations, and infrastructure improvements. The pledged revenues include student tuition and fees, certain auxiliary enterprises revenue, investment income, and indirect cost recovery revenue. Pledged revenues do not include state appropriations, gifts, endowment income, or other restricted revenues. For the year ended June 30, 2013, pledged revenues totaled \$1.05 billion of which 6.9 percent (\$72.7 million, net of federal direct payments) was required to cover current year debt service.

In January 2013, the University issued \$110.9 million in system revenue and refunding bonds, Tax-Exempt Series 2013A and Taxable Series 2013B, with an average maturity of 15.6 years and an average interest rate of 3.47 percent. The bonds were issued to fund the construction of the Tempe campus student fitness complex expansion, the new Downtown campus student fitness complex, various information technology infrastructure projects, a new Tempe campus mixed-use facility, and to refund various outstanding bonds of the University and one of its component units, ACFFC (Adelphi Commons II Student Housing). The refunded debt is considered defeased and related liabilities are not included in the University's financial statement. The issuance of the refunding bonds, with an average maturity of 10.04 years and an average interest rate of 2.8 percent, resulted in a \$6.6 million reduction in future debt service payments, with an economic gain of \$5.5 million based upon the present value savings.

SPEED Revenue Bonds

In June 2008, the State of Arizona Legislature approved the Stimulus Plan for Economic and Educational Development (SPEED) which provides Arizona universities with capital improvement funds for critical construction and deferred maintenance projects. SPEED projects are debt financed with revenue bonds, repaid primarily with Arizona Lottery revenues. Specifically, up to 80 percent of SPEED debt service is paid from Arizona Lottery revenues, with the balance being the responsibility of the University as evidenced by the subordinated pledge of University revenues.

Variable Rate Bonds

The University has outstanding two series of variable rate demand system revenue refunding bonds, Series 2008A and Series 2008B, totaling \$96.8 million with final maturities of July 1, 2034. The interest rate in effect on June 30, 2013 was 0.05 percent for the Series 2008A bonds and 0.07 percent for the Series 2008B bonds. To provide credit and liquidity support for the bonds, on March 1, 2012, the University entered into an Irrevocable Transferable Direct-Pay Letter of Credit (LOC)

with JPMorgan Chase Bank, N.A. (JPMorgan), under which the University has agreed to a commitment fee for the LOC of 0.38 percent per annum. Should the Series 2008A/B bond rating change, the commitment fee could increase according to the fee agreement. Assuming all of the \$48.4 million Series 2008A and \$48.4 million Series 2008B bonds are not resold within 365 days, the University would be responsible to make quarterly installment principal payments, with the last payment being on the 4th anniversary of JPMorgan acquiring the bonds, plus interest to be calculated as established in the LOC.

Certificates of Participation

In June 2013, the University issued \$64.8 million of refunding COPs to partially refund Series 2004 COPs and 2005A COPs. The refunded debt is considered defeased and related liabilities are not included in the University's financial statements. The issuance of refunding COPs, with an average maturity of 8.89 years and an average interest rate of 3.09 percent, resulted in a \$5.6 million reduction in future debt service payments, with an economic gain of \$5.2 million based upon the present value savings.

Capital Leases

In October 2003, the University entered into a thirty-year lease agreement with Arizona State University Foundation, LLC, an Arizona limited liability company, of which the sole member is the ASU Foundation, an Arizona non-profit corporation and component unit of the University, to lease four floors of office space in the Fulton Center and the related parking structure.

In April 2004, the University entered into a thirty-year sublease agreement with Nanotechnology Research, LLC, an Arizona limited liability company, whose sole member is ACFFC, to lease the Flexible Display Center located at the ASU Research Park.

In July 2005, the University entered into a thirty-four-year lease with McAllister Academic Village, LLC, an Arizona limited liability company, whose sole member is ACFFC, to lease the nonresidential portion of the McAllister Academic Village (MAV), which operates under the name of Hassayampa Academic Village. ACFFC has overall responsibility for the residential portion, comprising approximately 92 percent of the facility, with the University leasing the non-residential portion of the facility.

In November 2008, the University committed to a capital lease with the City of Phoenix related to construction of the fourth and fifth floors of the Nursing and Health Innovation building at ASU's Downtown Phoenix campus. In June 2011, the City of Phoenix issued subordinated excise tax revenue bonds, a portion of which was used to fund the project. The University's lease payments are based on the City's actual borrowing cost of the bonds.

Buildings under capital lease are shown below.

Capital lease book value as of June 30, 2013 (Dollars in thousands)

	Book Value	Accumulated Depreciation	Net Book Value
Fulton Center	\$ 29,551	\$ (7,048)	\$ 22,503
Flexible Display Center	37,314	(8,286)	29,028
Hassayampa Academic Village	12,451	(2,131)	10,320
Nursing and Health Innovation	11,788	(927)	10,861

NOTES TO FINANCIAL STATEMENTS

Future Payments

Future pledged revenues required to pay all remaining debt service for revenue bonds through final maturity of July 1, 2043 is \$1.5 billion. In addition, the University has pledged the same revenues on a subordinated basis to secure the Series 2006 Arizona State University Research Park, Inc. Development Refunding Bonds and the Series 2010 A/B and 2011 SPEED revenue bonds. Research Park bonds outstanding at June 30, 2013 were \$7.8 million with annual debt service payments of approximately \$1.2 million through July 1, 2021. SPEED revenue bonds outstanding at June 30, 2013, were \$64.7 million with annual debt service payments of approximately \$2.6 million through June 30, 2016, \$5.7 million through June 30, 2031, and \$2.7 million through August 1, 2031, net of federal direct payments.

The Taxable Series 2010A System Revenue Bonds and the Taxable Series 2010A SPEED Revenue Bonds were issued as Build America Bonds under the provisions of the American Recovery and Reinvestment Act (ARRA). As such, the University is eligible to receive Federal Direct Payments from

the United States Treasury equal to 35 percent of the interest owed on each interest payment date. The amount paid to the University by the Federal government may be reduced or limited due to such issues as failure by the University to submit the required information, offsets to reflect any amounts owed by the University to the Federal government, or changes in the law that would reduce or eliminate such payments. During fiscal 2013, the Federal government reduced federal direct payment claims filed between March 1, 2013 and September 30, 2013 by 8.7 percent due to the federal budget sequestration resulting in a \$172,984 reduction in direct payments to the University. For accounting purposes, any direct payments received from the U.S. Treasury are recorded as nonoperating revenue.

Securities and cash restricted for bonds and COPs debt service held by the trustee at June 30, 2013 totaled \$51.1 million and \$7.3 million, respectively. Payment commitments to investors, including interest, for bonds, COPs and other lease obligations, using the interest rate in effect at June 30, 2013 for variable rate issues, are shown below:

Fiscal Year	System and SPEED Revenue Bonds				Certificates of Participation		Capital Leases		Other Lease Purchases	
	Principal	Interest	Net Payments on Swap Agreement	Federal Direct Payments	Principal	Interest	Principal	Interest	Principal	Interest
2014	\$ 33,965	\$ 41,477	\$ 3,631	\$ (3,977)	\$ 12,880	\$ 10,825	\$ 1,700	\$ 3,948	\$ 1,661	\$ 299
2015	44,770	39,844	3,529	(3,977)	11,970	10,600	2,077	3,868	1,292	222
2016	42,635	38,196	3,422	(3,977)	9,945	10,141	2,194	3,767	691	157
2017	45,780	36,483	3,309	(3,914)	11,115	9,671	2,309	3,660	654	120
2018	35,620	35,144	3,191	(3,841)	13,905	9,135	2,440	3,545	692	83
2019-2023	198,455	151,517	13,971	(17,672)	75,720	35,379	14,498	15,650	768	46
2024-2028	229,130	100,660	10,009	(13,906)	72,660	17,063	18,743	11,759		
2029-2033	148,725	57,030	4,957	(9,029)	40,190	2,360	24,315	6,603		
2034-2038	107,150	29,909	269	(4,306)			9,865	1,326		
2039-2043	68,770	6,723		(231)			900	47		
2044-2048	4,000									
Total	\$ 959,000	\$ 536,983	\$ 46,288	\$ (64,830)	\$ 248,385	\$ 105,174	\$ 79,041	\$ 54,173	\$ 5,758	\$ 927

	Current Portion	Noncurrent Portion	Total
From Arizona State University operating revenues	\$ 37,669	\$ 917,810	\$ 955,479
From State of Arizona appropriations and other State monies	12,537	353,401	365,938
	\$ 50,206	\$ 1,271,211	\$ 1,321,417

The University presently plans to issue up to \$87.3 million in SPEED revenue bonds during fiscal year 2014.

Operating Leases

Brickyard. In July 2004, the ASUF Brickyard, LLC, an Arizona limited liability company of the ASU Foundation, a component unit of Arizona State University, purchased the Brickyard

office building and parking facility in downtown Tempe for \$34.5 million, and is master leasing the entire facility to the University pursuant to a fifteen-year lease. This lease has no purchase options for the University. The majority of the facility is being used by the University for classrooms, offices, and research areas, with the remaining portion being leased by the University to various firms for retail and restaurant operations.

SkySong. In June 2006, the University entered into a fifteen-year lease, for approximately 80,000 square feet of office space within a development known as SkySong. SkySong is being developed by the ASU Foundation and its partners as a home for activities and organizations that co-mingle and stimulate new forms of global commerce, research, technology, art, education and economic development. The University's use of the leased space focuses on supporting entrepreneurial activities and interdisciplinary research programs in engineering-related fields, and education technology.

Other. The University has entered into other operating leases with various entities for classroom, office, research and student activity space.

The future minimum operating lease payments are as follows (Dollars in thousands):

Fiscal Year	Operating Lease Payments			
	Brickyard	SkySong	Other	Total
2014	\$ 2,822	\$ 2,260	\$ 4,144	\$ 9,226
2015	2,823	2,309	3,118	8,250
2016	2,833	2,360	2,376	7,569
2017	2,827	2,413	2,015	7,255
2018	2,835	2,467	1,281	6,583
2019-2023	2,837	10,892	980	14,709
Total	\$ 16,977	\$ 22,701	\$ 13,914	\$ 53,592

Note F - Interest Rate Swap Agreement

Effective January 1, 2007, the University entered into a \$103.0 million notional amount swap agreement (hedging derivative instrument) expiring on July 1, 2034, in conjunction with the 2008 variable rate demand system revenue refunding bonds (2008 Bonds). The \$103.0 million notional amount is not exchanged; it is only the basis on which the interest payments are calculated and it decreases as principal payments are made on the 2008 Bonds. The intention of the swap is to effectively convert the variable rate interest on the 2008 Bonds to a synthetic fixed rate. Under the terms of the swap agreement, the University pays the counterparty interest calculated at a fixed rate of 3.91 percent and receives payments from the counterparty based on the Securities Industry and Financial Markets Association (SIFMA) Municipal Swap Index set weekly. The SIFMA rate at June 30, 2013 was 0.06 percent. At June 30, 2013, the synthetic fixed interest rate on the bonds was:

Interest Rate Swap:	Terms	Rates (%)
Fixed payment to counterparty	Fixed	3.91
Variable payment from the counterparty	SIFMA	(0.06)
Net interest rate swap payments		3.85
Variable rate bond coupon payments	Spread to SIFMA	0.06
Synthetic fixed interest rate on bonds		3.91

The University continues to pay interest to the bondholders at the variable rate provided by the bonds. However, during the term of the swap agreement, the University effectively pays a fixed rate on the debt. If the counterparty defaults or if the swap is terminated, the University will revert to paying a variable rate. A termination of the swap agreement may also result in the University making or receiving a termination payment.

The University is exposed to interest rate risk based on the SIFMA indexed variable payment received from the counterparty versus the variable rate paid to bondholders. The swap exposes the University to basis risk should the weekly SIFMA rate paid by the counterparty fall below the weekly interest rate due on the bonds.

As of June 30, 2013, the University was not exposed to credit risk because the swap had a negative fair value. However, should interest rates change and the fair value of the swap become positive, the University would be exposed to credit risk in the amount of the derivative's fair value. The swap counterparty was rated A by Fitch, A by Standard & Poor's and A3 by Moody's Investor Services as of June 30, 2013. Based on current ratings, the counterparty was not required to provide collateral. In the event a rating downgrade occurs, the counterparty may be required to provide collateral if the University's overall exposure exceeds predetermined levels. Collateral may be held by the University or a third party custodian.

As of June 30, 2013, the swap had a fair value of \$(14.1) million, which represents the cost to the University to terminate the swap. The June 30, 2012 fair value was \$(22.9) million. The fair value was developed by an independent third party, with no vested interest in the transaction, using the zero-coupon discounting method. This method calculates the future payments required by the swap, assuming the current forward rates implied by the yield curve are the market's best estimate of future spot interest rates. These payments are then discounted using the spot rates implied by the current yield curve for a hypothetical zero-coupon rate bond due on the date of each future net settlement on the swaps. In accordance with GASB 53, *Accounting and Financial Reporting for Derivative Instruments*, the fair value of the University's hedging derivative instrument is reported on the statement of net position as a deferred outflows of resources and a liability (derivative instrument).

NOTES TO FINANCIAL STATEMENTS

Note G - Unrestricted Net Position

As discussed in the Summary of Significant Accounting Policies, the University follows accounting standards for external reporting purposes that require net position to be classified for accounting and reporting purposes into one of three net position categories according to externally imposed restrictions. Unrestricted net position, as defined by GASB, is not subject to externally imposed stipulations; however, it is subject to internal designations. For example, unrestricted net position may be designated for specific purposes by actions

of management or may otherwise be limited by contractual purchase obligation agreements with outside parties. As of June 30, 2013, substantially all of the University's unrestricted net position was from University generated revenues and was internally designated for academic and research programs and initiatives, and capital projects.

Note H - Compensated Absences

The University has recorded a liability for accruals of vacation leave and compensatory time earned, but not taken at fiscal year end. Changes in accrued compensated absences for the year ended June 30, 2013 consisted of the following (Dollars in thousands):

Beginning Balance	\$ 24,212
Additions	36,037
Reductions	(33,367)
Ending Balance	\$ 26,882
Current Portion	\$ 3,057

Note I - Operating Expenses by Classification

Operating expenses by functional and natural classification for the year ended June 30, 2013, are summarized as follows (Dollars in thousands):

	Year ended June 30, 2013				Total
	Personal Services and Benefits	Supplies and Services	Student Aid	Depreciation	
Instruction	\$ 453,706	\$ 92,651	\$ 2,641		\$ 548,998
Research	147,858	74,222	3,373		225,453
Public service	23,646	20,444	770		44,860
Academic support	139,506	64,805	520		204,831
Student services	47,345	18,310	253		65,908
Institutional support	73,093	50,357	1,096		124,546
Operation and maintenance of plant	21,521	69,556			91,077
Scholarships and fellowships	1,598	340	110,425		112,363
Auxiliary enterprises	39,748	73,767	5,994		119,509
Depreciation				\$ 106,992	106,992
Total Operating Expenses	\$ 948,021	\$ 464,452	\$ 125,072	\$ 106,992	\$ 1,644,537

Note J - Retirement Plans

At June 30, 2013 the University is participating in one cost-sharing multiple-employer defined benefit pension, health, and long-term disability plan and two defined contribution pension plans. The following disclosures are required by Governmental Accounting Standards Board (GASB) Statement No. 50, *Pension Disclosures (an amendment of GASB Statements No. 25 and No. 27)*. In addition to the plans described below, certain university employees participate in two additional retirement plans with \$1.3 million in total University and employee contributions for the year ended June 30, 2013.

Defined Benefit Plan

Plan Description. The Arizona State Retirement System (ASRS) administers a cost-sharing, multiple-employer defined benefit plan that covers employees of the University. Benefits are established by State statute and provide retirement, death, long-term disability, survivor, and health insurance premium benefits. ASRS (through its Retirement Fund) provides retirement (i.e., pension), death, and survivor benefits; the Health Benefit Supplement Fund provides health insurance premium benefits (i.e., a monthly subsidy); and the Long-Term Disability Fund provides long-term disability benefits. ASRS is governed by the Arizona State Retirement System Board

according to the provisions of Arizona Revised Statutes Title 38, Chapter 5, Article 2.

ASRS issues a comprehensive annual financial report that includes financial statements and required supplementary information. The most recent report may be obtained by writing the Arizona State Retirement System, 3300 North Central Avenue, P.O. Box 33910, Phoenix, AZ 85067-3910, by calling (602) 240-2000 or (800) 621-3778, or visiting www.azasrs.gov.

Funding Policy. The Arizona State Legislature establishes and may amend active plan members' and the University's contribution rates. For the year ended June 30, 2013, active plan members were required by statute to contribute at the actuarially determined rate of 11.14 percent (10.90 percent for retirement and 0.24 percent for long-term disability) of the members' annual covered payroll and the University was required by statute to contribute at the actuarially determined rate of 11.14 percent (10.25 percent for retirement, 0.65 percent for health insurance premium, and 0.24 percent for long-term disability) of the members' annual covered payroll. The University's contributions for the current and two preceding years, all of which were equal to the required contributions, were as follows (Dollars in thousands):

Fiscal Year	Retirement Fund	Health Benefit Supplement Fund	Long-Term Disability Fund	Total University Contributions
2013	\$ 26,276	\$ 1,666	\$ 617	\$ 28,559
2012	24,826	1,671	603	27,100
2011	23,825	1,560	664	26,049

Defined Contribution Plans

Plan Description. In accordance with A.R.S. § 15-1628, University faculty, academic professionals, service professionals and administrative staff have the option to participate in defined contribution pension plans. These plans are administered by independent insurance and annuity companies approved by the Arizona Board of Regents. For the year ended June 30, 2013, plans offered by the Teachers Insurance Annuity Association/College Retirement Equities Fund (TIAA/CREF) and Fidelity Investments Tax-Exempt Services Company (Fidelity), were approved by the Arizona Board of Regents. Benefits under these plans depend solely on the contributed amounts and the returns earned on the investment of those contributions. Contributions made by employees vest immediately and University contributions

vest no later than after five years of full-time employment. Employee and University contributions and associated returns earned on investments may be withdrawn upon termination of employment, death, or retirement. The distribution of contributions and associated investment earnings are made in accordance with the employee's contract with the applicable insurance and annuity company.

Funding Policy. The Arizona State Legislature establishes and may amend active plan members' and the University's contribution rates. For the year ended June 30, 2013, plan members and the University were each required by statute to contribute an amount equal to 7.00 percent of an employee's compensation. Contributions to these plans for the year ended June 30, 2013, were as follows (Dollars in thousands):

	Contribution Rates (Each)	University Contributions	Employee Contributions	Total Contributions
TIAA/CREF	7.00%	\$ 13,424	\$ 13,424	\$ 26,848
Fidelity	7.00%	8,645	8,645	17,290

NOTES TO FINANCIAL STATEMENTS

Note K - ASU at the Downtown Phoenix Campus

In June 2005, the University and the City of Phoenix (City) entered into an intergovernmental agreement related to the development of an ASU campus in downtown Phoenix. The ongoing development of the campus is seen as a partnership between the University, the City, and area neighborhoods and businesses to help with the revitalization of the historic urban core of Phoenix. Per the terms of the agreement, the City has acquired land and existing buildings which have been identified by the University as being within the boundaries of the ASU at the Downtown Phoenix campus. All property, except the residential life facility, will be owned by the City, until the property is conveyed to the University. ASU is responsible for all operating costs at the campus as well as maintaining a reserve and replacement fund. The Downtown Phoenix campus is the University's fourth and newest campus and provides an academically-rigorous university experience which integrates academic, public, private, and residential development in a diverse and dynamic living/learning environment for students.

Permanent Financing. In March 2006, Phoenix resident voters approved a bond program which included approximately \$188 million in permanent funding for the development of facilities for the ASU at the Downtown Phoenix campus, and approximately \$35 million for other investments in the campus districts.

Purchase Option. The University may, prior to the satisfaction of the permanent financing, purchase all or a portion of the Downtown Phoenix campus property from the City for the amount of the indebtedness applicable to the property subject to full defeasance of any outstanding debt. Upon satisfaction of the permanent financing indebtedness, the properties will be transferred to the University at no additional cost, under the condition that the property will be used for the purpose of providing Arizona State University-related post-secondary education.

Mercado Property. The University will transfer property it owns in downtown Phoenix, known as the Mercado property, to the City when final payment of outstanding debt on the property has been made, which is scheduled to occur on July 1, 2024. The City has the option to purchase the Mercado property at any time after the construction of the new Downtown Phoenix campus facilities, and prior to June 15, 2024, subject to certain conditions. The University has agreed to cooperate with the City to maximize the effective use of the Mercado property in augmenting the Downtown Phoenix campus facilities.

Note L - Insurance Program

Risk Management Insurance. Pursuant to A.R.S. § 41-621, the University participates in a self-insurance program administered by the State of Arizona, Department of Administration, Risk Management Section. The State's Risk Management Program covers the University, subject to certain deductibles, for risks of loss related to such situations as theft, damage and destruction of property, buildings, and equipment; errors and omissions; injuries to employees; natural disasters; and liability for acts or omissions of any nature while acting in authorized governmental or proprietary capacities and in the course and scope of employment or authorization, except as prescribed in A.R.S. § 41-621. Loss risks not covered by the Risk Management Section and where the University has no insurance coverage are losses arising from contractual breaches and losses that arise out of and are directly attributable to an act or omission determined by a court to be a felony. From time to time, various claims and lawsuits associated with the normal conduct of University business are pending or may arise against the University.

In the opinion of University management, any losses from the resolution of any other pending claims or litigation not covered by the Risk Management Section should not have a material effect on the University's financial statements. Also, in accordance with the disclosure requirements of GASB Statement No. 10, *Accounting and Financial Reporting for Risk Financing and Related Insurance Issues*, all estimated losses for unsettled claims and actions of the State are determined on an actuarial basis and are included in the State of Arizona Comprehensive Annual Financial Report.

Note M - Privatized Student Housing

American Campus Communities. The University has entered into ground lease agreements with American Campus Communities (ACC) for student housing projects located on land owned by the University that is ground leased to ACC. Upon completion of the projects, ACC transfers title to the facilities to the University, subject to a leasehold interest under which ACC will maintain and operate the facilities. The ground leases are each for a period of 65 years with two 10-year options to renew. The University has no obligation to support the facilities financially or to guarantee occupancy.

- Vista del Sol, opened August 2008 on the Tempe campus, consists of approximately 1,800 apartment-style beds, with amenities such as a pool, community center, parking garage, and retail space.
- Villas at Vista del Sol, an expansion of the Vista del Sol complex, opened in August 2012 and includes 400 beds intended for upper-classmen in a mix of apartment-style housing and townhome units. Residents will have access to existing Vista del Sol amenities, such as the pool and community center.



Casa de Oro

- Barrett Honors College, opened August 2009 on the Tempe campus, provides housing and academic space for the Barrett Honors College including approximately 1,700 beds, classrooms, faculty offices, and dining.
- Casa de Oro, a new West campus housing project, was opened in August 2012 and includes 385 double occupancy suite-style beds for first-year students.
- Manzanita, the newly renovated Tempe campus facility, re-opened for the fall 2013 semester. The facility includes 816 double occupancy suite-style beds for first-year students.

Inland American Communities. ASU entered into a ground lease with Inland American Communities (IAC) for development of student housing on the Polytechnic campus. Century Hall opened in August 2012 and includes 321 double occupancy suite-style beds. During the term of the ground lease, 65 years with two ten-year options to renew, IAC is responsible for all costs and expenses of operating and maintaining the housing project. The University has no obligation to support the facility financially or to guarantee occupancy.



Manzanita Hall

Note N - Component Units (Financially Related Organizations)

Arizona State University's discretely presented component units are comprised of two major component units, the ASU Foundation for A New American University (Foundation) and Arizona Capital Facilities Finance Corporation (ACFFC), and several smaller component units consisting of the ASU Alumni Association, Arizona State University Research Park, Inc., Downtown Phoenix Student Housing, LLC, Sun Angel Endowment, Sun Angel Foundation, and University Public Schools, Inc.

Summary of Significant Accounting Policies

Basis of presentation. The component unit financial statements have been prepared on the accrual basis of accounting according to generally accepted accounting principles (GAAP). Information regarding their financial position and activities is reported according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Income taxes. All of ASU's component units, except ACFFC, qualify as tax-exempt organizations under Section 501(c) (3) of the Internal Revenue Code and, therefore, there is no provision for income taxes. In addition, they qualify for the charitable contribution deduction and have been classified as organizations that are not private foundations. Any income determined to be unrelated business taxable income would be taxable. ACFFC is classified as a Section 501(c)(4) organization, a tax-exempt organization but not qualified for the charitable contribution deduction.

Use of estimates. The preparation of the component units' financial statements, in conformity with U.S. generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTES TO FINANCIAL STATEMENTS

Contributions. Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends, or the purpose of the restriction is accomplished), temporarily or permanently restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Net Assets and Equity Transfers

Collegiate Golf Foundation. During 2012, Arizona State University and Collegiate Golf Foundation agreed to terminate the existing land lease. Upon termination on September 30, 2011, Collegiate Golf Foundation transferred all property and equipment to Arizona State University. Arizona State University and Collegiate Golf Foundation entered into a licensing agreement commencing October 1, 2011 and expiring on June 30, 2012, granting Collegiate Golf Foundation access

to the premises and the improvements on such premises for the purpose of operating, managing, and maintaining the Karsten Golf Course at Arizona State University. Collegiate Golf Foundation transferred all remaining assets and liabilities to Arizona State University as of July 1, 2012.

Pledges Receivable

The ASU Foundation's pledges receivable (unconditional promises to give) are recorded at their net realizable value, which is net of a discount and loss allowance. Pledges are discounted using the applicable risk free rate at the date the pledge was recognized. The discount rates range from 1.20 percent to 10.90 percent. An allowance for uncollectible pledges is estimated based on the ASU Foundation's collection history and is recorded as a reduction to contribution support and revenue and an increase in the allowance for uncollectible pledges.

The Sun Angel Foundation's pledges receivable are recorded at their net realizable value using a 5.14 percent discount rate for the year ended June 30, 2013.

Pledges receivable consist of (Dollars in thousands)				
	ASU Foundation	Sun Angel Foundation	Other Component Units	Total
Gross pledges receivable	\$ 170,455	\$ 4,934	\$ 326	\$ 175,715
Present value discount	(12,094)	(464)	(1)	(12,559)
Allowance for uncollectible pledges	(40,580)	(705)	(129)	(41,414)
Net pledges receivable	\$ 117,781	\$ 3,765	\$ 196	\$ 121,742

Members of the ASU Foundation's Board of Directors and Board of Trustees have made contributions and pledges to the Foundation in the current and prior years. At June 30, 2013 and 2012, gross unconditional pledges receivable from these members included approximately \$34.5 million and \$34.7

million, respectively. The Foundation had conditional pledges receivable totaling \$2.1 million at June 30, 2013; none are included in pledges receivable. Conditional pledges receivable are recorded when the conditions are substantially met.

Gross pledges are receivable as follows (Dollars in thousands)				
	ASU Foundation	Sun Angel Foundation	Other Component Units	Total
Receivable in one year	\$ 41,228	\$ 1,269	\$ 263	\$ 42,760
Receivable in two to five years	58,454	2,771	63	61,288
Receivable after five years	70,773	894		71,667
Total gross pledges to be received	\$ 170,455	\$ 4,934	\$ 326	\$ 175,715

Direct Financing Lease Agreements

ASU Foundation. ASU Foundation leases a portion of the Fulton Center building (ASU Foundation's headquarters) to the University under a direct financing lease. At the end of the lease, ASU Foundation and Affiliates will gift their portion of the building to the University and the University will receive title to the building. ASU Foundation's net investment in this direct financing lease at June 30, 2013 is \$25.0 million.

Arizona Capital Facilities Finance Corporation (ACFFC). Pursuant to a sublease agreement, dated April 7, 2004 and amended on April 1, 2009 (the Sublease), Nanotechnology Research, LLC (Nano), a wholly-owned subsidiary of ACFFC, leases its interest in the ASU Research Park to the University. The University will make lease payments at times in amounts sufficient to pay all principal and interest on the Series 2009A and 2009B Bonds. The Sublease has successive annual renewals without action from either party through March 31, 2034. The Sublease is subject to early termination by Nano or the University upon the payment in full of the Series 2009A and 2009B Bonds. Upon termination or expiration of the Sublease, ACFFC's interest in the premises, including all buildings and improvements on the leased premises, transfers to the University without further consideration. ACFFC's net investment in the Nanotechnology facility direct financing lease is \$31.8 million at June 30, 2013.

Pursuant to a University lease agreement, dated July 1, 2005, McAllister Academic Village, LLC, a wholly-owned subsidiary of ACFFC, leases its interest in the non-residential portion of Hassayampa Academic Village (Hassayampa, HAV) to the University which consists of the academic, tutorial, retail and food service facilities. The lease was amended effective September 1, 2008 to change the annual renewal period through June 30, 2039 to correspond with the maturity of the Hassayampa 2008 Bonds. Any right, title or interest of Hassayampa in and to the academic portions of the Hassayampa Project will pass to the University without further cost upon the payment in full of the Hassayampa 2008 Bonds. Lease payments are based on the fixed interest rates determined by the Hassayampa 2008 Bonds maturity schedule. ACFFC's net investment in the McAllister (HAV) direct financing lease is \$12.2 million at June 30, 2013.

Contingent Agreements

In order to ensure the success of the component unit student housing facilities, the University entered into various contingent agreements which allow the University to contribute funding to the extent a funding shortfall occurs during the fiscal year. The agreements for Hassayampa Academic Village (ACFFC) and West Campus Student Housing/ Las Casas (ACFFC) allow the University to fund deficiencies for debt service and operating expense shortfalls.

On December 9, 2011 the Sun Angel Endowment executed an agreement with the Sun Angel Foundation and Arizona State University. The agreement provides for the merger of the Sun Angel Endowment into the Sun Angel Foundation upon satisfaction of certain conditions. Management of the Endowment believes that the merger may occur in fiscal 2014. The Sun Angel Endowment would cease to exist if the merger is completed.

Power Plant Agreements

Sun Devil Energy Center. In November 2004, the University entered into a privatized/third party agreement with ACFFC for the construction and operation by a third party energy management firm of a co-generation power plant on the University's Tempe campus with the power plant providing to the University a portion of its energy (electrical, chilled water and steam) needs. The contract with ACFFC is for 25 years, along with the related ground lease, and calls for minimum annual energy purchase obligations on the part of the University of approximately \$7.5 million to cover ACFFC's fixed management services and capital costs. Additional billing amounts will be based on a pass through to the University of the service provider's variable costs, primarily natural gas.

Polytechnic Central Plant. In December 2008, the University entered into a privatized/third party agreement with ACFFC for the construction and operation by a third party energy management firm of a central plant on the University's Polytechnic campus to provide chilled water and emergency power for certain buildings on that campus. The contract with ACFFC is for 20 years, along with the related ground lease, and calls for minimum annual purchase obligations by the University of approximately \$2 million to cover ACFFC's fixed capital and management services costs. Additional billing amounts will be based on a pass through to the University of the service provider's variable costs, primarily electricity.

Investments in Securities

The ASU Foundation reports investments in accordance with SFAS No. 124, *Accounting for Certain Investments Held by Not-for-Profit Organizations*. The fair values of publicly traded securities are based on quoted market prices and exchange rates, if applicable. The fair values of nonmarketable securities are based on valuations provided by external investment managers. The ASU Foundation exercises due diligence in assessing the policies, procedures and controls implemented by external investment managers. Investment income is recorded on an accrual basis, and purchases and sales of investment securities are reflected on a trade-date basis. Realized gains and losses are calculated using the average cost for securities sold. Investment securities, in general, are exposed to various risks, such as interest rate, credit and overall market volatility.

The ASU Foundation spending policy for the consolidated investment pools follows the objectives of the investment policy and establishes the amount made available for spending in the endowment pools.

- ◆ The current spending policy is based on a constant growth formula, in which the amount available for spending is based on the prior year spending amount plus an inflation factor (1.7 percent for 2013), collared by a cap and floor of 4.00 percent and 3.00 percent, respectively, of a 12-quarter moving average calculated mid-year.
- ◆ In the event the current market value of the endowment is less than the historical gift value, spending will continue, unless the gift agreement does not permit spending in this circumstance.

NOTES TO FINANCIAL STATEMENTS

ASU Foundation has ownership of certain cash and cash equivalents that are not in the possession of ASU Foundation but are held, along with other marketable securities, by outside investment managers for the benefit of the ASU Foundation. Although these cash and cash equivalents are readily available to ASU Foundation, it is the intent of ASU Foundation to hold these cash and cash equivalents for investment purposes and, accordingly, these cash and cash equivalents are classified as investment assets in the accompanying combined financial statements.

Foundation Endowment and Net Asset Classification

Management of the ASU Foundation's endowment is governed by laws in the State of Arizona based on the Uniform Prudent Management of Institutional Funds Act. The ASU Foundation

has interpreted the statute as requiring the preservation of the fair value of the original gifts as of the gift date of the donor restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the ASU Foundation classifies as permanently restricted net assets: (a) the original value of gifts donated to the permanent endowment; (b) the original value of subsequent gifts to the permanent endowment; and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets is classified as temporarily restricted net assets.

Investment Summary

Investments consist of (Dollars in thousands)				
	ASU Foundation Investments	ACFFC	Other Component Units	Total
Money market funds and cash equivalents	\$ 52,541	\$ 15,736	\$ 14,789	\$ 83,066
Equities:				
Domestic	154,824			154,824
International	114,448			114,448
Total equities	269,272			269,272
Fixed Income	101,269			101,269
Mutual funds:				
Equity mutual funds			5,665	5,665
Inflation hedge	154,462			154,462
Emerging markets	35,017			35,017
Total mutual funds	189,479		5,665	195,144
Other securities	20,257		16,647	36,904
Other investments	45,138		775	45,913
Total investments	\$ 677,956	\$ 15,736	\$ 37,876	\$ 731,568

Property and Equipment

Property and equipment consist of (Dollars in thousands)				
	ASU Foundation	ACFFC	Other Component Units	Total
Cost or donated value:				
Buildings and improvements	\$ 17,397	\$ 185,011	\$ 114,421	\$ 316,829
Furniture, fixtures, and equipment	7,820	80,586	11,626	100,032
Leasehold improvements			13,744	13,744
Total cost or donated value	25,217	265,597	139,791	430,605
Accumulated depreciation	(10,782)	(78,042)	(31,433)	(120,257)
Net property and equipment	\$ 14,435	\$ 187,555	\$ 108,358	\$ 310,348

Bonds and Obligations under Capital lease

Bonds payable consist of (Dollars in thousands)						
	Final Maturity	ASU Foundation	ACFFC	Downtown Phoenix Student Housing, LLC	Other Component Units	Total
Series 2011 Tax-Exempt Revenue Refunding Bonds (Energy Management Services)	2018		\$ 15,785			\$ 15,785
Series 2009 Revenue Bonds (Energy Management Services)	2024		36,795			36,795
Series 2009A Lease Revenue Refunding Bonds (Nanotechnology Research)	2034		22,955			22,955
Series 2009B Lease Revenue Refunding Bonds (Nanotechnology Research)	2022		9,165			9,165
Series 2008 Revenue Bonds (ASU Energy Center)	2028		14,620			14,620
Series 2008 Revenue Refunding Bonds (Hassayampa Academic Village)	2039		143,135			143,135
Series 2008 Variable Rate Demand Revenue Refunding Bonds (Sun Devil Energy Center)	2030		38,495			38,495
Series 2007 A&C Revenue Bonds	2042			\$ 118,570		118,570
Series 2007 D Tax-Exempt Revenue Bonds	2042			22,700		22,700
Series 2006 Development Refunding Bonds (ASU Research Park)	2021				\$ 7,845	7,845
Series 2005 Tax-Exempt Refunding Bonds (West Campus Housing)	2035		15,735			15,735
Series 2004A Variable Rate Revenue Bonds (Brickyard)	2034	\$ 22,420				22,420
Series 2004B Variable Rate Revenue Bonds (Brickyard)	2022	8,120				8,120
Series 2003 Lease Revenue Bonds (Fulton)	2034	43,395				43,395
Capital Lease	2015				173	173
Deferred Cost of Refunding			(374)			(374)
Unamortized bond premium (discount)			2,666	(1,099)		1,567
		\$ 73,935	\$ 298,977	\$ 140,171	\$ 8,018	\$ 521,101

The following schedule reflects future principal payment commitments to investors:

Future principal commitments consist of (Dollars in thousands)					
Year Ending June 30	ASU Foundation	ACFFC	Downtown Phoenix Student Housing, LLC	Other Component Units	Total
2014	\$ 1,835	\$ 8,660	\$ 430	\$ 942	\$ 11,867
2015	1,940	9,300	610	956	12,806
2016	2,035	9,865	810	920	13,630
2017	2,140	10,555	1,025	955	14,675
2018	2,245	11,275	1,245	995	15,760
Thereafter	63,740	249,322	136,051	3,250	452,363
	\$ 73,935	\$ 298,977	\$ 140,171	\$ 8,018	\$ 521,101

NOTES TO FINANCIAL STATEMENTS

Financial Statement Information

The following represents summary financial information for ASU's two major component units (ASU Foundation and ACFFC) and all other component units combined:

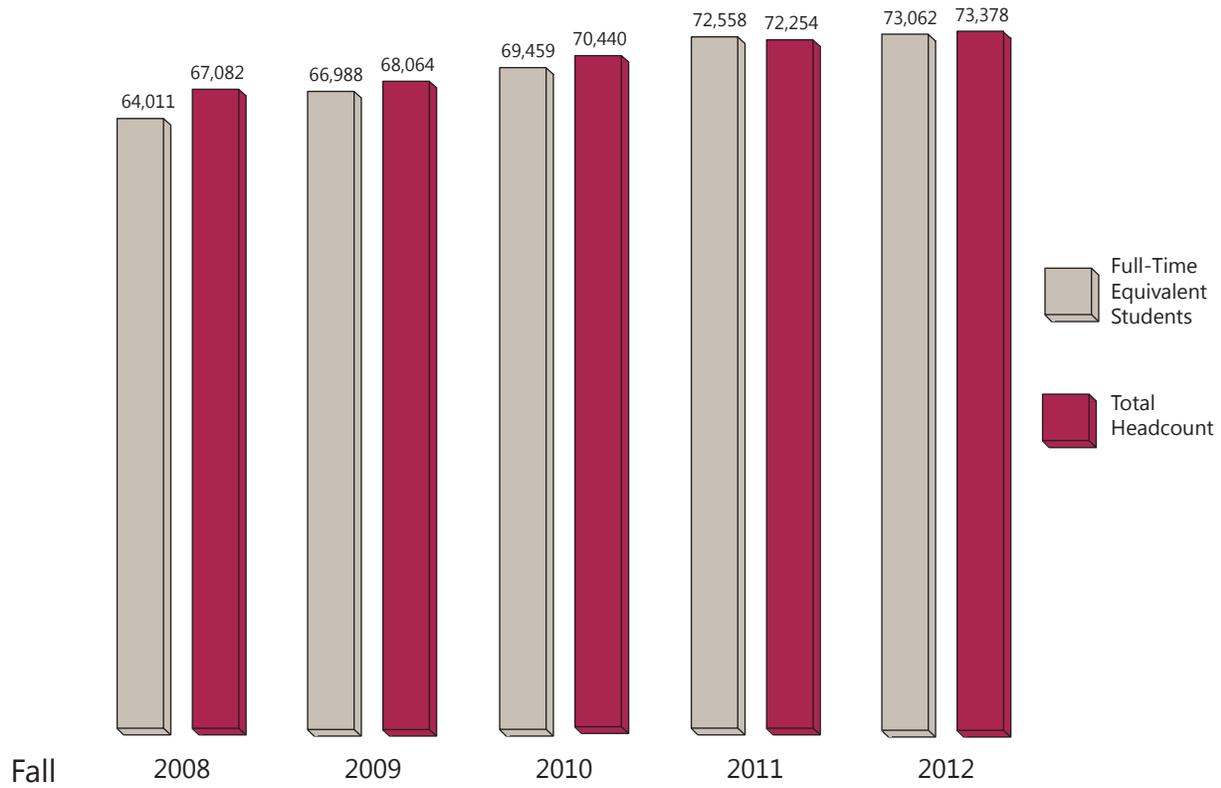
Component Units Statement of Financial Position June 30, 2013 (Dollars in thousands)				
	ASU Foundation	ACFFC	Other Component Units	Total
Assets				
Investments	\$ 677,956	\$ 15,736	\$ 37,876	\$ 731,568
Property and equipment, net	14,435	187,555	108,358	310,348
Other assets	173,629	52,248	34,740	260,617
Total assets	\$ 866,020	\$ 255,539	\$ 180,974	\$ 1,302,533
Liabilities				
ASU endowment trust liability	\$ 99,822			\$ 99,822
Long-term debt	73,935	\$ 298,977	\$ 148,189	521,101
Other liabilities	36,449	8,972	37,881	83,302
Total liabilities	\$ 210,206	\$ 307,949	\$ 186,070	\$ 704,225
Net Assets				
Unrestricted	\$ 13,843	\$ (52,410)	\$ (13,348)	\$ (51,915)
Temporarily restricted	253,691		6,410	260,101
Permanently restricted	388,280		1,842	390,122
Total net assets (deficit)	\$ 655,814	\$ (52,410)	\$ (5,096)	\$ 598,308

Component Units Statement of Activities Year ended June 30, 2013 (Dollars in thousands)				
	ASU Foundation	ACFFC	Other Component Units	Total
Revenues				
Contributions	\$ 82,238		\$ 16,200	\$ 98,438
Rental revenues	1,009	\$ 15,781	14,678	31,468
Sales and services	20,281	8,967	3,066	32,314
Net investment return	56,737	29	1,833	58,599
Other revenues	4,061	9,277	12,781	26,119
Total revenues	\$ 164,326	\$ 34,054	\$ 48,558	\$ 246,938
Expenses				
Payments to the benefit of ASU	\$ 62,166	\$ 918	\$ 12,872	\$ 75,956
Management and general	26,227	9,388	24,718	60,333
Depreciation/amortization and interest expense	3,642	26,593	13,370	43,605
Other expenses	4,700	70	1,859	6,629
Total expenses	\$ 96,735	\$ 36,969	\$ 52,819	\$ 186,523
Increase/(Decrease) in net assets, before transfers and losses	67,591	(2,915)	(4,261)	60,415
Transfers and losses		2,620	228	2,848
Increase/(Decrease) in net assets, after transfers and losses	67,591	(295)	(4,033)	63,263
Net assets (deficit), beginning of year	588,223	(52,115)	(1,063)	535,045
Net assets (deficit), end of year	\$ 655,814	\$ (52,410)	\$ (5,096)	\$ 598,308

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ENROLLMENT AND COMBINED SOURCES AND USES





Degrees Granted in Academic Year 2012-2013

Undergraduate	13,913
Graduate	<u>5,003</u>
	<u>18,916</u>

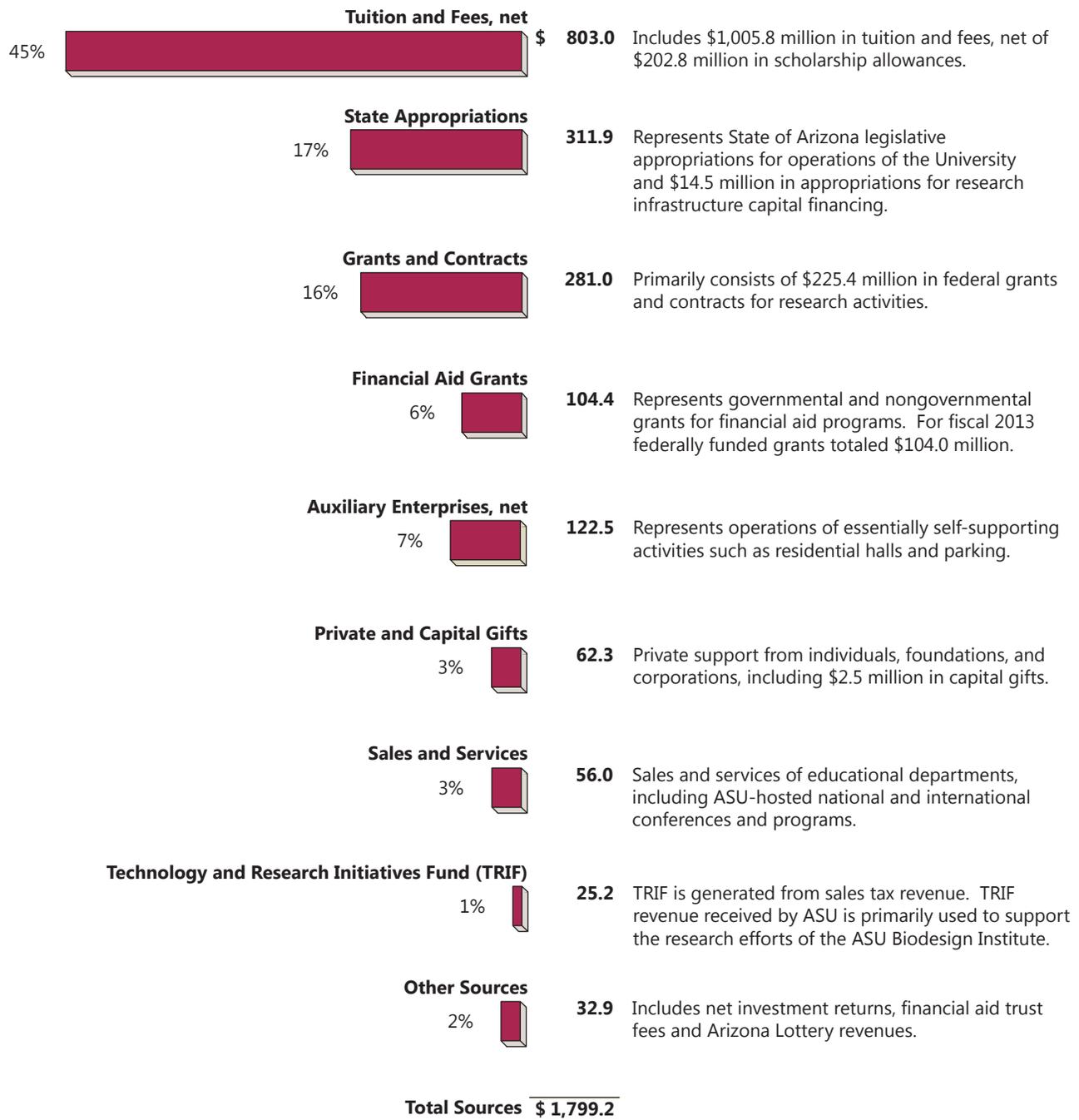
Fall 2012 Enrollment

Undergraduate	59,382
Graduate	<u>13,996</u>
Resident (Arizona)	50,400
Non-Resident	22,978

COMBINED SOURCES AND USES

Sources

For the year ended June 30, 2013 (*Dollars in millions*)

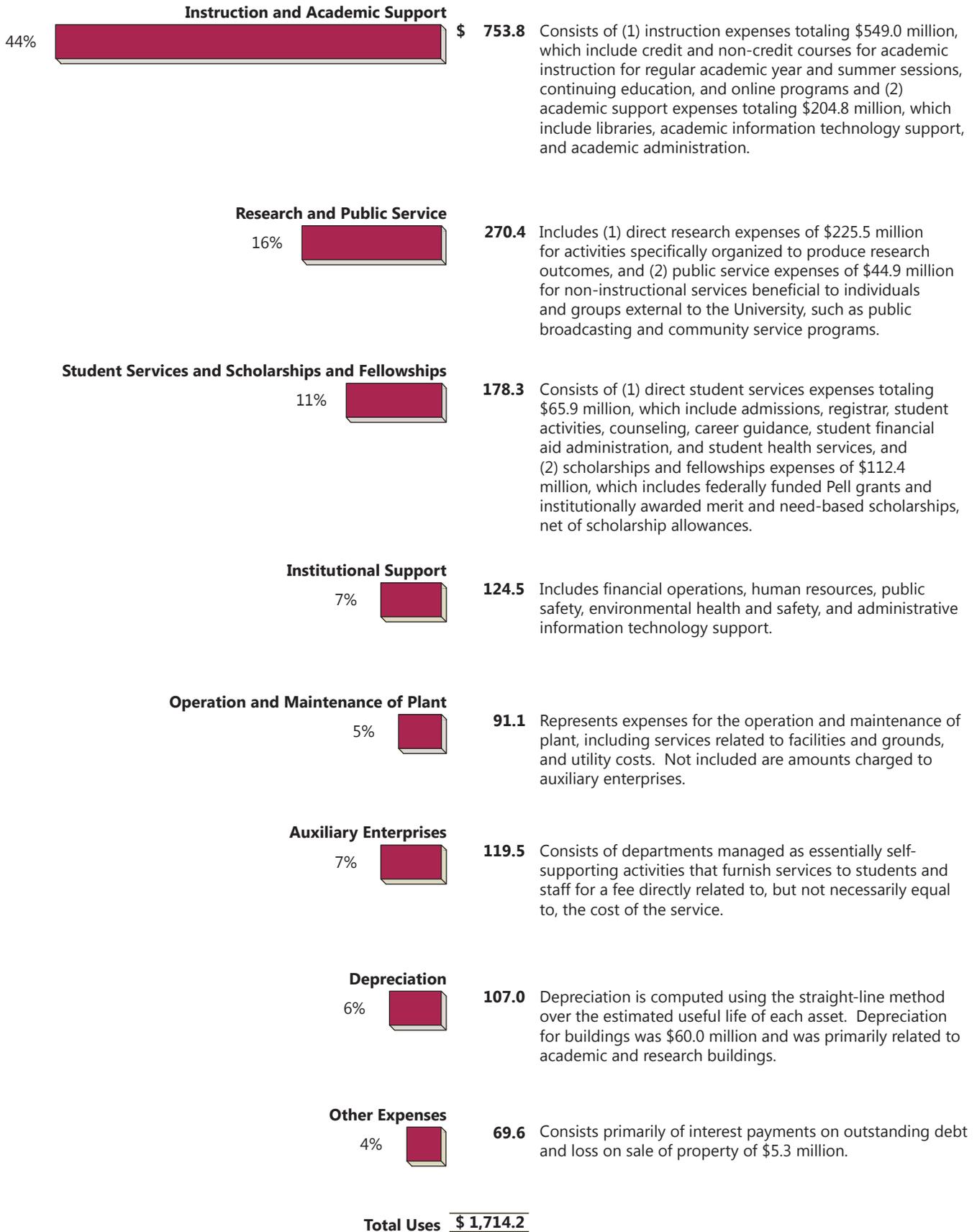


Note:

The Combined Sources and Uses schedule highlights major financial data. The explanations provided are not intended to be all-inclusive.

This schedule provides an overview of total financial operations of all campuses of Arizona State University. Restricted and unrestricted operating and nonoperating funds are included. Restricted funds have specific purposes stipulated by outside donors and agencies.

Unrestricted funds may be designated by management for specified purposes, including academic and research programs and initiatives, or capital projects. Sources and uses are allocated and controlled by budgets.







NARRATIVE TO THE STATISTICAL SECTION

FINANCIAL TRENDS

55

These schedules contain trend information to help the reader understand how the University's financial performance has changed over time.

- Net Position by Component
- Changes in Net Position
- Operating Expenses by Natural Classification

REVENUE CAPACITY

60

These schedules contain information to help the reader assess the University's revenue sources.

- Academic Year Tuition and Required Fees
- Principal Revenue Sources

DEBT CAPACITY

62

These schedules present information to help the reader assess the University's current level of outstanding debt.

- Long-term Debt
- Summary of Ratios
- Debt Coverage for Senior and Subordinate Lien Bonds

DEMOGRAPHIC AND ECONOMIC INFORMATION

69

These schedules contain demographic and economic indicators to help the reader understand the environment in which the University's financial activities take place.

- Admissions, Enrollment, and Degrees Earned
- Demographic Data
- Principal Employers

OPERATING INFORMATION

72

These schedules contain service and infrastructure data to help the reader understand how the University's financial information relates to the activities it performs.

- Faculty and Staff
- Capital Assets

NET POSITION BY COMPONENT

Net Position by Component										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
<i>(Dollars in thousands)</i>										
Net investment in capital assets	\$ 664,867	\$ 643,008	\$ 634,253	\$ 661,691	\$665,895	\$725,527	\$595,819	\$580,333	\$572,551	\$598,105
Restricted, Non-expendable	55,572	52,941	49,513	46,883	44,819	42,279	62,035	54,767	48,668	44,235
Restricted, Expendable	104,880	92,661	87,244	92,931	75,384	99,214	76,908	62,854	55,914	63,096
Unrestricted	511,298	462,958	359,430	235,290	165,914	27,368	155,702	145,128	160,275	149,725
Total Net Position	\$1,336,617	\$1,251,568	\$1,130,440	\$1,036,795	\$952,012	\$894,388	\$890,464	\$843,082	\$837,408	\$855,161
<i>Expressed as a percent of the total</i>										
	%	%	%	%	%	%	%	%	%	%
Net investment in capital assets	49.7	51.4	56.1	63.8	70.0	81.1	66.9	68.8	68.4	69.9
Restricted, Non-expendable	4.2	4.2	4.4	4.5	4.7	4.7	7.0	6.5	5.8	5.2
Restricted, Expendable	7.8	7.4	7.7	9.0	7.9	11.1	8.6	7.5	6.7	7.4
Unrestricted	38.3	37.0	31.8	22.7	17.4	3.1	17.5	17.2	19.1	17.5
Total Net Position	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Percentage increase/(decrease) from prior year</i>										
	%	%	%	%	%	%	%	%	%	%
Net investment in capital assets	3.4	1.4	(4.1)	(0.6)	(8.2)	21.8	2.7	1.4	(4.3)	n/a
Restricted, Non-expendable	5.0	6.9	5.6	4.6	6.0	(31.8)	13.3	12.5	10.0	n/a
Restricted, Expendable	13.2	6.2	(6.1)	23.3	(24.0)	29.0	22.4	12.4	(11.4)	n/a
Unrestricted	10.4	28.8	52.8	41.8	506.2	(82.4)	7.3	(9.5)	7.0	n/a
Total Net Position	6.8	10.7	9.0	8.9	6.4	0.4	5.6	0.7	(2.1)	n/a

CHANGES IN NET POSITION

Changes in Net Position (Dollars in thousands)										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 (as restated)	2006 (as restated)	2005 (as restated)	2004 (as restated)
Revenues										
<i>Operating Revenues</i>										
Student tuition and fees, net	\$ 802,965	\$ 757,217	\$ 639,324	\$ 566,319	\$ 499,467	\$ 436,657	\$ 399,890	\$ 349,414	\$ 302,090	\$ 253,302
Research grants and contracts	238,031	229,801	217,012	199,901	168,557	162,178	145,851	133,207	110,734	94,604
<i>Sales and services</i>										
Auxiliary enterprises	122,453	105,510	136,540	134,899	131,010	135,590	118,237	106,707	99,679	94,675
Educational departments	56,006	53,866	43,514	37,625	37,094	49,007	45,517	37,098	28,230	21,972
Other revenues	8,018	8,947	9,093	10,295	12,226	10,645	7,230	7,033	5,675	9,626
Total Operating Revenues	\$1,227,473	\$1,155,341	\$1,045,483	\$ 949,039	\$ 848,354	\$ 794,077	\$ 716,725	\$ 633,459	\$ 546,408	\$ 474,179
Expenses										
<i>Operating Expenses</i>										
<i>Educational and general</i>										
Instruction	\$ 548,998	\$ 519,117	\$ 495,815	\$ 472,979	\$ 454,929	\$ 461,082	\$ 425,744	\$ 383,553	\$ 358,907	\$ 310,827
Research	225,453	211,569	201,255	189,599	180,901	166,271	144,781	127,343	108,213	99,578
Public service	44,860	46,938	48,208	41,196	43,121	43,071	42,992	40,038	36,155	30,187
Academic support	204,831	185,890	187,435	176,213	171,546	166,778	149,280	135,635	121,118	110,348
Student services	65,908	60,737	55,244	49,078	51,412	53,959	49,823	45,333	40,171	33,832
Institutional support	124,546	120,491	124,893	122,706	126,920	129,104	113,072	99,286	84,921	68,256
Operation and maintenance of plant	91,077	86,750	83,939	77,598	87,530	94,582	83,265	64,665	53,823	45,116
Scholarships and fellowships	112,363	113,171	120,428	109,404	88,335	68,006	63,223	56,726	47,429	44,977
Auxiliary enterprises	119,509	115,799	142,492	135,141	121,467	127,229	113,434	97,068	91,314	86,432
Depreciation	106,992	98,005	97,202	95,745	93,768	83,448	78,085	66,121	71,520	51,763
Total Operating Expenses	\$1,644,537	\$1,558,467	\$1,556,911	\$1,469,659	\$1,419,929	\$1,393,530	\$1,263,699	\$1,115,768	\$1,013,571	\$ 881,316
Operating Loss	\$ (417,064)	\$ (403,126)	\$ (511,428)	\$ (520,620)	\$ (571,575)	\$ (599,453)	\$ (546,974)	\$ (482,309)	\$ (467,163)	\$ (407,137)
Nonoperating Revenues (Expenses)										
State appropriations	\$ 297,402	\$ 307,765	\$ 380,914	\$ 380,914	\$ 402,452	\$ 468,406	\$ 423,120	\$ 368,568	\$ 335,874	\$ 312,594
Federal fiscal stabilization funds			867	32,502	69,822					
Share of state tax - TRIF	25,225	23,799	21,770	21,303	23,735	28,161	31,566	22,113	22,609	21,562
Financial aid grants	104,415	110,222	104,498	84,998	49,969	42,198	36,176	36,310	36,759	34,867
Grants and contracts	42,195	49,237	50,133	48,390	50,892	34,905	34,741	40,392	40,090	34,480
Private gifts	59,807	55,329	50,584	45,847	49,211	42,620	39,222	40,155	31,748	26,739
Financial aid trust funds	11,114	11,027	9,279	9,249	8,812	8,680	6,606	3,754	3,448	3,050
Net investment return (loss)	9,494	(1,629)	17,130	7,510	(10,930)	11,387	28,700	20,383	14,989	11,117
Interest on debt	(53,331)	(48,101)	(47,505)	(42,740)	(39,451)	(36,929)	(33,283)	(28,805)	(22,818)	(19,557)
Other expenses	(10,995)	(8,358)	(6,980)	(10,002)	(6,186)	(16,492)	(13,540)	(13,983)	(12,217)	(26,063)
Net Nonoperating Revenues	\$ 485,326	\$ 499,291	\$ 580,690	\$ 577,971	\$ 598,326	\$ 582,936	\$ 553,308	\$ 488,887	\$ 450,482	\$ 398,789
Income (loss) before other revenues, expenses, gains, or losses	\$ 68,262	\$ 96,165	\$ 69,262	\$ 57,351	\$ 26,751	\$ (16,517)	\$ 6,334	\$ 6,578	\$ (16,681)	\$ (8,348)
Capital appropriations	\$ 14,472	\$ 14,472	\$ 14,472	\$ 14,472	\$ 14,472	\$ 14,472	\$ 6,452			
Capital commitments	4,268	1,646	990							
Capital grants	761	1,636	1,371	2,086	1,432	2,283	2,190	1,548	1,767	2,359
Capital private gifts	2,503	7,206	3,567	3,351	4,961	7,576	9,614	4,447	10,005	4,450
Additions to permanent endowments	77	3	99	443	48	735	368	975	489	28
Property additions/reductions							22,424			9,906
Special Items	(5,294)				7,240	(20,100)		(7,874)		(6,880)
Extraordinary Item - insurance recovery			3,884	7,080	2,720	15,475				
Increase (Decrease) in Net Position	\$ 85,049	\$ 121,128	\$ 93,645	\$ 84,783	\$ 57,624	\$ 3,924	\$ 47,382	\$ 5,674	\$ (4,420)	\$ 1,515
Total Revenues	\$1,799,206	\$1,736,054	\$1,705,041	\$1,607,184	\$1,523,190	\$1,470,975	\$1,357,904	\$1,172,104	\$1,044,186	\$ 935,331
Total Expenses	1,714,157	1,614,926	1,611,396	1,522,401	1,465,566	1,467,051	1,310,522	1,166,430	1,048,606	933,816
Increase (Decrease) in Net Position	\$ 85,049	\$ 121,128	\$ 93,645	\$ 84,783	\$ 57,624	\$ 3,924	\$ 47,382	\$ 5,674	\$ (4,420)	\$ 1,515

Grants and contracts prior to fiscal 2008 were restated between operating and non-operating categories in order to provide comparison among years. This is a presentation change only.

CHANGES IN NET POSITION *(continued)*

Changes in Net Position (Expressed as a percent of Total Revenues / Total Expenses)										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
	%	%	%	%	%	%	%	%	%	%
Revenues										
<i>Operating Revenues</i>										
Student tuition and fees, net	44.6	43.6	37.5	35.2	32.8	29.7	29.4	29.8	28.9	27.1
Research grants and contracts	13.2	13.2	12.7	12.4	11.1	11.0	10.7	11.4	10.6	10.1
<i>Sales and services</i>										
Auxiliary enterprises	6.8	6.1	8.0	8.4	8.6	9.2	8.7	9.1	9.5	10.1
Educational departments	3.1	3.1	2.6	2.3	2.4	3.3	3.4	3.2	2.7	2.3
Other revenues	0.4	0.5	0.5	0.6	0.8	0.7	0.5	0.6	0.5	1.0
Total Operating Revenues	68.1	66.5	61.3	58.9	55.7	53.9	52.7	54.1	52.2	50.6
Expenses										
<i>Operating Expenses</i>										
<i>Educational and general</i>										
Instruction	32.0	32.1	30.8	31.1	31.0	31.4	32.5	32.9	34.2	33.3
Research	13.2	13.1	12.5	12.5	12.3	11.3	11.0	10.9	10.3	10.7
Public service	2.6	2.9	3.0	2.7	2.9	2.9	3.3	3.4	3.4	3.2
Academic support	11.9	11.5	11.6	11.6	11.7	11.4	11.4	11.6	11.6	11.8
Student services	3.8	3.8	3.4	3.2	3.5	3.7	3.8	3.9	3.8	3.6
Institutional support	7.3	7.5	7.8	8.1	8.7	8.8	8.6	8.5	8.1	7.3
Operation and maintenance of plant	5.3	5.4	5.2	5.1	6.0	6.4	6.4	5.5	5.1	4.8
Scholarships and fellowships	6.6	7.0	7.5	7.2	6.0	4.6	4.8	4.9	4.5	4.8
Auxiliary enterprises	7.0	7.2	8.8	8.9	8.3	8.7	8.7	8.3	8.7	9.3
Depreciation	6.2	6.1	6.0	6.3	6.4	5.7	6.0	5.7	6.8	5.5
Total Operating Expenses	91.4	89.8	91.3	91.4	93.2	94.7	93.1	95.2	97.1	94.2
Operating Loss	(23.3)	(23.3)	(30.0)	(32.5)	(37.5)	(40.8)	(40.4)	(41.1)	(44.9)	(43.6)
Nonoperating Revenues (Expenses)										
State appropriations	16.5	17.7	22.3	23.7	26.4	31.8	31.2	31.4	32.2	33.4
Federal fiscal stabilization funds	0.0	0.0	0.1	2.0	4.6	0.0	0.0	0.0	0.0	0.0
Share of state tax - TRIF	1.4	1.4	1.3	1.3	1.6	1.9	2.3	1.9	2.2	2.3
Financial aid grants	5.8	6.3	6.1	5.3	3.3	2.9	2.7	3.1	3.5	3.7
Grants and contracts	2.3	2.8	2.9	3.0	3.3	2.4	2.6	3.4	3.8	3.7
Private gifts	3.3	3.2	3.0	2.9	3.2	2.9	2.9	3.4	3.0	2.9
Financial aid trust funds	0.6	0.6	0.5	0.6	0.6	0.6	0.5	0.3	0.3	0.3
Net investment return (loss)	0.5	(0.1)	1.0	0.5	(0.7)	0.8	2.1	1.7	1.4	1.2
Interest on debt	(3.1)	(3.0)	(2.9)	(2.8)	(2.7)	(2.5)	(2.5)	(2.5)	(2.2)	(2.1)
Other expenses	(0.6)	(0.5)	(0.4)	(0.7)	(0.4)	(1.1)	(1.0)	(1.2)	(1.2)	(2.8)
Net Nonoperating Revenues	27.0	28.8	34.1	36.0	39.3	39.6	40.7	41.7	43.1	42.6
Income (loss) before other revenues, expenses, gains, or losses	3.7	5.5	4.1	3.5	1.8	(1.2)	0.3	0.6	(1.8)	(1.0)
Capital appropriations	0.8	0.8	0.8	0.9	1.0	1.0	0.5	0.0	0.0	0.0
Capital commitment	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capital grants	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.3
Capital private gifts	0.1	0.4	0.2	0.2	0.3	0.5	0.7	0.4	1.0	0.5
Additions to permanent endowments	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Property additions/reductions	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	0.0	1.1
Special Items	(0.3)	0.0	0.0	0.0	0.5	(1.4)	0.0	(0.7)	0.0	(0.7)
Extraordinary Item - insurance recovery	0.0	0.0	0.2	0.4	0.2	1.1	0.0	0.0	0.0	0.0
Increase (Decrease) in Net Position	4.7	7.0	5.5	5.3	3.8	0.3	3.5	0.5	(0.4)	0.2

Percent of Total Expense is italicized.

CHANGES IN NET POSITION *(continued)*

Changes in Net Position (Percentage increase (decrease) from prior year)										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
	%	%	%	%	%	%	%	%	%	%
Revenues										
<i>Operating Revenues</i>										
Student tuition and fees, net	6.0	18.4	12.9	13.4	14.4	9.2	14.4	15.7	19.3	n/a
Research grants and contracts	3.6	5.9	8.6	18.6	3.9	11.2	9.5	20.3	17.1	n/a
<i>Sales and services</i>										
Auxiliary enterprises	16.1	(22.7)	1.2	3.0	(3.4)	14.7	10.8	7.1	5.3	n/a
Educational departments	4.0	23.8	15.7	1.4	(24.3)	7.7	22.7	31.4	28.5	n/a
Other revenues	(10.4)	(1.6)	(11.7)	(15.8)	14.9	47.2	2.8	23.9	(41.0)	n/a
Total Operating Revenues	6.2	10.5	10.2	11.9	6.8	10.8	13.1	15.9	15.2	n/a
Expenses										
<i>Operating Expenses</i>										
<i>Educational and general</i>										
Instruction	5.8	4.7	4.8	4.0	(1.3)	8.3	11.0	6.9	15.5	n/a
Research	6.6	5.1	6.1	4.8	8.8	14.8	13.7	17.7	8.7	n/a
Public service	(4.4)	(2.6)	17.0	(4.5)	0.1	0.2	7.4	10.7	19.8	n/a
Academic support	10.2	(0.8)	6.4	2.7	2.9	11.7	10.1	12.0	9.8	n/a
Student services	8.5	9.9	12.6	(4.5)	(4.7)	8.3	9.9	12.9	18.7	n/a
Institutional support	3.4	(3.5)	1.8	(3.3)	(1.7)	14.2	13.9	16.9	24.4	n/a
Operation and maintenance of plant	5.0	3.3	8.2	(11.3)	(7.5)	13.6	28.8	20.1	19.3	n/a
Scholarships and fellowships	(0.7)	(6.0)	10.1	23.9	29.9	7.6	11.5	19.6	5.5	n/a
Auxiliary enterprises	3.2	(18.7)	5.4	11.3	(4.5)	12.2	16.9	6.3	5.6	n/a
Depreciation	9.2	0.8	1.5	2.1	12.4	6.9	18.1	(7.5)	38.2	n/a
Total Operating Expenses	5.5	0.1	5.9	3.5	1.9	10.3	13.3	10.1	15.0	n/a
Operating Loss	3.5	(21.2)	(1.8)	(8.9)	(4.7)	9.6	13.4	3.2	14.7	n/a
Nonoperating Revenues (Expenses)										
State appropriations	(3.4)	(19.2)	0.0	(5.4)	(14.1)	10.7	14.8	9.7	7.4	n/a
Federal fiscal stabilization funds	n/a	n/a	(97.3)	(53.5)	n/a	n/a	n/a	n/a	n/a	n/a
Share of state tax - TRIF	6.0	9.3	2.2	(10.2)	(15.7)	(10.8)	42.7	(2.2)	4.9	n/a
Financial aid grants	(5.3)	5.5	22.9	70.1	18.4	16.6	(0.4)	(1.2)	5.4	n/a
Grants and contracts	(14.3)	(1.8)	3.6	(4.9)	45.8	0.5	(14.0)	0.8	16.3	n/a
Private gifts	8.1	9.4	10.3	(6.8)	15.5	8.7	(2.3)	26.5	18.7	n/a
Financial aid trust funds	0.8	18.8	0.3	5.0	1.5	31.4	76.0	8.9	13.0	n/a
Net investment return (loss)	(682.8)	(109.5)	128.1	(168.7)	(196.0)	(60.3)	40.8	36.0	34.8	n/a
Interest on debt	10.9	1.3	11.1	8.3	6.8	11.0	15.5	26.2	16.7	n/a
Other expenses	31.6	19.7	(30.2)	61.7	(62.5)	21.8	(3.2)	14.5	(53.1)	n/a
Net Nonoperating Revenues	(2.8)	(14.0)	0.5	(3.4)	2.6	5.4	13.2	8.5	13.0	n/a
Income (loss) before other revenues, expenses, gains, or losses	(29.0)	38.8	20.8	114.4	(262.0)	(360.8)	(3.7)	(139.4)	99.8	n/a
Capital appropriations	0.0	0.0	0.0	0.0	0.0	124.3	n/a	n/a	n/a	n/a
Capital commitment	159.3	66.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Capital grants	(53.5)	19.3	(34.3)	45.7	(37.3)	4.2	41.5	(12.4)	(25.1)	n/a
Capital private gifts	(65.3)	102.0	6.4	(32.5)	(34.5)	(21.2)	116.2	(55.6)	124.8	n/a
Additions to permanent endowments	2,466.7	(97.0)	(77.7)	822.9	(93.5)	99.7	(62.3)	99.4	1,646.4	n/a
Property additions/reductions	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Items	n/a	n/a	n/a	n/a	(136.0)	n/a	n/a	n/a	n/a	n/a
Extraordinary Item - insurance recovery	n/a	n/a	(45.1)	160.3	(82.4)	n/a	n/a	n/a	n/a	n/a
Increase (Decrease) in Net Position	(29.8)	29.3	10.5	47.1	1,368.5	(91.7)	735.1	(228.4)	(391.7)	n/a

OPERATING EXPENSES BY NATURAL CLASSIFICATION

Operating Expenses by Natural Classification										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
<i>(Dollars in thousands)</i>										
Personal services and benefits	\$ 948,021	\$ 911,010	\$ 918,646	\$ 881,439	\$ 873,159	\$ 861,256	\$ 792,302	\$ 717,195	\$ 647,446	\$ 575,587
Supplies and services	464,452	423,693	407,826	371,588	352,567	368,370	319,301	266,418	241,698	203,405
Student aid, net scholarship allowance	125,072	125,759	133,237	120,887	100,435	80,456	74,011	66,034	52,907	50,561
Depreciation	106,992	98,005	97,202	95,745	93,768	83,448	78,085	66,121	71,520	51,763
Total Operating Expenses by Natural Classification	\$1,644,537	\$1,558,467	\$1,556,911	\$1,469,659	\$1,419,929	\$1,393,530	\$1,263,699	\$1,115,768	\$1,013,571	\$ 881,316
<i>Expressed as a percent of the total</i>										
	%	%	%	%	%	%	%	%	%	%
Personal services and benefits	57.7	58.4	59.0	60.0	61.5	61.8	62.7	64.3	63.9	65.3
Supplies and services	28.2	27.2	26.2	25.3	24.8	26.4	25.3	23.9	23.8	23.1
Student aid, net scholarship allowance	7.6	8.1	8.6	8.2	7.1	5.8	5.8	5.9	5.2	5.7
Depreciation	6.5	6.3	6.2	6.5	6.6	6.0	6.2	5.9	7.1	5.9
Total Operating Expenses by Natural Classification	100.0	100.0								
<i>Percentage increase/(decrease) from prior year</i>										
	%	%	%	%	%	%	%	%	%	%
Personal services and benefits	4.1	(0.8)	4.2	0.9	1.4	8.7	10.5	10.8	12.5	n/a
Supplies and services	9.6	3.9	9.8	5.4	(4.3)	15.4	19.8	10.2	18.8	n/a
Student aid, net scholarship allowance	(0.5)	(5.6)	10.2	20.4	24.8	8.7	12.1	24.8	4.6	n/a
Depreciation	9.2	0.8	1.5	2.1	12.4	6.9	18.1	(7.5)	38.2	n/a
Total Operating Expenses by Natural Classification	5.5	0.1	5.9	3.5	1.9	10.3	13.3	10.1	15.0	n/a
Scholarship allowance	\$ 211,919	\$ 203,501	\$ 180,646	\$ 155,161	\$ 113,874	\$ 95,315	\$ 83,665	\$ 75,919	\$ 70,499	\$ 59,956

ACADEMIC YEAR TUITION AND REQUIRED FEES

Academic Year Tuition and Required Fees										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
RESIDENT UNDERGRADUATE										
Arizona State University	\$ 9,724	\$ 9,720	\$ 8,132	\$ 6,334	\$ 5,661	\$ 4,971	\$ 4,688	\$ 4,406	\$ 4,064	\$ 3,595
percent increase from prior year	0.0%	19.5%	28.4%	11.8%	13.9%	6.0%	6.4%	8.4%	13.0%	n/a
PAC12 Public Average	\$ 10,484	\$ 9,831	\$ 8,990	\$ 7,803	\$ 6,811	\$ 6,322	\$ 5,809	\$ 5,539	\$ 5,238	\$ 4,742
percent increase from prior year	6.6%	9.4%	15.2%	14.6%	7.7%	8.8%	4.9%	5.7%	10.5%	n/a
ABOR Peers Average	\$ 11,440	\$ 10,846	\$ 10,146	\$ 9,443	\$ 8,904	\$ 8,356	\$ 7,902	\$ 7,418	\$ 6,905	\$ 6,196
percent increase from prior year	5.5%	6.9%	7.4%	6.1%	6.6%	5.7%	6.5%	7.4%	11.4%	n/a
NON-RESIDENT UNDERGRADUATE										
Arizona State University	\$22,977	\$22,319	\$20,596	\$18,919	\$17,949	\$17,003	\$15,847	\$15,095	\$12,919	\$12,115
percent increase from prior year	2.9%	8.4%	8.9%	5.4%	5.6%	7.3%	5.0%	16.8%	6.6%	n/a
PAC12 Public Average	\$28,653	\$27,510	\$26,753	\$25,123	\$22,812	\$21,357	\$20,100	\$19,008	\$18,019	\$16,229
percent increase from prior year	4.2%	2.8%	6.5%	10.1%	6.8%	6.3%	5.7%	5.5%	11.0%	n/a
ABOR Peers Average	\$28,297	\$27,066	\$25,665	\$24,436	\$23,068	\$22,192	\$20,904	\$19,666	\$18,462	\$16,801
percent increase from prior year	4.5%	5.5%	5.0%	5.9%	3.9%	6.2%	6.3%	6.5%	9.9%	n/a
RESIDENT GRADUATE										
Arizona State University	\$10,517	\$10,220	\$8,848	\$7,465	\$7,041	\$6,377	\$6,027	\$5,561	\$5,129	\$3,795
percent increase from prior year	2.9%	15.5%	18.5%	6.0%	10.4%	5.8%	8.4%	8.4%	35.2%	n/a
PAC12 Public Average	\$12,039	\$11,494	\$10,321	\$9,824	\$9,093	\$8,516	\$7,725	\$7,255	\$6,869	\$6,233
percent increase from prior year	4.7%	11.4%	5.1%	8.0%	6.8%	10.2%	6.5%	5.6%	10.2%	n/a
ABOR Peers Average	\$13,207	\$12,603	\$11,843	\$11,022	\$10,472	\$9,708	\$9,066	\$8,488	\$7,980	\$7,195
percent increase from prior year	4.8%	6.4%	7.4%	5.3%	7.9%	7.1%	6.8%	6.4%	10.9%	n/a
NON-RESIDENT GRADUATE										
Arizona State University	\$25,066	\$24,345	\$22,397	\$20,659	\$19,606	\$18,070	\$16,613	\$15,825	\$13,649	\$12,315
percent increase from prior year	3.0%	8.7%	8.4%	5.4%	8.5%	8.8%	5.0%	15.9%	10.8%	n/a
PAC12 Public Average	\$24,952	\$24,051	\$22,722	\$21,823	\$20,513	\$19,002	\$17,936	\$17,625	\$17,019	\$15,584
percent increase from prior year	3.7%	5.8%	4.1%	6.4%	8.0%	5.9%	1.8%	3.6%	9.2%	n/a
ABOR Peers Average	\$26,485	\$25,552	\$24,435	\$23,437	\$22,457	\$21,292	\$20,268	\$19,289	\$18,184	\$16,555
percent increase from prior year	3.7%	4.6%	4.3%	4.4%	5.5%	5.1%	5.1%	6.1%	9.8%	n/a

Sources: Integrated Postsecondary Education Data System (IPEDS), Arizona State University Fact Book, and Office of Institutional Analysis

ASU's tuition rates are approved by the Arizona Board of Regents (ABOR).

PAC12 Public Average and ABOR Peers Average comparisons do not include ASU. PAC12 Public Average calculations include only public institutions.

PRINCIPAL REVENUE SOURCES

Principal Revenue Sources (Dollars in thousands)										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Tuition and Fees, net of scholarship allowance	\$ 802,965	\$ 757,217	\$ 639,324	\$ 566,319	\$ 499,467	\$ 436,657	\$ 399,890	\$349,414	\$302,090	\$253,302
percent of total revenue	45%	44%	37%	35%	33%	30%	29%	30%	29%	27%
percent increase from prior year	6%	18%	13%	13%	14%	9%	14%	16%	19%	n/a
State of Arizona Government										
State appropriations	\$ 297,402	\$ 307,765	\$ 380,914	\$ 380,914	\$ 402,452	\$ 468,406	\$ 423,120	\$ 368,568	\$ 335,874	\$ 312,594
Technology and research initiative fund	25,225	23,799	21,770	21,303	23,735	28,161	31,566	22,113	22,609	21,562
Capital appropriations and capital commitments	16,642	16,118	15,462	14,472	14,472	14,472	6,452			
Financial aid trust fund	4,920	5,242	5,322	5,569	5,412	5,322	3,723	1,102	1,081	1,037
State grants and contracts	1,514	9,136	6,386	10,800	11,143	7,958	3,267	7,033	1,329	3,265
Capital grants							150		35	
State of Arizona Government	\$ 345,703	\$ 362,060	\$ 429,854	\$ 433,058	\$ 457,214	\$ 524,319	\$ 468,278	\$398,816	\$360,928	\$338,458
percent of total revenue	19%	21%	25%	27%	30%	36%	34%	34%	35%	36%
percent increase (decrease) from prior year	(5%)	(16%)	(1%)	(5%)	(13%)	12%	17%	10%	7%	n/a
Federal Government										
Federal grants and contracts	\$ 224,603	\$ 230,747	\$ 218,704	\$ 189,909	\$ 150,683	\$ 146,758	\$ 147,798	\$ 138,278	\$ 124,846	\$ 102,412
Financial aid grants	103,965	109,779	104,057	84,574	49,588	40,397	36,176	36,101	36,506	34,505
Capital grants	761	1,517	1,142	2,031	1,067	1,826	1,752	1,548	1,150	2,051
Federal fiscal stabilization funds			867	32,502	69,822					
Federal Government	\$ 329,329	\$ 342,043	\$ 324,770	\$ 309,016	\$ 271,160	\$ 188,981	\$ 185,726	\$175,927	\$162,502	\$138,968
percent of total revenue	18%	20%	19%	19%	18%	13%	14%	15%	16%	15%
percent increase (decrease) from prior year	(4%)	5%	5%	14%	43%	2%	6%	8%	17%	n/a
Total from principal revenue sources	\$1,477,997	\$1,461,320	\$1,393,948	\$1,308,393	\$1,227,841	\$1,149,957	\$1,053,894	\$924,157	\$825,520	\$730,728
percent of total revenue	82%	85%	81%	81%	81%	79%	77%	79%	80%	78%
percent increase from prior year	1%	5%	7%	7%	7%	9%	14%	12%	13%	n/a

Due to the economic downturn in fiscal 2009, state appropriation funding decreased and tuition rates were increased to offset the decrease in state appropriations.

LONG-TERM DEBT

Long-Term Debt (Dollars in thousands)										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
System Revenue Bonds	\$ 959,000	\$ 902,845	\$ 769,285	\$ 710,550	\$553,755	\$432,540	\$448,985	\$387,350	\$398,555	\$401,651
Unamortized Premium	37,946	29,399	8,585	7,265	7,825	8,537	10,082	8,798	10,276	10,868
Deferred Amount on Refundings	(11,829)	(8,880)	(3,724)	(4,017)	(4,284)	(4,546)	(4,161)	(4,401)	(4,644)	(1,115)
Net System Revenue Bonds	\$ 985,117	\$ 923,364	\$ 774,146	\$ 713,798	\$557,296	\$436,531	\$454,906	\$391,747	\$404,187	\$411,404
Certificates of Participation	\$ 248,385	\$ 261,910	\$ 271,920	\$ 281,965	\$297,265	\$312,090	\$327,835	\$335,595	\$326,655	\$138,965
Unamortized Premium	11,202	4,582	5,458	6,372	7,254	8,258	9,318	5,773	6,593	3,399
Deferred Amount on Refundings	(8,086)	(3,501)	(3,793)	(3,863)	(4,133)	(4,631)	(5,129)	(680)	(906)	(1,132)
Net Certificates of Participation	\$ 251,501	\$ 262,991	\$ 273,585	\$ 284,474	\$300,386	\$315,717	\$332,024	\$340,688	\$332,342	\$141,232
Total Bonds Payable	\$ 985,117	\$ 923,364	\$ 774,146	\$ 713,798	\$557,296	\$436,531	\$454,906	\$391,747	\$404,187	\$411,404
COPS Payable	251,501	262,991	273,585	284,474	300,386	315,717	332,024	340,688	332,342	141,232
Capital and Operating Leases Payable	84,799	89,048	92,692	96,610	91,381	87,980	85,348	74,674	71,671	40,038
Total	\$1,321,417	\$1,275,403	\$1,140,423	\$1,094,882	\$949,063	\$840,228	\$872,278	\$807,109	\$808,200	\$592,674
Long-Term Debt										
per Student FTE (<i>whole dollars</i>)	\$ 18,086	\$ 17,578	\$ 16,419	\$ 16,344	\$ 14,827	\$ 13,878	\$ 14,767	\$ 14,185	\$ 15,002	\$ 11,340
per Dollar of State Appropriations and State Capital Appropriations	\$ 4.24	\$ 3.96	\$ 2.88	\$ 2.77	\$ 2.28	\$ 1.74	\$ 2.03	\$ 2.19	\$ 2.41	\$ 1.90
per Dollar of Total Grants and Contracts	\$ 4.70	\$ 4.54	\$ 4.25	\$ 4.37	\$ 4.30	\$ 4.21	\$ 4.77	\$ 4.60	\$ 5.27	\$ 4.50
Data Used in Above Calculations										
Total Student FTE	73,062	72,558	69,459	66,988	64,011	60,543	59,068	56,900	53,873	52,265
State Appropriations and State Capital Appropriations	\$ 311,874	\$ 322,237	\$ 395,386	\$395,386	\$416,924	\$482,878	\$429,572	\$368,568	\$335,874	\$312,594
Grants and Contracts	\$ 280,987	\$ 280,674	\$ 268,516	\$250,377	\$220,881	\$199,366	\$182,782	\$175,356	\$153,378	\$131,805

Student FTE based on fall enrollment of the fiscal year.

SUMMARY OF RATIOS

Summary of Composite Financial Index Ratios										
Fiscal year ended June 30,	2013	2012	2011	2010	2009	2008 <i>(as restated)</i>	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
COMPOSITE FINANCIAL INDEX										
+ Primary Reserve Ratio	0.43	0.40	0.35	0.27	0.22	0.23	0.33	0.29	0.30	0.30
/ Strength Factor	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133
= Ratio / Strength Factor	3.23	3.01	2.63	2.03	1.65	1.73	2.48	2.18	2.26	2.26
* Weighting Factor	35%	35%	35%	35%	35%	35%	35%	35%	35%	35%
= Ratio Subtotal	1.13	1.05	0.92	0.71	0.58	0.61	0.87	0.76	0.79	0.79
+ Return on Net Position/Net Assets	8.3%	7.1%	10.5%	6.7%	(4.8%)	2.6%	11.8%	11.2%	3.4%	3.0%
/ Strength Factor	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
= Ratio / Strength Factor	4.15	3.55	5.25	3.35	(1.00)	1.30	5.90	5.60	1.70	1.50
* Weighting Factor	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
= Ratio Subtotal	0.83	0.71	1.05	0.67	(0.20)	0.26	1.18	1.12	0.34	0.30
+ Net Operating Revenues Ratio	3.9%	3.5%	4.9%	3.3%	(2.2%)	(2.7%)	0.0%	1.4%	0.5%	(0.7%)
/ Strength Factor	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
= Ratio / Strength Factor	3.00	2.69	3.77	2.54	(1.00)	(1.00)	0.00	1.08	0.38	(0.54)
* Weighting Factor	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
= Ratio Subtotal	0.30	0.27	0.38	0.25	(0.10)	(0.10)	0.00	0.11	0.04	(0.05)
+ Viability Ratio	0.5	0.4	0.4	0.3	0.2	0.3	0.4	0.3	0.3	0.4
/ Strength Factor	0.417	0.417	0.417	0.417	0.417	0.417	0.417	0.417	0.417	0.417
= Ratio / Strength Factor	1.20	0.96	0.96	0.72	0.48	0.72	0.96	0.72	0.72	0.96
* Weighting Factor	35%	35%	35%	35%	35%	35%	35%	35%	35%	35%
= Ratio Subtotal	0.42	0.34	0.34	0.25	0.17	0.25	0.34	0.25	0.25	0.34
Composite Financial Index	2.68	2.37	2.69	1.88	0.45	1.02	2.39	2.24	1.42	1.38

The Composite Financial Index (CFI) provides a methodology for a single overall financial measurement of the institution's health based on the four core ratios. The CFI uses a reasonable weighting plan and allows a weakness or strength in a specific ratio to be offset by another ratio result, which provides a more balanced measure. The CFI provides a more holistic approach to understanding the financial health of the institution. The CFI scores are not intended to be precise measures; they are indicators of ranges of financial health that can be indicators of overall institutional well-being when combined with non-financial indicators.

Composite Financial Index calculation includes component unit information. Detail of ratio calculations are on the following pages.

SUMMARY OF RATIOS *(continued)*

Detail of Composite Financial Index Ratios *(Dollars in thousands)*

Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
PRIMARY RESERVE RATIO										
Unrestricted Net Position	\$ 511,298	\$ 462,958	\$ 359,430	\$ 235,290	\$ 165,914	\$ 27,368	\$ 155,702	\$ 145,128	\$ 160,275	\$ 149,725
Unrestricted Net Assets - Component Units	(51,915)	(62,932)	(34,119)	(57,636)	(57,447)	6,512	32,802	38,154	27,250	9,488
Expendable Restricted Net Position	104,880	92,661	87,244	92,931	75,384	99,214	76,908	62,854	55,914	63,096
Temporarily Restricted Net Assets - Component Units	260,101	232,312	214,130	182,878	174,586	233,668	219,495	115,184	94,275	81,016
Expendable Net Position/Net Assets	\$ 824,364	\$ 724,999	\$ 626,685	\$ 453,463	\$ 358,437	\$ 366,762	\$ 484,907	\$ 361,320	\$ 337,714	\$ 303,325
Operating Expenses	\$ 1,644,537	\$ 1,558,467	\$ 1,556,911	\$ 1,469,659	\$ 1,419,929	\$ 1,393,530	\$ 1,263,699	\$ 1,115,768	\$ 1,013,571	\$ 881,316
Nonoperating Expenses	64,326	56,459	54,485	52,742	45,637	53,421	46,823	42,788	35,035	45,620
Component Unit Total Expenses	186,523	202,475	182,983	171,174	163,219	158,433	137,843	103,421	92,676	68,976
Total Expenses	\$1,895,386	\$1,817,401	\$1,794,379	\$1,693,575	\$1,628,785	\$1,605,384	\$1,448,365	\$1,261,977	\$1,141,282	\$ 995,912
Expendable Net Position/Net Assets	\$ 824,364	\$ 724,999	\$ 626,685	\$ 453,463	\$ 358,437	\$ 366,762	\$ 484,907	\$ 361,320	\$ 337,714	\$ 303,325
Total Expenses	\$ 1,895,386	\$ 1,817,401	\$ 1,794,379	\$ 1,693,575	\$ 1,628,785	\$ 1,605,384	\$ 1,448,365	\$ 1,261,977	\$ 1,141,282	\$ 995,912
Ratio	0.43	0.40	0.35	0.27	0.22	0.23	0.33	0.29	0.30	0.30
<i>Measures the financial strength of the institution by indicating how long the institution could function using its expendable reserves to cover operations should additional net position not be available. A positive ratio and an increase in the ratio over time denotes strength.</i>										
RETURN ON NET POSITION/NET ASSETS RATIO										
Change in Total Net Position/Net Assets	\$ 148,312	\$ 118,202	\$ 159,068	\$ 94,407	\$ (72,049)	\$ 37,286	\$ 153,438	\$ 130,457	\$ 37,817	\$ 33,556
Total Net Position/Net Assets (Beginning of Year)	\$ 1,786,613	\$ 1,668,411	\$ 1,509,343	\$ 1,414,936	\$ 1,486,985	\$ 1,449,699	\$ 1,296,682	\$ 1,165,922	\$ 1,128,105	\$ 1,109,823
Ratio	8.3%	7.1%	10.5%	6.7%	(4.8%)	2.6%	11.8%	11.2%	3.4%	3.0%
Return on Net Position/Net Assets Ratio calculation includes component unit information.										
<i>Measures total economic return. While an increasing trend reflects strength, a decline may be appropriate and even warranted if it represents a strategy on the part of the institution to fulfill its mission.</i>										

SUMMARY OF RATIOS *(continued)*

Detail of Composite Financial Index Ratios *(Dollars in thousands)*

Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
NET OPERATING REVENUES RATIO										
Income (Loss) Before Other Revenues, Expenses, Gains, or Losses	\$ 68,262	\$ 96,165	\$ 69,262	\$ 57,351	\$ 26,751	\$ (16,517)	\$ 6,334	\$ 6,578	\$ (16,681)	\$ (8,348)
Component Units Change in Unrestricted Net Assets Before Extraordinary or Special Items	8,169	(30,703)	23,517	(189)	(61,911)	(25,750)	(5,655)	10,904	22,653	1,753
Adjusted Income (Loss) Before Other Revenues, Expenses, Gains or Losses and Component Units Change in Unrestricted Net Assets Before Extraordinary or Special Items	\$ 76,431	\$ 65,462	\$ 92,779	\$ 57,162	\$ (35,160)	\$ (42,267)	\$ 679	\$ 17,482	\$ 5,972	\$ (6,595)
Total Operating Revenues	\$ 1,227,473	\$ 1,155,341	\$ 1,045,483	\$ 949,039	\$ 848,354	\$ 794,077	\$ 716,725	\$ 633,459	\$ 546,408	\$ 474,179
State Appropriations and State Related Revenues	322,627	331,564	403,551	434,719	496,009	496,567	454,686	390,681	358,483	334,156
Non-capital Gifts and Grants, net	206,417	214,788	205,215	179,235	150,072	119,723	110,139	116,857	108,597	96,086
Financial aid trust	11,114	11,027	9,279	9,249	8,812	8,680	6,606	3,754	3,448	3,050
Investment Income (Loss), net	9,494	(1,629)	17,130	7,510	(10,930)	11,387	28,700	20,383	14,989	11,117
Component Units Total Unrestricted Revenue	194,692	171,772	206,500	170,985	101,308	132,683	132,188	114,325	115,329	70,729
Adjusted Net Operating Revenue	\$1,971,817	\$1,882,863	\$1,887,158	\$1,750,737	\$1,593,625	\$1,563,117	\$1,449,044	\$1,279,459	\$1,147,254	\$ 989,317
Adjusted Income (Loss) Before Other Revenues, Expenses, Gains or Losses and Component Units Change in Unrestricted Net Assets Before Extraordinary or Special Items	\$ 76,431	\$ 65,462	\$ 92,779	\$ 57,162	\$ (35,160)	\$ (42,267)	\$ 679	\$ 17,482	\$ 5,972	\$ (6,595)
Adjusted Net Operating Revenue	\$ 1,971,817	\$ 1,882,863	\$ 1,887,158	\$ 1,750,737	\$ 1,593,625	\$ 1,563,117	\$ 1,449,044	\$ 1,279,459	\$ 1,147,254	\$ 989,317
Ratio	3.9%	3.5%	4.9%	3.3%	(2.2%)	(2.7%)	0.0%	1.4%	0.5%	(0.7%)
<i>Measures whether the institution is living within available resources. A positive ratio and an increase in the ratio over time, generally reflects strength; a decline may be appropriate and even warranted if it represents a strategy on the part of the institution to fulfill its mission.</i>										
VIABILITY RATIO										
Unrestricted Net Position	\$ 511,298	\$ 462,958	\$ 359,430	\$ 235,290	\$ 165,914	\$ 27,368	\$ 155,702	\$ 145,128	\$ 160,275	\$ 149,725
Unrestricted Net Assets - Component Units	(51,915)	(62,932)	(34,119)	(57,636)	(57,447)	6,512	32,802	38,154	27,250	9,488
Expendable Restricted Net Position	104,880	92,661	87,244	92,931	75,384	99,214	76,908	62,854	55,914	63,096
Temporarily Restricted Net Assets - Component Units	260,101	232,312	214,130	182,878	174,586	233,668	219,495	115,184	94,275	81,016
Expendable Net Position/Net Assets	\$ 824,364	\$ 724,999	\$ 626,685	\$ 453,463	\$ 358,437	\$366,762	\$484,907	\$ 361,320	\$ 337,714	\$ 303,325
University Long-Term Debt, net capital leases with Component Units	\$ 1,266,524	\$ 1,227,702	\$ 1,078,340	\$ 1,032,441	\$ 874,100	765,272	796,474	\$ 742,714	\$ 743,805	\$ 557,674
Component Unit Long-Term Debt	521,101	546,488	586,851	596,104	\$ 603,843	540,121	416,703	417,311	279,212	191,646
Total Adjusted University Debt	\$ 1,787,625	\$1,774,190	\$1,665,191	\$1,628,545	\$1,477,943	1,305,393	1,213,177	\$1,160,025	\$1,023,017	\$ 749,320
Expendable Net Position/Net Assets	\$ 824,364	\$ 724,999	\$ 626,685	\$ 453,463	\$ 358,437	\$ 366,762	\$ 484,907	\$ 361,320	\$ 337,714	\$ 303,325
Total Adjusted University Debt	\$ 1,787,625	\$ 1,774,190	\$ 1,665,191	\$ 1,628,545	\$ 1,477,943	\$ 1,305,393	\$ 1,213,177	\$ 1,160,025	\$ 1,023,017	\$ 749,320
Ratio	0.5	0.4	0.4	0.3	0.2	0.3	0.4	0.3	0.3	0.4
<i>Measures the ability of the institution to cover its debt as of the statement of net position date, should the institution need to do so.</i>										

SUMMARY OF RATIOS *(continued)*

Summary of Ratios <i>(Dollars in thousands)</i>										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 <i>(as restated)</i>	2006 <i>(as restated)</i>	2005 <i>(as restated)</i>	2004 <i>(as restated)</i>
EXPENDABLE RESOURCES TO DEBT										
Unrestricted Net Position	\$ 511,298	\$ 462,958	\$ 359,430	\$ 235,290	\$ 165,914	\$ 27,368	\$ 155,702	\$ 145,128	\$ 160,275	\$ 149,725
Expendable Restricted Net Position	104,880	92,661	87,244	92,931	75,384	99,214	76,908	62,854	55,914	63,096
Expendable Net Position	\$ 616,178	\$ 555,619	\$ 446,674	\$ 328,221	\$ 241,298	\$ 126,582	\$ 232,610	\$ 207,982	\$ 216,189	\$ 212,821
Expendable Net Position	\$ 616,178	\$ 555,619	\$ 446,674	\$ 328,221	\$ 241,298	\$ 126,582	\$ 232,610	\$ 207,982	\$ 216,189	\$ 212,821
Total Bonds, COPS, and Capital Leases	\$ 1,321,417	\$ 1,275,403	\$ 1,140,423	\$ 1,094,882	\$ 949,063	\$ 840,228	\$ 872,278	\$ 807,109	\$ 808,200	\$ 592,674
Ratio	0.5	0.4	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.4
<i>Measures the ability of the institution to cover its debt using expendable resources as of the balance sheet date.</i>										
TOTAL FINANCIAL RESOURCES TO DIRECT DEBT										
Unrestricted Net Position	\$ 511,298	\$ 462,958	\$ 359,430	\$ 235,290	\$ 165,914	\$ 27,368	\$ 155,702	\$ 145,128	\$ 160,275	\$ 149,725
Expendable Restricted Net Position	104,880	92,661	87,244	92,931	75,384	99,214	76,908	62,854	55,914	63,096
Non-expendable Restricted Net Position	55,572	52,941	49,513	46,883	44,819	42,279	62,035	54,767	48,668	44,235
Total Financial Resources	\$ 671,750	\$ 608,560	\$ 496,187	\$ 375,104	\$ 286,117	\$ 168,861	\$ 294,645	\$ 262,749	\$ 264,857	\$ 257,056
Total Financial Resources	\$ 671,750	\$ 608,560	\$ 496,187	\$ 375,104	\$ 286,117	\$ 168,861	\$ 294,645	\$ 262,749	\$ 264,857	\$ 257,056
Total Bonds, COPS, and Capital Leases	\$ 1,321,417	\$ 1,275,403	\$ 1,140,423	\$ 1,094,882	\$ 949,063	\$ 840,228	\$ 872,278	\$ 807,109	\$ 808,200	\$ 592,674
Ratio	0.5	0.5	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.4
<i>A broader measure of the ability of the institution to cover its debt as of the balance sheet date.</i>										
DIRECT DEBT TO ADJUSTED CASH FLOW										
Net Cash Used by Operating Activities	\$ (322,858)	\$ (346,453)	\$ (420,160)	\$ (441,550)	\$ (470,853)	\$ (482,720)	\$ (461,252)	\$ (417,216)	\$ (413,571)	\$ (365,654)
State Appropriations and Federal Stabilization Funds	297,402	307,765	381,781	413,416	472,274	468,406	423,120	368,568	335,874	312,594
Share of State Sales Tax - TRIF	25,225	23,799	21,770	21,303	23,735	28,161	31,566	22,113	22,609	21,562
Non-capital Grants and Contracts, Gifts, Other ⁽¹⁾	217,531	225,815	214,494	188,484	158,884	128,403	116,745	120,611	112,045	99,136
Adjusted Cash Flow from Operations	\$ 217,300	\$ 210,926	\$ 197,885	\$ 181,653	\$ 184,040	\$ 142,250	\$ 110,179	\$ 94,076	\$ 56,957	\$ 67,638
Total Bonds, COPS, and Capital Leases	\$ 1,321,417	\$ 1,275,403	\$ 1,140,423	\$ 1,094,882	\$ 949,063	\$ 840,228	\$ 872,278	\$ 807,109	\$ 808,200	\$ 592,674
Adjusted Cash Flow from Operations	\$ 217,300	\$ 210,926	\$ 197,885	\$ 181,653	\$ 184,040	\$ 142,250	\$ 110,179	\$ 94,076	\$ 56,957	\$ 67,638
Ratio	6.1	6.0	5.8	6.0	5.2	5.9	7.9	8.6	14.2	8.8
⁽¹⁾ Includes financial aid grants, grants and contracts, private gifts, and financial aid trust funds.										
<i>Measures the financial strength of the institution by indicating how long (in years) the institution would take to repay the debt using the cash provided by its operations. A decreasing ratio over time denotes strength.</i>										
DEBT SERVICE TO OPERATIONS										
Interest and Fees Paid on Debt and Leases	\$ 53,331	\$ 48,101	\$ 47,505	\$ 42,740	\$ 39,451	\$ 36,929	\$ 33,283	\$ 28,805	\$ 22,818	\$ 19,557
Principal Paid on Debt and Leases ⁽¹⁾	137,349	124,871	50,626	43,097	39,889	140,357	91,172	19,836	57,252	42,111
Principal Paid from Refinancing Activities ⁽²⁾	(90,955)	(82,130)	(8,090)			(103,000)	(65,385)		(46,910)	(32,360)
Debt Service	\$ 99,725	\$ 90,842	\$ 90,041	\$ 85,837	\$ 79,340	\$ 74,286	\$ 59,070	\$ 48,641	\$ 33,160	\$ 29,308
Debt Service	\$ 99,725	\$ 90,842	\$ 90,041	\$ 85,837	\$ 79,340	\$ 74,286	\$ 59,070	\$ 48,641	\$ 33,160	\$ 29,308
Operating Expenses	\$ 1,644,537	\$ 1,558,467	\$ 1,556,911	\$ 1,469,659	\$ 1,419,929	\$ 1,393,530	\$ 1,263,699	\$ 1,115,768	\$ 1,013,571	\$ 881,316
Ratio	6.1%	5.8%	5.8%	5.8%	5.6%	5.3%	4.7%	4.4%	3.3%	3.3%
⁽¹⁾ Obtained from "Bonds Payable, Certificates of Participation, Capital Leases, and Other Lease Obligations" disclosures included in the applicable fiscal year's audited Notes to Financial Statements.										
⁽²⁾ Obtained amount from refunding bonds official statements.										
<i>Measures the institution's dependence on borrowed funds as a source of financing its mission and the relative cost of borrowing to overall expenditures. The ratio measures the relative cost of debt to overall expenses and a declining trend is generally desirable, however the ratio can increase during times of specific funding activity to support the institution's strategic mission.</i>										

SUMMARY OF RATIOS *(continued)*

Summary of Ratios (Dollars in thousands)										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
RESEARCH EXPENSES TO TOTAL OPERATING EXPENSES										
Operating Expenses	\$ 1,644,537	\$ 1,558,467	\$ 1,556,911	\$ 1,469,659	\$ 1,419,929	\$ 1,393,530	\$ 1,263,699	\$ 1,115,768	\$ 1,013,571	\$ 881,316
Scholarships and Fellowships	(112,363)	(113,171)	(120,428)	(109,404)	(88,335)	(68,006)	(63,223)	(56,726)	(47,429)	(44,977)
Interest on Debt	53,331	48,101	47,505	42,740	39,451	36,929	33,283	28,805	22,818	19,557
Total Adjusted Operating Expenses	\$ 1,585,505	\$ 1,493,397	\$ 1,483,988	\$ 1,402,995	\$ 1,371,045	\$ 1,362,453	\$ 1,233,759	\$ 1,087,847	\$ 988,960	\$ 855,896
Research Expenses	\$ 225,453	\$ 211,569	\$ 201,255	\$ 189,599	\$ 180,901	\$ 166,271	\$ 144,781	\$ 127,343	\$ 108,213	\$ 99,578
Total Adjusted Operating Expenses	\$ 1,585,505	\$ 1,493,397	\$ 1,483,988	\$ 1,402,995	\$ 1,371,045	\$ 1,362,453	\$ 1,233,759	\$ 1,087,847	\$ 988,960	\$ 855,896
Ratio	14.2%	14.2%	13.6%	13.5%	13.2%	12.2%	11.7%	11.7%	10.9%	11.6%
<i>Measures the institution's research expense to the total operating expenses.</i>										
NET TUITION PER STUDENT										
Student Tuition and Fees, net	\$ 802,965	\$ 757,217	\$ 639,324	\$ 566,319	\$ 499,467	\$ 436,657	\$ 399,890	\$ 349,414	\$ 302,090	\$ 253,302
Financial Aid Grants	104,415	110,222	104,498	84,998	49,969	42,198	36,176	36,310	36,759	34,867
Scholarships and Fellowships	(112,363)	(113,171)	(120,428)	(109,404)	(88,335)	(68,006)	(63,223)	(56,726)	(47,429)	(44,977)
Net Tuition and Fees	\$ 795,017	\$ 754,268	\$ 623,394	\$ 541,913	\$ 461,101	\$ 410,849	\$ 372,843	\$ 328,998	\$ 291,420	\$ 243,192
Net Tuition and Fees	\$ 795,017	\$ 754,268	\$ 623,394	\$ 541,913	\$ 461,101	\$ 410,849	\$ 372,843	\$ 328,998	\$ 291,420	\$ 243,192
Student FTE	73,062	72,558	69,459	66,988	64,011	60,543	59,068	56,900	53,873	52,265
Net Tuition per Student (whole dollars)	\$ 10,881	\$ 10,395	\$ 8,975	\$ 8,090	\$ 7,203	\$ 6,786	\$ 6,312	\$ 5,782	\$ 5,409	\$ 4,653
<i>Measures the institution's net student tuition and fees received per student.</i>										
STATE APPROPRIATIONS PER STUDENT										
State Appropriations	\$ 297,402	\$ 307,765	\$ 380,914	\$ 380,914	\$ 402,452	\$ 468,406	\$ 423,120	\$ 368,568	\$ 335,874	\$ 312,594
Capital State Appropriations	14,472	14,472	14,472	14,472	14,472	14,472	6,452			
Adjusted State Appropriations	\$ 311,874	\$ 322,237	\$ 395,386	\$ 395,386	\$ 416,924	\$ 482,878	\$ 429,572	\$ 368,568	\$ 335,874	\$ 312,594
Adjusted State Appropriations	\$ 311,874	\$ 322,237	\$ 395,386	\$ 395,386	\$ 416,924	\$ 482,878	\$ 429,572	\$ 368,568	\$ 335,874	\$ 312,594
Student FTE	73,062	72,558	69,459	66,988	64,011	60,543	59,068	56,900	53,873	52,265
Adjusted State Appropriations per Student (whole dollars)	\$ 4,269	\$ 4,441	\$ 5,692	\$ 5,902	\$ 6,513	\$ 7,976	\$ 7,272	\$ 6,477	\$ 6,235	\$ 5,981
<i>Measures the institution's dependency on state appropriations.</i>										

DEBT COVERAGE FOR SENIOR AND SUBORDINATE LIEN BONDS

Summary of Ratios (Dollars in thousands)

Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007 (as restated)	2006 (as restated)	2005 (as restated)	2004 (as restated)
<i>Bond Resolution Covenant: The Gross Revenues of the University for each fiscal year will be at least 150% of the Maximum Annual Debt Service due in any fiscal year.</i>										
REVENUES AVAILABLE FOR DEBT SERVICE										
Tuition and Fees, net of scholarship allowance	\$ 802,965	\$ 757,217	\$ 639,324	\$ 566,319	\$ 499,467	\$ 436,657	\$ 399,890	\$ 349,414	\$ 302,090	\$ 253,302
Receipts from Other Major Revenue Sources (Facilities Revenue)	244,696	220,610	237,446	216,408	203,329	202,050	180,212	156,476	142,451	120,967
Net Revenues Available for Debt Service	\$1,047,661	\$ 977,827	\$ 876,770	\$ 782,727	\$ 702,796	\$ 638,707	\$ 580,102	\$ 505,890	\$ 444,541	\$ 374,269
SENIOR LIEN BONDS DEBT SERVICE										
Interest on Debt	\$ 42,079	\$ 38,702	\$ 32,895	\$ 30,405	\$ 20,190	\$ 13,551	\$ 13,527	\$ 10,583	\$ 10,583	\$ 10,979
Principal Paid on Debt	44,770	43,020	39,670	37,150	33,040	27,805	27,780	24,555	24,555	24,325
Senior Lien Bonds Debt Service Requirement	\$ 86,849	\$ 81,722	\$ 72,565	\$ 67,555	\$ 53,230	\$ 41,356	\$ 41,307	\$ 35,138	\$ 35,138	\$ 35,304
Coverage	12.06	11.97	12.08	11.59	13.20	15.44	14.04	14.40	12.65	10.60
<i>Debt Service Assurance Agreement and SPEED Bond Resolution Covenant: The Gross Revenues of the University for each fiscal year will be at least 100% of the annual debt service due on all outstanding parity bonds and subordinate obligations.</i>										
SUBORDINATE LIEN BONDS DEBT SERVICE										
Interest on Debt	\$ 3,441	\$ 3,441	\$ 2,110	\$ 328	\$ 328	\$ 328	\$ 328	\$ 328	\$ 515	\$ 515
Principal Paid on Debt	845	845	845	845	845	845	845	845	1,075	1,075
Subordinate Lien Bonds Debt Service Requirements	\$ 4,286	\$ 4,286	\$ 2,955	\$ 1,173	\$ 1,173	\$ 1,173	\$ 1,173	\$ 1,173	\$ 1,590	\$ 1,590
Combined Senior/Subordinate Lien Debt Service	\$ 91,135	\$ 86,008	\$ 75,520	\$ 68,728	\$ 54,403	\$ 42,529	\$ 42,480	\$ 36,311	\$ 36,728	\$ 36,894
Coverage	11.50	11.37	11.61	11.39	12.92	15.02	13.66	13.93	12.10	10.14

ADMISSIONS, ENROLLMENT, AND DEGREES EARNED

Admissions, Enrollment, and Degrees Earned (Fall Enrollment)										
Fall enrollment of fiscal year	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
ADMISSIONS - FRESHMEN										
Applications	37,982	37,225	35,449	32,188	30,809	28,644	27,877	24,727	26,194	24,502
Accepted	26,986	26,425	25,795	25,616	24,473	23,504	22,226	19,791	19,132	18,490
Enrolled	9,265	9,254	9,544	9,344	9,707	9,274	9,052	8,467	7,719	7,647
Accepted as Percentage of Application	71%	71%	73%	80%	79%	82%	80%	80%	73%	75%
Enrolled as Percentage of Accepted	34%	35%	37%	36%	40%	39%	41%	43%	40%	41%
Average SAT scores - Total	1111	1107	1100	1083	1082	1077	1083	1103	1102	1093
Verbal	547	546	542	535	534	532	534	547	545	541
Math	564	561	557	547	548	545	549	556	557	551
ENROLLMENT										
Student FTE	73,062	72,558	69,459	66,988	64,011	60,543	59,068	56,900	53,873	52,265
Student Headcount	73,378	72,254	70,440	68,064	67,082	64,394	63,278	61,033	58,156	57,543
Men (Headcount)	36,401	35,758	34,491	33,005	32,318	30,856	29,899	28,735	27,233	26,877
Percentage of Total	49.6%	49.5%	49.0%	48.5%	48.2%	47.9%	47.3%	47.1%	46.8%	46.7%
Women (Headcount)	36,977	36,496	35,949	35,059	34,764	33,538	33,379	32,298	30,923	30,666
Percentage of Total	50.4%	50.5%	51.0%	51.5%	51.8%	52.1%	52.7%	52.9%	53.2%	53.3%
African American (Headcount)	3,491	3,521	3,452	3,257	2,914	2,489	2,391	2,211	2,045	2,005
Percentage of Total	4.8%	4.9%	4.9%	4.8%	4.4%	3.9%	3.8%	3.6%	3.5%	3.5%
White (Headcount)	43,494	43,774	43,291	42,728	42,742	40,709	40,430	39,537	38,904	39,109
Percentage of Total	59.3%	60.6%	61.5%	62.8%	63.7%	63.2%	63.9%	64.8%	66.9%	68.0%
Other (Headcount)	26,393	24,959	23,697	22,079	21,426	21,196	20,457	19,285	17,207	16,429
Percentage of Total	35.9%	34.5%	33.6%	32.4%	31.9%	32.9%	32.3%	31.6%	29.6%	28.5%
DEGREES EARNED										
Bachelor's	13,913	13,210	12,194	11,810	11,229	10,706	10,137	9,855	9,729	9,116
Master's	4,163	4,007	4,150	3,914	3,615	3,082	2,900	2,631	2,614	2,886
Doctoral	636	611	545	490	587	418	394	389	314	355
Professional	204	217	201	166	179	238	198	180	164	169
Total Degrees Earned	18,916	18,045	17,090	16,380	15,610	14,444	13,629	13,055	12,821	12,526

Student information based on fall enrollment of the fiscal year and degree information includes all graduations during fiscal year.

DEMOGRAPHIC DATA

Demographic Data										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Arizona Population	6,553,255	6,482,505	6,413,158	6,343,154	6,280,362	6,167,681	6,029,141	5,839,077	5,652,404	5,510,364
Arizona Personal Income (<i>in millions</i>)	235,781	227,287	216,590	212,873	226,465	218,588	206,958	188,152	170,026	155,607
Arizona Per Capita Personal Income	35,979	35,062	33,773	33,560	36,059	35,441	34,326	32,223	30,080	28,239
Arizona Unemployment Rate	8.30%	9.50%	10.50%	9.90%	6.00%	3.70%	4.10%	4.70%	5.00%	5.70%

Sources: U.S. Bureau of Economic Analysis and Arizona Department of Administration.

PRINCIPAL EMPLOYERS

Principal Employers						
Employer	Calendar Year Ended December 31, 2012			Calendar Year Ended December 31, 2003		
	Full-Time Equivalent Employees	Rank	Percentage of Total State Employment	Full-Time Equivalent Employees	Rank	Percentage of Total State Employment
State of Arizona	52,076	1	1.72%	50,363	1	1.88%
Wal-Mart Stores, Inc	31,837	2	1.05%	18,677	2	0.69%
Banner Health	25,126	3	0.83%	13,576	3	0.51%
City of Phoenix	14,983	4	0.50%	13,095	5	0.49%
Wells Fargo	13,679	5	0.45%			
Maricopa County	13,308	6	0.44%	13,482	4	0.50%
Bank of America	12,500	7	0.41%			
Arizona State University	12,222	8	0.40%	10,005	9	0.37%
Raytheon Co.	11,500	9	0.38%	10,200	8	0.38%
JPMorgan Chase & Co.	11,407	10	0.38%			
Honeywell International				12,000	6	0.45%
U.S. Postal Service				11,406	7	0.43%
Albertson's - Osco				9,500	10	0.36%
Intel Corp				9,500	10	0.36%
	198,638		6.56%	171,804		6.42%

Sources: Phoenix Business Journal, Book of Lists 2013 and 2004 for employers; Arizona Department of Commerce website, www.workforce.az.gov for annual state employment.

FACULTY AND STAFF

Faculty and Staff										
Fall employment of fiscal year	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
FACULTY										
Full-time	2,635	2,612	2,644	2,611	2,671	2,529	2,471	2,419	2,268	2,165
Part-time	276	253	231	380	424	441	391	159	201	196
Total Faculty	2,911	2,865	2,875	2,991	3,095	2,970	2,862	2,578	2,469	2,361
Percentage Tenured	61.1%	61.2%	63.7%	61.6%	60.3%	61.4%	63.2%	63.0%	62.5%	65.2%
STAFF										
Full-time	5,487	5,485	5,561	5,523	5,957	5,690	5,416	5,872	5,642	5,393
Part-time	3,684	3,699	3,838	3,628	3,624	3,776	3,940	1,600	1,668	1,686
Total Staff	9,171	9,184	9,399	9,151	9,581	9,466	9,356	7,472	7,310	7,079
Total Faculty and Staff	12,082	12,049	12,274	12,142	12,676	12,436	12,218	10,050	9,779	9,440

Source: Arizona State University Fact Book and Institutional Analysis.

Percentage Tenured includes tenured and tenure track faculty.

Capital Assets										
Fiscal Year Ended June 30,	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
CAPITAL ASSETS <i>(Number of Facilities)</i>										
Academic/Support Facilities	218	217	231	236	236	233	235	219	253	249
Auxiliary Facilities	130	129	132	137	121	111	112	117	84	75
Total	348	346	363	373	357	344	347	336	337	324

Source: Arizona State University Capital Improvement Plans

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Members from the 2012 - 2013 Antarctic Search for Meteorites (ANSMET) team included two professors from ASU's School of Earth and Space Exploration.



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ASU Policy of the Development and Evaluation of Program
Curriculum

ASU Academic Affairs Manual – ACD 112-01: Academic
Constitution and Bylaws

Academic Affairs Manual (ACD)

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ACD 112–01: *Academic Constitution and Bylaws*

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Purpose

To provide an *Academic Constitution and Bylaws* by which faculty members and academic professionals of Arizona State University participate in the governance and administration of the university and the development of university policy

Sources

Arizona Revised Statutes 15–1601

Arizona Board of Regents Policy Manual, 1–113 and 6–201

Applicability

Faculty

Academic professionals

Members of the Academic Assembly

Preamble

University governance requires communication and collaboration among faculty, staff, students, and administration. Collective wisdom improves decisions, promotes consensus, and builds trust. The [faculty](#) and [academic professionals](#) of Arizona State University, through this constitution, provide for the organization and procedures by which they may efficiently and effectively contribute to the governance of the university in support of its collective effort to promote the economic, social, cultural, and environmental health of the communities it serves. There are hereby created the Academic Assembly, the University Senate, and the University Academic Council (hereinafter abbreviated as the UAC).

I. The Academic Assembly

A. Membership

1. all faculty in a tenure-eligible or tenured position
2. all academic professionals with full-time multi-year, probationary, or continuing [appointment](#) positions
3. the president of the university and the provost of the university
4. all full-time faculty with fixed appointments (i.e., instructors, lecturers, senior lecturers, principal lecturers, clinical faculty, research faculty, and professors of practice)
5. members of the Emeritus College
6. the membership of the Academic Assembly may be changed through amendment of this constitution.

B. Officers

1. the president of the university
2. the provost of the university
3. the campus presidents of the Academic Assembly
4. the campus presidents-elect and immediate past presidents of the Academic Assembly
5. the secretary of the Academic Assembly

The secretary of the Academic Assembly and University Senate shall be appointed from the membership of the Academic Assembly by the UAC, with the advice of the University Senate Committee on Committees and the consent of the University Senate, for a term of two years, beginning June 1.

6. the faculty [ombudsperson](#) of the Academic Assembly.

The faculty ombudsperson of the Academic Assembly shall be appointed from the membership of the Academic Assembly by the UAC, with the advice of the University Senate Committee on Committees and the consent of the University Senate, for a term of two years, beginning June 1. The faculty ombudsperson may not hold any administrative appointment of department chair or higher. Each campus shall also have a faculty ombudsperson of the campus for a term of two years, beginning June 1, nominated by the UAC members from that campus with the advice and consent of the senators from that campus. The campus faculty ombudspersons may not hold any administrative appointment of department chair or higher.

C. Meetings

1. Regular meetings: Regular meetings of the university-wide Academic Assembly are not envisioned. A campus president of the Academic Assembly may call meetings of the assembly membership for the campus of which he or she is president. The president of the campus on which any assembly meeting takes place, or his or her designee, shall preside. Campus meetings shall be held at least once each semester. The agenda of each meeting shall be published in a form accessible to assembly members at least one week in advance of the meeting.
2. Special meetings: The president of the university or the UAC may call meetings of the Academic Assembly. Any 50 members of the university-wide Academic Assembly may request a special meeting of the whole assembly by writing the chair of the UAC. Any 15 members of a particular campus may request a special meeting of the campus Academic Assembly membership. The purpose of any special meeting must be explicitly stated, and the special meeting shall be limited to that subject. A specific agenda and any proposals for action shall be sent to each member of the assembly at least two weeks prior to the meeting.
3. Quorum: Twenty percent of the members shall constitute a quorum at either the university or the campus level of the assembly.
4. Voting: The UAC shall determine the method of voting for the university-wide assembly; however, a secret ballot shall be ordered upon the request of 25 members. By a majority vote of those present and voting, the Academic Assembly may order its members polled by electronic ballot. For campus-wide assembly votes, the method of voting shall be determined by the campus representative body; however a secret ballot shall be ordered upon the request of ten members.
5. [Rules](#): The current edition of *Robert's Rules of Order*, newly revised, shall prevail unless otherwise specified in this constitution and bylaws.

D. Authority and Functions

1. The Academic Assembly shall have the power, subject to the authority of the Arizona Board of Regents, and to the limitations hereinafter provided, to propose on all matters of educational policy, faculty grievance, faculty personnel, financial affairs, university support services, and all other matters affecting the faculty and academic professional role in the university, its campuses, research parks, and other facilities. The Academic Assembly normally will exercise this power through its representative body, the University Senate. Nothing in this constitution and bylaws is intended to imply assumption of powers not available by state law or policies of the Arizona Board of Regents.
2. The records of the Academic Assembly shall be kept by the secretary for the use of the Academic Assembly and the Arizona Board of Regents.

II. The University Senate

A. Membership

1. Elected members: The basic representational unit in the University Senate shall be the degree-granting unit. The method of selecting senators from any representational unit shall be determined by the assembly members of that unit. Degree-granting units with fewer than 40 Academic Assembly members shall select one senator. Degree-granting units with 40 or more Academic Assembly members shall select one additional senator. Degree-granting units with 100 or more Academic Assembly members may select a third senator. Proposals for a representational unit other than the individual degree-granting unit shall be submitted to the UAC, which will insure the appropriateness of the proposal for representing

the assembly members affected by the proposal and will submit the proposal to a vote of the affected assembly members for their approval. The UAC shall adjudicate the number of senators from each representational unit. The University Senate itself shall certify the qualifications of its members.

- a. the ordinary term of elected senators shall be three years; commencing on June 1
 - b. attendance: senators are expected to attend all regular and special meetings of the senate. When absence is unavoidable, the senator should designate a substitute and inform the senate secretary or, this not being feasible, notify the secretary of the senate of the anticipated absence (excused absence). Upon notification from the secretary that a senator has accumulated three unexcused absences in one academic year, the UAC shall declare the seat vacant and shall request in writing that the head of the representational unit request the assembly members of that unit to fill the vacancy
 - c. representational units shall replace senators who take leaves of absence, sabbaticals, or who have resigned. Senators selected under this provision will complete either the unexpired portion of the term or the period of the leave only
 - d. all senators should be available to serve on at least one senate or university committee. Refusal of committee service may be construed as resignation from the senate.
2. *Ex officio* voting members:

- a. the members of the UAC
 - b. the secretary of the Academic Assembly
 - c. the parliamentarian of the University Senate, consistent with *Robert's Rules of Order* regarding voting by the parliamentarian.
3. *Ex officio* nonvoting members:

- a. the president of the university
- b. the provost of the university
- c. the executive vice president and chief financial officer of the university
- d. the vice provost for Graduate Education
- e. the university librarian
- f. the ombudsperson of the Academic Assembly
- g. the chair of the ASU Staff Council
- h. a representative of Undergraduate Student Government and the president of the Graduate and Professional Students Association.

B. Senate Leadership

1. The UAC shall serve as the executive board of the University Senate. The UAC shall consist of the presidents, presidents-elect, and immediate past presidents of the campuses.
 - a. the assembly membership of each campus shall elect a new president-elect each spring semester in accordance with procedures established in Bylaw III of the University Senate. The president-elect will take office June 1
 - b. the president-elect shall become president the following year on June 1. In the event that the office of president is vacated, the president-elect from that same campus shall become president, and a new president-elect shall be elected
 - c. in the event that the office of immediate past president is vacated, the University Academic Council members from that campus shall, with the advice and consent of the University Senate membership from that campus, appoint a former campus president to the position. If no former president is available to serve, the UAC membership from that campus shall appoint, with the advice and consent of the University Senate membership from that campus, an Academic Assembly member to fill the vacancy
 - d. the members of the UAC shall serve as representatives to the Arizona Faculties Council and adopt policies and procedures as may be needed for ASU's participation in the Faculties Council. The UAC shall designate, when appropriate, the chair for the Arizona Faculties Council
 - e. the UAC shall have general supervision of the affairs of the University Senate between its business meetings, fix the hour and place of meetings, make recommendations to the senate, propose amendments to the constitution and bylaws, initiate and stimulate the study of matters of concern to the university, and perform such other duties as are specified in this constitution and the senate bylaws. The UAC shall be subject to the orders of the senate, and none of its acts shall conflict with action taken by the senate
 - f. the UAC shall meet monthly throughout the year and schedule special meetings as needed. All meetings shall provide for teleconference participation of members not able to be physically present. Half the membership, with at least one from each campus, shall constitute a quorum. The UAC shall keep minutes of its meetings and make such minutes available to the University Senate and the Academic Assembly within two weeks
 - g. by April 15 of each year, the UAC shall designate from among its membership an individual to serve as president of the University Senate, beginning June 1. This senate president or his or her designee shall convene meetings of the UAC and shall preside over meetings of the University Senate and the Academic Assembly.
2. The secretary of the Academic Assembly shall be the secretary of the University Senate. The secretary shall be responsible for notifying members of all meetings of the university-wide Academic Assembly and the University Senate and shall keep records of all senate business, including senate meeting attendance of senators, maintain the senate archives in the Academic Assembly office, and assist in conducting the annual elections.
3. The parliamentarian shall be appointed by the UAC for a term of one year and shall be a member of the Academic Assembly.

C. Meetings

1. The UAC shall establish a standard day and time for regular monthly meetings of the University Senate. Additional meetings may be called by the UAC, including additional meetings requested in writing by at least ten senators.

2. A majority of the University Senate membership shall constitute a quorum.
3. The method of voting shall ordinarily be at the discretion of the presiding chair of the meeting, but motions to alter the method of voting may be offered, consistent with *Robert's Rules of Order*.
4. The order of business shall be:
 - a. call to order
 - b. action on minutes
 - c. report from the UAC
 - d. report from the university president or designee
 - e. report from the provost of the university or designee
 - f. other reports
 - g. unfinished business
 - h. new business
 - i. reports from senate committees
 - j. open forum
 - k. adjournment.
5. Normally, meetings of the senate shall be open; however, it shall enter into executive session upon agreement of two-thirds of the senators present.
6. Any visitor may request permission to participate in senate discussions and debate. The visitor may do so at the discretion of the senate.

D. Authority and Functions

1. The University Senate, subject to the authority of the Board of Regents, shall have power to act for and represent the Academic Assembly under existing regulations in all matters including, but not limited to:
 - a. academic affairs, which shall include: honorary degrees, establishment and disestablishment of colleges and schools, laboratories, classified research/contracts, centers and institutes, academic programs including general studies, curricula, research, and extended education
 - b. personnel affairs, which shall include: governance, hiring, affirmative action, [academic freedom](#), grievance, tenure, promotion, sabbatical and other leaves of absence, retirement, faculty and academic professional development, faculty and academic professional perquisites, and job descriptions
 - c. faculty-student policies, which shall include: conduct, organizations, admissions, registration, grading, retention, graduation requirements, academic integrity, scheduling, advisement and counseling, undergraduate, graduate and post graduate/certificate education, and all other faculty-student academic concerns
 - d. financial affairs, which shall include: strategic planning, annual budget planning, allocation of university resources, insurance, salary schedules, patents and copyrights, compensation review, acceptance of endowments/donations affecting the university's reputation, and legislative action
 - e. university services and facilities, which shall include: physical plant, campuses, master planning, design review, parking, athletic programs, university-wide information and communications services, library, computer services, auxiliary services, utilities, and other university facilities.
2. The senate shall create standing and/or *ad hoc* committees with representation from all campuses, as appropriate, to address these aforementioned matters.
3. The senate shall formulate and amend bylaws to organize and facilitate its operation.
4. All actions of the senate shall be subject to review by the Academic Assembly upon written request to the university president and the UAC by any 50 members of the Academic Assembly. Request for review shall be made within three weeks after the mailing/posting date of the senate minutes. The action in question shall be reviewed at a meeting called expressly for that purpose.
5. Any ten Academic Assembly members may petition in writing and secure consideration by the senate on any appropriate matter, including proposed amendments to the constitution. Any such initiative may be presented to any member of the senate, who shall then convey the proposal to the UAC for placement upon the senate agenda.
6. Summaries of senate actions shall be posted on the senate Web site within two weeks after each senate meeting.
7. Unless otherwise directed by the University Senate, actions of the senate shall be forwarded to the UAC for execution. For actions requiring approval by the university president or other administrative officer, the UAC shall create a transmittal form that specifies the action passed by the senate, along with vote result, and a request that the university president or other administrative officer report back to the UAC with his or her response to any action requested by the senate. At its discretion or at the request of one-fourth of the senators present and voting or at the request of a majority of senators from any one campus present and voting, the UAC shall draft a letter to accompany the transmittal form that states the various arguments put forward by both those who spoke in favor and who spoke in opposition to the senate action so that the views and wisdom of the senate can be fully explicated.
8. The records of the University Senate shall be kept by the secretary for use of the UAC, the members of the Academic Assembly, the university administration, the Board of Regents, and the general public. They shall be retained by the secretary for two years and then placed in the University Archives.

9. The enumeration of the specified functions and authorities in this constitution shall not be construed to deprive the University Senate of those powers necessary to carry out its broad mandate. In discharging its authority, the University Senate shall assure the coordination and continuity of its affairs and promote maximum communication with the university administration and the Board of Regents.

III. Amendments to the Constitution

- A. The UAC shall appoint a committee to review the constitution and bylaws at four-year intervals, beginning in the Fall 2012 semester, and to recommend appropriate changes for senate consideration.
- B. Amending the Constitution
1. Any senator may propose an amendment as a main motion.
 2. Any ten Academic Assembly members may petition the UAC to amend the constitution. The UAC shall forward any proposed amendment to the University Senate for its consideration.
 3. Amendments may only be introduced at a regular meeting of the senate. No amendment may be acted upon at the same meeting in which it is introduced. Proposed amendments to the constitution may be submitted to university counsel for analysis prior to the second reading of the amendment.
 4. A majority of the University Senate membership must approve any amendment. Perfecting amendments, those that address cosmetic corrections of numbering, grammar, and language, may be ratified by unanimous consent of the University Senate. All other amendments to the constitution must be submitted to the Academic Assembly for ratification.
 5. Amendments to the constitution shall be ratified by the Academic Assembly as follows:
 - a. the secretary shall send a copy of each amendment to all members of the Academic Assembly at least two weeks before scheduled forums or meetings of the Academic Assembly called by the UAC for the purpose of discussing the amendment(s). Forums to discuss the amendment(s) shall be held on each campus
 - b. alternatively, amendments may be discussed at a regular meeting of the campus Academic Assembly memberships, provided that each amendment is sent to all members of the Academic Assembly at least two weeks before the meeting
 - c. within a week following the Academic Assembly meetings or forums at which one or more amendments were considered, electronic or printed ballots shall be distributed under the authority of the senate secretary to all members of the Academic Assembly. These ballots will conform to the instructions provided in Senate Bylaw III. A.5. The election and vote tally will conform to the instructions provided in Senate Bylaw III.A. 6, 7, and 8
 - d. approval requires support of two-thirds of all Academic Assembly members casting a ballot
 - e. upon approval by assembly action, amendments shall be forwarded to ABOR counsel and university counsel for their written analyses in accordance with applicable Board of Regents policy (ABOR 1-113) and to the university president for his or her consideration. Amendments shall become effective when approved by the university president.
- C. Amending the Bylaws
1. Any senator may propose an amendment as a main motion.
 2. Any ten Academic Assembly members may petition the UAC to amend the bylaws. The UAC shall forward any proposed amendment to the University Senate for its consideration.
 3. Amendments may only be introduced at a regular meeting of the senate. No amendment shall be acted upon at the same meeting in which it is introduced. Proposed amendments to the bylaws may be submitted to university counsel for analysis prior to the second reading of the amendment.
 4. A two-thirds vote of those senate members present and voting is necessary to adopt an amendment. An affirmative vote on the motion to amend the bylaws is not subject to a motion to reconsider.
 5. While the approval of the senate is sufficient to adopt an amendment, a majority of those senate members present and voting in the same meeting at which the amendment is approved may refer the amendment to the Academic Assembly for ratification. Referred amendments require the approval of the assembly to be adopted.
 6. Any bylaw passed by the senate shall be subject to review by the Academic Assembly upon written request to the university president and the UAC by any 30 members of the Academic Assembly. Request for review shall be made within three weeks after the posting date of the senate minutes. The action in question shall be reviewed at a meeting called expressly for that purpose. A motion may be made at that meeting to refer the senate-approved amendment to a vote of the Academic Assembly, a majority of those present and voting needed for ratification of that referral motion. Any amendment referred to the Academic Assembly for ratification requires a majority of those voting to approve.
 7. Any bylaws amendment subject to the ratification of the Academic Assembly shall be ratified in accordance with sections III.B.5.a, b, and c of this constitution.
 8. Upon approval by the senate and acceptance by the Academic Assembly either by vote or acquiescence, any amendment shall be forwarded to ABOR counsel and university counsel for their written analyses in accordance with applicable Board of Regents' policy (ABOR 1-113) and to the university president for his or her consideration. Amendments shall become effective when approved by the university president.

Bylaw I of the University Senate

Bylaw providing for a university committee on Academic Freedom and Tenure and establishing other Grievance Committees and Procedures

Note: The term grievant may signify one or more individuals.

A. Introduction

The Board of Regents, the university president, the [faculty](#) and [academic professionals](#), and the administrators of ASU recognize the importance of providing efficient procedures for fair resolution of grievances without fear of retaliation on the part of persons involved. Several avenues of appeal are available to grievants within the university. The preferred option is to resolve grievances internally at the level closest to the grievant(s) (i.e., chair or dean level). The [academic unit](#) and/or the college work with university ombudspersons to facilitate this process if all parties agree to engage. If the grievant(s) does not choose to follow this route, or this route has not provided acceptable resolution, the grievant(s) may use appropriate procedures as described in the *Academic Affairs Policies and Procedures Manual*— [ACD 509-02](#), “Grievance Policy for Faculty,” or [ACD 509-03](#), “Grievance Policy for Academic Professionals.”

While grievant(s) is urged to seek resolution through an ombudsperson first, he or she are not obligated to do so. Faculty may take their case to the Clearinghouse Committee for assignment to one of two grievance-hearing committees: the Committee on Academic Freedom and Tenure and the Governance Grievance Committee. Academic professionals may take their case to the Academic Professional Grievance Committee. The composition and general functions of each of these committees are described below. The detailed policies and procedures of each of these committees may be found in the *Academic Affairs Policies and Procedures Manual*—ACD 509-02, “Grievance Policy for Faculty,” and ACD 509-03, “Grievance Policy for Academic Professionals.” Changes in these grievance policies and procedures require University Senate review and recommendation. The right of a faculty member or academic professional to be heard by the appropriate board or committee shall not be restricted.

B. Academic Grievance Procedures

1. Ombudspersons

- a. A grievant may seek resolution through the faculty [ombudsperson](#) or an academic professional ombudsperson.
- b. Annually the faculty ombudsperson shall report to the senate and university president a summary of the caseload for the year and any recommendations for policy or procedure changes arising from the work of the ombudsperson.

2. Grievance committees

A grievant may seek a formal hearing before a grievance-hearing body. For faculty that body is selected by the Clearinghouse Committee. For academic professionals, the hearing body is the Academic Professional Grievance Committee. Detailed procedures may be found in the *Academic Affairs Policies and Procedures Manual*— [ACD 509-02](#), “Grievance Policy for Faculty,” or [ACD 509-03](#), “Grievance Policy for Academic Professionals.”

a. The Clearinghouse Committee

1. The committee shall be composed of the chairs of the Committee on Academic Freedom and Tenure and the Governance Grievance Committee. These two chairs shall be appointed by the UAC from among the committee and board members and shall serve a one-year term.
2. The chair of the Clearinghouse Committee shall be appointed by the UAC. The chair will serve one year.
3. Functions of the committee
 - a. upon written request of a grievant(s), the committee shall decide which one of the two grievance committees (noted above) shall hear the grievance. Jurisdictional decisions shall be made with all members present and shall be based on state law, Board of Regents’ policies, and university rules and regulations, including guidelines of the respective grievance committees. However, the grievant(s) or respondent may ask the committee to reconsider its assignment; any decision after such reconsideration is final
 - b. annually, in advance of the April meeting of the University Senate, the Clearinghouse Committee shall submit to the UAC a report containing a summary of its actions and that of each of the two committees, along with any recommendations for changes in the system. The UAC shall submit the report to the University Senate at the April meeting, along with any additional recommendations it may have for any changes in the system. The UAC shall also submit the report to the university president.

b. The Committee on Academic Freedom and Tenure

1. Twelve members, three from each campus, shall be elected by the Academic Assembly from among tenured professors and tenured associate professors. Assembly members may vote only for those nominees for their campus. The term shall be three years, one-third of the elected members to be replaced each year. Members may not hold administrative positions at the level of department chair or above.
2. The committee shall follow the policies and procedures for grievances established in ABOR Policy 6-201 and ASU policy [ACD 509-02](#), “Grievance Policy for Faculty.”
3. Functions of the committee

- a. the committee shall investigate alleged infringements upon the [academic freedom](#) or [tenure](#) of faculty members
- b. the committee shall hear cases assigned to it by the Clearinghouse Committee
- c. the committee shall deal with dismissal and [disability](#) status.

I. Dismissal Proceedings

When dismissal is considered for a faculty member who has satisfactorily completed any probationary period established under the existing personnel policies of the university, or for a faculty member whose contract period has been established under the existing personnel policies of the university, or for a faculty member whose contract period has not expired, the matter shall be resolved by procedures described in detail in the *Academic Affairs Policies and Procedures Manual—ACD 501*, “*Conditions of Faculty Service*.” This process differs substantially from other grievance procedures. Grievant(s) have the right to seek mediation through a Conciliation Committee and to appeal to the Committee on Academic Freedom and Tenure directly.

II. Disability Status

When an individual has been placed on disability status for more than 18 months, there is no assurance of reemployment with the university. In such cases, dismissal may not be appealed on the basis of employment rights endowed with tenure.

c. The Governance Grievance Committee

1. The committee shall be composed of 12 members, three from each campus, who shall be elected by the Academic Assembly from among tenured professors and tenured associate professors for a period of three years. Assembly members may vote only for those nominees for their campus. One-third of the elected members shall be replaced each year. Members may not hold administrative positions of department chair or higher.
2. The committee shall follow the policies and procedures for grievances established in ASU policy [ACD 509-02](#), “Grievance Policy for Faculty.”
3. Functions of the committee
The committee shall hear cases assigned to it by the Clearinghouse Committee. These cases are normally cases other than those involving academic freedom and tenure or discrimination. Such cases include grievances involving salary inequities, teaching assignment, access to equipment, and any unfair treatment of faculty by other faculty or administrators.

d. The Academic Professional Grievance Committee

1. The committee shall be composed of five elected regular members and two elected alternate members representing the widest possible range of academic professionals.
2. Functions of the committee: The operation and scope of the committee is found in [ACD 509-03](#), “Grievance Policy for Academic Professionals.”

Bylaw II of the University Senate

Bylaw designating the standing committees of the University Senate and clarifying the relationship of joint faculty-student committees and university committees and boards to the University Senate.

A. Introduction

For the purpose of carrying out its functions as enumerated in Article II.D and as implied under Article I.D.1 of the constitution, the University Senate through this bylaw does hereby establish senate committees.

B. University Senate Committees

1. Committee structure

a. Administrative committees

1. the Executive Committee
2. the Committee on Committees.

b. Academic affairs committees

1. the Curriculum and Academic Programs Committee
2. the Personnel Committee
3. the Student-Faculty Policy Committee.

c. Other committees

1. the University Policy and Procedures Committee.
2. The normal term of the elected members of any senate committee shall be two years. Membership on a senate committee terminates upon expiration of senate membership.
3. The purpose and function of senate committees shall be to provide services, process information, and generate recommendations so that the senate may carry out its responsibilities as indicated in Article I.D.1. and Article II.D. of the constitution:

- a. senate committees generally will deal with matters of policy that pertain to two or more colleges, schools, campuses, or to the university as a whole
- b. senate committees may, by majority vote, request the Committee on Committees or the UAC to nominate members of the Academic Assembly to *ad hoc* committees for specific tasks
- c. a senate committee may consider matters referred to it by the senate, by the UAC, by members of the Academic Assembly, by the faculties and academic professionals of the colleges or schools, or by other senate committees
- d. recommendations of a senate committee concerning interpretation of policy may be communicated by the committee to inquiring persons or agencies directly without consulting the senate. Such recommendations shall be reported as information items in the committee's monthly report to the senate
- e. recommendations of a senate committee concerning revision of policy or the establishment of new policy shall be made to the senate. Approved recommendations shall be sent to the university president by the UAC. Recommendations involving change in the constitution or bylaws are treated under Article III of the constitution
- f. each senate committee shall record its activities and compile and send an annual report to the UAC prior to the last scheduled meeting of the University Senate for the academic year
- g. between June 1 and August 31 of each academic year, the UAC shall appoint a chair for each senate committee. The first regular meeting of each committee shall be held during the first four weeks of the fall semester.

4. Senate committees shall be established by amending this bylaw to include the name and description of the new committee.

5. The senate may ask the university president to instruct a university standing committee to serve as an *ad hoc* committee of the senate to perform a specific task related to an area of responsibility common to both the senate and that standing committee.

6. The senate, through its leadership, shall, at its option, maintain representation on university standing committees and boards through:

- a. *ex officio* representation from the Academic Assembly on all university standing committees and boards with appointment by the senate
- b. each senate committee should maintain liaison with those university standing committees and boards that relate to their mission.

7. Administrative committees of the senate

a. Executive Committee

1. Membership

- a. *ex officio* voting members: the members of the UAC, the secretary of the University Senate, the parliamentarian of the University Senate, the chairs of University Senate standing committees
- b. *ex officio* nonvoting members: the university president, the provost of the university, a representative of Undergraduate Student Government, and the president of the Graduate and Professional Students Association
- c. the chair of the UAC or his or her designee shall preside.

2. Purpose and function

- a. to prepare the agenda for meetings of the University Senate. Each agenda shall reserve time for the university president to bring matters to the senate and for reports from senate committees
- b. to facilitate the actions of the senate as it acts upon faculty and academic professional business
- c. to evaluate continuously the committee structure of the senate and of the university, and to recommend improvements thereof to the senate
- d. to provide advice to the UAC and to senate committee chairs, and to coordinate their functions
- e. to direct pending business of the senate to the appropriate committee(s)
- f. to perform other functions as the senate and UAC may direct.

b. Committee on Committees

1. Membership

- a. elected: seven senators elected by the senate, including three faculty members from the Tempe campus, one faculty member from the West, Polytechnic, and Downtown Phoenix campuses, and one academic professional from any campus, and the campus presidents from the UAC. Senators will cast votes only for the nominees from their own campus
- b. *ex officio* voting members: the campus presidents from the UAC
- c. *ex officio* nonvoting members: the university president, the provost of the university, or their designees
- d. the term of the elected members shall be two years. One-half of the elected members shall be replaced each year.

2. Purpose and function

a. to nominate faculty and academic professionals to:

1. senate committees other than the committees on Academic Affairs
2. standing university committees and boards
3. officers of the Academic Assembly

b. to forward to the University Senate nominations for membership on committees which, whenever possible, shall exceed the number of vacancies. The University Senate may nominate additional candidates from the floor

- c. to forward nominations for other committees to the appropriate authority, which shall make the appointment(s) from the nominees recommended
- d. to nominate faculty and academic professionals to fill temporary vacancies on committees described in (a) above. The UAC shall make appointments from among the nominees to fill the position for the remainder of the term
- e. to nominate faculty and academic professionals to serve on administratively initiated committees, task forces, presidential committees, or other positions needing Academic Assembly representation
- f. to ensure that diverse areas of the university are represented on committees whenever feasible
- g. to provide for continuity in committee membership, consistent with the concept of rotation
- h. to supervise elections in the senate.

8. Academic affairs committees of the University Senate

a. Curriculum and Academic Programs Committee

1. Membership

- a. elected: each college shall have one member
- b. *ex officio* nonvoting members: the university president, the provost of the university, vice provost for Graduate Education, university librarian, and the chair of the UAC, or their designees
- c. the term of the elected members shall be two years. One-half of the elected members shall be replaced each year.

2. Purpose and function

- a. to serve in a policy-forming and advising capacity in matters concerning:
 - 1. course proposals
 - 2. proposed establishment or disestablishments of academic units, such as colleges, schools, and divisions
 - 3. academic programs, including degrees, certificates, minors, and concentrations
 - 4. academic policies affecting more than one college or school, including changes in existing programs.
 - b. to review and make recommendations concerning:
 - 1. honorary degree policies and criteria
 - 2. proposed curriculum changes ranging from specific to programs
 - 3. General Studies program
 - 4. graduate programs
 - 5. research proposals affecting curriculum
 - 6. extended education
 - 7. graduation requirements
 - c. CAPC may create subcommittees, as needed.
3. Relationships

- a. the chair of the CAPC is a member of the Executive Committee and an *ex officio* member of the University Curriculum Advisory Committee and the Honors Faculty Council
- b. the CAPC maintains liaison relationships with the Honorary Degrees Committee, the General Studies Council, and the Graduate Council.

b. Personnel Committee

1. Membership

- a. elected: 11 senators elected by the senate, including five from the Tempe campus and two each from the West, Polytechnic, and Downtown Phoenix campuses. Senators will cast votes only for the nominees from their own campus
- b. *ex officio* nonvoting members: the university president, the provost of the university, and the chair of UAC or their designees
- c. the term of the elected members shall be two years. One-half of the elected members shall be replaced each year.

2. Purpose and function

To serve in a policy-forming and advising capacity in the study, clarification, and formulation of policies and procedures affecting faculty and academic professionals as specified in the constitution, including but not limited to:

- a. university programs for faculty development in research and training
 - b. faculty promotion and tenure review policies and practices
 - c. faculty employment policies and practices including hiring and affirmative action
 - d. salary and compensation review policies
 - e. grievance policy and procedures
 - f. sabbatical or other leaves of absence
 - g. retirement and health care policies.
3. Relationships

The Personnel Committee maintains communication regarding policies and procedures with the University Promotion and Tenure Committee, the Governance Grievance Committee, the Academic Freedom and Tenure Committee, the Council for Research and Creative Activities, and the Committee on Academic Professional Status.

c. Student-Faculty Policy Committee

1. Membership

- a. elected: 11 senators elected by the senate, including five from the Tempe campus and two each from the West, Polytechnic, and Downtown Phoenix campuses. Senators will cast votes only for the nominees from their own campus
- b. *ex officio* nonvoting members: the university president, the provost of the university, the chair of the UAC, the dean of Student Affairs, and one representative each from Undergraduate Student Government and the Graduate and Professional Students Association, or their designees
- c. the term of elected members shall be two years. One-half of the elected members shall be replaced each year.

2. Purpose and function

To serve in a policy-forming and advising capacity in matters governing *student* conduct, consistent with the *Rules for Maintenance of Public Order* and the *Student Code of Conduct*, in matters concerning student organizations, and in other matters related to students, including:

- a. undergraduate and graduate admission and readmission policies and procedures
- b. registration, graduation requirements, grading policies, scheduling, withdrawal policies, course load maximums, and program of study filing requirements
- c. student activities related to academic development, including: advisement, counseling, and academic organizations
- d. policy development with respect to student-faculty-administration relationships
- e. review of organized extra-classroom activities to assess their continued effective relation to university academic goals
- f. policy development with respect to academic integrity
- g. review of undergraduate education, including teaching in a research institution.

3. Relationships

To liaison with the Undergraduate Admissions Board, the Registrar's Advisory Committee, the University Undergraduate Standards Committee, the Office for Graduate Education, Undergraduate Student Government, and the Graduate and Professional Students Association.

9. Other Committees of the Senate

a. University Policy and Procedures Committee

1. Membership

- a. elected: 11 senators elected by the senate, including five from the Tempe campus and two each from the West, Polytechnic, and Downtown Phoenix campuses. Senators will cast votes only for the nominees from their own campus
- b. *ex officio*: the university president, the provost of the university, the executive vice president and chief financial officer of the university, and the chair of the UAC or their designees
- c. the term of elected members shall be two years. One half of the elected members shall be replaced each year.

2. Purpose and function

To serve in an advisory capacity in the study, clarification, and formulation of policy and procedures in areas affecting the university, including:

- a. strategic planning, annual budget planning, and allocation of university resources
- b. technology transfer policies, including patents and copyrights
- c. university services and facilities, including parking services, the libraries, and computing services
- d. information services, including information gathering and dissemination on issues affecting higher education, faculty, and academic professionals
- e. public relations initiatives, including those of the university's public relations units, the ASU Foundation, and the Alumni Association.

C. Joint Faculty-Student Committees

1. The Committee on Committees shall nominate to the university president faculty to serve on committees formed by authority of the ASASU Constitution.
2. Faculty on committees formed by authority of the ASASU Constitution shall act in a manner consistent with university policy, and refer any questions of interpretation or conflict of policy arising in the student committee to the Student- Faculty Policy Committee.
3. The UAC, in consultation with ASASU, shall appoint students to *ex officio* membership on those senate committees it believes appropriate.
4. The senate shall request that the university president appoint such faculty-student *ad hoc* committees as it shall deem advisable for the purpose of obtaining the counsel of faculty and students in carrying out its constitutional responsibilities.
5. All faculty-student committees and boards shall file a copy of all reports with the UAC for the information of and possible reaction by the senate.

D. Relationship of University Standing Committees to the Senate

1. University standing committees and boards are university-wide and have continuing functions as designated by the university president. The university president may establish or discontinue university standing committees and boards, reporting such actions to the University Senate.
2. Members of the Academic Assembly shall be nominated for membership on university standing committees and boards by the Committee on Committees.

- University standing committees and boards report to the university president, filing a copy of all reports promptly with the UAC for transmittal to the appropriate liaison senate standing committee(s).

When a university standing committee or board finds a matter that is a responsibility of the senate, it shall recommend changes of policy to the senate, through the UAC, and shall support such recommendations by describing the current situation and the purpose and probable consequences of the change. The senate will treat the recommendation as if it were a recommendation from a senate committee.

- Senate committees may ask appropriate university standing committees and boards for information on university policy related to the areas that are responsibilities of the senate under the constitution.
- The UAC shall evaluate the effectiveness of the university standing committees and board structure and recommend improvements thereof to the senate.

Bylaw III of the University Senate

Bylaw dealing with the election of the presidents-elect of the Academic Assembly campus memberships and members of elected committees.

A. Standard Election Procedures

The election of the presidents-elect of the Academic Assembly campus memberships and members of elected committees shall be conducted by electronic mail in accordance with the following schedule and procedures:

- Prior to February 15, the senate Committee on Committees shall prepare a list of candidates for each vacancy. The list should include two candidates for president-elect of each campus, and the number of candidates for elected committees should exceed the number of vacancies.
- The secretary of the senate is responsible for the operation of elections, acting in consultation with the chair of the senate Committee on Committees and the chair of the University Academic Council.
- By February 15, or when the candidate list is complete, the secretary of the senate or designee shall ensure that members of the Academic Assembly are notified of the dates of the election, the list of candidates prepared by the committee, and the option of proposing additional nominees by petition. Notification shall be through a posting on the University Senate Web site, by electronic mail, and by available and appropriate print sources.
- The period of time between notification and the election should be no less than five and no more than ten working days. Valid petitions received by the chair of the Committee on Committees during this period shall be placed on the ballot. Valid petitions for Tempe campus positions require signatures of at least 25 assembly members from the Tempe campus. Valid petitions for other campuses require signatures of at least ten assembly members from the campus for which the position is designated.
- Any ballot that includes more than two candidates for an office shall be structured to permit preferential voting for that office, as specified in *Robert's Rules of Order*, which shall also guide how to determine the results of the election.
- The election will begin immediately after the conclusion of the notification period. Elections will be by electronic ballot. After ensuring that the voting system is secure, the secretary of the senate or designee shall notify each member of the Academic Assembly of the election period and explain the election process.
- The duration of the election shall be seven days
- Any reports of election difficulties should be directed immediately to the secretary, who shall ensure that such difficulties are eliminated.
- Soon after the election period has ended, the staff persons who operated the electronic balloting system will present the results to a committee composed of the secretary, the chair of the Committee on Committees, the chair of the University Academic Council, and one representative from each campus whose votes are being reported. After determining that the voting system was secure and that all eligible voters who attempted to vote were able to do so, this committee will certify the election results.
- The election results will be reported first to the candidates, then to the UAC, and then by e-mail to senators and on the Senate web page.

B. Other Election Procedures

- If the Committee on Committees is unable to complete a ballot for any campus by February 15, it shall notify the UAC and continue its efforts.
- If the Committee is unable to find more than one nominee per office by February 15, it may offer that ballot to the Academic Assembly.
- If the Committee is unable to complete a ballot for any campus by May 1, the UAC is authorized to work with the faculty of that campus to find nominees and devise appropriate election procedures.

(Originally approved by the Arizona State University Faculty Assembly on April 23, 1982. Approved by the Board of Regents at its July 1982 meeting. Amended by the Faculty Assembly at its January 19, 1984, meeting. Amended by the senate at its November 18 and November 25, 1985, meetings. Approved with further amendments by the Faculty Assembly at its January 28, 1986, meeting. Further editorial amendments adopted by the senate on May 5, 1986. Substantive recommendations proposed by legal counsel of the Board of Regents were received by the University Senate Personnel Committee and approved by the University Senate on January 19, 1987. Revisions proposed by the Constitution

and Bylaws Review Committee were approved by the University Senate at its November 18, 1991 meeting by the Academic Assembly on February 11, 1992. Approved with revision [removal of Section B(4)(b) of Bylaw I] by the Board of Regents on August 27, 1992. Revisions approved by the University Senate at its April 15, 1996 meeting. Revised document approved by the Academic Assembly on October 25, 2000. Report of the Tellers Committee approved by the Senate Executive Committee on October 30, 2000. University Senate accepts the report of the Tellers Committee on November 13, 2000. Revisions approved by University President Coor on December 15, 2000. Revisions proposed by the Constitution and Bylaws Review Committee [University Affairs Committee] were approved by the University Senate at its March 29, 2004 meeting. Further revisions were approved by the University Senate in 2009 and 2010.)

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[Emilie Roy](#), Editor Associate, 480/965-1875

ASU Curriculum and Academic Committee
Curriculum Review Procedures and Responsibilities

ARIZONA STATE UNIVERSITY

**University Senate
Course Review Procedures
and Responsibilities**

Fall 2013

**Thomas Schildgen
President of the University Senate**

University Senate Ad-Hoc Committee on Course Review Procedures and Responsibilities

As a result of the discussion regarding the acceptance of new courses on the Consent Agenda during the November 2013 Senate meeting, an Ad-Hoc Committee on Course Review Procedures was formed. The ad-hoc committee is part of a rapid response to solve this problem by the December 2nd Senate Meeting with respect to Major Map deadlines.

The members of the Senate Ad-Hoc Committee on Course Review Procedures are:

**Frederick Corey,
Charles Barbee,
Michael Rosenberg,
Rojann Alpers,
Sergio Quiros,
Joseph Carter,
Thomas Schildgen,
and Helene Ossipov.**

Objectives for the University Senate Ad-Hoc Committee on Course Review Procedures and Responsibilities

The Senate Ad-Hoc Committee on Course Review Procedures, is charged with the timely completion of the following objectives.

- 1. Define the previous review process for new/modified courses (Before July 2011)**
- 2. Define the current review process for new/modified courses (After July 2011)**
- 3. Determine if there are any efficiencies gained by either creating a subcommittee of CAPC that reviews new/modified course impacts on related academic units at the University, or any other enhancements in the senate review process that ensure curriculum changes are functional across the University.**
- 4. Propose any necessary Bylaw changes as a result of the process changes made in the Summer of 2011**

New Course Policy And Procedures Prior to July 2011

The Curriculum and Academic Programs Committee (CAPC) was originally charged by the Provost Matrix to make recommendation for the establishment of new courses.

Each member of CAPC was charged with the review of every new course.

Reasons for the change in July 2011:

- **Work load was too extensive on committee members and there was difficulty in getting faculty to serve on the CPAC committee.**
- **CAPC became politically charged, and the committee members were not always knowledgeable about the different disciplines to make judgment on new courses.**
- **Faculty that proposed new course(s) had to wait multiple semesters before the course(s) could be introduced. Faculty and administrators were frustrated.**

University Senate Ad-Hoc Committee on Course Review Procedures and Responsibilities Provost Matrix After July 2011

This matrix outlines university level review and approval steps; proposals must also undergo the appropriate review and approval steps at the unit and college level. A program may not be implemented until the Provost's Office notifies the academic unit that the program may be offered.

PROGRAM/PROPOSAL	ACADEMIC PLAN	GRADUATE EDUCATION[1]	CAPU[2]	UNIVERSITY SENATE	ADMINISTRATIVE APPROVALS
The following items must be approved by 1) ABOR's Academic Affairs Committee as part of ASU's academic plan, or 2) the ABOR System President. There is no required order of events for ABOR and internal approval steps.					
Academic Unit:					
Establish, reorganize or disestablish an academic unit	Must be included on ABOR approved Academic Plan	Recommendation required[1]	Recommendation required[1]	Recommendation required	Provost/President
Renews of an academic unit	Must be included on ABOR approved Academic Plan	Recommendation required[1]	No action required	No action required	Provost/President
Degree programs[4]					
Establish a degree program or disestablish a high demand degree program	Must be included on ABOR approved Academic Plan	Recommendation required[1]	Recommendation required[1]	Recommendation required	Provost/President
Renews, transfer or merge a degree program; disestablish a degree program (except high demand)	Must be included on ABOR approved Academic Plan	Recommendation required[1]	Recommendation required[1]	Recommendation required	Provost/President
Minor:					
Establish a minor where no major exists	Must be included on ABOR approved Academic Plan	No action required	Recommendation required[1]	No action required	Provost (or designee)
The following items do not go to ABOR as part of the ASU Academic Plan; however, proposed programs should be included on the approved College/School Academic Plan.					
New offering:					
Request a new offering of an existing academic program	Include on College/School Academic Plan	Recommendation required[1]	No action required	No action required	Provost
Concentration:					
Establish, renew, or disestablish a concentration	Include on College/School Academic Plan	Recommendation required[1]	Recommendation required[1]	No action required	Provost (or designee)
Certificate[5]					
Establish, renew, or disestablish a certificate	Include on College/School Academic Plan	Recommendation required[1]	Recommendation required[1]	Recommendation required	Provost (or designee)
Minor:					
Establish, renew or disestablish a minor	Include on College/School Academic Plan	No action required	Recommendation required[1]	No action required	Provost (or designee)
Existing graduate program:					
Change an existing graduate program; establish a collaborative, concurrent or dual program	Contact the Graduate College	Approval required [1]	No action required	No action required	Provost (or designee)
Courses[6]					
Establish New Course	Submit proposal to Curriculum Change/Maker	No action required	No action required	Recommendation required (Consent agenda)	Provost (or designee)
Existing Course deletion or modifications (e.g., prefix, number, title, description)	Submit proposal to Curriculum Change/Maker	No action required	No action required	No action required	Provost (or designee)
Admission standards:					
Changes in existing admission standards	Dean's approval required	Recommendation required[1]	No action required	No action required	Provost (or designee)
Refer to the Provost's Office Curriculum Development webpage for proposal templates					

University Senate Ad-Hoc Committee on Course Review Procedures and Responsibilities

Further Justification for the New Course Policy And Procedures After July 2011

- 1. Each of the academic units are best qualified, along with their college curriculum committees, to review and approve courses, certificates, or degree programs specific to their disciplines.**
- 2. Arizona State University has become more interdisciplinary in course and degree offerings.**
- 3. The pace of change at ASU has increased and timely decisions are becoming more critical.**
- 4. Higher Education has become more competitive with increased on-line delivery and for profit institutions, thus academic units must act efficiently when delivering new course offerings.**

Senate Responsibilities for the Review of New Courses After to July 2011

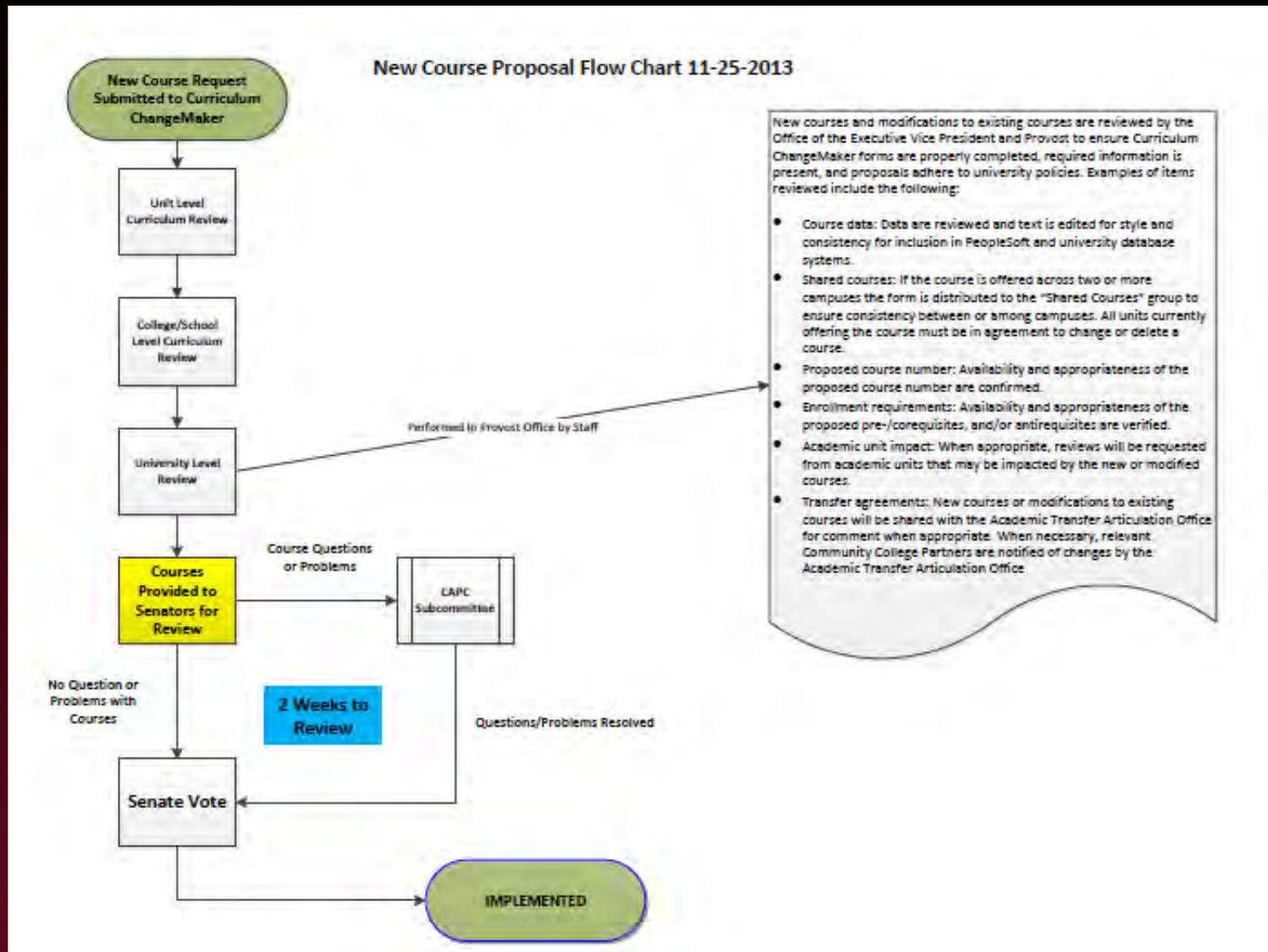
University Senators represent each of the degree granting academic programs across the University, and as faculty we are the stewards of the curriculum offerings at Arizona State University.

1. Each senator is responsible for working with their department's academic curriculum committee to be aware of new course proposals and what conflicts may exist.

2. Each senator is responsible for using Curriculum ChangeMaker to access the new course documentation and any impact issues with related academic units across the University.

3. If issues are raised on the floor of the Senate regarding specific new courses listed on the consent agenda, the senators who represent that college and academic unit will answer questions.

Flow Chart for the Review of New Courses After to July 2011



University Senate Ad-Hoc Committee on Course Review Procedures and Responsibilities

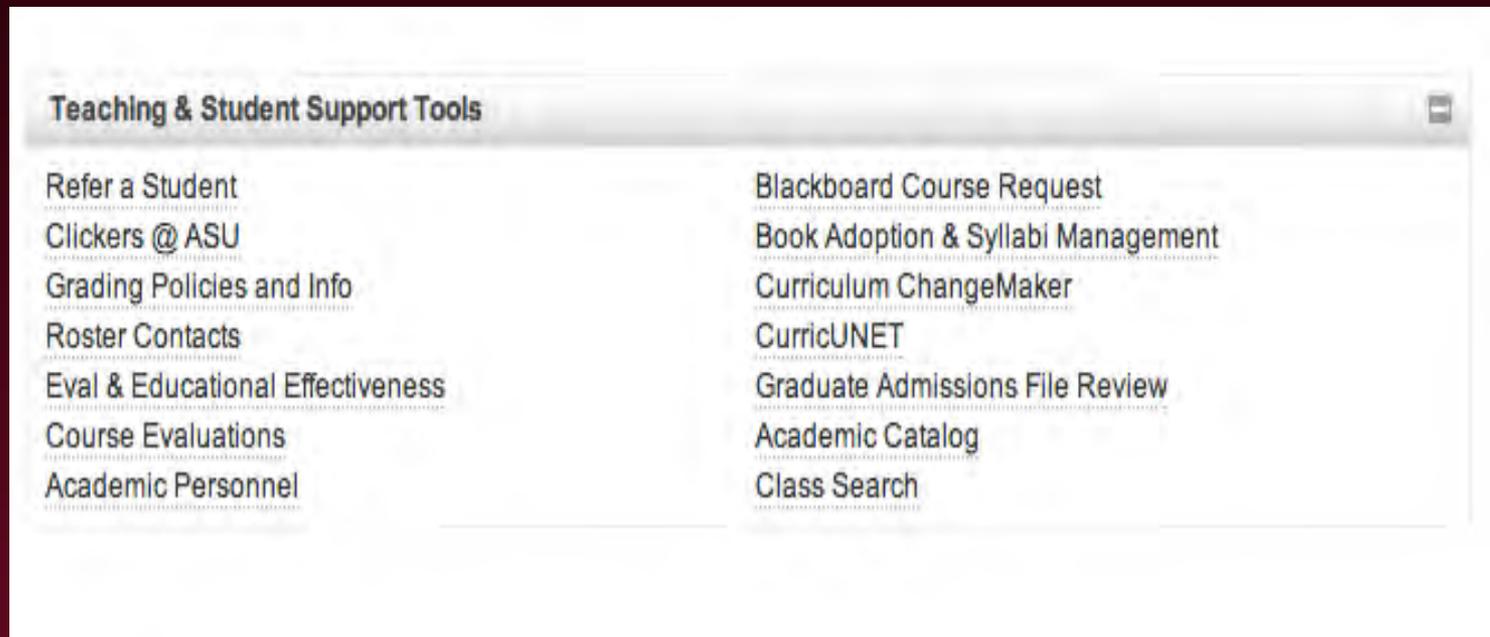
Considerations regarding the University Senate making new course recommendations to the Office of the Provost

The Floor of the Senate is not the appropriate place for discussions specific to academic unit impact issues, and it has been suggested that a sub-committee of CAPC could be assigned to review any concerns prior to the next Senate meeting.

If a course comes into question from the consent agenda, it is taken from the consent agenda and discussed after the consent agenda is voted on. If there appears to be no immediate solution, the course is tabled and sent to the sub-committee of CAPC and becomes a separate vote at the next Senate meeting.

New Course Proposals: How to access the proposals

1. Sign in to my.asu.edu
2. In the module underneath the one that has your courses, you should see a link for Curriculum ChangeMaker; click on that.



New Course Proposals: How to access the proposals

3. You will be brought to this page. If you're not on this page, then click on Search to get to this page. Fill in the prefix and number of the course you want and select New Course Form in the drop-down menu for Form Type.

The screenshot shows a web browser window with the URL <https://aztransmac2.asu.edu/cgi-bin/WebObjects/ChangeMaker.woa/2/wo/zB2RzRYTqNbvVsNdYz8p7M/0.15.1>. The page header includes the ASU logo and navigation links: ASU Home, My ASU, Colleges & Schools, A-Z Index, Directory, Map, Home Desktop, and SIGN OUT. The main content area is titled "curriculumchanger" and features a navigation bar with links: Create New Forms, My Forms, 1 Pending Review, Search, Settings, and Help. Below the navigation bar, there are three input fields: "Course:" with sub-fields for "CTI" and "212" and a "Title:" field; "Form Type:" with a dropdown menu currently set to "New Course Form"; and "Department:" with a dropdown menu. A "Search" button is located below these fields. At the bottom of the form area, there are links for "Advanced Search", "Custom Search", and "User Directory". Three blue arrows are overlaid on the image: one points to the "Course:" field, another points to the "Form Type:" dropdown, and a third points to the "Search" button.

New Course Proposals: How to access the proposals

4. Just for fun, I filled in CTI 212. Click on the name of the course to get more information.

The screenshot shows the ASU Curriculum Changer interface. At the top, there is a navigation bar with the ASU logo and the text "ARIZONA STATE UNIVERSITY". To the right of the logo, there are links for "ASU Home", "My ASU", "Colleges & Schools", "A-Z Index", "Directory", "Map", and "Helene Ossipov SIGN OUT". Below the navigation bar, the main heading is "curriculum changemaker". To the right of the heading, there are links for "Create New Forms", "My Forms", "1 Pending Review", "Search", "Settings", and "Help". Below the heading, there is a search bar that says "Search Forms Found: 1". To the right of the search bar, there are filters for "Status", "Form Type", "Department", "Created", and "Submitted". The table below shows one proposal:

Search Forms Found: 1	Status	Form Type	Department	Created	Submitted
CTI 212 MAKE Your Ideas Happen 1 - 2151: Spring 2015 CL: None 11/4/2013	Pending Revisions	New Course Form	Technology and Innovation	10/07/2013	10/18/2013

New Course Proposals: How to access the proposals

5. Finally, here's the information on the course. There should be a link on the bottom to access syllabi and any other documentation that has been submitted.

curriculumchangemaker View History View Comments Home Help

New Course Form 1 of 1

CTI 212 MAKE Your Ideas Happen 1 - 2151: Spring 2015 | CL: None 11/4/2013

Originator: Laura Rodriguez Status: Pending Revisions Department: Technology and Innovation
Date Created: 10/07/2013 Submitted: 10/18/2013 Completed:
College: Technology and Innovation
Course: CTI 212 MAKE Your Ideas Happen 1
Shared subject: No Abbreviated title: MAKE Your Ideas Happen
Effective term: - 2151: Spring 2015
Course description: Students implement real solutions by developing and testing their ideas and improving them through experimentation and actual practice, under guidance of faculty. Gain understanding of the role different disciplines can play in society and the broader issues related to serving customer and community needs. Open to students of all disciplines and majors who have an interest in making an idea become real.
Prerequisite(s): Corequisite(s):
Pre- or corequisite(s): Antirequisite(s):
Crosslisting: | CL: None Crosslisted course(s):
Primary/graded component: Integrated lecture/lab
Optional component(s):
Grading basis: A-E
Repeat for credit?: No
Special fee?: Yes
Course justification: Course provides for students within and outside of the CTI to have a faculty mentored experience in developing and testing products and ideas. The course and its philosophy allow a wide variety of majors to come together for a team-based experience based on the CTI theme of making ideas reality. The course has been taught twice as an omnibus course CTI 294: MAKE Your Ideas Happen.
Related courses: None
Required for a degree program?: No
Program name and plan code: None
Omnibus course 1: CTI 294 MAKE Your Ideas Happen Topic ID 1: 2
Omnibus course 2: Topic ID 2:
Current faculty: Dr. Mitzi Montoya, Vice Provost and Dean, College of Technology and Innovation
Audrey Iffert, Advisor to the Vice Provost and Dean, College of Technology and Innovation
Katherine Clemens, Fellow in Strategic Initiatives, College of Technology and Innovation
Additional resources: All MAKE Teams have access to the CTI Startup Labs at ASU Polytechnic for prototyping needs associated with their team projects.
Library holdings: Present library holdings support this course.
Edited course: CTI 212 MAKE Your Ideas Happen. (1)
Students implement real solutions by developing and testing their ideas and improving them through experimentation and actual practice, under guidance of faculty. Gains understanding of the role different disciplines can play in society and the broader issues related to serving customer and community needs. Open to students of all disciplines and majors who have an interest in making an idea become real. Integrated lecture/lab
Tentative Senate consent agenda: 11/4/2013

Document	Document Name	File Type
Review Document	MAKE 212_Syllabus - 2013-10-17 21:13:52 Etc/GMT	application/pdf

Resolution of Student and Graduate Comments and Complaints
Arizona State Board for Private Postsecondary Education

You Are Here: [Home](#) > [student info](#) > [compliance](#)

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Student Complaint Procedure

In accordance with State law, the Arizona State Board for Private Postsecondary Education ("Board") is responsible for investigating student complaints against educational institutions licensed by this Board. Pursuant to Arizona Administrative Code Rule R4-39-403, the complaint procedure is stated as follows:

1. If a student has a complaint against a licensed institution or program *and has exhausted all available grievance procedures established by the institution*, that student may file a written complaint with the Board.
2. The Board staff shall investigate the student complaint and may refer the student complaint to the Board's Complaint Committee for initial consideration at a public Complaint Committee Meeting. The complainant and the institution would receive written notice of the date, time and place at which the complaint would be considered by the Complaint Committee.
3. After the initial investigation and consideration of the student complaint, the student complaint shall be placed on the agenda of the next available Public Board Meeting for final consideration by the Board. The complainant and the institution will receive written notice of the date, time and place at which the complaint will be considered by the Board. The complainant's failure to appear at the Board Meeting may result in dismissal of the complaint.
4. If after considering the student complaint, the response of the institution and the findings of the Complaint Committee, the Board determines there are reasonable grounds to believe that the institution is in violation of Board statute or rules, the Board shall set the matter for Hearing pursuant to Arizona Revised Statute Sections 32-3051 and 32-3052.

Receive a [Student Complaint Form](#) 

State-Specific Complaint Contact Information Provided by ASU
Online to Students

Home	Online Degrees ▼	How It Works ▼	What It Costs ▼
Become a Student ▼	Student Resources ▼	About Us ▼	

ASU Online State Contact Info for Online Students

Staff
Contact Us
Newsroom
Accreditation and State Regulatory Authorizations

State Contact Info for Online Students

The U.S. Department of Education requires disclosure to consumers residing in all states. The list below provides contact information for all 50 states, the District of Columbia, and Puerto Rico. It should not be construed as informative of agency regulation, where an institution is licensed or in which states an institution is required to be licensed.

Alabama

Alabama Commission on Higher Education
PO Box 302000
Montgomery, AL 36130-2000
<http://www.accs.cc/complaintform.aspx>

Alaska

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505
customer.service@alaska.gov

Alaska Office of Attorney General
Consumer Protection Unit
1031 W. Fourth Avenue, Suite 200
Anchorage, AK 99501

attorney.general@alaska.gov

http://www.law.state.ak.us/pdf/consumer/Form_complaint.pdf

Arizona

Arizona State Board for Private Postsecondary Education
1400 W. Washington Street

Room 260

Phoenix, AZ 85007

http://azppse.state.az.us/student_info/compliance.asp

Arkansas

Arkansas Higher Education Coordinating Board

Arkansas Department of Higher Education

114 East Capitol Ave

Little Rock, AR 72201

ADHE_Info@adhe.edu

<http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivisi>

Arkansas State Board of Private Career Education

501 Woodlane, Suite 312S

Little Rock, AR 72201

sbpce@arkansas.gov

http://www.sbpce.org/complaint_process.html

California

Attorney General's Office

California Department of Justice

Attn: Public Inquiry Unit

P.O. Box 9044255

Sacramento, CA 94244-2550

http://ag.ca.gov/contact/complaint_form.php?cmplt=PL

Colorado

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, CO 80202

<http://higher.ed.colorado.gov/Academics/Complaints/default.html>

Connecticut

Connecticut Department of Higher Education

61 Woodland Street

Hartford, CT 06105-2326

info@ctdhe.org

Connecticut Department of Consumer Protection

165 Capitol Avenue

Room 110

Hartford, CT 06106

trade.practices@ct.gov

http://www.ct.gov/dcp/lib/dcp/pdf/forms/consumer_statementcpfr-2_re

Consumer Complaint Hotline: (800) 842-2649

Delaware

Delaware Higher Education Office
Carvel State Office Building, 5th Floor
820 N. French Street
Wilmington, DE 19801-3509
dheo@doe.k12.de.us

Delaware Attorney General
Consumer Protection Wilmington:
820 N. French Street, 5th floor
Wilmington, DE 19801
consumer.protection@state.de.us

District of Columbia

District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street, NE
9th Floor
Washington, DC 20002
http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/elementary_and_se

Florida

Florida Commission on Independent Education
325 W. Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
Commissioner@fldoe.org
<http://www.fldoe.org/cie/complaint.asp>

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Pl. #220
Tucker, GA 30084-5334
www.gnpec.org
<http://www.gnpec.org/forms/pdf%20files/ComplaintProcess.pdf>

Hawaii

Hawaii State Board of Education
PO Box 2360
Honolulu, HI 96804
ocp@dcca.hawaii.gov
http://hawaii.gov/dcca/ocp/consumer_complaint

Idaho

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street

PO Box 83720
Boise, ID 83720-0037

Illinois

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701-1404
info@ibhe.org
Institutional Complaint Hotline: (217) 557-7359

Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777
<http://webprod1.isbe.net/contactisbe/> (email)

Illinois Attorney General
Consumer Fraud Bureau
500 South Second Street
Springfield, IL 62706
http://www.illinoisattorneygeneral.gov/about/email_consumers.jsp
<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>
Consumer Fraud Hotline: (800) 243-0618

Indiana

Indiana Commission on Proprietary Education
Attn: Director of Regulatory Compliance
302 W Washington Street, Room E201
Indianapolis, IN 46204
<http://www.in.gov/cpe/files/sf39280-complaint.pdf>

Iowa

Iowa Student Aid Commission
603 E. 12th Street, 5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov
<http://www.iowacollegeaid.gov/images/docs/file/forms/constituentreq>

Kansas

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
<http://www.kansasregents.org/resources/PDF/524-ComplaintProcedure>

Kentucky

Kentucky Council on Postsecondary Education
1024 Capital Center Dr. #320
Frankfort, KY 40601-7512

Kentucky Board of Proprietary Education
911 Leawood Drive
Frankfort, KY 40601-3319

<http://www.bpe.ky.gov/NR/rdonlyres/1BB8CA02-8F89-43A3-8957-ABC>

Office of the Attorney General
Capitol Suite 118
700 Capitol Avenue
Frankfort, KY 40601-3449

consumer.protection@ag.ky.gov

<http://www.ag.ky.gov/NR/rdonlyres/19D2FEF3-0666-49B5-A184-38006>

Louisiana

Louisiana Board of Regents
PO Box 3677
Baton Rouge, LA 70821-3677

<http://regents.louisiana.gov/assets/docs/ProprietarySchools/StudentCo>

Maine

Maine Department of Education
Complaint Investigator
23 State House Station
Augusta, ME 04333-0023
jonathan.braff@maine.gov

Maine Attorney General
Consumer Protection Division
6 State House Station
Augusta, ME 04333

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtm

Maryland

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

<http://www.mhec.state.md.us/career/pcs/gripe.asp>

Maryland Attorney General
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202

consumer@oag.state.md.us

<https://web.oag.state.md.us/editor/customer/onlineformhelpers/formv>

Consumer Protection Hotline: (410) 528-8662

Massachusetts

Massachusetts Board of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108

<http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

Michigan

Michigan Department of Labor & Economic Growth

Office of Postsecondary Services
Proprietary School Unit Staff
201 N. Washington Sq.
Lansing, MI 48913
<http://www.michiganps.net/complaint.aspx>

Minnesota

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
<http://www.ohe.state.mn.us/oheContactForm.cfm> (email)

Minnesota Attorney General's Office
1400 Bremer Tower
445 Minnesota Street
St. Paul, MN 55101
<http://www.ag.state.mn.us/ElectronicForms/ComplaintForm.pdf>

Mississippi

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453

Mississippi Commission of Proprietary Schools and College Registratio
3825 Ridgewood Road
Jackson, MS 39211-6453

Consumer Protection Division
Office of the Attorney General
State of Mississippi
PO Box 22947
Jackson, MS 39225-2947
<http://www.ago.state.ms.us/index.php/contact> (email)
http://www.ago.state.ms.us/images/uploads/forms/MSAGO_Complaint

Missouri

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469
info@dhe.mo.gov

Montana

Montana Board of Regents
Office of Commissioner of Higher Education
Montana University System
2500 Broadway Street
PO Box 203201
Helena, MT 59620-3201

Montana Office of Consumer Protection
2225 11th Avenue

P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov
<http://www.doj.mt.gov/consumer/consumer/consumercomplaint/comp>

Nebraska

Nebraska Coordinating Commission for Postsecondary Education
PO Box 95005
Lincoln, NE 68509-5005

Nebraska Department of Education
Investigations Office
301 Centennial Mall South
PO Box 98987
Lincoln, NE 68509-4987
<http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documer>

Nebraska Attorney General
Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
http://www.ago.state.ne.us/consumer/emailforms/consumer_complain
Consumer Protection Hotline: (800) 727-6432

Nevada

Nevada Commission on Postsecondary Education
3663 East Sunset Road
Suite 202
Las Vegas, Nevada 89120
<http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

New Hampshire

New Hampshire Postsecondary Education Commission
3 Barrell Court #300
Concord, NH 03301-8531
<http://www.nh.gov/postsecondary/complaints>

New Jersey

New Jersey Commission on Higher Education
PO Box 542
Trenton, NJ 08625
nj_che@che.state.nj.us

New Jersey Department of Labor and Workforce Development
1 John Fitch Plaza
PO Box 110
Trenton, NJ 08625-0110
schoolapprovalunit@dol.state.nj.us
http://lwd.dol.state.nj.us/labor/forms_pdfs/edtrain/Conflict%20Resolu

New Jersey Division of Consumer Affairs
124 Halsey Street

Newark, NJ 07102

<http://www.nj.gov/oag/ca/complaint/ocp.pdf>

New Mexico

New Mexico Higher Education Department

2048 Galisteo

Santa Fe, NM 87505

<http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3c>

New York

New York Office of College and University Evaluation

New York State Education Department

5 North Mezzanine

Albany, NY 12234

ocueinfo@mail.nysed.gov

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.htm>

New York Bureau of Proprietary School Supervision

New York State Education Department

99 Washington Avenue, Room 1613 OCP

Albany, NY 12234

New York State Department of State

Division of Consumer Protection

Consumer Assistance Unit

5 Empire State Plaza - Suite 2101

Albany, NY 12223-1556

<https://www1.consumer.state.ny.us/cpb/CauComplaintForm.html>

North Carolina

North Carolina Community College System Office of Proprietary Schools

200 West Jones St.

Raleigh, NC 27603

http://www.nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFi

North Carolina Consumer Protection

Attorney General's Office

Mail Service Center 9001

Raleigh, NC 27699-9001

<http://www.ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da>

North Dakota

North Dakota Department of Career and Technical Education

State Capitol - 15th Floor

600 E. Boulevard Ave. Dept. 270

Bismarck, ND 58505-0610

cte@nd.gov

North Dakota Consumer Protection Division

Office of Attorney General

Gateway Professional Center

1050 E. Interstate Ave. Suite 200

Bismarck, ND 58503-5574

<http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf>

Ohio

Ohio State Board of Career Colleges and Schools

35 East Gay Street, Suite 403

Columbus, OH 43215-3138

<http://scr.ohio.gov/LinkClick.aspx?fileticket=%2bwaKHWPRAH8%3d&>

Ohio Board of Regents

30 East Broad Street, 36th floor

Columbus, OH 43215-3414

Ohio Attorney General

Consumer Protection Section

30 East Broad Street, 14th floor

Columbus, OH 43215-3400

<http://www.ohioattorneygeneral.gov/consumercomplaint>

Oklahoma

Oklahoma State Regents for Higher Education

655 Research Parkway

Suite 200

Oklahoma City, OK 73104

Oklahoma State Board of Private Vocational Schools

3700 Classen Boulevard

Suite 250

Oklahoma City, OK 73118-2864

Oklahoma Office of the Attorney General

Consumer Protection Unit

Attn: Investigative Analyst

313 NE 21st Street

Oklahoma City, OK 73105

<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

Oregon

Oregon Office of Degree Authorization

1500 Valley River Drive

Suite 100

Eugene, OR 97401

Oregon Department of Education

Private Career Schools Office

255 Capitol Street NE

Salem, OR 97310-0203

<http://www.ode.state.or.us/teachlearn/specialty/pcs/forms/complaint-p>

Oregon Attorney General

Financial Fraud/Consumer Protection Section

1162 Court Street NE

Salem, OR 97301-4096

<http://www.doj.state.or.us/finfraud/pdf/concompform.pdf>

Pennsylvania

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Office of Attorney General
Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120

http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Com

Puerto Rico

Puerto Rico Council on Higher Education
PO Box 1900
San Juan, PR 00910-1900

Puerto Rico Department of Justice
PO 9020192
San Juan, PR 00902-0192

Rhode Island

Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street
Providence, RI 02903

Rhode Island Department of Attorney General
Consumer Protection Unit
150 South Main Street
Providence, RI 02903

<http://www.riag.state.ri.us/documents/consumer/ConsumerComplaint>

South Carolina

South Carolina Commission on Higher Education
1122 Lady St., Suite 300
Columbia, SC 29201

[http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedure:](http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedure)

South Dakota

South Dakota Board of Regents
306 E. Capitol Ave, Suite 200
Pierre, SD 57501-2545

South Dakota Office of Attorney General
Division of Consumer Protection
1302 E. Hwy 14 Suite 3
Pierre, SD 57501-8053

<http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplain>

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243
<http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint9>

Texas

Texas Workforce Commission
Career Schools and Colleges - Room 226-T
101 East 15th Street
Austin, TX 78778-0001
<http://www.twc.state.tx.us/svcs/propschools/ps401a.pdf>

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, TX 78752
<http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CC>

Office of the Attorney General
Consumer Protection Division
PO Box 12548
Austin, TX 78711-2548
<https://www.oag.state.tx.us/consumer/complaintform.pdf>

Title 19 of the Texas Administrative Code, Sections 1.110-1.120 - Stud
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti)

Utah

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
consumerprotection@utah.gov
<http://consumerprotection.utah.gov/complaints/index.html>

Vermont

Vermont Department of Education
State Board of Education
120 State Street
Montpelier, VT 05620-2501

Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609-1001

Virginia

State Council of Higher Education for Virginia
101 N. 14th St.
James Monroe Building
Richmond, VA 23219
communications@schev.edu
<http://www.schev.edu/forms/StudentComplaintInformation.pdf>

Washington

Washington Higher Education Coordinating Board
917 Lakeridge Way
PO Box 43430
Olympia, WA 98504-3430
dainfo@hecb.wa.gov

<http://www.hecb.wa.gov/autheval/daa/ConsumerInformation.asp>

Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105
workforce@wtb.wa.gov

http://www.wtb.wa.gov/PCS_Complaints.asp (instructions)

Washington State Office of the Attorney General
1125 Washington Street SE
PO Box 40100
Olympia, WA 98504-0100

<https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=>

<https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx> (cor

West Virginia

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd E., Ste 700
Charleston, WV 25301-2800

Community and Technical College System of West Virginia
1018 Kanawha Blvd. E., Ste. 700
Charleston, WV 25301

West Virginia Office of the Attorney General
Consumer Protection Division
PO Box 1789
Charleston, WV 25326-1789

<http://www.wvago.gov/pdf/general-consumer-complaint-form.pdf>

Wisconsin

Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
P.O. Box 8696
Madison, WI 53708

eabmail@eab.state.wi.us

<http://eab.state.wi.us/resources/complaint.asp>

Wyoming

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

Attorney General's Office
123 Capitol Building

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