



Academic Senate Meeting – Fall 2024

Thursday, October 10, 2024

Agenda

10:00 AM – 11:30 AM

Location: Dezember Leadership and Development Center, Room 409-411

Zoom Link: <https://csub.zoom.us/j/84996177015?pwd=NTRyNlJDNk4xUVY3VmhCNkpieTRiUT09>

Senate Members: Chair M. Danforth, Vice-Chair D. Solano, Senator A. Hegde, Senator C. Lam, Senator N. Michieka, Senator T. Tsantsoulas, Senator M. Naser, Senator D. Wu, Senator S. Sarma, Senator L. Kirstein, Senator A. Stokes, Senator Z. Zenko, Senator S. Roberts, Senator K. Holloway (virtual), Senator H. He, Senator A. Grombly (Sabb. F2024; alt. Jing Wang), Senator E. Correa (alt. A. Reid), Senator J. Deal, Senator R. Dugan, Senator T. Salisbury, Senator J. Cornelison, Senator E. Pruitt, Interim Provost J. Rodriguez, Senator J. Dong and Senate Analyst K. Van Grinsven.

Guests: President V. Harper and D. Cantrell

- I. Call to Order
- II. Approval of Minutes
 - a. September 26, 2024 (handout)
- III. Announcements and Information
 - a. President's Report – V. Harper (**Time Certain: 10:10 AM**)
 - b. Enrollment Management – D. Cantrell (**Time Certain: 10:20 AM**)
 - c. Elections and Appointments – D. Solano (handout)
 - d. ASCSU Proposed Bylaws Change (update)
 - e. Upcoming Events:
 - i. October 14 - Budget Open Forum; 11:00 AM – 12 Noon, Student Union MPR
 - ii. October 16 - Faculty Hall of Fame; 3:30 PM – 5:00 PM, Solario de Fortaleza
 - iii. October 17 - Faculty Recognition; 2:00 PM – 3:00 PM, Albertson Room
 - iv. October 17 - Presidential Papers Ceremony; 3:30 PM – 5:00 PM, Dezember Reading Room

IV. Approval of Agenda (**Time Certain: 10:05 AM**)

V. Reports

- a. Interim Provost's Report – J. Rodriguez
- b. ASCSU Report – Senators Lam and Michieka (handout)
- c. ASI Report – Senator Pruitt
- d. Staff Report – Senator Cornelison
- e. Committee Reports:
 - i. Executive Committee – Vice-Chair Solano (handout)
 - ii. Standing Committees:
 1. Academic Affairs Committee (AAC)– Senator Deal (handout)
 2. Academic Support and Student Services Committee (AS&SS)– Senator Tsantsoulas (handout) (Memo- ITS surveys on Generative AI)
 3. Budget and Planning Committee (BPC) – Senator Wu (handout)
 4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)

VI. Resolutions (**Time Certain: 10:35 AM**)

- a. Consent Agenda
- b. New Business
 - i. RES 242505 Faculty Director Reviews – FAC (handout)
 - ii. RES 242506 Bachelor of Science in Biochemistry Certified by the American Chemical Society (ACS) Concentration – AAC (handout)
- c. Old Business
 - i. RES 242503 Cal-GETC Changes – AAC (handout)
 - ii. RES 242504 Bachelor of Music, Music Teacher Preparation Concentration– AAC and BPC (handout)

VII. Open Forum (**Time Certain: 11:15 AM**)

VIII. Recognition (**Time Certain: 11:25 AM**)

IX. Adjournment



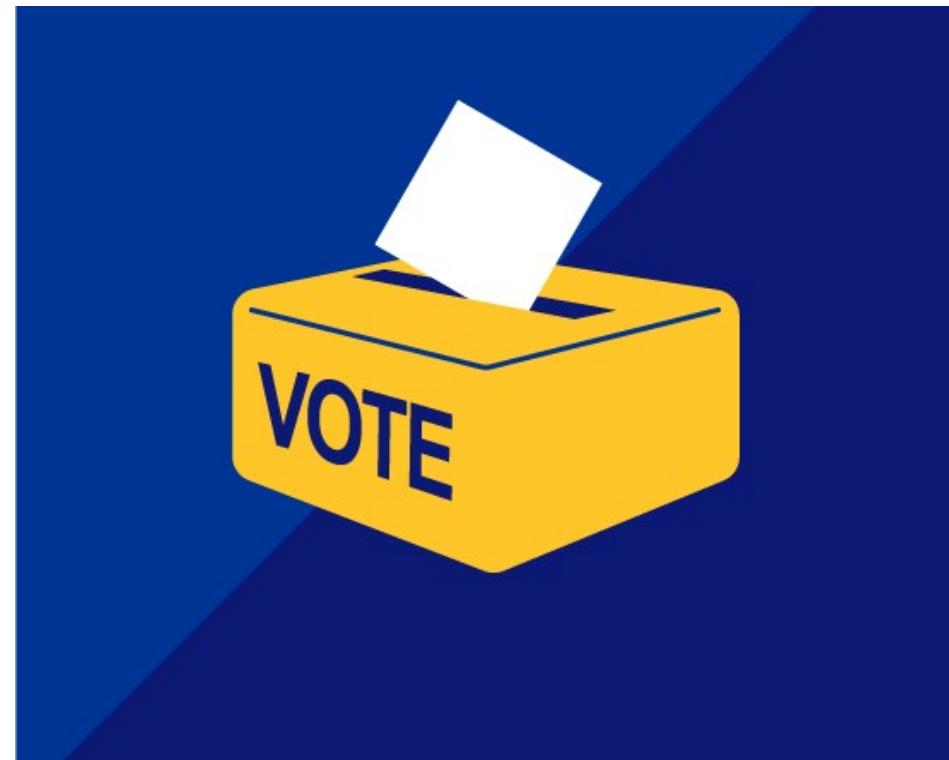
CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Academic Senate: Elections & Appointments

October 10, 2024

Fall 2024 Election & Appointment Updates

- ❖ Let us know if you are aware of any vacancies that need to be filled
- ❖ ASCSU Proposed Bylaws Change election will be on Simply Voting
 - *Election will hopefully run next week*
- ❖ Academic Affairs Committee (AAC) call open now
- ❖ Other appointment results pending



Results of Elected Positions – Congratulations!

- **At-Large Senator Position**

Elected: Rhonda Dugan – Sociology

- **University Review Committee (URC) – Tenured Librarian**

Elected: Kristine Holloway

- **College Election Committees**

AH: *Election in progress – closes Monday, Oct. 14th @ 5 PM*

NSME: *Sophia Raczkowski – Mathematics*

SSE: *Dahna Stowe – Sociology*

2024-25 College Election Committees

Arts and Humanities

- **Douglas Dodd (Chair)**
- Joel Haney
- TBD

Business and Public Administration

- Di Wu
- Atieh Poushneh
- Richard Gearhart
- Jinping Sun

Natural Sciences, Mathematics, and Engineering

- **Prosper Torsu (Chair)**
- Alberto Cruz
- Sophia Raczkowski

Social Science and Education

- **Dirk Horn (Chair)**
- Patrick O'Neill
- Dahna Stowe

Fall 2024 Calls for Elected Positions

❖ Search Committees

- Dean for the College of Arts and Humanities
- Provost and Vice-President for Academic Affairs
- Vice-President of University Advancement

❖ Academic Administrator Review Committees (AARC)

- Dean for the College of Natural Sciences, Mathematics and Engineering.
- Dean for CSUB Antelope Valley Campus
- Dean for the CSUB Library
- AVP for IRPA
- AVP for Enrollment Management
- AVP for GRaSP



CALIFORNIA STATE UNIVERSITY BAKERSFIELD

Report from ASCSU to CSUB Senate Meeting (9/19/2024 – 9/20/24)

I. Resolutions

ASCSU Resolutions for campus feedback

1. AS-3710-24 Resolution on the Interim Time, Place, and Manner Policy
2. AS-3712-24/APEP CSU Response to Delays in the Free Application for Federal Student Aid (FAFSA) Process
3. AS-3713-24/JEDI Revision To The Faculty Trustee Nomination And Selection Criteria And Process

ASCSU First Readings

1. AS-3708-24/APEP Support for Revisions to the CSU Policy on Teacher Education Preliminary Credential Programs WAIVER
2. AS-3709-24/AA Proposed Integration of Cal Poly San Luis Obispo and Cal Maritime in 2026 WAIVER
3. AS-3711-24/FA/JEDI Resolution on the Interim Time, Place and Manner Policy WAIVER
4. AS-3714-24/Exec Special Rule of Order: Eligibility to Vote on Ratification of ASCSU Constitutional Amendments WAIVER
5. AS-3715-24/Exec Schedule and Procedure for Ratification of AS-3660 Amending the Constitution of the Academic Senate of The California State University to Add Three Designated Lecturer Faculty Positions WAIVER
6. AS-3717-24/JEDI/FA Delaying The Call For Faculty Trustee Nominations WAIVER

II. Upcoming ASCSU Meetings

1. Next ASCSU Committee (and Plenary) meeting (11/12/24 – 11/15/24)

III. Senator 2024-2025 Appointments

1. Charles Lam: Member of Fiscal & Governmental Affairs Committee, Liaison to Math Council
2. Nyakundi Michieka: Vice Chair of Faculty Affairs Committee

IV. Prepared by CSUB Representatives to the ASCSU

1. Charles Lam, Professor of Mathematics
2. Nyakundi Michieka, Associate Professor of Economics

Report to the Academic Senate

Senate Executive Meeting October 8, 2024

During the Senate Executive Committee, we addressed the following items:

- **Open spot on the Academic Affairs Committee (AAC):** We decided that a call will be sent out as soon as possible.
- **Options for voting on the ASCSU Proposed Bylaws Change:** The cost to increase capacity on Simply Voting for the rest of the year is \$450. Qualtrics was suggested as an alternative option. C. Lam asked if the election could be broken up into several portions so it can be run on Simply Voting. This option will be explored.
- **Discussion with President Harper:** M. Danforth asked the President about RES 232431 Search and Screening Procedures for Administrators which he did not sign and how we could come up with a resolution he would be willing to sign. President Harper was supportive of many items in the resolution but concerned that waiting for the search committee to be formed until a search firm is approved would create too much of a delay; the search consultant should be working for several months ahead of time to create a pool of candidates. The President also shared his plans for restructuring and allowed time for questions.
- **Additional EC meetings:** Additional EC meetings were scheduled since most of the meeting was spent with the president.

Academic Affairs Committee (AAC)

Report to the Academic Senate

Thursday, October 3, 2024

The Committee discussed Referral 2024-2025 01 - Proposal for New Concentration - B.S. in Biochemistry - ACS Certified. The past and current department chairs, Sarah Forester and Jesse Bergkamp, came to AAC to provide background and answer questions about the proposed degree. Any concerns were addressed by Dr. Forrester and Dr. Bergkamp. The committee voted to approve the proposal. Dr. Deal was tasked with writing a resolution that would be emailed to AAC members for possible revision and final approval before the next Academic Senate meeting.

The remainder of the meeting was spent discussing Referral 2024-2025 12 - Proposal for New Minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies. The Committee generally agreed that some of the concerns from last year had been addressed, but a couple of unresolved concerns still existed. Dr. Deal was tasked with sending an email to the department chair, Dr. Tracey Salisbury, to obtain clarification on a remaining issue. AAC will address the proposal in the next meeting after hearing from Dr. Salisbury. The proposal also went to BPC; the AAC and BPC chairs have discussed composing a joint resolution.

In addition, the Committee postponed the discussion of the following referrals:

- Referral 2024-2025 14 - SOCI Process (with FAC)
- Referral 2024-2025 15 - Timeframe of SOCI Administration (with FAC)

Academic Support & Student Services Committee (AS&SS)

Report to the Academic Senate

Thursday, October 3, 2024

The AS&SS Committee provided feedback on an ASI designed survey for students to assess the need for an improved testing center (referral 2024-2025 #09 Need for an Academic Testing Center). ASI will revise the survey and let the Committee know about plans for distribution. The Committee plans to use the survey results to complete our needs assessment, and in collaboration with BPC, to produce a resolution in the coming weeks.

We also discussed referral 2024-2025 #166: ITS Surveys on Generative AI. The committee reviewed the student survey and produced recommendations for ITS aimed at tailoring the survey to CSUB, shortening its length, and providing more transparency about the purpose and usage of the data to the students. We plan to discuss the faculty survey at our next meeting.



2024-2025 Referral #16

ITS Surveys on Generative AI

FROM Dr. Tiffany Tsantsoulas
Academic Support and Student Services Chair

TO Dr. Melissa Danforth
Academic Senate Chair

cc: Katie Van Grinsven, ASC

DATE October 8, 2024

At its October 3rd 2024 meeting, AS&SS committee members discussed referral #16 related to the two proposed ITS Surveys on Generative AI. We were only able to complete discussion on the proposed student survey. The Committee was overall satisfied with the draft survey provided from SDSU, however we do recognize the need for some targeted edits and modifications to better suit our campus needs. To that end, below are a list of our recommendations. I am happy to discuss them further if needed.

Recommendations:

- Reduce the overall length of the survey to encourage more student participation. We recommend doing so by eliminating Section 5: Future Expectations of AI.
- Add a preamble that:
 - Identifies the body conducting the survey (ITS) with contact information
 - Provides a brief introduction to AI and specifies the meaning of generative AI as it is used throughout the survey
 - Indicates the purpose of the survey, where and how data will be used, and how data will be shared with students. We suggest using the recent staff survey preamble as a model for this.
 - Indicates that the survey results are anonymous

- Estimates how long it will take to complete the survey
- Recommended edits and additions to survey sections:
 - “Demographics and Background”
 - Add questions about hours spent working off campus, socioeconomic class, primary language
 - “Section 2: Experience and Usage of AI”
 - Add question about free vs. fee-based AI tools
 - Remove question #7
 - “Section 3: Perceptions and Attitudes Towards AI”
 - Add: “Do you feel that AI gives some students unfair advantages?”
 - “Section 4: Skills, Education, and Training in AI”
 - Clarify if the offerings are free
 - Remove “Section 5: Future Expectations of AI”
 - “Optional questions”
 - Move question #6 to Section 2



AY2024-2025 Budget and Planning Committee Report

Thursday, October 3rd, 2024
10:00-11:30 AM
BDC 134A-Conference Room

BPC met on October 3rd and discussed a few referrals:

- 1) Natasha reviewed the 2023-2024 budget book and provided additional details about the Fall 2024 Budget Open Forum. The forum is scheduled for October 14th, from 11 AM to 12 PM.
- 2) BPC discussed 2024-2025 Referral 08 – Faculty Hiring Prioritization-Position Control. Natasha expressed concerns about data accuracy, while Senate Wu planned to incorporate additional data from the new budget book.
- 3) BPC discussed 2024-2025 Referral 09 – Academic Testing Center. The committee acknowledged that while the current budget posed challenges, it was essential to understand the campus's concerns and identify the resources needed to address them. They planned to hold a joint meeting with AS&SC in the future to discuss the issues and potential solutions.
- 4) BPC discussed 2024-2025 Referral 12 – Proposal for New Minors Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies and was in favor of this proposal.

Report from the Faculty Affairs Committee of the Academic Senate

In their October 3rd meeting meeting, the FAC met and discussed several referrals, including 2024-2025 07 (Evaluation of Academic Administrators), 2024-2025 15 (Timeline of SOCI Administration), 2024-2025 14 (SOCI Process), and 2024-2025 05 (Faculty Director Performance Review).

Resolution 242501 (Evaluation of Academic Administrators) is under revision after a first reading in the Academic Senate. The FAC Committee desires to do due diligence in revising the Handbook section on Evaluation of Academic Administrators, and how to best incorporate Senate feedback. The FAC Committee has extended an invitation to the AVP and Chief Human Resources Officer to attend the next FAC meeting. The FAC hopes to finalize the resolution after our October 17th meeting.

The FAC discussed a draft resolution to address referrals 2024-2025 14 and 15. This draft was approved by the FAC and has been forwarded to the AAC for further consideration.

The FAC approved a draft resolution on the Evaluation of University-Wide Directors. This resolution establishes a process for evaluating university-wide faculty directors and creates a new handbook section.

2024-2025 Academic Senate: Referral and Resolution Log

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by
9/3/2024	2024-2025 #01 Proposal for New Concentration_BS in Biochemistry-ACS Certified	RES IP	AAC	Whether to approve the proposal for a new concentration in —BS in Biochemistry certified by the American Chemical Society. Carry over referral: 2023-2024 #20 Proposal for emphasis in Biochemistry B.S.	RES 242506 New Concentration_Bachelor of Science in Biochemistry Certified by the American Chemical Society (ACS) Concentration <i>(1st reading scheduled for 10/10/2024)</i>				
9/3/2024	2024-2025 #02 Proposal to Discontinue AGBS Concentration in BSBA	Complete	AAC	Whether to approve the proposal to discontinue the Agricultural Business concentration in the BS in Business Administration program.	RES 242502 Discontinuation of AGBS Concentration in BSBA		9/26/2024	10/4/2024	
9/3/2024	2024-2025 #03 Proposal for New Degree- Bachelor of Music	RES IP	AAC and BPC	Review the proposal for the New Degree – Bachelor of Music, Music Teacher Preparation Concentration Carry over referral: 2023-2024 #23 New Degree Program Proposal- Bachelor of Music in Music Education; RES 232416 Drafted- not passed.	RES 242504 Bachelor of Music Teacher Preparation Concentration <i>(2nd reading scheduled 10/10/24)</i>				
9/3/2024	2024-2025 #04 Cal-GETC Changes	RES IP	AAC	Consider changes to CSUB's lower division General Education (GE) program in relation to the new CSU GE policy, passed by the Board of Trustees in Spring 2024 to align with California General Education Transfer Curriculum (Cal-GETC).	RES 242503 Cal-GETC Changes <i>(1st reading 9/26/24)</i>				
9/3/2024	2024-2025 #05 Faculty Director Performance Reviews	RES IP	FAC	Review and address the Faculty Director performance review process; including which centers and positions need to be reviewed, review committee formation and composition, consideration of Faculty Board Committees to develop their own criteria. Carry over referral: 2023-2024 #08 GECCo Review and Appointment (2022-2023 #22) Carry over referral: 2023-2024 #27 Faculty Director Performance Reviews - Handbook Change	RES 242505 Faculty Director Reviews <i>(1st reading scheduled for 10/10/24)</i>	Handbook Change			
9/3/2024	2024-2025 #06 Sixth-year Lecturer Review - Handbook Change	IP	FAC	Purpose and outcome(s) of the Sixth-year Lecturer Review, etc. <i>Carry over referral 2021-2022 #41 Sixth-year Lecturer Review - Handbook Change</i> Carry over referral: 2023-2024 #03 Sixth-year Lecturer Review – Handbook Change Update: FAC Drafted memo and recommendations - included in Senate Agenda packet 9/26/2024. On EC agenda 10/10/24		Handbook Change			
9/3/2024	2024-2025 #07 Evaluation of Academic Administrators- Handbook Change	RES IP	FAC	Review and consider changes to the Handbook 311 Evaluation of Academic Administrators: include the Chief Diversity Officer, review Academic Administrator titles to ensure they are consistent with current title; Review procedures to clarify review process and consistency of the role of the review committees.	RES 242501 - Evaluation of Academic Administrators <i>(1st reading 9/12/24; on hold)</i>	Handbook Change 311			
9/3/2024	2024-2025 #08 Faculty Hiring Prioritization- Position Control		BPC	Discuss the administration's commitment to the hiring of tenured and tenure-track faculty to match the growth trends of student enrollments and the demographic make up of the student population, and to match or exceed growth in administrative positions (MPPs). Carry over referral: 2023-2024 #36 Faculty Hiring Prioritization- Position Control!					
9/3/2024	2024-2025 #09 Need for an Academic Testing Center		AS&SS and BPC	Whether there is a need for the campus to have an Academic Testing Center to assist with proctoring exams and perhaps full-fledge entrance testing. Consider resources needed and what the structure might be to meet the needs of faculty and students. Carry over referral: 2023-2024 #31 Need for an Academic Testing Center					
9/13/2024	2024-2025 #10 Time Blocks		BPC	The need to reconsider Time Blocks for classes. During discussion, consider how to address meeting patterns that are not visualized in RES 1314059, whether the 50 minutes M/W/F time blocks are sufficient for pedagogical reasons, overlap between current time blocks of different types, effects of time blocks on space utilization. Carry over referral: 2023-2024 #04 Time Blocks and Space Utilization					
9/13/2024	2024-2025 #11 Space Utilization		BPC	The need to reconsider space utilization tactics; consider Assessment of space utilization such as highly used time blocks, poorly used time blocks, classes scheduled outside of time blocks, classes scheduled in non-classroom spaces, etc. Impact of space utilization on approval of future buildings, policies regarding classes scheduled outside of time blocks, and policies to encourage broad use of time blocks and higher space utilization. Carry over referral: 2023-2024 #04 Time Blocks and Space Utilization					
9/16/2024	2024-2025 #12 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies		AAC and BPC	<i>Whether to approve the proposal for new minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies</i> Carry over referral: 2023-2024 #29 Proposal of New Minors- Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies					
9/16/2024	2024-2025 #13 Reconsideration of the Role and Structure for the Committee on Professional Responsibility (CPR)		FAC	Reconsideration of the role and committee structure for the Committee on Professional Responsibility (CPR) including the role CPR plays in the new Faculty Affairs Discrimination, Harassment and Retaliation (DHR). The composition of CPR given the new Faculty Ombudsperson.		Handbook Change 303.8			
9/16/2024	2024-2025 #14 SOCI Process		AAC and FAC	Review the statewide report on the status of student evaluations in the CSU system. Carry over referral: 2023-2024 #35 Administering SOCIs		Possible Handbook Change			
9/16/2024	2024-2025 #15 Timeframe of SOCI Administration		AAC and FAC	Discuss the differences between paper and online SOCI administration considering timelines and changes to the Academic Calendar. Carry over referral: 2023-2024 #35 Administering SOCIs. Update: FAC memorandum included in Senate packet 9/26/24		Possible Handbook Change			
9/30/2024	2024-2025 #16 ITS Surveys on Generative AI		AS&SS	Provide feedback on the two generative AI surveys proposed by ITS for students and faculty.					
9/30/2024	2024-2025 #17 ITS Generative AI Governance Structure		AS&SS	To consider the implementation of one of the two governance structures proposed by ITS: the creation of three new stand-alone AI subcommittees, or combining current ITS governance structures, ITAC and ITC, with a generative AI committee.					

<p>Discussed in EC 10/08/2024. Returned to FAC and BPC.</p>	<p>FAC and BPC</p>	<p>Whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. <i>Carry over referral 2022-2023 #31 Academic Administrators Search & Screening- Handbook Change</i></p> <p>NOTE: Referral 2023-2024 #11 Academic Administrators Search & Screening- Handbook Change. RES 232431 Passed in Senate; not approved by President.</p>	<p>RES 232431 Search and Screening Procedures for Administrators- Handbook Change</p>	<p>Handbook 309</p>	<p>5/9/2024</p>	<p>5/23/2024</p>	<p>Not approved; Memo sent by President 7/18/24</p>
---	--------------------	---	--	---------------------	-----------------	------------------	---



Evaluation of University-Wide Faculty Directors

RES 242505

FAC

RESOLVED: That the Academic Senate recommend revisions to the University Handbook language regarding the evaluation of university-wide faculty directors. (Deletions in ~~strikethrough~~, additions in **bold underline**.)

RATIONALE: This resolution establishes a process for evaluating university-wide faculty directors (e.g., GECCo Director, Director of the FTLC). The creation of a new handbook section requires the updating of subsequent section numbers.

313. Evaluation of University-Wide Faculty Directors

During the third year of service, all University-wide faculty directors, including those in their final year of service as director and those who are retiring shall be reviewed by the faculty. The Provost and Vice President for Academic Affairs shall meet with the faculty director to discuss how they wish to proceed with the review.

The Provost and Vice President for Academic Affairs shall identify the University-wide faculty directors to be reviewed and organize a review committee comprised of one tenured faculty member from each of the Colleges, one Dean's representative, and one student representative appointed by Associated Students, Inc.

In preparation for the review, the director shall submit a self-evaluation of their performance for the period under review to the review committee and the Provost and Vice President for Academic Affairs. In addition, the review committee shall offer the opportunity for all faculty to provide feedback. The review committee shall issue calls for feedback and comments multiple times in the review process and shall remind constituents that the process is confidential. Individuals participating in the evaluation of faculty directors shall submit their written comments on a confidential survey that does not collect identifiable information (e.g., names, email addresses). This survey shall include quantitative and qualitative (i.e., open-ended) assessments, including questions about constituency type so that data can be disaggregated and reviewed by the

committee. The review committee may work with Information Technology Services to develop the survey and build processes for ensuring confidentiality, fairness, and validity. The enclosed comments will then be coded, deidentified, and aggregated by the review committee to ensure the person's confidentiality in the review process.

The review committee is charged with compiling a report on the faculty director's effectiveness based on the feedback collected as well as the self-study provided by the director. This review shall assess the director's effectiveness based on the criteria established at the time of appointment. The review must occur during the spring term of the third year, or sooner if the faculty director has left or is leaving that position. The review committee shall submit its written review of the director to the director and to the Provost and Vice President for Academic Affairs by March first (1st) of that year. The Provost and Vice President for Academic Affairs and director shall then meet to discuss the report by March 15th. Reappointment decisions shall be made by April 1st of that year.

(Below are renumbered sections)

3134 RANGE ELEVATION FOR TEMPORARY FACULTY

Under the current Collective Bargaining Agreement (CBA), temporary faculty have the right in specified circumstances to apply for range elevation, which if granted, shall result in a minimum 2-step salary increase.

3134.1 Eligibility

Temporary faculty (excluding coaches) are eligible for range elevation if they (a) are not eligible for more SSIs in their current range and (b) have been employed in their current range for at least five years.

3134.2 Criteria for Range Elevation

For elevation to the range of Lecturer B or above, the individual must hold a degree appropriate for teaching assignment(s). For teaching faculty, teaching success is the principal requirement for range elevation; service and scholarly work are not required. For Lecturers whose assignments include non-teaching tasks, successful performance on those tasks is required.

3134.3 Application

Application shall consist of 1) a written statement explaining and justifying the applicant's request, and 2) a complete vita.

3134.4 Procedures for Consideration of Range Elevation Requests

- A. Eligible individuals must apply prior February 1 for range elevation to be effective at the beginning of fall semester.
- B. Applications are submitted to the Provost, department or program chair, and to the appropriate school dean. In addition to the application, all levels of review shall review the applicant's personnel action file. The unit committee provides its evaluation to the department chair, who may add his/her own evaluation. The chair forwards the application and all recommendations to the appropriate dean on March 1. All levels of review shall provide copies of evaluations to the applicant.
- C. The appropriate school dean shall make a decision and notify the applicant no later than March 15.

3134.5 Appeals of Range Elevation Denials

Faculty who are denied range elevation may appeal the decision to a Peer Review Panel within fourteen (14) calendar days of notice of denial. The Peer Review Panel shall convene and review each case within thirty (30) days of the appeal. The panel shall allow appellants to make presentations to the Panel and to be represented by CFA, at each appellant's discretion. The Panel shall render a decision within thirty (30) days of hearing an appeal. The decision of the Peer Review Panel shall be final and binding on the parties.

3134.5.1 Formation of Peer Review Panel

In the spring term of each year, if one or more individuals is denied range elevation, the faculty shall elect members to a Peer Review Panel, which shall hear appeals of denials of range elevations as described in section 313.5. Membership in the Peer Review Panel shall include one representative from each school within the University and one at-large member. Faculty members serving on a department range elevation committee in that academic year are not eligible to serve. All other members of the faculty who consent to serve shall be eligible for election.

306.2.2 Criteria for Periodic Evaluation of Faculty

- a. For temporary teaching faculty, evaluations shall focus on teaching performance. For temporary faculty with non-teaching duties, including temporary librarians and counselors, evaluations shall focus on the performance of assigned duties, which may include teaching. Evaluation criteria and procedures shall be made available to the faculty member no later than 14 days after the first day of instruction of the academic term.
- b. In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for probationary faculty, and as enumerated in Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.
- c. Evidence of service and scholarly activity that is included in the file should be addressed. However, if service and/or scholarly activity are not part of the temporary faculty member's assigned duties, omission of such evidence is acceptable.
- d. The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Periodic Evaluation File (PEF). The temporary faculty shall insert appropriate materials to document teaching or other performance. In selecting the documents, the temporary faculty should refer to Appendix G Contents and Organization of the RTP File (WPAF), and to Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.
- e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCI's in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle.
- f. Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a review in the first or second year. Such faculty shall submit SOCI's for a minimum of two classes each year since the most recent review. The review will occur during the Spring RTP cycle.
- g. A unit committee elected by the department faculty from the tenured faculty shall review the PEF for faculty in groups 1 – 3, and prepare a report on the faculty's performance. The report shall be placed in the PEF. For temporary faculty in Group

- 4 only, a written review may be conducted solely by the chair or other appropriate administrator, and placed in the PEF.
- h. The responsible school dean shall review the PEF for temporary faculty in Groups 1 – 3, and prepare a report on the faculty member’s performance. The report shall be placed in the PEF.
 - i. Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The faculty member may request that an evaluation be performed.
 - j. Successful periodic evaluations do not automatically result in range elevations.

For information on range elevations, see Section 3134.

Distribution List: (update as needed)

President
Provost and VP for Academic Affairs
AVP Academic Affairs and Dean of Academic Programs
AVP Enrollment Management
AVP Faculty Affairs
AVP GRaSP
AVP IRPA
School Deans
Dean of Libraries
Dean of Antelope Valley Campus
Dean of EEGO
Department Chairs
General Faculty

Approved by the Academic Senate:


Sent to the President:

President Approved:



ACADEMIC SENATE
CSU BAKERSFIELD

2024-2025 REFERRAL #05
Faculty Director Performance Reviews – Handbook Change

From: Melissa Danforth, Academic Senate Chair 
To: Zachary Zenko, Faculty Affairs Committee (FAC) Chair
Date: September 3, 2024
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on August 27, 2024, the Academic Senate Executive Committee requested that the Faculty Affairs Committee (FAC) review and address the Faculty Director performance review process, as a combination of carry-over referrals 2023-2024 08 GECCo Review and Appointment and 2023-2024 27 Faculty Director Performance Reviews- Handbook Change.

During your discussion, please consider:

- Which campus-wide Faculty Director positions need to be reviewed in this process
- Review committee formation and composition.
- Development of a review process, including which faculty constituencies have an opportunity to provide feedback to the review committee.
- Whether the Faculty Director review process should be based on the department chair review process or a new process.
- Which faculty committee/board of directors develops and maintains the review criteria for each Faculty Director under review.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) 2023-2024 27 Faculty Director Performance Reviews- Handbook Change
- (2) 2023-2024 08 GECCo Review and Appointment
- (3) 2022-2023 22 GECCo Review and Appointment
- (4) FAC Report to Senate 2023-04-20


DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311



Dr. Aaron Hegde
Chair CSUB Academic Senate
California State University, Bakersfield
(661)-654-3110
shegade@csub.edu

2023-2024 REFERRAL #08
GECCo Review and Appointment

FROM: Aaron Hegde, Academic Senate Chair 
TO: Maureen Rush, Faculty Affairs Committee Chair
DATE: September 6, 2023
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on August 31, 2023, the Academic Senate Executive Committee requested that the Faculty Affairs Committee (FAC) continue with their discussion regarding the carry-over referral 2022-2023 22 GECCo Review and Appointment.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution. Thank you.

Attachments:

- (1) 2022-2023 22 GECCo Review and Appointment
- (2) FAC Report to Senate 2023-04-20



Dr. Aaron Hegde
Chair CSUB Academic Senate
California State University, Bakersfield
(661)-654-3110
shegde@csub.edu

2023-2024 REFERRAL #27

Faculty Director Performance Reviews – Handbook Change

FROM: Aaron Hegde, Academic Senate Chair
TO: Maureen Rush, Faculty Affairs Committee (FAC) Chair
DATE: January 31, 2024
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

A handwritten signature in black ink, appearing to read "A. Hegde".

At their meeting on January 30, 2024, the Academic Senate Executive Committee requested that the Faculty Affairs Committee (FAC) review and address the Faculty Director performance review process.

During your discussion, please consider:


- Which centers and Faculty Director positions need to be reviewed in this process
- Review committee formation and composition
- Consideration of Faculty Board Committees to come up with their own criteria.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution. Thank you.



Dr. Aaron Hegde
Chair CSUB Academic Senate
California State University, Bakersfield
(661)-654-3110
shegde@csub.edu

2022-2023 REFERRAL #22
General Education Curriculum Committee (GECCo)
Review and Appointments

FROM: Aaron Hegde, Academic Senate Chair 
TO: Mandy Rees, Faculty Affairs Committee (FAC) Chair
DATE: February 21, 2023
cc: Beth Bywaters, Academic Senate Administrative Analyst Retired Annuitant

At its meeting on February 21, the Academic Senate Executive Committee requested that the FAC address the issue of the GECCo Review and Appointments. During your discussion, please consider:

- Whether GECCo draws the criteria for review of the GE Faculty Director
- Whether the GE Faculty Director review be treated as a Department Chair review
- Whether faculty constituency (various schools) have an opportunity for feedback in the review
- Whether GECCo members reach out to other faculty to give them an opportunity to respond
- Clarify the review process steps between GECCo, Faculty, and VP Academic Affairs,
- Clarify the process for the appointment/reappointment of the Faculty GE Director

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Faculty Affairs Committee
Report to Senate
April 20, 2023

FAC prepared three resolutions for consideration by the Senate: Honorary Doctorate Procedures, RTP Evaluation Letters, and RTP—2nd Year Materials.

A discussion was held on 2022-23 Referral #27: Standing Committee — Bylaws Change Section IV. FAC is in favor of adding an eligibility requirement of at least one year on the Senate.

Regarding other referrals on the FAC docket:

2021-22 Referral #20: Accessibility of Instructional Materials: FAC's recommendation that book order deadlines be included on the Academic Calendar was accepted. Guidelines currently exist in the handbook for handling book orders. If other details need to be managed on this topic, they can be considered next year.

2021-22 Referral #40: Digitizing the Performance Review Process: FAC recommends that discussion on this topic be postponed until the new software for faculty reviews (to replace Box) is selected.

2022-23 Referral #41: Sixth-year Lecturer Review – Handbook: Work on this section (which needs major overhauling) has begun, but the committee did not have time to complete it. Notes will be forwarded to next year's committee.

2022-23 Referral #22: General Education Curriculum Committee (GECCo) Review and Appointments: Postponed.

2022-23 Referral #23: Effect of Sabbatical on Assigned Time and Release Time: No current action was taken. The committee recommends consulting with the UPRC and URC to see if a policy is needed, or if allowing flexibility is preferred.



**Bachelor of Science in Biochemistry Certified by the American Chemical Society
(ACS) Concentration**

RES 242506

AAC

RESOLVED: That the Academic Senate approve the proposed new Bachelor of Science in Biochemistry Certified by the American Chemical Society (ACS) concentration.

RATIONALE: Although the Department of Chemistry and Biochemistry has a current biochemistry degree, this proposed new concentration will better prepare students in biochemistry if they intend to attend graduate school. The department currently houses a Chemistry degree certified by the ACS, so this change would provide biochemistry students with a similar level of training. Recent increases in the number of biochemistry students have led to an increase in the demand for the professional certification. The proposed degree program will be supported by sufficient and dedicated resources to ensure its successful future operations.

Attachment:

Changes-To-Degree-Form_NSME CC Approved_ACS Biochemistry Degree Proposal_Updated
New Concentration Proposal-ACS certified Biochemistry_BS

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
NSME Dean
NSME Associate Dean
NSME Advising Center
Dean of Libraries
NSME Department Chairs
NSME Faculty

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311


Approved by the Academic Senate:
Sent to the President:
President Approved:



ACADEMIC SENATE
CSU BAKERSFIELD

2024-2025 REFERRAL #01

Proposal for New Concentration - B.S. in Biochemistry - ACS Certified

From: Melissa Danforth, Academic Senate Chair 

To: John Deal, Academic Affairs Committee (AAC) Chair

Date: September 3, 2024

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on August 27, 2024, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) review and address the proposal for a new concentration – BS in Biochemistry certified by the American Chemical Society, submitted by the Department of Chemistry and Biochemistry.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on any students in the program.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) RE_New Concentration Proposal-ACS certified Biochemistry_BS
- (2) Changes-To-Degree-Form_NSME CC Approved_ACS Biochemistry Degree Proposal_Updated

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311

academicsenatechair@csub.edu csub.edu/senate

THE CALIFORNIA STATE UNIVERSITY



CSU Bakersfield

California State University, Bakersfield
Academic Operations & Support Services
Mail Stop: EDUC 22, 9001 Stockdale Highway
Bakersfield, California 93311-1022
Email: curriculum@csub.edu
Tel. (661) 654-6181

DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM
CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

CHANGES TO DEGREE FORM

Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2024
PROGRAM REVISION PROGRAM CANCELLATION
PROGRAM PLACED IN MORATORIUM ADD CONCENTRATION ADD EMPHASIS
ADD OPTION ADD MINOR

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Natural Sciences, Mathematics, and Engineering
Department: Chemistry and Biochemistry
Proposed by: Sarah Forester

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title: Bachelor of Science Degree in Biochemistry Certified by the American Chemical Society

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description (Insert Degree Description from Current University Catalog; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details):
Requirements for the Bachelor of Science Degree in Biochemistry Certified by the American Chemical Society
Total Units Required to Graduate 120 units
Major Requirements 8173 units
Chemistry Courses 5749#
Cognates 24
Minor Requirement 0 units
General Education Requirements 38 units
First-Year Seminar 2
LD Area A Foundational Skills 9
LD Area B Natural Sciences 0*
LD Area C Arts and Humanities 6
LD Area D Social and Behavioral Sciences 3
LD Area F Ethnic Studies 3

American Institutions	6
SELF	0*
Junior Year Diversity Requirement	3
UD Thematic Areas C and D	6
Capstone	0*
GWAR	0*
Additional Units	19 units

* Satisfied in major or cognate

Requirements for the Major in Biochemistry Certified by the American Chemical Society (8173 units)

a. Core Requirements (603 units)

1. **Lower Division (1648 units)***
 CHEM 1000, 1001, 1100, 1600, ~~2200~~, 2300, 2400, 2940 [Satisfies Areas B1]

2. **Upper Division (2034 units)***
 CHEM 3300, 3301, ~~3310, 3311~~, 3400, 3401, 3600, 3948, ~~4400, 4401~~, 4948 ~~(25 units)~~
~~6 additional units of upper division coursework in Biology or Chemistry selected from the following list: BIOL 2010, BIOL 3020, BIOL 3220, BIOL 3410, BIOL 3420, BIOL 3530, BIOL 3540, BIOL 3550, BIOL 4100, BIOL 4200, BIOL 4440, BIOL 4450, BIOL 4460, CHEM 3100, CHEM 3500, CHEM 3510, CHEM 3610, CHEM 4010, CHEM 4020, CHEM 4100, CHEM 4101, CHEM 4110, CHEM 4120, CHEM 4121, CHEM 4200, CHEM 4410, CHEM 4420, CHEM 4500, CHEM 4510, CHEM 4700, CHEM 4800, CHEM 4830 (6 units)~~

3. **Cognates (24 units)***
 Biology (8 units) [Satisfies Area B2 and B3]
 • BIOL 2010
 • BIOL 2110 or 2120
 Mathematics (8 units) [Satisfies Area A4], choose one of the following sequences:
 • MATH 2010, 2020 or
 • MATH 2310, 2320 or
 • MATH 2510, 2520
 Physics (8 units) [Satisfies Area B1 and B3], choose one of the following sequences:
 • PHYS 2110, 2120 or
 • PHYS 2210, 2220

b. Additional Requirements for the B.S. in Biochemistry Certified by the American Chemical Society (21 units)

1. **Lower Division Courses (6 units):**
CHEM 2110, 2240

2. **Upper Division Courses (12 units):**
CHEM 3310, 4100, 4101, 4110, 4120, 4121, 4401, 4800 (3 units)

3. **3 additional units in chemistry selected from the following list: CHEM 3110, 3311, 3500, 3510, 3610, 4200, 4410, 4500, 4510**

*The minimum GPA for these ~~8172~~ units is 2.0

Formatted: Not Highlight

Formatted: Indent: Left: 0", First line: 0"

Formatted: Font: 10 pt, Not Bold, No underline

Formatted: Font: Not Italic

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development

(degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Program Description and Minor Requirements:

RATIONALE FOR DEGREE PROPOSAL *(required)*:

Provide Rationale for Degree Proposal:

The Department of Chemistry and Biochemistry currently offers an ACS degree in chemistry in addition to a traditional chemistry degree. Since the number of traditional biochemistry majors has increased in recent years, the department should also start offering an ACS degree in biochemistry. This degree would prepare students for a wide range of opportunities in industry, graduate school, and health profession programs. The ACS degree in biochemistry is one of great breadth and depth, and the department has the faculty to teach all necessary courses. The proposed degree meets ACS requirements as it offers 5 areas in foundational course work (analytical, biochemistry, inorganic, organic, and physical chemistry), more than 4 in-depth courses, and 400 lab hours. The newly proposed course, CHEM 2240, will be taught once per year. This course will satisfy ACS degree requirements, as it meets the 3 units needed for foundations in inorganic chemistry. CHEM 2110 (3 units) in combination with CHEM 1100 (2 units) will satisfy the requirements for foundations in analytical chemistry. CHEM 2110 also serves biology students seeking to apply for CLS programs.

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

The Department of Biology was consulted on this proposal due to the proposed modification of CHEM 2100 (analytical course taken by biology students that want to apply to CLS programs) and addition of BIOL 2230 as a cognate. They do not see any significant issues with introducing BIOL 2230 as a possible cognate for the proposed track. A concern was raised about CHEM 2110 satisfying the analytical requirement for CLS programs. Due to this concern, the Department of Chemistry and Biochemistry has decided to keep offering CHEM 2100, and CHEM 2110 (if approved), until it has been determined that CHEM 2110 is sufficient for applying to CLS programs.

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

CHEM 2240 Foundations of Bioinorganic Chemistry

CHEM 2110 Foundations of Quantitative Chemical Analysis

CHEM 3948 Seminar in Biochemical Literature

Attach/Submit All the Course Proposal Forms Together with This Form for Curricular Review and Approval

NEXT STEPS

- Attach Course Proposal Form(s) to This Proposal (If Applicable)
- Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis
- Attach Revised Academic Roadmap
- Submit to Department/Program Curriculum Committee for Review & Approval
- Department Submits to School/Program Curriculum Committee for Review & Approval
- School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)
- Chancellor's Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis
- If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: <i>Sarah Forester</i>	Date: 10/25/23
School/Program Curriculum Committee Chair: <i>Anthony Bianchi</i> <small>Anthony Bianchi (Oct 27, 2023 09:58 PDT)</small>	Date: Oct 27, 2023
Dean of School: <i>Jane Dong</i> <small>Jane Dong (Oct 27, 2023 12:48 PDT)</small>	Date: Oct 27, 2023
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President's Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
-----------------	---------------

Comments:
CIP Code:
HEGIS Code:
Program Code:
Plan Code:
Sub-Plan Code:
Catalog Updated:
Updated Academic Requirements Page:
Updated Academic Road Maps:
Updated Program Plan Mapper:
Admissions Office Notified:

Topic: New Concentration Proposal - ACS certified Biochemistry, BS

From: [Aaron Hegde](#)
To: [Debra Jackson](#); [Melissa Danforth](#)
Cc: [Katherine Van Grinsven](#); [Deisy Mascarinas](#)
Subject: Re: New Concentration Proposal - ACS certified Biochemistry, BS
Date: Tuesday, April 16, 2024 4:21:28 PM

Hi, Debra

Thanks for the email. Unfortunately, we will not be able to get to it this term, as we have only two senate meetings left. I have copied Melissa Danforth on this and hope that the next senate will take this up early in the fall.

Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Professor, Economics
Director, ERM Program
Executive Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu



From: Debra Jackson <djackson9@csub.edu>
Date: Tuesday, April 16, 2024 at 1:10 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>, Deisy Mascarinas <dmascarinas@csub.edu>
Subject: New Concentration Proposal - ACS certified Biochemistry, BS

Dear Aaron,

The faculty from the Department of Chemistry and Biochemistry have proposed a new concentration —BS in Biochemistry certified by the American Chemical Society. The proposal was approved by the School of Natural Science, Mathematics, and Engineering curriculum committee on October 27, 2023, and by the Dean of the School of Natural Science, Mathematics, and Engineering on October

27, 2023.

With the Provost's consent on April 16, 2024, I am sending to you for Academic Senate review and approval.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs

Dean of Academic Programs

Accreditation Liaison Officer

(661) 654-3420

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22 EDUC

Bakersfield, CA 93311

<http://www.csub.edu/academicprograms>



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD



Cal-GETC Changes

RES 242503

AAC

RESOLVED: That the Academic Senate adopt the recommendations from the General Education Curriculum Committee (GECCo) to change the structure of the current CSUB GE program to meet the requirements set forth in the California General Education Transfer Curriculum (Cal-GETC).

RATIONALE: The current CSUB GE program is not in alignment with the single transfer pathway mandated by the CSU system (Cal-GETC). After consulting with potentially impacted departments, GECCo developed a proposal to minimize the changes needed to satisfy Cal-GETC. The recommendations maintain the basic structure and intent of the current CSUB GE program, while satisfying the requirements of Cal-GETC. This proposal will allow CSUB to meet the new requirements in a timely manner with a minimal impact on the current structure.

Attachments:

GECCo Recommendations for New GE Policy Alignment

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
Director of Academic Operations
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty



MEMORANDUM

DATE: June 7th, 2024

TO: Dr. Melissa Danforth / Chair, Academic Senate

FROM: Dr. Eduardo Montoya / Faculty Director of General Education

RE: GECCo's Recommendations to Align Our GE program with the New CSU GE policy.

AB 928 requires that the CCC, UC, and CSU adopt the California General Education Transfer Curriculum (Cal-GETC) as the "singular lower division general education transfer pathway." Our current lower division General Education (GE) program aligns with CSU GE Breadth, a 39 semester-unit pattern of lower division GE courses.

In late March 2024, the Board of Trustees voted to align CSU GE Breadth with Cal-GETC in unit count and GE areas. Subsequently, in early May 2024, a revised CSU GE policy was released, aligning with Cal-GETC, and introducing a new CSU GE pattern that requires 5 fewer lower division units (34 semester units).

Below, we provide relevant information regarding GE Breadth and Cal-GETC, an outline of CSUB's current lower division GE program, the General Education Curriculum Committee's (GECCo) recommended structural changes to align our lower division GE program with the new CSU GE pattern, and the required non-structural changes to the GE program resulting from the new CSU GE policy.

Recommended Structural Changes to Lower Division GE

CSU GE Breadth and Cal-GETC

GE-Breadth is a transfer pathway allowing CCC transfers to fulfill lower division GE requirements for any CSU campus prior to transfer. CSUB's lower division GE program aligns with CSU GE Breadth requirements by having students fulfill the requirements of Area A for English Language Communication and Critical Thinking, Area B for Scientific Inquiry and Quantitative Reasoning, Area C for Arts and Humanities (designated at CSUB as C1, C2, and AI-History), Area D for Social Sciences (designated at CSUB as D and AI-Government), Area E for Lifelong Learning and Self-Development, and Area F for Ethnic Studies. In comparison to GE-Breadth, Cal-GETC includes a one-unit B3 lab course, two courses in Area C, and does not include Area E. Starting in Fall 2025, the new CSU GE pattern will replace CSU GE Breadth.

CSUB's Lower Division GE Program (areas and unit distribution)

- **First Year Seminar (2 units)**
- **Area A and B4 (12 units):** A1 (Oral Communication), A2 (Written Communication), A3 (Critical Thinking), and B4 (Quantitative Reasoning).
- **Area B (6 units):** B1/B3 (Physical Sciences with lab) and B2/B3 (Life Sciences with lab).
- **Area C (9 units):** C1 (Arts), C2 (Humanities), and C3 (AI-History).
- **Area D (6 units):** D1 (Social or Behavioral Science discipline) and D2 (AI-Government).
- **Area E (0 units):** SELF requirement met with a 1–3 unit major or other GE area course that also fulfills the SELF requirement.
- **Area F (3 units):** One course in an Ethnic Studies discipline.
- **Total units:** 38 units

Structural Misalignment of CSUB's Lower Division GE program with the New CSU GE Pattern

- **First-Year Seminar (FYS):** The new CSU GE pattern does not include FYS.
- **Area E:** The new CSU GE pattern does not include a SELF area.
- **Area C (Arts and Humanities):** The new CSU GE pattern requires 2 courses. CSUB currently requires 3 courses (2 courses plus an AI-History course).
- **Area B3 (Laboratory):** The new CSU GE pattern requires a 1-unit lab course. CSUB integrates B3 into B1/B2 courses.

Proposed Changes to CSUB's Lower Division GE Program to Align with the New CSU GE Policy

The proposed changes to our GE program are specifically designed to align with the new CSU GE policy. These adjustments are strictly to ensure compliance with the new CSU GE policy and are not intended to address any existing concerns regarding our current GE program. Given the limited time available to implement these changes, our recommendations minimize changes to the structure of CSUB's lower-division GE program. Faculty, departments, and programs are encouraged to reach out to GECCo at any time to discuss any aspect of our GE program.

Recommended Structural Changes to CSUB's Lower Division GE Program

- **First-Year Seminar:**
 - **Issue:** The new CSU GE pattern does not include an FYS area.
 - **Recommendation:** Remove FYS from lower division GE and make it a 2-unit institutional requirement¹.
- **Area E:**
 - **Issue:** The new CSU GE pattern does not include a SELF area.
 - **Recommendation:** Remove SELF from lower division GE.

¹ FYS is currently waived for CCC transfers, and we expect this practice to continue.

- **Area C:**
 - **Issue:** The new CSU GE pattern prescribes 2 courses, while we require 3 courses (2 courses and AI-History).
 - **Recommendation:** Remove the AI-History (C3) course from lower division GE. Note that AI-History remains a CSU-wide graduation requirement and must still be fulfilled.
- **Area B3 (Laboratory):**
 - **Issue:** The new CSU GE pattern includes a 1-unit B3 course, whereas the current GE program meets area B3 requirement through B1 and B2 courses.
 - **Recommendation:** This practice may continue, but under the new CSU GE policy, the total unit count under areas B1, B2, and B3 must be 7 semester units as opposed to 6 semester units under GE Breadth
- **Unit Count:** 34 units of lower division GE

Required Units

- **Current GE Program:**
 - **38 lower division GE units**
 - **Note: AI-GV, AI-History, and FYS are integrated into our current GE program.**
 - 9-10 upper-division units
 - Total units: 47-48 units
- **Proposed modified GE Program:**
 - **34 units of lower division GE**
 - **5 units of graduation and institutional requirements (AI-History and FYS)**
 - 9-10 upper-division units
 - Total units: 48-49 units

Rationale

- **FYS becoming a 2-unit institutional requirement:** FYS plays an essential role in helping students transition smoothly from high school to university. This high-impact practice introduces students to academic demands and essential campus resources, ensuring they are well-prepared to navigate challenges. FYS also fosters a sense of belonging, which is crucial for retention and graduation rates, and helps cultivate a campus community from the outset. Retaining FYS is integral to our commitment to student success and well-being, particularly for our large population of first-generation students.
- **Removing Area E:** Currently, students can fulfill the SELF requirement through major-specific courses or other courses that also fulfill the SELF requirement. Even without a standalone SELF

requirement, students can still take courses as part of their undergraduate experience that address strategies for self-knowledge and lifelong learning.

- **Removing AI-History from Area C:** Removing AI-History from Area C (Arts and Humanities) allows this area to maintain a clear focus on core arts and humanities subjects.

These recommendations minimize changes to the structure of CSUB's lower division GE program. In summary, we recommend removing FYS, Area E, and AI-History from lower division GE. The essence of the remaining GE areas remains largely unchanged.

Required Non-Structural Changes to GE Program

The required changes to align our GE program with the new CSU GE policy involve the relabeling and renaming of the subject areas.

Relabeling and Renaming of the Subject Areas.

- Area A – English Language Communication and Critical Thinking (A1, A2, A3)
 - New designation: **Subject Area 1** – English Communication (1A, 1B, 1C)
- Area B – Scientific Inquiry and Quantitative Reasoning (B1, B2, B3, B4, UDB)
 - New designations: Split into two different areas:
 - **Subject Area 2** – Mathematical Concepts and Quantitative Reasoning (2)
 - **Subject Area 5** – Physical and Biological Sciences (5A, 5B, 5C, 5UD)
- Area C – Arts and Humanities (C1, C2, UDC)
 - New designation: **Subject Area 3** – Arts and Humanities (3A, 3B, 3UD)
- Area D – Social Sciences (D, UDD)
 - New designation: **Subject Area 4** – Social and Behavioral Sciences (4A, 4UD)
- Current: Area F – Ethnic Studies
 - New designation: **Subject Area 6** – Ethnic Studies (6)

Summary of GE Catalog and Compendium Changes

The GE Catalog and Compendium have been revised to reflect the recommended and required changes to align our GE program with the new CSU GE policy.



ACADEMIC SENATE
CSU BAKERSFIELD

2024-2025 REFERRAL #04
Cal-GETC Changes

From: Melissa Danforth, Academic Senate Chair 
To: John Deal, Academic Affairs Committee (AAC) Chair
Date: September 3, 2024
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At the Summer Senate Retreat on May 30, 2024, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) continue with their discussion regarding the alignment of CSUB's lower division General Education (GE) program to the new CSU GE policy, passed by the Board of Trustees in Spring 2024 to align with California General Education Transfer Curriculum (Cal-GETC).

During your discussion, please consider:

- GECCo recommendations and rationale as presented for the realignment
- Revising the lower division General Education program to meet the new CSU GE requirements
- Impact on programs, advising, catalog, and students.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) GECCo Recommendations for New GE policy_alignment
- (2) CSU General Education Breadth Requirements_Old GE Requirements
- (3) CSU General Education-GE-Requirements_New GE Requirements
- (4) CSU GE Comparison Trifold 5.24.2024
- (5) GE Reqs 25-26 aligned clean_Catalog Copy Recommendations from GECCo
- (6) GE Reqs 25-26 aligned tracked_Catalog Copy Recommendations from GECCo
- (7) GE Compendium aligned clean_GECCo Policies for GE Courses
- (8) GE Compendium aligned tracked_ GECCo Policies for GE Courses
- (9) calgetc. knit_2024-05-09_Updated slide deck
- (10) Email_GE Program alignment with new CSU GE pattern

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311



Bachelor of Music, Music Teacher Preparation Concentration

RES 242504

AAC and BPC

RESOLVED: That the Academic Senate approve the proposed Bachelor of Music, Music Teacher Preparation Concentration.

RATIONALE: Bachelor of Music, Music Teacher Preparation Concentration represents a stronger and more robust program than the existing Bachelor of Arts in Music with an Emphasis in Music Education and better aligns with national accreditation requirements. This new degree will help address the regional teacher shortage and better prepare students to succeed in music education jobs. The Bachelor of Music, Music Teacher Preparation Concentration addresses an important community need and every level of review has found it to be sound academically. The proposed degree program will be supported by sufficient and dedicated resources to ensure its successful future operations.

Attachment:

BM Music Teacher Preparation Concentration – New Degree Proposal 24 - 25

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
College Associate Deans
College and Antelope Valley Advising Centers?
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311



DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM
CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

NEW DEGREE PROPOSAL FORM

Form Number

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2025-2026

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Arts & Humanities
Department: Music & Theatre
Proposed By: Dr. Joel Haney – Chair, B. M. Committee

1. PROGRAM TYPE (Please Check All That Apply)

- Checked: New Degree Proposal
Unchecked: Provisional Revision (Updating a Previously Reviewed Proposal)
Unchecked: Pilot (Bachelors or Master's Only; Not Already on Campus Academic Plan; Please Use Pilot Proposal Template)
Unchecked: Pilot Conversion (Please Use Pilot Conversion Template)
Unchecked: Fast Track (Bachelors or Master's Only; Not Already on Campus Academic Plan)
Checked: State-Support
Unchecked: Self-Support
Delivery Format: Checked: Fully Face-To-Face, Unchecked: Fully Online, Unchecked: Hybrid Program

APPROVALS

- Attach WSCUC substantive change screening form to this proposal (if applicable)
Attach course proposal form(s) to this proposal (if applicable)
Submit to department/program curriculum committee for review & approval
Department submits to school curriculum committee for review & approval
School/program curriculum committee submits related forms to GECCo (if applicable)
If no approvals required from GECCo, School/Program Curriculum Committee submits completed form to Academic Programs and Provost's Office for review and approval, prior to Academic Senate submission.
After Academic Senate and Chancellor's Office (CO) approvals, Academic Operations will update the respective catalog accordingly. See Annual Catalog & Curriculum Deadlines Dates

Please complete all the required fields in the following [CSU New Degree Proposal Template](#):

**CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)**

Please confirm (✓) that the following are included in the degree proposal:

Board of Trustees Academic Master Plan approval date

Date Substantive Change Program Screening Form submitted to WSCUC (WASC)
Substantive change required: yes _____ no

Copies of any contracts or agreements made between parties with an interest in operating the proposed program. Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

The total number of units required for graduation is specified (not just the total for the major):

a proposed bachelor's program requires no fewer than 120 semester units

any proposed bachelor's degree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

0 Please specify the total number of prerequisite units required for the major.

Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

N/A _____

Title 5 minimum requirements for bachelor's degree have been met, including:

minimum number of units in major (BA 24 semester units), (BS 36 semester units)

minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

Title 5 requirements for proposed master's degree have been met, including:

minimum of 30 semester units of approved graduate work are required

no more than 50% of required units are organized primarily for undergraduate students

maximum of 6 semester units are allowed for thesis or project

Title 5 requirements for master's degree culminating experience are clearly explained.

for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

**_N/A_ For self-support programs:
(in conformance with EO 1099 and EO 1102)**

- ___ specification of how all required EO 1099 self-support criteria are met
- ___ the proposed program does not replace existing state-support courses or programs
- ___ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs
- ___ explanation of why state funds are either inappropriate or unavailable
- ___ a cost-recovery program budget is included*
- ___ student per-unit cost is specified
- ___ total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor’s Office overhead

*Additional line items maybe added based on program characteristics and needs.

CSU Degree Program Proposal Template
Revised September 2018

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor’s Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document “Tips for Completing a Successful Program Proposal” (which follows this document) before completing the Program Proposal Template.*

1. Program Type (Please specify any from the list below that apply—delete the others)

- a. State-Support
- c. Delivery Format: Fully face to face
- g. New Program

2. Program Identification

- a. Campus.

California State University, Bakersfield (CSUB)

- b. Full and exact degree designation and title.

Bachelor of Music, Music Teacher Preparation Concentration

- c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.

March 24th, 2020

- d. Term and academic year of intended implementation.

Fall 2025

- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

120-125 semester units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program.

Department of Music and Theatre

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Dr. Joel Haney (committee chair): Chair, Department of Music & Theatre, and Associate Professor of Music

Prof. Matthew Hanne (committee member): Assistant Professor of Music

Dr. Robert Provencio (committee member): Professor of Music

Dr. Leo Sakomoto (committee member): Associate Professor of Music

Dr. Kyle Shaw (committee member): Assistant Professor of Music

Dr. Ángel Vázquez-Ramos (committee member): Associate Professor of Music

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Please see the letter of support provided by Dean Frakes of the School (now College) of Arts & Humanities.

- i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

Please see attachments.

- j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

This degree program is not subject to WSCUC Substantive Change review. As specified in the WSCUC Substantive Change Manual, new degree programs initiating fewer than 50% new courses do not require WSCUC approval for substantive change. The new courses listed below in section 4.f. clearly do not contribute more than 50% of the new degree's units. (All these courses, moreover, would not be required for the same student, given the new degree's structure of course options specified in section 3.b.)

- k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at:

<http://www.calstate.edu/app/resources.shtml>, you can search CIP 2010 at

<http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code: 10052

CSU Generic Title: Music Education

Paired CIP Code: 13.1312

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

The proposed Bachelor of Music, Music Teacher Preparation Concentration degree represents a modest yet carefully considered expansion of the Music Education emphasis that the Music faculty has delivered successfully for decades within the Bachelor of Arts in Music degree. Students completing our current Music Education emphasis have typically proceeded to the Single Subject Credential Program in Music, followed by a career in the music teaching profession. Although long housed under a broad liberal arts degree title, the Music Education emphasis (23 semester units), in combination with the core Music studies (47 semester units), comprises a robust 70-unit curricular experience that has important characteristics of a professional degree program. Core studies include solo and ensemble performance on a principal instrument, music theory and analysis, musicianship skills, an introduction to music technology, and music history and literature. The Music Education emphasis, in turn, requires classroom observation hours, studies in instrumental and vocal music pedagogy, and studies in conducting and in music education teaching methods at the primary- and secondary-school levels.

The proposed degree program retains the core musical studies outlined above while enhancing the offerings in our Music Education emphasis to reflect current best practices:

- It adds a lower-division course introducing students to the philosophy and practice of music education, prior to classroom observation.
- It integrates the observation hours into the upper-division teaching methods courses for a more immediate connection between theory and practice.
- It deepens the study of vocal music pedagogy (currently housed in a vocal techniques course) and adds a course in guitar pedagogy to our current courses, which cover band and orchestra instruments.
- It adds studies in choral and instrumental music literature, as well as techniques of arranging existing music for vocal and instrumental ensembles. Students will be routed toward those literature, arranging, and pedagogy courses that support their future professional specialization (i.e., choral or instrumental music).
- It adds an equal-voice choral ensemble, a common singing format that school music teachers need to be ready to lead on the job.
- It adds a modest yet relevant elective component that includes courses in vocal diction, marching band methods, jazz methods, and jazz improvisation.

The B. M., Music Teacher Preparation Concentration degree fits well within CSU Bakersfield's mission, which includes a commitment to diversity, service, increased educational attainment in the region, enhanced quality of life, and economic development. The President's strategic plan likewise stresses addressing regional needs through collaboration with the community. The new degree will help meet these goals by enhancing the ability of our graduates to serve and empower the diverse community around them—a community from which many of them originate—through careers in public education. The vast majority of our current music education graduates find employment in K-12 education in our city and region. Participation in general music classes, choir, band, and orchestra provides our public school students with close social connections, self-discipline, and opportunities for aesthetic engagement that they count among their most valuable educational and personal experiences.

Significant impetus for this degree proposal has come from the CSUB Music Program's recent first-time accreditation by the National Association of Schools of Music, granted in 2020. In the period leading up to accreditation, as we gained familiarity with NASM's standards for professional degrees

in Music Education, we began to envision how the Music Education emphasis of our current B. A. in Music could, in tandem with the Single Subject Credential, be retitled and strengthened to more fully embody a professional degree program and better meet accreditation requirements. Careful reflection on the NASM standards helped us conclude that our Music Education students would be better served by expanding certain curricular experiences that are currently smaller components of courses, and by adding experiences that aren't currently in their degree emphasis. Examples include the vocal pedagogy element in our vocal techniques courses, the literature component in our teaching methods courses, the educational philosophy component in the same courses, and so forth. It has also been clear for some time that our offerings could be more responsive to the realities of our institutional context. For instance, jazz ensembles and class instruction in guitar are found in many schools in our region, and marching band is ubiquitous. We supplied our NASM site visitors with an early draft of this degree proposal, and they encouraged us in their site visit report to proceed with it.

- b. Provide the proposed catalog description. The description should include:
 1. a narrative description of the program
 2. admission requirements
 3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no "hidden prerequisites" that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
 4. total units required to complete the degree
 5. if a master's degree, catalog copy describing the culminating experience requirement(s)

Program Description

The CSU Bakersfield Music Program contributes to the musical, intellectual, and cultural environment of the university and surrounding region through programs of study and courses for music majors, minors, general education students, and liberal studies students; music electives for non-majors; and concerts, recitals, workshops, and festivals that provide performance opportunities for students and feature distinguished guest artists. The program offers a robust undergraduate musical education set within a broader liberal arts curriculum. There are two degree pathways, both of which rest upon foundational studies in performance, music theory and analysis, musicianship, music history and literature, and music technology. The Bachelor of Arts in Music features significant elective content in and beyond music, preparing students for graduate studies in performance, composition, music theory, and musicology, or for a life of musical fulfillment in conjunction with any number of careers. The Bachelor of Music, Music Teacher Preparation Concentration offers substantial preparation in vocal, instrumental, and general music education that readies students for the Single Subject Credential Program in Music and the teaching profession.

Program Mission

The mission of the CSU Bakersfield Music Program is to develop knowledgeable, skilled musicians and audiences through high-quality musical experiences, deep exploration of musical topics, and musical service to the community.

Program & Student Learning Outcomes

PLO 1: Artistic Performance (B.A. and B.M.)

Develop student ability to work individually and collaboratively toward artistic public performance.

SLO 1a: Technique and Expression

Students will perform in a technically proficient and expressively convincing manner in a primary performance medium (vocal or instrumental), both individually and collaboratively.

SLO 1b: Preparedness and Professionalism

Students will show individual preparedness and professionalism in rehearsals and performances.

PLO 2: Informed Musicianship (B.A. and B.M.)

Develop student ability to comprehend music contextually and theoretically.

SLO 2a: Music in Context

Students will be able to identify significant musical genres, practitioners, and innovations and to connect musical style, function, and value within historical and cultural contexts.

SLO 2b: Theoretical Principles and Vocabulary

Students will show an understanding of music-theoretical principles and technical vocabulary.

SLO 2c: Applied Musicianship

Students will apply theoretical and stylistic knowledge when engaging music aurally and in notation (analysis, performance, composition).

PLO 3: Career-Oriented Knowledge (B.A. and B.M.)

Prepare students to succeed in the varied field of music and in a professional environment broadly.

SLO 3a: Professional Practices and Expectations

Students will show knowledge of professional practices and expectations associated with music performance, teaching, composition, scholarship, technology, or related areas.

SLO 3b: Project Planning and Execution

Students will be able to plan and execute a substantial project in music performance, teaching, composition, scholarship, technology, or combinations involving these.

PLO 4: Effective Teaching (B.M. only)

Prepare students to be effective music teachers and ensemble leaders.

SLO 4a: Music-Educational Theory and Practice

Students will show an understanding of music-educational philosophies, methodologies, content, materials, and technologies, and apply their knowledge in curriculum development, lesson planning, and teaching activities.

SLO 4b: Ensemble Leadership

Students will be able to lead vocal and instrumental ensembles through effective interpretive decisions, conducting gestures, and knowledge of instruments (including voice).

Discipline-Based Requirements

Bachelor of Music, Music Teacher Preparation Concentration

Admission: Successful audition for study on a primary instrument (including voice) at the beginning of the degree. The primary instrument is used in studio instruction, ensemble performance (with the exception of pianists and guitarists), and, if applicable, the culminating activity.

Continuance – Native Students: By the end of the second year, 2.5 GPA in the major, completion of MUS 2600, and satisfactory completion of two semesters of MUS 2300.

Continuance – Transfer Students: By the end of the first year, completion of MUS 1130, 2410, 2411, 2600, and satisfactory completion of two semesters of Studio Instruction.

Probation: Students who fail any course listed in the continuance requirements must successfully complete it at its next offering. Failure to do so will result in reassignment to the B. A. in Music.

Note: No course grade below a “C” in the major will be applicable or acceptable for fulfilling degree requirements.

Bachelor of Music Degree, Music Teacher Preparation Concentration

Requirements	Units
Total Units Required to Graduate	120-125 units
Major Requirements	68-80 units
Music Theory	18
Music Technology	1
Music History and Literature	9
Ensemble Performance	4-8
Studio Instruction	4-8
Piano Proficiency	0-4
Culminating Activity	2
Music Education Theory and Practice	11
Performance Techniques and Pedagogy	4
Conducting and Literature	12
Music Education Electives	3
General Education Requirements	45 units
First-Year Seminar	0*
LD Area A Foundational Skills	9
LD Area B Natural Sciences	9
LD Area C Arts and Humanities	6**
LD Area D Social and Behavioral Sciences	3
LD Area F Ethnic Studies	3
American Institutions	6
SELF	0**
Junior Year Diversity Requirement	0**
UD Thematic Areas B and D	6*
Capstone	0*
GWAR	3**
Additional Units	7-0 units

*The First-Year Seminar requirement is satisfied within MUS 1408. Students are waived from UDC area of their program. Capstone is satisfied within MUS 4908 Senior Seminar.

**MUS 1049 must be used for Area C1. PHIL 2329 must be used for Area C2/SELF. ENGL 3119 must be used for JYDR/GWAR.

Requirements for the Bachelor of Music, Music Teacher Preparation Concentration

1. **Music Theory** (18 units)
MUS 1408, 1410, 1411, 1420, 1421, 2410, 2411, 3410
2. **Music Technology** (1 unit)
MUS 1110
3. **Music History and Literature** (9 units)
MUS 3500, 3510, 3520

4. **Ensemble Performance** (4-8 units)

Enrollment in one of the following performing ensembles on the primary instrument during every term of residence after formal registration as a Music major: MUS 1200 or 3200, 1220 or 3220, 1230 or 3230, 1260 or 3260, 2200 or 4200, 2220 or 4220. Pianists and guitarists are required to enroll in MUS 1200 or 3200, or MUS 2200 or 4200. **Note:** Music majors are also expected to attend at least three music program concerts each semester as audience members.

5. **Studio Instruction (Private Lessons)** (4-8 units)
MUS 1300, 2300, 3300, 4300

Students are required to enroll in studio instruction on the primary instrument during each semester of residence as a Music major, up to eight semesters. Students enrolled in culminating activities that do not involve music performance are exempt from the studio instruction requirement during the culminating activity year. **Note:** All students enrolled in studio instruction must be concurrently enrolled in the appropriate major ensemble.

6. **Piano Proficiency** (0-4 units)

Completion of MUS 2130 or examination performed before the faculty.

7. **Culminating Activity** (2 units)

MUS 4908 and one of the following options: MUS 4910, 4920, 4930

8. **Music Education Theory and Practice** (11 units)

MUS 2600, 4620, 4630, and 4640

9. **Performance Techniques and Pedagogy:** 4 units chosen from:

MUS 1140, 2610, 2620, 2630, 2640, 2650, 2660

- Vocalists complete MUS 2610, 2650, and 2660 and choose 1 from the remaining pedagogy courses.
- Pianists and guitarists complete MUS 1140 and 2660 and choose 2 from the remaining pedagogy courses.
- All other instrumentalists complete MUS 1140 and 3 instrumental pedagogy courses outside the family of their primary instrument.

10. **Conducting and Literature** (12 units)

MUS 3600, 4600, 4610, and:

- Vocalists, pianists, and guitarists complete MUS 3430 and 4660
- Instrumentalists besides pianists and guitarists complete MUS 3400 and 4650

11. **Music Education Electives:** 3 units chosen from:

MUS 2100, 2110, 2140, 3610, 3620, and up to 1 unit from a secondary ensemble (excluding MUS 1210 or 3210)

Course Titles

MUS 1110 Introduction to Music Technology
MUS 1120 Piano Class I
MUS 1130 Piano Class II
MUS 1140 Voice Class I
MUS 1200/3200 University Singers
MUS 1220/3220 Symphonic Band
MUS 1230/3230 Chamber Orchestra
MUS 1260/3260 Treble Singers
MUS 1300 Studio Instruction
MUS 1408 Fundamentals of Music
MUS 1410 Theory I
MUS 1411 Musicianship I
MUS 1420 Theory II
MUS 1421 Musicianship II
MUS 2100 Diction for Singers I
MUS 2110 Diction for Singers II
MUS 2120 Piano Class III
MUS 2130 Piano Class IV
MUS 2140 Jazz Improvisation I
MUS 2200/4200 Chamber Singers
MUS 2220/4220 Concert Band
MUS 2300 Studio Instruction
MUS 2410 Theory III
MUS 2411 Musicianship III
MUS 2600 Introduction to Music Education
MUS 2610 String Pedagogy
MUS 2620 Woodwind Pedagogy
MUS 2630 Brass Pedagogy
MUS 2640 Percussion Pedagogy
MUS 2650 Guitar Pedagogy
MUS 2660 Vocal Pedagogy for Children and Adolescents
MUS 3300 Studio Instruction
MUS 3400 Orchestration
MUS 3410 Form and Analysis
MUS 3430 Arranging for Voices
MUS 3500 History of Western Music I
MUS 3510 History of Western Music II
MUS 3520 History of Western Music III
MUS 3600 Beginning Conducting
MUS 3610 Marching Band Methods
MUS 3620 Jazz Methods
MUS 4300 Studio Instruction
MUS 4600 Instrumental Conducting
MUS 4610 Choral Conducting
MUS 4620 Elementary Music Methods
MUS 4630 Secondary Instrumental Music Methods

MUS 4640 Secondary Choral Music Methods
MUS 4650 Instrumental Literature Seminar
MUS 4660 Choral Literature Seminar
MUS 4908 Senior Seminar
MUS 4910 Senior Project
MUS 4920 Senior Recital
MUS 4930 Senior Thesis

4. Curriculum – *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

CSUB Institutional Learning Outcomes (ILOs)

Goal 1. Students will show critical reasoning and problem solving skills.

- Objective 1A: The student will demonstrate the ability to read critically.
- Objective 1B: The student will demonstrate the ability to write critically.
- Objective 1C: The student will demonstrate the ability to speak critically.
- Objective 1D: The student will demonstrate the ability to think critically.
- Objective 1E: The student will demonstrate the capacity for life-long learning.
- Objective 1F: The student will engage in critical problem solving.

Goal 2. Students will be able to communicate orally and in writing.

- Objective 2A: The student will present information in a professional manner using well-developed writing skills.
- Objective 2B: The student will present information in a professional manner using well-developed oral presentation skills.
- Objective 2C: The student will demonstrate competence in information management.
- Objective 2D: The student will demonstrate computer literacy.

Goal 3. Students will demonstrate discipline-based knowledge and career-based learning.

- Objective 3A: The student will demonstrate broad knowledge in their selected discipline.
- Objective 3B: The student will successfully apply discipline-based knowledge to the real world.
- Objective 3C: The student will successfully engage in career preparation and planning.

Goal 4. Students will possess numerical literacy.

- Objective 4A: The student will correctly utilize mathematical calculations and estimation skills.
- Objective 4B: The student will demonstrate quantitative reasoning skills.
- Objective 4C: The student will successfully apply quantitative reasoning skills to the real world.

Goal 5. Students will become engaged citizens.

- Objective 5A: The student will engage in university and community activities (including civic

action).

Objective 5B: The student will demonstrate superior interpersonal skills.

Objective 5C: The student will develop and demonstrate a thorough knowledge of self.

Objective 5D: The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)

Objective 5E: The student will demonstrate the ability to work independently.

Goal 6. Students will develop a well-rounded skill set.

Objective 6A: The student will possess and demonstrate an ethical framework.

Objective 6B: The student will demonstrate an understanding of cultural and ethnic diversity.

Objective 6C: The student will successfully apply research methods/analysis and technology for problem solving.

Objective 6D: The student will demonstrate interdisciplinary knowledge.

Program Learning Outcomes (PLOs)

PLO 1: Artistic Performance (B.A. and B.M.)

Develop student ability to work individually and collaboratively toward artistic public performance.

PLO 2: Informed Musicianship (B.A. and B.M.)

Develop student ability to comprehend music contextually and theoretically.

PLO 3: Career-Oriented Knowledge (B.A. and B.M.)

Prepare students to succeed in the varied field of music and in a professional environment broadly.

PLO 4: Effective Teaching (B.M. only)

Prepare students to be effective music teachers and ensemble leaders.

Student Learning Outcomes (SLOs)

SLO 1a: Technique and Expression (B.A. and B.M.)

Students will perform in a technically proficient and expressively convincing manner in a primary performance medium (vocal or instrumental), both individually and collaboratively.

SLO 1b: Preparedness and Professionalism (B.A. and B.M.)

Students will show individual preparedness and professionalism in rehearsals and performances.

SLO 2a: Music in Context (B.A. and B.M.)

Students will be able to identify significant musical genres, practitioners, and innovations and to connect musical style, function, and value within historical and cultural contexts.

SLO 2b: Theoretical Principles and Vocabulary (B.A. and B.M.)

Students will show an understanding of music-theoretical principles and technical vocabulary.

SLO 2c: Applied Musicianship (B.A. and B.M.)

Students will apply theoretical and stylistic knowledge when engaging music aurally and in notation (analysis, performance, composition).

SLO 3a: Professional Practices and Expectations (B.A. and B.M.)

Students will show knowledge of professional practices and expectations associated with music performance, teaching, composition, scholarship, technology, or related areas.

SLO 3b: Project Planning and Execution (B.A. and B.M.)

Students will be able to plan and execute a substantial project in music performance, teaching, composition, scholarship, technology, or combinations involving these.

SLO 4a: Music-Educational Theory and Practice (B.M. only)

Students will show an understanding of music-educational philosophies, methodologies, content, materials, and technologies, and apply their knowledge in curriculum development, lesson planning, and teaching activities.

SLO 4b: Ensemble Leadership (B.M. only)

Students will be able to lead vocal and instrumental ensembles through effective interpretive decisions, conducting gestures, and knowledge of instruments (including voice).

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Please see the attached comprehensive assessment plan and curriculum map.

c. Indicate total number of units required for graduation.

The proposed degree requires 120-125 semester units.

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

The California Code of Regulations, Title 5, Division 5, Chapter 1, Subchapter 2, Article 6, § 40506 (Bachelor of Music Degree and Bachelor of Fine Arts Degree: Required Curriculum), Requirement (c), states: “For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception.” This section may be found at the following link:

[https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)#co_anchor_I61FC53006C1611EDBF75B106F7B7DAF6](https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)#co_anchor_I61FC53006C1611EDBF75B106F7B7DAF6)

- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program – N/A
- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

MUS 1260/3260 Treble Singers (1 unit)

Group performance of choral music for treble voices from various periods and styles of the choral repertoire. Admission with the consent of the instructor.

MUS 2600 Introduction to Music Education (2 units)

Introduction to historical, philosophical, sociological, psychological, and practical foundations for the teaching of music. Intended for music education majors.

MUS 2650 Guitar Pedagogy (1 unit)

Principles involved in the teaching of basic classical guitar to children and adolescents. Mastery of fundamental playing and music reading skills on the guitar with appropriate repertoire.

Demonstration of sufficient pedagogy necessary to instruct another person through the beginning level.

MUS 2660 Vocal Pedagogy for Children and Adolescents (1 unit)

Principles involved in the singing and teaching of voice for children and adolescents. Students will participate in vocal development exercises, develop vocal music reading skills, explore repertoire, and demonstrate a sufficient mastery of the pedagogy necessary to instruct another person.

MUS 3430 Arranging for Voices (2 units)

Development of techniques for adjusting existing musical material for a variety of vocal ensembles. Historical and modern approaches to a cappella and accompanied arranging in a variety of styles. Creative projects are notated using computer notation software. Prerequisite: MUS 2410

MUS 3610 Marching Band Methods (1 unit)

Designed for music education students. Emphasis on marching band pedagogy, drill design, arranging, and program development.

MUS 3620 Jazz Methods (1 unit)

Designed for music education students, this course covers the place and function of jazz music in the secondary school curriculum, jazz ensemble techniques, and program development.

MUS 4650 Instrumental Literature Seminar (2 units)

Survey of instrumental ensemble literature for all grade levels, with an emphasis on wind repertoire. Pre-requisite: MUS 3600 or consent of instructor.

MUS 4660 Choral Literature Seminar (2 units)

Survey of choral literature for mixed, treble, and tenor/bass choirs, with an emphasis on the secondary school level. Pre-requisite: MUS 3600 or consent of instructor.

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments. (WASC 2013 CFR: 2.2b)

Please see the attached three-year course offering plan.

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.
- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

(WASC 2013 CFR: 2.2b)

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

(WASC 2013 CFR: 2.2b)

- k. For graduate degree programs, specify criteria for student continuation in the program.
- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

The curriculum delivering the foundational music competencies in the new degree is already articulated with many of our state's community college music programs. This core, which includes lower-division music theory, musicianship, keyboard skills, studio instruction and ensemble participation on a primary instrument, provides a common foundation for our current B. A. degree's Music Education and General Music emphases. The only difference introduced by the new degree is the addition of MUS 1408 Fundamentals of Music as a requirement at the beginning of the music theory and musicianship sequence. Since many community college programs already have a music theory course at this introductory level, it will not be hard to modify current articulation agreements to include this addition.

- m. Provide an advising "roadmap" developed for the major.

Please see the attached four-year roadmap for native students and 2.5 year roadmap for transfer students.

Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Section 3.a. above describes the relationship between the new degree and the CSU Bakersfield Music Program's first-time accreditation by the National Association of Schools of Music. To reiterate, this proposal reflects a retitling and enhancing of content already present in our Music Education emphasis that aligns more closely with NASM's standards for professional degrees in Music Education. The fact that NASM already recognized the quality of our Music Education emphasis in 2020 by granting it initial accreditation, and encouraged us to proceed with the new degree, gives us confidence that they will be ready embrace the latter during our next accreditation cycle in 2025-26.

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Societal and Public Need for the Proposed Degree Major Program

- a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Fourteen CSU campuses currently offer versions of the proposed degree program: Chico, Dominguez Hills, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Diego, San Jose, Sonoma, and Stanislaus (<https://www.calstate.edu/attend/degrees-certificates-credentials/Pages/search-degrees-results.aspx?campuses=&k=Music%20Education&>). The closest geographically to CSU Bakersfield are Fresno and Northridge. There are no other institutions within a 90-mile radius that offer the proposed program.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Of the CSU campuses listed above, five house their Music Education programs under the B. A. degree title. CSU Bakersfield is proposing to join the nine other campuses that use the B. M. title, since this accurately signals the professionally-oriented content of the degree and aligns more closely with NASM accreditation standards (see sections 3.a. and 4.m. above). The B. M. degrees at CSU campuses range from 120 to 132 listed units, with several near the high end; our 125-unit proposal falls below the median. In designing the new degree, we strove less for difference from other CSU programs than for the best preparation for our students within our regional context and in relation to national standards. A number of our ideas were in fact either inspired or confirmed by a survey of other CSU programs that we undertook in 2019. These include an introductory music education course, choral and instrumental literature, vocal arranging, vocal diction, orchestration, guitar pedagogy, marching band methods, jazz methods, and jazz improvisation.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

As mentioned above in section 4.l., the new degree rests upon foundational lower-division studies in music theory, musicianship, keyboard skills, studio instruction and ensemble participation that make up the core curriculum of our current B. A. in Music. The General Music emphasis of the B. A.—a more traditional liberal-arts degree emphasis—will continue to exist alongside the new degree, and both will continue to rest upon this core.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Although we did not explicitly solicit community participation when planning the new degree, our faculty members are in continual contact with music educators and school districts in our region and educational leaders across the state and nation. This contact is maintained through the recruitment activities described below in section 6.b. and through vigorous faculty involvement on the boards of organizations including the Kern County Music Educators Association and the California Music Educators Association, to name only two among many. Through these and similar channels, we are in continual conversation with the music education profession, keeping abreast of challenges, opportunities, and trends in this profession, both locally and beyond. The new degree proposal is deeply informed by this ongoing discussion.

- e. Provide applicable workforce demand projections and other relevant data.

There are ample workforce demands and employment opportunities for students completing a B. M. leading toward a career as a music educator. Our region is suffering from a serious teacher shortage, to the extent that students completing our current Music Education emphasis are being

hired immediately upon graduation. They get on-the-job training while being concurrently enrolled in the Single Subject Credential Program. With the recent passage of Proposition 28, moreover, California public schools will receive \$1 billion each year to provide art and music education in every school. Schools must spend 80% of those funds on teachers and aides in order to help alleviate the state's teacher shortage. We believe that our new degree will help prepare our students to succeed in obtaining and retaining music education jobs in a very competitive and growing job market. In bolstering the educational infrastructure of the region with more numerous, better-prepared music teachers, the B. M., Music Teacher Preparation Concentration will be contributing more broadly to the university's role in dramatically improving the economic and social well-being of so many in our region.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

We anticipate proportionally high student demand for the new degree on the basis of enrollment trends that have existed for a long time within our degree emphases. At present, 63% of the majors in our current B. A. in Music (i.e., 40 students) are pursuing the Music Education emphasis from which we are constructing the new B. M. degree. 37% (23 students) are pursuing the liberal arts-oriented General Music emphasis. Historically, the Music Education proportion has been as high as 70%. We anticipate student numbers in the new program to increase as the more explicitly professional new degree raises our profile within and beyond the CSU.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

Currently, the B. A. in Music at CSU Bakersfield is a non-impacted, open-admission program. Students declaring the major need faculty approval on a primary instrument to fulfill the requisite studio instruction and performing ensemble enrollment, but this routing does not prohibit them from entering the major. We have retained this policy in the new degree program. The Music faculty, moreover, has a long history of direct recruitment through the public schools and community colleges in our region, which are themselves demographically very diverse institutions. Our recruitment activities comprise a robust mixture of individual school visits and ensemble clinics, on-campus festivals, performance competition adjudication, guest conducting appearances, follow-up with individual students, and so forth. All of this will continue with the new degree to ensure continued access and diversity among our students. Affordability, quality, and access have been at the center of our Music Program's decision to offer this new degree program. We are committed to offering the highest level of preparation (quality) in order to become the best option for local students in pursuing higher education at a low cost, particularly for students from low socio-

economic backgrounds and first-generation college students. The new professional degree program will rival those provided by larger CSU campuses without requiring students to relocate.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Describe professional uses of the proposed degree program.

The new degree program will prepare students directly for the Single Subject Credential in Music and public-school music teaching. Jobs in this domain span K-12 and typically divide between choral and general classroom music instruction, on one hand, and instrumental (band, orchestra, jazz ensemble) instruction, on the other. Group guitar and keyboard instruction are also not uncommon. The new degree will prepare them very well for these career pathways.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

In the initial year, we project 9-10 students entering the program. Three years thereafter (i.e., year four), there should be about 36 students, and five years thereafter (i.e., year six), about 40. The program is not anticipated to produce graduates for two-and-a-half years after implementation. Three years after the initial year, we anticipate a graduating class of 6-7, and five years thereafter, 8-9.

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

Please see the letter of support from Dean Frakes of the School (now College) of Arts & Humanities.

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

The curriculum will be delivered by all current full-time faculty of the Music Program:

Joel Haney, Associate Professor, Ph.D., Musicology
Matthew Hanne, Assistant Professor, M.M.E., Music Education
Soo-Yeon Park, Lecturer (Entitled), D.M.A., Collaborative Keyboard Performance
Robert Provencio, Professor, D.M.A., Choral Literature and Performance
Leo Sakomoto, Associate Professor, D.M.A., Wind Conducting
Jim Scully, Lecturer (Entitled), M.F.A., Jazz Composition
Kyle Shaw, Assistant Professor, D.M.A., Music Composition
Ángel Vázquez-Ramos, Associate Professor, Ph.D., Music Education and Choral Conducting

- b. Describe facilities that would be used in support of the proposed program.

Adequate facilities for the new program already exist and are being enhanced. The Music Building contains adequate classrooms for traditional academic instruction (with instructor computing stations and media projectors), practice rooms to accommodate student work on the primary

instrument (and also those instruments being studied in the pedagogy courses), and rehearsal halls for our ensembles. Additional spaces in the adjacent Doré Theatre and the Music Lab are discussed below in section 7.d.

- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

CSU Bakersfield's Walter Stiern Library offers adequate access to both electronic and physical learning resources, as can be seen on the library's website: <https://library.csub.edu/>

- d. Describe available academic technology, equipment, and other specialized materials.

The Doré Theatre houses a lab with 16 digital keyboards for basic keyboard instruction. We also maintain a fleet of classroom and practice room pianos and string, woodwind, brass, and percussion instruments, as well as guitars, to support our ensembles and pedagogy instruction. Instruction in elementary-school teaching methods is supported by a collection of specialized instruments used in the Orff and Kodály methods of instruction. Our Music Lab houses computers fitted with MIDI keyboards for our music technology instruction. This lab is currently being relocated to a different building that is under renovation, and we have requested the replacement of its furniture and equipment in conjunction with the renovation.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

The new degree will require no additional full-time faculty. Part-time faculty beyond those in our current hiring pattern will be needed for only two new courses: MUS 2650 Guitar Pedagogy and MUS 3610 Marching Band Methods. These will be 1-unit activity courses, and neither will be offered every semester.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

N/A; no additional special facilities will be required.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Please see the letter of support provided by Dean Bozarth of Stiern Library.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Presuming that the Music Lab equipment we have requested is supplied with the building renovation (see section 7.d. above), we anticipate only a modest need for additional equipment—namely, an expansion of our current acoustic guitar fleet to support the new guitar pedagogy course. Potential funding sources include the School of Arts and Humanities and funds provided by the California State Lottery.

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor’s Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210
Contact Us

Dr. Alison M. Wrynn, Ph. D.
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
Interim State University Dean, Academic Programs
Phone (562) 951-4672
awrynn@calstate.edu

Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
stthomas@calstate.edu



ACADEMIC SENATE
CSU BAKERSFIELD

2024-2025 REFERRAL #03
Proposal for New Degree- Bachelor of Music

From: Melissa Danforth, Academic Senate Chair 
To: John Deal, Academic Affairs Committee (AAC) Chair
Di Wu, Budget and Planning Committee (BPC) Chair
Date: September 3, 2024
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on August 27, 2024, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the proposal for a new degree: Bachelor of Music, Music Teacher Preparation Concentration.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on any students in the program.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) 2023-2024 23 New Degree Program Proposal- Bachelor of Music in Music Education
- (2) Email_Update on Music B. M. Degree-finalized title_08.22.2024
- (3) Email_Update_Academic Program Changes in Senate Log_8.22.2024
- (4) Box File: <https://csub.box.com/s/wrn4llaegopf95rb0h9dnueut1ujo9mb>

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311