



## Academic Senate Meeting – Spring 2025

Thursday, February 13, 2025

Agenda

10:00 AM – 11:30 AM

**Location:** Dezimmer Leadership and Development Center, Room 409-411

**Zoom Link:** <https://csub.zoom.us/j/89047995676?pwd=VEdFQVJkZTk5UUVzblQyNDR4UkZrUT09>

**Senate Members:** Chair M. Danforth, Vice-Chair D. Solano, Senator A. Hegde, Senator C. Lam, Senator N. Michieka (virtual), 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, Senator E. Correa, 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

- I. Call to Order and Tejon Tribal Land Acknowledgement
- II. Approval of Minutes
  - a. January 30, 2025 (handout)
- III. Announcements and Information
  - a. President's Report – V. Harper **(Time Certain: 10:10 AM)**
  - b. Elections and Appointments – D. Solano (handout)
  - c. Events:
    - i. Monday, February 17 at 1:30 PM – President's Open Forum; Student Union MPR and Zoom
    - ii. Monday, March 17 – Spring Budget Forum; time and location TBD
    - iii. Commencement Dates Finalized:
      1. Friday, May 16 at 7:45 AM – Graduate Hooding Ceremony
      2. Saturday, May 17 at 8:00 AM – SSE Undergraduate Ceremony
      3. Saturday, May 17 at 6:00 PM – A&H, BPA and NSME Undergraduate Ceremony
- 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 (deferred)
- 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)
    - 3. Budget and Planning Committee (BPC) – Senator Wu (handout)
    - 4. Faculty Affairs Committee (FAC) – Senator Zenko (handout)
- f. CFA Report – Senator Salisbury (deferred)

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

- a. Consent Agenda: No items.
- b. Old Business:
  - i. RES 242509 – Search and Screening Procedures for Administrators – FAC and BPC (handout)
  - ii. RES 242515 – Bylaws and Handbook Changes in Response to ASCSU Constitution Ratification – FAC (handout)
  - iii. RES 242510 – Process and Timeline of SOCI Administration – FAC and AAC (handout)
- c. New Business:
  - i. RES 242516 – New PG-NEC Certification Program – BPC and AAC (handout)
  - ii. RES 242517 – Proposal for Elevation of a Concentration to Degree- BA in Ethnic Studies – BPC and AAC (handout)
  - iii. RES 242518 – Academic Advising Structure Is an Academic Endeavor – AS&SS (handout)
  - iv. RES 242519 – Interim Director of Academic Advising Report Extension – AS&SS (handout)

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

VIII. Adjournment



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# Academic Senate: Elections & Appointments

February 13, 2025

1

## Reminder! Exceptional Service Applications Due 2/14

- All faculty are eligible to apply for assigned time under Article 20.37 of the Collective Bargaining Agreement
- For faculty engaged in exceptional levels of service but not receiving a workload adjustment for their effort

**Due Friday, February 14, 2025, by 5:00 PM** to the Office of the Academic Senate ([academicsenateoffice@csub.edu](mailto:academicsenateoffice@csub.edu))

2

## Spring 2025 Call Cycle

1. Statewide Senator – *completed*
2. Senators for Colleges – *run by colleges; call closes TODAY (Feb 13th) at 5pm*
3. Senators At-Large – *call opens Monday, February 24th*
4. Lecturer Electorate Representative – *pending approval of RES 242515*
5. College Elected Positions on Committees – *run by colleges*
6. At-Large Elected Positions on Committees – *and unfilled college positions*
7. College appointed positions on committees – *run by colleges*
8. At-Large and unfilled college appointed positions – *including unfilled college positions and elected positions with no nominations after second calls*



3

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3

## Senator Elections

**Statewide Senator** (for a three-year term, May 2025 – May 2028)

- **Elected:** *Nyakundi Michieka – Economics*

**College Senators** (for a two-year term, May 2025 – May 2027)

- A&H faculty member to replace or re-elect Tiffany Tsantsoulas
- BPA faculty member to replace or re-elect Sumita Sarma
- NSME faculty member to replace or re-elect Amber Stokes
- SSE faculty member to replace or re-elect Zachary Zenko

**At-Large Senators** (for a two-year term, May 2025 – May 2027)

- Faculty member to replace or re-elect Elaine Correa
- Faculty member to replace or re-elect John Deal
- Faculty member to replace or re-elect Rhonda Dugan



4

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4

# 2024-25 College Election Committees

## Arts and Humanities

- **Douglas Dodd (Chair)**
- Joel Haney
- Lena Taub
- *Admin Support: Adrianna Hook*

## Business and Public Administration

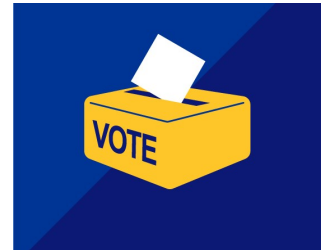
- **Richard Gearhart (Chair)**
- Di Wu
- Atieh Poushneh
- Jinping Sun
- *Admin Support: Maria Diaz*

## Natural Sciences, Mathematics, and Engineering

- **Prosper Torsu (Chair)**
- Alberto Cruz
- Sophia Raczkowski
- *Admin Support: Maria Chavez*

## Social Science and Education

- **Dirk Horn (Chair)**
- Patrick O'Neill
- Dahna Stowe
- *Admin Support: Alex Alva*



# Report to the Academic Senate

## Senate Executive Meetings February 4<sup>th</sup> and 11<sup>th</sup>, 2025

In addition to the regular business of setting the agenda for the Senate meeting and standing committee reports, the following items were discussed:

- **Meeting with President Harper:** EC met with President Harper on February 4th. We debriefed regarding the General Faculty Meeting and discussed confidential issues.
- **Associate Dean for A&H:** The Provost reported that the search for the Associate Dean for A&H has been authorized and asked the Senate to initiate calls for the three faculty positions on the search committee.
- **Paper SOCI:** ITS requested permission to use approximately \$5,000 worth of old SOCI forms in Spring 2025. The consensus was to allow the old forms to be used up.
- **Academic Administrative Review Committees:** There are several Academic Administrative Reviews underway, and Provost expressed concern about the timeline challenges. EC stressed adhering to the timeline as closely as possible considering their importance.
- **Referrals:** EC made the following referrals:
  - *Academic Calendar Change:* We discussed a request to push back advising and registration to allow more time for department chairs to complete the schedule build. This will be a referral to BPC.
  - *Canvas Course End Date:* The Canvas course end date was set earlier than usual this semester (to the end of the final exam period on May 20<sup>th</sup>) which is before the grades due date of May 21st. This was changed without communication to faculty. ITS made the change to prevent students from submitting work after final exams, but it is unclear if this is a real issue for faculty. Referral to AS&SS.
  - *Generative AI Report & Professional Ethics:* There are several issues associated with Generative AI including the Chancellor's Office Generative AI Report and the Chancellor's Office new AI initiative. There also concerns surrounding professional ethics with AI (e.g., faculty using AI for grading). It was noted that there is a bill (AB 2370) to prohibit community college faculty from being replaced by AI instructors. Referral to AS&SS & FAC.
- **Workgroup for CSUB Communications Standards:** We received a request from ITS regarding a new group to recommend standards for communication across campus. There was not interest in having yet another committee. Melissa will respond by asking if this is something that ITC can take on.
- **Data Governance Committee:** Melissa is currently serving as a faculty representative. We decided that going forward the faculty member representative will be the Academic Senate Chair or other EC designee.

**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 President
9/16/2024	2024-2025 #14 SOCI Process	RES IP	AAC and FAC	Review the statewide report on the status of student evaluations in the CSU system. <b>Carry over referral:</b> 2023-2024 #35 Administering SOCIs	<b>RES 242510</b> Process and Timeline of SOCI Administration <i>(2nd reading IP 02/13/2025)</i>	Possible Handbook Change			
10/11/2024	2024-2025 #18 Revision of RES 232431 Search and Screening Procedures for Administrators	RES IP	FAC and BPC	Revision of RES 232431 Search and Screening Procedures for Administrators addressing whether to add use of search firms, add language regarding exceptions, and add an option for university to retreat. RES 232431 Passed in Senate; not approved by President. EC discussed with President Harper in EC on October 8, 2024.	<b>RES 242509</b> Search and Screening Procedures for Administrators <i>(2nd reading 2/13/2025)</i>	Handbook 309			
11/14/2024	2024-2025 #20 New Certificate Proposal: Nursing PG-NEC Certificate	RES IP	AAC and BPC	Review the proposed new certificate, Post Graduate Nurse Educator Certificate submitted by the Department of Nursing.	<b>RES 242516</b> Nursing PG-NEC Certification Program <i>(1st reading IP 02/13/2025)</i>				
1/15/2025	2024-2025 #22 Proposal for Elevation of a Concentration to Degree- BA in Ethnic Studies	RES IP	AAC and BPC	Review the proposal for the elevation of a concentration to a degree in the Bachelor of Arts in Ethnic Studies	<b>RES 242517</b> Proposal for Elevation of a Concentration to Degree_BA in Ethnic Studies <i>(1st reading IP 02/13/2025)</i>				
1/15/2025	2024-2025 #23 Bylaws and Handbook Changes in Response to ASCSU Constitution Ratification	RES IP	FAC	Propose changes to the bylaws, constitution and appendix to identify a process for the selection of the lecturer electorate representative, including identifying if that individual is elected, to have seat on the CSUB Senate.	<b>RES 242515</b> Bylaws and Handbook Changes in Response to ASCSU Constitution Ratification <i>(2nd reading IP 02/13/2025)</i>	Handbook/Bylaws Change			
1/22/2025	2024-2025 #25 Academic Advising Structure and Report	RES IP	AS&SS	Consider drafting a resolution stating that Advising remains an academic endeavor under the purview of the Academic Senate, even though it has been reorganized under the Division of Strategic Enrollment Management and Student Support and determine a feasible extension for the due date for the report from the Interim Director of Advising as required by Resolution 222316.	<b>RES 242518</b> Academic Advising Structure Is an Academic Endeavor <b>RES 242519</b> Interim Director of Academic Advising Report Extension <i>(1st reading IP 02/13/2025)</i>				
9/3/2024	2024-2025 #06 Sixth-year Lecturer Review - Handbook Change	Taskforce has been formed; 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> <b>Carry over referral:</b> 2023-2024 #03 Sixth-year Lecturer Review - Handbook Change <i>Update: FAC Drafted memo and recommendations - included in Senate Agenda packet 9/26/2024. Task Force for Periodic Evolution created- EC appointed members 11/12/2024; first meeting 12/2/2024</i>		Handbook Change			
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). <b>Carry over referral:</b> 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. <b>Carry over referral:</b> 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. <b>Carry over referral:</b> 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. <b>Carry over referral:</b> 2023-2024 #04 Time Blocks and Space Utilization					
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 #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. <b>Carry over referral:</b> 2023-2024 #35 Administering SOCIs. <i>Update: FAC memorandum included in Senate packet 9/26/24 and sent to Brian Chen and Chris Diniz, ITS.</i>		Possible Handbook Change			
1/15/2025	2024-2025 #24 Administrator Search Committee Composition - Handbook Change		FAC	Review and address the issues in the University Handbook section 309.5 Composition of the Search and Screening Committee for Administrators. During discussion, consider clarification of the language to determine which of the search and screening committee compositions is associated with each administrator position, specifics of the the composition of the search and screening committees including the addition of a department chair to the provost search committee, specification of a dean as one of the administrator appointments for the provost and dean search committees and that the staff and administrator appointments be someone from within Academic Affairs, or related area.		Handbook 309.5			
2/3/2025	2024-2025 #26 Class Cancellation Guidelines		AAC and BPC	Address concerns regarding class cancellations: inconsistencies in class section cancellations between colleges, effects of class section cancellations on student graduation progress and retention, developing guidelines for class section cancellation that take in to account exceptions for smaller programs, availability of lab/studio stations and equipment, accreditation requirements, etc.					
2/3/2025	2024-2025 #27 Program Discontinuation/Moratorium Policy		AAC and FAC	Review and address the concerns regarding the current program discontinuation/ moratorium policy. Consider: whether lecturers in the program should be added to the list of faculty members notified in writing at the beginning of the process; updating the notification to Senate to be a formal discontinuation proposal instead of "written notification"; clarifying Senate's role in both the notification and approval processes; and updating the timeline for all proposals to align with Senate procedures and timelines.					

## **Academic Affairs Committee (AAC)**

### **Report to the Academic Senate**

Thursday, February 6, 2025

The AAC Committee reviewed a draft resolution from FAC on Resolution 242510 – Process and Timeline of SOCI Administration. After further discussion, the Committee made some edits and passed the resolution. Chair Deal sent the resolution to FAC Chair Zenko for FAC approval and submission to the Academic Senate for second reading. AAC passed a resolution for Referral 242520 - New Certificate Proposal: Nursing PG- NEC Certification. Since this was a joint resolution with BPC, Chair Deal sent the referral to Chair Wu for final BPC approval and submission to the Academic Senate for first reading. AAC passed a resolution for Referral 242522 - proposal for the elevation of a concentration to a degree in the Bachelor of Arts in Ethnic Studies. Since this was a joint resolution with BPC, Chair Deal sent the referral to Chair Wu for final BPC approval and submission to the Academic Senate for first reading.



# **Academic Support & Student Services Committee (AS&SS)**

## **Report to the Academic Senate**

Thursday, February 6, 2025

The AS&SS committee met to discuss for the second time, 2024-2025 REFERRAL #25 - Academic Advising Structure and Report. Dr. Jennifer Mabry, AVP Enrollment Services visited the committee to discuss the relocation of academic advising into the new division of Strategic Enrollment Management and Student Support. We thank Dr. Mabry for taking the time to provide very helpful information and to answer our questions, and we look forward to engaging in future conversations with Strategic Enrollment Management about academic advising. The committee drafted a resolution, Academic Advising Structure Is an Academic Endeavor, to affirm that the Academic Senate must continue its practice of developing and recommending policies and procedures pertaining to academic advising.

We drafted resolution, Interim Director of Academic Advising Report Extension, to set a new deadline for the report required by RES 222316.

We agreed to replace Dr. Sigdya with Prof. Kirstein on the Taskforce for Creating New Schools.



## **AY2024-2025 Budget and Planning Committee Report**

Thursday, February 6, 2025  
10:00-11:30 AM  
BDC 134A-Conference Room

BPC met on February 6 and discussed a few issues:

1. The Spring Budget Open Forum should remain on the original schedule despite the change in CFO. More details to follow
2. BPC discussed and approved the New Certificate Proposal for the Nursing PG-NEC Certificate. A joint resolution with AAC will be submitted for the next Senate meeting.
3. BPC discussed and conditionally approved the proposal to elevate the Ethnic Studies concentration to a Bachelor's degree (BA in Ethnic Studies). A joint resolution with AAC will be submitted for the next Senate meeting.
4. BPC invited Tommy Holiwell to the meeting, where he provided updates on scheduling and space utilization issues on campus. He also shared insights on improving time blocks and space management. BPC will work on these referrals soon.

## Report from the Faculty Affairs Committee of the Academic Senate

At the February 6<sup>th</sup> meeting, the FAC discussed several issues.

1. The FAC revised RES242515 (Bylaws and Handbook Changes in Response to ASCSU Constitution Ratification). This was approved and sent to the Executive Committee for second reading in Academic Senate.
2. The FAC began discussing referral 2024-2025 27 (Program Discontinuation Moratorium Policy). The FAC recognized several issues and discussed several guiding principles for this issue, including
  - a. The need to notify all faculty
  - b. The need to notify everyone affected on official memos on letterhead, with clarity on all procedures and timelines, including (but not limited to)
    - i. how a “teach out” would work,
    - ii. all potential appeals processes involving students/faculty,
    - iii. notification of everyone potentially affected (including other departments with curricular dependencies)

The FAC will continue discussing this issue.

3. The FAC also began discussion on referral 2024-2025 24 (Academic Search Committee Composition). This included discussion on clarity on who would serve on search committees for the Provost and Deans, consideration of adding at least one Department Chair to the Provost Search Committee, specifying that a Dean shall be the administrator appointment for the Provost and Dean search Committees, and specifying that staff/administrator appointments shall be involved with Academic Affairs or the administrator position.

The FAC will continue discussing this issue.

4. An organic discussion evolved following the General Faculty Meeting. The FAC encourages faculty involvement in all ways, including and especially decision-making that could affect faculty workloads and availability of faculty work. The FAC encourages enhanced transparency related to all decision-making processes and discussed the importance of prioritizing faculty hiring whenever possible.
  - a. CFA President Salisbury invited faculty to be engaged in any capacity they can and highlighted willingness to hear from faculty directly regarding their concerns, and the need for faculty to engage in lobbying efforts to support the CSU.
  - b. The FAC also acknowledged that several Administrator Review Committees have been established and discussed the need for updates on these processes.



## **Search and Screening Procedures for Administrators - Handbook Change**

**RES 242509**

FAC and BPC

**RESOLVED:** The following changes be made to the University Handbook (additions in **bold underline**, deletions in ~~strikethrough~~).

### **309 Search and Screening Procedures for Administrators**

#### **309.1 General Policy**

Although the President or his/her designee is the appointing officer for all administrative positions, the principles of shared governance dictate that faculty, staff, students and administrators shall also be involved in the selection process where appropriate. As the faculty have primary responsibility for the educational mission and functions of the University, faculty members shall play a major role in search and screening for academic administrators.

A major responsibility of the University in recruitment and retention of administrators is to secure the most qualified individuals. Therefore, appointments to administrative positions shall be based on ability and fitness for the position as set out in the criteria for selection and the stated roles and responsibilities of the office. Appointments shall conform to policies of the CSU Board of Trustees.

In cases involving the selection of academic administrators who have the potential for exercising retreat rights to a faculty position, faculty will play a central role in establishing qualifications for the position, in the screening of candidates for appointment, and in formulating the recommendations submitted to the appropriate administrator. Committees established for the purpose of screening candidates for academic administrative appointments shall have a majority of faculty members. In other cases, where the function of the administrator is mainly advisory to the President or does not include academic policy decisions, the faculty's role in the search shall reflect the extent of legitimate faculty interest in the position.

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In recognition of the principles of shared governance as well as their importance to the university, both staff and students shall participate in the selection of all administrators where appropriate. Representation on Search and Screening Committees shall be determined by the relationship of the office or position to staff and student activities.

**In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

### **309.2 Policies on Diversity**

The hiring practices of the University shall be in compliance with the policies of the CSU Board of Trustees and all applicable EEO/AA/ADA legislation. University policy dictates that the search and screening process shall not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability or veteran's status. The University recognizes its moral and legal obligations to strive for a composition of personnel that accurately reflects the profile of ethnic minorities and gender in the labor force from which it draws. To meet these obligations, the University will aggressively seek applications from ethnic minorities and women where their representation is below the standards of the labor force. The Diversity Officer of the University provides basic information, advice and counsel for all Search and Screening Committees.

### **309.3 Responsibilities of the Search and Screening Committee**

The responsibilities of each Search and Screening Committee, in cooperation with the appointing officer, include formulating criteria for selection appropriate to the stated roles and responsibilities of the position, developing a position announcement, recruiting and screening candidates, and recommending to the appointing officer only qualified and acceptable candidates. The committee, in cooperation with the appointing officer, establishes a calendar, with milestones, for accomplishing its responsibilities.

It is also the responsibility of the committee to keep complete and accurate records of the selection and recommendation process. **This may include requesting documentation and records from the search**

**firm.** Upon the discharge of the committee, the chair shall forward these records to the appropriate administrative officer for retention pursuant to university policy.

**In all cases the chair shall act in consultation with the search and screening committee.**

**In case a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

#### **309.4 Confidentiality of Search and Screening Committee Activities**

Each Search and Screening Committee, in cooperation with the appointing officer, has the responsibility to protect the integrity of the search and screening process. All committee deliberations and consultations shall remain confidential. Violations of this confidentiality shall be considered a breach of professional ethics. Except for matters of direct consultation, attendance at all meetings of the committee shall be restricted to official members of the committee. No persons outside the formal membership of the committee shall be present when deliberations are in progress. Appropriate safeguards shall be taken to ensure the confidentiality of all committee records.

**The chair of the committee may invite the appointing officer or a member of the search firm to their deliberations at their discretion.**

**In any search, after consulting with the search committee, the appointing officer may also:**

- A. **promote the position to potential candidates or/and answer questions raised by the potential candidates before a time when the search committee starts to review candidates.**
- B. **speak with the recommended candidates before scheduled campus visits take place.**

**If a search firm is hired to assist in the search and screening process, please refer to 309.12 for additional guidance.**

### **309.5 Composition of the Search and Screening Committees Administrators**

Search and screening committees for positions concerning faculty and academic matters shall consist of the membership outlined below. Faculty shall make up a majority of the total membership of the search committee for the following positions: Provost and Vice President for Academic Affairs, Associate/Assistant Vice President for Faculty Affairs, Associate Vice President for Academic Programs/Dean of Undergraduate and Graduate Studies, all Academic Deans, and Associate/Assistant Academic Vice Presidents. *(Revised 7-02-20)*

The appointing officer shall assure the selection of the Search and Screening Committees as follows:

- A. For university-wide positions: five full-time tenured faculty members one from each ~~school~~ College and one at-large (drawn from the General Faculty including librarians, counselors, and coaches). For individual ~~school~~ **College**, Library or Antelope Valley Dean positions: four full-time tenured faculty members drawn from and elected by the affected constituency. *(Revised 7-02-20)*
- B. One **academic** administrator appointed by the appointing officer in consultation with the Cabinet.
- C. One student selected by the Executive Committee of Associated Students, Inc.
- D. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.
- E. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate maintaining the majority faculty membership. The appointments shall be made to assure representation of the entire university.
- F. The search committee shall elect its chair. In the case of cabinet level positions, the President in consultation with the search committee will appoint the chair.

The search and screening committees for other administrative positions (excluding assistant or associated deans) shall be as follows: *(Revised 7-02-20)*

- a. One full-time tenured faculty member, representative of and elected by the affected constituency. *(Revised 7-02-20)*
- b. One administrator appointed by the appointing officer in consultation with the Cabinet.
- c. One student selected by the Executive Committee of Associated Students, Inc.
- d. One staff member jointly selected by the appointing officer and the Executive Committee of the Academic Senate.

- e. Additional members may be added, when appropriate by the Appointing Officer and the Executive Committee of the Academic Senate. The appointments shall be made to assure representation of the entire university.

### 309.6 Roles and Procedures of the Search and Screening Committees

- a. **The appointing officer or their designee shall call for the necessary elections and appointments to form the Search and Screening Committee as soon as possible following the announcement of a vacancy. The appointing officer may, at their discretion, hire a search firm to assist in the recruitment process.**
- b. The appointing officer or his/her **their** designee shall convene the first session of the Search and Screening Committee to discuss the agreed upon roles and responsibilities of the position, the qualifications needed in a nominee/applicant for the position, and the criteria for selection. The committee, in consultation with the appointing officer, shall establish a calendar, with milestones, for the completion of its work.
- c. At the beginning of the process, the **Chief Diversity Officer** of the University or designee shall meet with the committee to discuss issues, strategies, and procedures to be implemented during the search and screening process that will help meet the moral and legal obligations of the University in achieving diversity among its administrators.
- d. The committee shall elect its chair.
- e. A majority of the committee members shall constitute a quorum; **no meeting shall take place unless a quorum is achieved.** ~~although~~ Every effort shall be made to have attendance of all committee members at each meeting. **Faculty availability shall be prioritized.**
- f. Except for matters of direct consultation, attendance at meetings of the committee shall be restricted to members of the committee. No one outside the committee shall be present when deliberations are in progress. **The chair of the committee may invite the appointing officer or a member of the search firm to their deliberations after consultation with the search and screening committee.**
- g. The Search and Screening Committee, in consultation with the appointing officer, shall prepare a vacancy announcement and position descriptions that are widely distributed. The committee shall determine and prioritize the qualifications required for the position commensurate with the roles and responsibilities of the position.
- h. The Search and Screening Committee shall establish appropriate procedures for receiving applications/nominations, acknowledging receipt of all materials, **and** reviewing all materials received. ~~and performing background checks.~~ **In any case, all application materials provided by the candidate will be made available to the Search and Screening Committee.**



- i. Upon completion of the review of the applicants, the committee shall recommend those candidates who should be brought to campus for interviews. **The appointing officers and representatives of a search firm may contact candidates after consulting with the search committee.**
- j. For retreat rights and potential tenure purposes, candidates shall be interviewed by the academic department in which they are seeking retreat rights, at which time the department will forward to the Search and Screening Committee a recommendation assessing the candidate's potential for the reward of tenure. A negative recommendation from the department regarding a particular applicant is to be considered a right of refusal to accept the candidate in that department.
- k. Any recommendation for tenure upon appointment would normally be restricted to those applicants who have been, or are currently, tenured by an accredited academic institution of higher education. Applicants without such a record shall be evaluated for tenure according to criteria jointly established by the appropriate department, the dean, and the P&VPAA.
- l. Opportunity shall be provided for all members of the university community (including, but not limited to, faculty, staff, students, alumni, and other "friends" of the university) to meet candidates during interviews.
- m. After completion of interviews, the Search and Screening Committee shall seek out and consider the observations and opinions of all those individuals who had an opportunity to meet with the candidates before making its final recommendations.
- n. The committee shall forward to the appointing officer and President a list of all acceptable candidates. The committee shall provide in writing a detailed rationale for its recommendations. Under normal circumstances at least three candidates shall be recommended to the appointing officer and President. The appointing officer and President shall meet with the members of the committee to discuss their evaluations of the recommended candidates.
- o. If none of the candidates recommended by the committee accepts the position offer, the appointing officer and President shall meet with the committee to determine whether any acceptable candidates remain in the applicant pool. If the committee, in consultation with the appointing officer and President, determine there are no further acceptable candidates, the search process shall begin anew.
- p. All records, deliberations, and consultations throughout the search and screening process shall remain strictly confidential.

### **309.7 Appointment of Interim Non-Academic University-Wide Officers**

- a. This policy shall apply to the interim appointments of the VPBAS, VPSA, and VPUA. New positions that are similar in nature shall also be subject to this policy.

- b. When a vacancy in one of these positions occurs, the President shall confer with the Executive Committee of the Academic Senate, to determine if there is sufficient time for recruitment, the appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
- c. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

**309.8 Appointment of Interim Provost and Vice-President for Academic Affairs**

- a. When a vacancy occurs, the President shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

**309.9 Appointment of other Interim University-Wide Academic Administrators**

- A. This policy shall apply to the interim appointments of other academic administrators whose responsibilities include making academic policy decisions that affect the entire university which includes the Assistant Vice President for GRASP, the Associate Vice President for Academic Programs, the Associate Vice President for CSU Bakersfield Antelope Valley (*Revised 06-28-18 Name Change*), the Associate Vice President for Faculty Affairs, the Dean of Academic Programs, and the Dean of the Division of Extended Education and Global Outreach (*Revised 07-10-17 Name Change*). New positions that are similar in nature shall also be subject to this policy.
- B. When a vacancy occurs, the P&VPAA shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, an interim appointment shall be made. Such appointments will be made after consultation with the Executive Committee of the Senate and members of the representative units affected by the appointments.
- C. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

**309.10 Appointment of Interim ~~School~~ College Deans**

- a. When a vacancy occurs in a ~~school~~ college dean's position, the Provost and Vice President for Academic Affairs shall confer with the Executive Committee of the Academic Senate to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim dean will be made by the Provost & Vice President for Academic Affairs. Such appointments will be made after consultation with the Executive Committee of the Senate, Department Chairs, members of the ~~school~~ college, and appropriate advising committees.
- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

**309.11 Appointment of Interim ~~School~~ College Associate Deans**

- a. When a vacancy occurs in an associate ~~school~~ college dean's position, the Dean shall confer with Department Chair to determine if there is sufficient time for recruitment and appointment of a replacement. If there is insufficient time to find a replacement before the office is vacated, the appointment of an interim Associate Dean will be made by the Provost upon recommendation of the Dean. Such appointments will be made only after the Dean has consulted with the Department Chairs, members of the ~~school~~ college, and appropriate advising committees.
- b. Interim appointments are intended to be temporary, and should not exceed 18 months. These appointments may be renewed after following the above procedures.

**309.12 Additional Guidance When a Search Firm is Hired to Assist in the Search and Screening Process for Administrators**

**When a search firm is hired to assist in the search and hiring process:**

- a. **this search firm shall be distributed a copy of University Handbook Section 309 prior to being hired.**
- b. **the search and screening committee is given a copy of the contract detailing the responsibilities of the search firm.**
- c. **the search and screening committee may also assist in recruiting applicants.**
- d. **after obtaining approval from the committee, members of this search firm may be present in search committee meetings, as outlined in 309.6ef.**

**RATIONALE:**

The requested changes address faculty concerns with the use of search firms during the search and screening of administration positions. These changes outline the roles and responsibilities of different entities involved within this process and protect faculty rights and the role of campus committees and representatives.

**Distribution List:**

- President
- Provost and VP for Academic Affairs
- VP Student Affairs
- AVP Faculty Affairs
- AVP Academic Affairs and Dean of Academic Programs
- ~~School~~ College Deans
- Dean of Libraries
- Dean of Antelope Valley
- Dean of Extended University and Global Outreach
- Department Chairs
- General Faculty

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Approved by the Academic Senate: XXX

Sent to the President: XXX

President Approved:



Process and Timeline of SOCI Administration

RES 2425 ~~10XX~~

FAC, AAC

**RESOLVED:** That the Academic Senate recommend revisions to the University Handbook language regarding the timeline and process of collecting student opinions on curriculum and instruction (SOCIs). (Deletions in ~~striketrough~~, additions in **bold underline**.)

**RATIONALE:** This resolution is responsive to the Report on Student Ratings of Instruction in the California State University System (Dyer, 2024), which includes recommendations for addressing bias in student opinions.

Academic Senate.

**305.4.2.6 Evaluation of Teaching Effectiveness**

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student ~~evaluations~~ **opinions** of teaching, this tool is not intended to be the only tool to evaluate teaching, and the SOCI shall not be weighted more than ~~50~~ **33.3**% in the evaluation of teaching.

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The evaluation of teaching effectiveness

Since teaching is a primary function of all CSUB faculty, a candidate for retention is expected to demonstrate ~~his/her~~ **their** ability to teach effectively. The evaluation of teaching effectiveness shall involve multiple measures of a faculty member’s performance. In addition to the systematic review of the SOCI, course syllabi, and course materials (exams, handouts, etc.), reviewers are expected to consider other appropriate measures of teaching effectiveness submitted by the faculty member, such as:

- a. Introspective self-assessments for formative assessment of teaching and learning in courses during the terms of the review cycle.
- b. Faculty-developed instruments for formative assessment of teaching and learning in courses during the terms of the review cycle.

- c. Peer assessments based upon a mutually-agreed schedule of classroom visits during the review cycle.
- d. Formal assessments performed by the Faculty Teaching & Learning Center at the request of the faculty member during the review cycle.
- e. Self-reflection of grades awarded for courses taught during the review cycle.
- f. Evidence of currency in one's discipline and the integration of that currency into the classroom.

**305.4.4 Student Role in the Performance Review Process**

Student evaluation opinion of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCI) shall be the primary instrument used to collect student opinions of teaching. **The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every five-10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.**

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Except as limited below, faculty members will administer SOCI in all sections and place the results of all SOCI in the RTP (WPAF) File for use by all levels of review.

The requirement for collection of SOCI may be waived in the following cases.

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**A. The requirement for collection of SOCI may be waived** for sections with enrollments of fewer than 6 students or similar situations in which the anonymity of respondents would be compromised and sections in which the primary mode of instruction or the SOCI would not reasonably correlate with instructional methods.

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**B. The requirement for collection of SOCI may be waived for sections in which a faculty member went on leave and was replaced by another faculty member.**

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**a. This request shall be honored at the discretion of the replacement faculty member.**

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**b. The faculty member on leave shall not be subject to student opinions.**

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Within these guidelines, department chairs in consultation with their department shall determine which sections are eligible for waiver. Documentation of the department decision to grant a waiver shall be included in each section of the file for which SOCI are waived.

Commented [ZZ1]: Reach out to Heidi

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The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

**Faculty shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions as well as the overall SOCI. Quantitative and qualitative data shall be linked in both online and physical SOCIs. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses.**

**Some bias in student opinions may be present. Faculty [under review](#) may request that the AVP for Faculty Affairs reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. [SOCIs that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI\(s\) must be made 90 days prior to the next review and evaluation cycle.](#) The AVP for Faculty Affairs shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs, the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process.**

#### **305.4.5 SOCI Distribution Period**

**The SOCI Distribution Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for SOCI distribution shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).**

**In the Fall and Spring semesters, SOCIs distributed online shall be available for 10 weekdays. SOCIs distributed in person shall be distributed during one class meeting in the two-week SOCI Distribution Period; SOCIs shall be distributed between 14 and 21 days prior to the Last Day of Classes.**

**In the Summer and Winter sessions, SOCIs distributed online shall be available for 5 weekdays. SOCIs distributed in person shall be distributed during one class meeting in the penultimate week of classes. SOCIs distributed online shall be distributed during the penultimate week of classes.**

**The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOClS via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOClS.**

Faculty members shall administer SOClS in Accordance with the Collective Bargaining Agreement.

**Distribution List:** (update as needed)

- President
- Provost and VP for Academic Affairs
- College Deans
- Dean of Libraries
- Dean of Antelope Valley Campus
- Dean of EEGO
- Department Chairs
- General Faculty

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





## Process and Timeline of SOCI Administration

### RES 242510

FAC, AAC

**RESOLVED:** That the Academic Senate recommend revisions to the University Handbook language regarding the timeline and process of collecting student opinions on curriculum and instruction (SOCIs). (Deletions in ~~striketrough~~, additions in **bold underline**.)

**RATIONALE:** This resolution is responsive to the Report on Student Ratings of Instruction in the California State University System (Dyer, 2024), which includes recommendations for addressing bias in student opinions.

Academic Senate.

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### 305.4.2.6 Evaluation of Teaching Effectiveness

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student **opinions** of teaching, this tool is not intended to be the only tool to evaluate teaching, and the SOCI shall not be weighted more than 33.3% in the evaluation of teaching.

#### The evaluation of teaching effectiveness

Since teaching is a primary function of all CSUB faculty, a candidate for retention is expected to demonstrate ~~his/her~~ **their** ability to teach effectively. The evaluation of teaching effectiveness shall involve multiple measures of a faculty member's performance. In addition to the systematic review of the SOCI, course syllabi, and course materials (exams, handouts, etc.), reviewers are expected to consider other appropriate measures of teaching effectiveness submitted by the faculty member, such as:

- a. Introspective self-assessments for formative assessment of teaching and learning in courses during the terms of the review cycle.
- b. Faculty-developed instruments for formative assessment of teaching and learning in courses during the terms of the review cycle.

- c. Peer assessments based upon a mutually-agreed schedule of classroom visits during the review cycle.
- d. Formal assessments performed by the Faculty Teaching & Learning Center at the request of the faculty member during the review cycle.
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- f. Evidence of currency in one's discipline and the integration of that currency into the classroom.

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Student **opinion** of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCI) shall be the primary instrument used to collect student opinions of teaching. **The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.**

Except as limited below, faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

The requirement for collection of SOCIs may be waived **in the following cases.**

- A. **The requirement for collection of SOCIs may be waived** for sections with enrollments of fewer than 6 students or similar situations in which the anonymity of respondents would be compromised and sections in which the primary mode of instruction or the SOCI would not reasonably correlate with instructional methods.
- B. **The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member.**
  - a. **This request shall be honored at the discretion of the replacement faculty member.**
  - b. **The faculty member on leave shall not be subject to student opinions.**

Within these guidelines, department chairs in consultation with their department shall determine which sections are eligible for waiver. Documentation of the department decision to grant a waiver shall be included in each section of the file for which SOCIs are waived.

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

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**In the Summer and Winter sessions, SOCIs distributed online shall be available for 5 weekdays. SOCIs distributed in person shall be distributed during one class meeting in the penultimate week of classes. SOCIs distributed online shall be distributed during the penultimate week of classes.**

**The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCI's via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCI's.** Faculty members shall administer SOCI's in Accordance with the Collective Bargaining Agreement.

**Distribution List: (update as needed)**

- President
- Provost and VP for Academic Affairs
- College Deans
- Dean of Libraries
- Dean of Antelope Valley Campus
- Dean of EEGO
- Department Chairs
- General Faculty

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



**Bylaws and Handbook Changes in Response to ASCSU Constitution Ratification**

RES 2425 ~~15XX~~

FAC

**RESOLVED:** That the Academic Senate establishes a practice of electing a Lecturer Senator to serve as a representative of the lecturer electorate to the Academic Senate of the California State University (ASCSU).

**RESOLVED:** Lecturer faculty shall be eligible to serve as a lecturer representative to the ASCSU if they are full-time or part-time with a time base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year).

**RESOLVED:** The Elections Committee of the Academic Senate shall ensure that lecturer representatives are eligible and elected by lecturer faculty. All full- and part-time lecturers are eligible to participate in the voting and election process.

**RESOLVED:** That the Academic Senate recommend revisions to the University Handbook language regarding the lecturer electorate representative to the ASCSU role and inclusion of the lecturer electorate representative as a member of the CSUB Academic Senate. (Deletions in ~~strikethrough~~, additions in **bold underline**.)

**RATIONALE:** This resolution is responsive to the ASCSU's recently ratified constitutional amendments regarding the inclusion of lecturer senators as part of a lecturer electorate. Specifically, Article 2, Section 6 of the Constitution of the Academic Senate of the California State University indicates that "The lecturer senator electorate shall consist of one lecturer faculty member elected *by* and *from* the lecturer faculty on each campus, according to rules established on each campus." (emphasis added).

Amend the Constitution of the Academic Senate (University Handbook Appendix C) as follows:

## Article 1 Membership

The Academic Senate shall be composed of the following members:

- A. the General Faculty Chair and Vice Chair elected by the General Faculty;
- B. two representatives to the CSU (statewide) Academic Senate elected by the General Faculty;
- C. **one lecturer representative to the CSU (statewide) Academic Senate Lecturer Senate Electorate elected by the lecturer faculty;**
  - A. **The Lecturer representative may be full-time or part-time with a time base entitlement of at least 0.6 (e.g., 18 WTUs for the academic year).**
  - B. **The lecturer representative may be elected to the CSU (statewide) Academic Senate**
  - A.C. **If the Lecturer representative is elected to the CSU (statewide) Academic Senate, then they will serve on the Executive Committee as a representative to the Academic Senate CSU (see Section 2)**
- D. two representatives from each ~~School~~**College** and
- E. one representative from the CSU Bakersfield Antelope Valley **campus**, elected by the respective faculty members of the ~~Schools or Center~~**Antelope Valley Campus**
- F. six at-large representatives elected from and by the General Faculty;
- G. the ASI President or designee;
- H. one representative of the Council of Academic Deans selected by the council;
- I. a staff member elected by Staff Forum;
- J. the immediate previous Senate Chair, will serve for a period of one term, *ex officio*; and
- K. the Provost (and Vice-President for Academic Affairs) serves *ex officio* and nonvoting.

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## Section 2 Executive Committee

A. Membership: The Executive Committee shall consist of:

- ~~B.~~ B. the current Chair;
- ~~C.~~ C. the Vice Chair;
- ~~D.~~ D. the Standing Committee Chairs;
- ~~E.~~ E. the ~~two~~ representatives to the Academic Senate CSU
- ~~F.~~ F. the immediate previous Senate Chair, will serve for a period of one year, *ex officio*; and

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~~E.G.~~ the Provost (and Vice President for Academic Affairs) serves ex officio and non-voting.

**Distribution List:** (update as needed)

- President
- Provost and VP for Academic Affairs
- College Deans
- Dean of Libraries
- Dean of Antelope Valley Campus
- Dean of EEGO
- Department Chairs
- General Faculty All CSUB Students, Faculty, Staff, and Administrators

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



## **Nursing PG-NEC Certification Program**

**RES 242516**

AAC and BPC

**RESOLVED:** That the Academic Senate approve the proposal for New Certificate Program of Post Graduate Nurse Educator.

**RATIONALE:** The Nursing Department currently offers nursing degrees in both undergraduate and graduate levels. The Nursing Department is proposing a new certificate program of Post Graduate Nurse Educator that prepares nurses with graduate degrees to deliver outstanding, evidence-based nursing education as well as sit for the NLN Certified Nurse Educator (CNE) examination. This certificate program will meet a need to train nursing educators to address the shortage of nurses in the region and nation. The proposed certificate program will be supported by sufficient and dedicated resources to ensure its successful future operations.

**Attachments:**

(1) 2024-2025 20 NEC Program Proposal\_Final.

**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 Advising Centers
- Dean of Libraries
- Department Chairs



## Post-Graduate-Nurse Educator Certificate (PG-NEC) Program Proposal

1. Approval.
  - a. See attached letter.
2. Proposed Changes
  - a. The Post-Graduate Nurse Educator Certificate Program is a new program being introduced by the Department of Nursing (DON). It will be a stateside program offered to post graduate students who wish to pursue a career in nursing education. Upon completion, students will be eligible for the Certified Nurse Educator exam.
3. Resource Implications
  - a. Faculty Resources
    - i. There are four required courses for the Post-Graduate Nurse Educator Certificate Program for a total of 12 semester units. The NEC Faculty Costs with WTU (Appendix A) outline a comparison of student tuition vs. faculty costs. The proposed budget assumes 10 Nurse Educator students beginning Fall 2025, 6 post master's DNP students beginning Spring 2026, and 10 post DNP students beginning Spring 2029.
      1. N6810 is part of the DNP curriculum and is offered at no additional cost.
      2. The remaining three courses (9-units) will require 0.5 FTE.
      3. Curriculum Map that includes course sequencing for both the Post Graduate Nurse Educator Certificate Program and the Post-DNP option is presented in Appendix B.
    - ii. Existing graduate faculty are well-prepared to teach these courses and many plan to take the NLN Nurse Educator Certification Exam.
    - iii. The WTU cost in teaching the program is less than the projected income generated from student tuition.
  - b. Library resources.
    - i. Several health care related learning resources are currently available for our graduate students. Additional resources will be secured with the implementation of the Doctor of Nursing Practice that is being proposed. These resources will meet the needs of students in the Post-Graduate Nurse Educator Certificate Program. The DON has been fortunate to have obtained grant funding to support the purchase of these resources, including the California Budget Act 2021, which has allotted a budget of \$50,000/year for the next 5 years for library/learning resources that will support all health-related programs, including DNP programs.
4. Curriculum Implications
  - a. The Post-Graduate Nurse Educator Certificate Program is a stand-alone program that will not affect the graduate program at CSUB Nursing. CSUB DNP graduates will have the advantage of having already completed N6810 as a part of their DNP program required courses. The first course will be offered in Fall 2025.

## 5. Rationale

- a. The national nursing shortage has been widely publicized and is a multi-faceted problem. One contributor to the nursing shortage is a shortage of Nurse Educators (Grainger, 2021). While the nursing faculty shortage is national, the west coast states are among the hardest hit. According to an AACN survey, California had a nursing faculty vacancy rate of 10% for the 2022-2023 academic year. Local educators are acutely aware of the faculty shortage and have been requesting a Post-Graduate Nurse Educator Certificate Program for several years. The Title 5 requirement that DNP programs include instruction in Curriculum and Evaluation in the DNP curriculum is the perfect opportunity to introduce the Post-Graduate Nurse Educator Certificate Program. Most Registered Nurses who seek faculty roles are expert clinicians but have not received formal education in curriculum design, teaching strategies, or evaluation of students. The Post-Graduate Nurse Educator Certificate Program will prepare practicing nurses for an academic teaching career.
6. See attached Approval New Course/Course Changes
    - a. N6810 (included with DNP proposal)
    - b. N6820
    - c. N6830
    - d. N6840

## 7. Catalog Copy

**Program Description:** The post graduate Post-Graduate Nurse Educator Certificate Program prepares nurses with graduate degrees to provide outstanding, evidence-based nursing education. Courses in curriculum development, learning theory, teaching & learning strategies and evaluation will prepare students for the NLN Certified Nurse Educator (CNE) examination.

### **Admission Requirements:**

- Graduate degree in Nursing (MSN or DNP) with a minimum GPA of 3.0
- Hold a current registered nurse license from the California Board of Registered Nursing (BRN), unencumbered, unrestricted, with no disciplinary action pending or imposed.
- One-year full time clinical experience working as an RN.
- GRE is NOT required

### **Required Courses:**

#### **N6810: Curriculum Strategies in Nursing Education (3)**

Provide students with the knowledge and skills needed to design, implement, and evaluate nursing education curricula. Focus on the use of evidence-based curriculum design to meet the needs of diverse students. **Pre-requisite: Admission to the Post-Graduate Nurse Educator Certificate Program or DNP programs**

**N6820: Teaching Practicum (3)**

Work collaboratively with an academic mentor to demonstrate application of the teaching and learning principles needed for the nurse educator role in the clinical or classroom setting.

**Pre-requisite: Admission to the Post-Graduate Nurse Educator Certificate Program**

**Co-requisite: N6810**

**N6830: Evaluation Strategies in Nursing Education (3)**

Analyze the principles and methods of evaluation in nursing education at the course and program level. Explore assessment techniques, measurement tools, and strategies to evaluate learning outcomes. Design, implement, and interpret educational evaluation processes to improve educational outcomes.

**Pre-requisite: N6810 (Minimum Grade B-)**

**N6840: Technology in Nursing Education (3)**

Explore and evaluate a variety of technology-based teaching strategies used in nursing education. Utilize resources from national organizations to develop and evaluate teaching strategies that incorporate best teaching practices in nursing education.

**Pre-requisite: N6810 (Minimum grade B-).**

**Program Outcomes:**

1. Plan, implement and evaluate nursing curriculum at the course and program level.
2. Facilitate student learning in a variety of nursing education settings.
3. Utilize nursing education research to develop and implement evidence-based teaching and learning practices.
4. Engage in the academic educational environment.
5. Implement curriculum change based on ongoing student and program assessment and evaluation.
6. Function as a leader in nursing education.


Grainger, L. (2021). Nursing Faculty Shortage in the U.S.: Has a pandemic compounded an existing problem? Wolters Kluwer Health, February 25, 2021.

<https://www.wolterskluwer.com/en/expert-insights/nursing-faculty-shortage-in-the-us>



**2024-2025 REFERRAL #20**

**New Certificate Proposal: Nursing PG-NEC Certificate**

**From:** Melissa Danforth, Academic Senate Chair 

**To:** Di Wu, Budget and Planning Committee (BPC) Chair  
John Deal, Academic Affairs Committee (AAC) Chair

**Date:** November 14, 2024

**cc:** Katherine Van Grinsven, Academic Senate Administrative Analyst

The Academic Senate Executive Committee requests that the Academic Affairs Committee (AAC) and the Budget and Planning Committee (BPC) review the proposed new certificate, Post Graduate Nurse Educator Certificate.

Your committees should address any concerns as needed. 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) NSME Nurse Educator Program Proposalx
- (2) NEC Program Proposal\_Final
- (3) Appendix A- Faculty Costs
- (4) Appendix B\_PG NEC Curriculum Map
- (5) N6840 SIGNED
- (6) N6830 SIGNED
- (7) N6820 SIGNED
- (8) N6810 SIGNED
- (9) Topic\_Nursing PG-NEC Certification Program.pdf

**DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE**

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



## Proposal for Elevation of a Concentration to Degree\_BA in Ethnic Studies

**RES 242517**

AAC and BPC

**RESOLVED:** That the Academic Senate approve the proposal for elevation of a concentration to degree- BA in Ethnic Studies.

**RATIONALE:** The Department of Ethnic Studies is proposing to elevate the Ethnic Studies Concentration in Interdisciplinary Studies to the status of a Bachelor of Arts degree in Ethnic Studies. The BA in Ethnic Studies will engage students in the study of the histories, experiences, cultures, and issues of racial ethnic groups in the United States. The proposed BA degree in Ethnic Studies will be supported by sufficient and dedicated resources to ensure its successful future operations.

**Attachments:**

- (1) 2024-2025 22 Proposal for Elevation of a Concentration to Degree- BA in Ethnic Studies.

**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 Advising Centers  
Dean of Libraries  
Department Chairs



**2024-2025 REFERRAL #22**

**Proposal for Elevation of a Concentration to Degree- BA in Ethnic Studies**

**From:** Melissa Danforth, Academic Senate Chair 

**To:** John Deal, Academic Affairs Committee (AAC) Chair  
Di Wu, Budget and Planning Committee (BPC) Chair

**Date:** January 15, 2024

**cc:** Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on December 3, 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 the Elevation of a Concentration to Degree for the Bachelor of Arts in Ethnic Studies.

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 recommendations. If your recommendations require Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

- (1) Proposal Documents Box Folder: <https://csub.box.com/s/a5z1qyidqbu4e6n15uxb8h4f6p8o4e0m>
- (2) Email\_Proposal for Elevation to Concentration\_BA in Ethnic Studies\_2024-11-26.pdf

**DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE**

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

## NEW DEGREE PROPOSAL

Proposals to add a new degree must receive appropriate campus and Chancellor Office approval prior to implementation. All attachments are to be added to this cover sheet and remain with the proposal through the required steps of evaluation. Please consult with the Associate Vice President of Academic Programs for questions or assistance.

This proposal is to add a new degree in (title) Ethnic Studies degree code: 22110  
effective (term) Fall 2025. (degree codes may be found on the CO website  
[www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls))

This new degree proposal is (check one):

On the Academic Master Plan     Fast track proposal     Pilot degree program

**Originating Department or Individual:** Interdisciplinary Studies (ethnic studies concentration)

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature: \_\_\_\_\_ date: \_\_\_\_\_

**Curriculum Committee(s):** Interschool programs should attach comments or approval from relevant school or department curriculum committees before being submitted to the Academic Affairs Committee, acting as the University Curriculum Committee. A memorandum and approval date from the curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature:  date: Nov 26, 2024  
Rhonda Dugan (Nov 26, 2024 17:44 PST)

**School Dean(s):** I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature:  date: Nov 26, 2024

**AVP of Academic Programs:** I have reviewed this proposal and send it forward to the Provost.

AVP Signature:  date: Nov 26, 2024  
Elizabeth Adams (Nov 28, 2024 16:06 PST)

**Date of Senate Approval:** \_\_\_\_\_

**Date of President Approval:** \_\_\_\_\_

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs, which will notify the Chancellor's Office and the appropriate campus departments. A copy of this form must be sent to the Director of Academic Operations and Support.



\*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

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Colleg of Social Sciences & Education
Department: Ethnic Studies
Proposed By: Jeremiah Sataraka (jsataraka@csub.edu)

1. PROGRAM TYPE (Please Check All That Apply)

Form with checkboxes for program types: New Degree Proposal, Provisional Revision, Pilot, Pilot Conversion, Fast Track, State-Support, Self-Support, and Delivery Format (Fully Face-To-Face, Fully Online, Hybrid Program).

APPROVALS

List of approval steps with checkboxes: Attach WSCUC substantive change screening form, Attach course proposal form(s), Submit to department/program curriculum committee, Department submits to school curriculum committee, School/program curriculum committee submits related forms to GECCo, If no approvals required from GECCo, After Academic Senate and Chancellor's Office (CO) approvals.



**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:

**N/A** Board of Trustees Academic Master Plan approval date

✓ Date Substantive Change Program Screening Form submitted to WSCUC (WASC) Email received on Monday, November 18, 2024. Please see appendix 1 below.

Substantive change required: yes \_\_\_\_\_ no

**N/A** 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.

**N/A** 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)

**N/A** ~~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.

APPENDIX 1  
WSCUC Substantive Change Determination email

**Jeremiah Sataraka**

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**Subject:** FW: Substantive Change Screening Determination: No further review of program needed  
**Date:** Monday, November 18, 2024 at 4:32:18 PM Pacific Standard Time  
**From:** Elizabeth Adams  
**To:** Jeremiah Sataraka, Tracey Salisbury  
**Attachments:** image001.png

Dear Drs. Salisbury and Sataraka,

Congratulations. One let thing to get done. For inclusion in the appendices when we submit to the CO.

Elizabeth

--

Elizabeth T. Adams, PhD  
Dean, Antelope Valley  
Interim AVP for Academic Affairs and Dean of Academic Programs  
Professor of English  
California State University, Bakersfield  
[eadams6@csub.edu](mailto:eadams6@csub.edu)  
(661) 952-5015



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**From:** John Hausaman <[jhausaman@wscuc.org](mailto:jhausaman@wscuc.org)>  
**Date:** Monday, November 18, 2024 at 4:30 PM  
**To:** Elizabeth Adams <[eadams6@csub.edu](mailto:eadams6@csub.edu)>  
**Subject:** Substantive Change Screening Determination: No further review of program needed

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This message came from outside your organization.

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1 of 2




Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

**Program Implementation Notification Required**

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

*Login to the [Accreditation Management Portal \[wscuc.force.com\]](http://wscuc.force.com) and the Bachelor of Arts in Ethnic Studies as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.*

CONFIDENTIAL COMMUNICATIONS: This email and any files transmitted with it are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of, or taking any action in reliance upon this information by persons or entities other than the intended recipient is strictly prohibited. If you received this message in error, please contact the sender at the WASC Senior College and University Commission immediately and delete the material. 

**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.*

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

- a. State-Support
- b. [Self-Support](#)
- c. Delivery Format: Fully face to face, fully online, or hybrid program
- d. Fast Track (bachelor's or master's only; not already on campus academic plan)
- e. Pilot (bachelor's or master's only; not already on campus academic plan; please use pilot proposal template)
- f. Pilot Conversion (please use pilot conversion template)
- g. New Program
- h. Proposal Revision (updating a previously reviewed proposal)

**2. Program Identification**

- a. Campus
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History).
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.
- d. Term and academic year of intended implementation (e.g., fall 2020).
- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

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

### 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.
- 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)

### 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)

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.

- c. Indicate total number of units required for graduation.
- 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.
- 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.
- 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.
- 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)

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

**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.
- b. Describe differences between the proposed program and programs listed in Section 5a above.
- c. List other curricula currently offered by the campus that are closely related to the proposed program.
- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.
- e. Provide applicable workforce demand projections and other relevant data.

**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.
- 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.
- 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.
- 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.

## 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.

- 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)
- b. Describe facilities that would be used in support of the proposed program.
- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.
- d. Describe available academic technology, equipment, and other specialized materials.

## 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.
- 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).

- 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.
- 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.

## 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](mailto: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](mailto: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](mailto:stthomas@calstate.edu)

***“Tips” for Completing a Successful Program Proposal***  
***~ Revised October 2017~***

These “**Tips**” are designed to assist campuses as they prepare proposals for both internal campus and Chancellor’s Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. Following these guidelines will increase the likelihood of receiving a positive outcome.

All “**Tips**” are *italicized* and directly relate to the prompt indicated. Please note that some prompts in the template do not have “**Tips**” because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact the office of Academic Programs and Faculty Development at the Chancellor’s Office for assistance.

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

*Please indicate all items (a-h) that apply to the program being proposed. Delete all remaining items that do not apply. For example:*

- a. State-support*
- c. Fully face-to-face*
- g. New Program*

**2. Program Identification**

All elements, a-k must be addressed.

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

*When developing the curriculum for a new program, curricular content guidance is provided from the Classification of Instructional Programs (CIP) code. CIP codes are part of the Integrated Postsecondary Education Data System (IPEDS), run by the National Center for Education Statistics. Because CSU campus programs report to the CSU Chancellor’s Office and nationally to IPEDS, accurate reporting of degree program data relies on consistent use of codes that reflect the curricula defined by IPEDS. **It is important to insure that program curriculum reflects the basic programmatic content as described in the CIP code definition.** A campus may suggest a code but the Chancellor’s Office will make the ultimate determination on the appropriate code to be used.*

**3. Program Overview and Rationale**

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

*The first sentence should describe the program’s purpose clearly and succinctly. For example, “This program is designed to . . .” or “The purpose of the program is to . . .” will help to define and describe the program’s content knowledge. Define program strengths as the compelling or unique features that will draw candidates to apply and ultimately enroll.*

*The overview also requires a statement of how the program fits with the institutional mission or institutional learning outcomes. Simply stating “This programs fits with the institutional mission” is not sufficient. Instead, state the actual mission statement or expected outcomes of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission.*

*Then, provide a justification for offering the program. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.*

- 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 section 2e ), course unit requirements, and if applicable, any allowable units associated with demonstration of proficiency.
  4. total units required to complete the degree
  5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

*In separate sections provide the proposed catalog description (the copy prospective candidates will view). The catalog copy should include 1) a description of the program, 2) admission requirements – avoiding vague language and requirements with multiple interpretations, and 3) a list of all required courses indicating which courses are electives and or prerequisites. In the course list, include the course number, course title, and number of units required, 4) the total number of units to complete the degree keeping in mind the 120 maximum policy for most bachelor’s degrees and the minimum of 30 units for master’s degrees. For master’s degrees, describe the type of culminating experience required. Title 5 allows three choices – thesis, project, or comprehensive examination.*

*A note about admission requirements: Criteria must be clear, succinct, and stated using unambiguous terms. For example, rather than saying “satisfactory completion,” indicate the criteria that define satisfactory completion such as “with a 2.5 GPA.”*

#### **4. Curriculum**

- a. These program proposal elements are required:

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

*List the 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) contain the specific discipline’s knowledge, skills, and dispositions students are expected to know as program graduates. Student learning outcomes (SLOs) clearly convey the specific and measureable behaviors students must demonstrate in order to achieve the program’s outcomes. SLOs also determine the type of assessments to be used to assess if the desired the level of learning has been achieved.*

(WASC 2013 CFR: 1.1, 1.2, 2.3)

*Institutional learning outcomes (ILOs)*

*Overall, ILOs are the collective expression of the learning environment the university offers to any*

enrolled student. It is beneficial to examine ILOs at the beginning of the program development process to make sure program and student learning outcomes will be progressively more narrow extensions of the university outcomes.

Examples of institutional learning outcomes (ILOs):

Graduates of XXX University will:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Program learning outcomes (PLOs)

PLOs reflect the core themes and discipline content areas of the major and should be natural outgrowths of the university ILOs. Program outcomes are best written with a strong focus on describing the characteristics of an ideal program graduate within the specific discipline. Five or six program outcomes tend to be both adequate and manageable.

Examples of program learning outcomes (PLOs):

Biological Science program graduates will:

- apply a rich body of relevant biological sciences knowledge and information to solve complex scientific problems and challenges
- integrate the scientific method in field, lab, or research settings through critical analysis, problem solving, and collaborative communication techniques
- advocate for biological sciences equity and social justice in diverse and multicultural local, national and global contexts

Student learning outcomes (SLOs)

Student learning outcomes clearly state the specific and measurable behaviors students will display to verify learning has occurred. Key characteristics of student learning outcomes include 1) clarity, 2) specificity, (this means they are worded with active verbs stating observable behaviors) and, 3) measurability. Every student learning outcome should be directly aligned with and related to one or more program learning outcomes. SLOs should be limited in number (eight or less) to maintain manageability. An SLO (or a combination of two SLOs) should be assessed with only one assignment (oftentimes called a signature assignment) and in only one course.

Constructing Student Learning Outcomes (SLOs): Bloom's Taxonomy of Educational Objectives is an extremely useful tool for creating meaningful student learning outcomes. Effective programs utilize all six levels of the taxonomy with the majority of cognitive outcomes focused on levels 4, 5, and 6 for both undergraduate and graduate programs. For graduate programs, it is especially important to have a higher concentration of outcomes constructed at the top three levels.

<i>Bloom's Taxonomy Levels (lowest to highest levels of learning)</i>
<i>1. Knowledge: To know and remember</i>
<i>2. Comprehension: To understand, interpret, and compare</i>
<i>3. Application: To apply knowledge</i>
<i>4. Analysis: To identify parts and relationships</i>
<i>5. Synthesis: To create something new from parts</i>
<i>6. Evaluation: To judge and assess quality</i>

Examples of Student Learning Outcomes (SLOs):

**Physical and Biological Sciences:**

- Using at least three large sets of scientific data related to specific areas of scientific interest (e.g., cell, behavioral, molecular biology, genetics, etc.), students will analyze and synthesize the data to solve a scientific problem.
- Students will design and conduct a scientific experiment using all steps in the scientific method and report the findings.
- Students will analyze and evaluate multiple perspectives and interpretations associated with various biological science theories and defend or refute their merits in a debate format.

**Languages and Literature:**

- Using critical terms and appropriate methodology, students will complete a written literary analysis following the conventions of standard written English.
- French students will make an oral presentation according to established criteria for pronunciation, vocabulary, and language fluency.
- French students will accurately read and translate multiple French text passages.

**Mathematics:**

- Students will apply algorithmic techniques to solve problems and obtain valid solutions.
- Students will evaluate and judge the reasonableness of obtained solutions and defend their position.

**Humanities and Fine Arts:**

- Using various industry standard protocols, students will analyze and critique works of art and visual objects and render conclusions.
- Students will identify musical elements, take them down at dictation, and perform them by sight.
- Students will communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.

**Social Sciences:**

- Students will test hypotheses and draw correct inferences using both quantitative and qualitative analysis.
- Students will evaluate theory and critique research within the discipline and defend their positions.

**Business**

- Students will work in groups and display professional business standards dispositions as part of an effective team.
- Students will recognize and accurately diagnose accounting problems.

(Sample student learning outcomes are adapted and augmented from the Stanford University assessment support website and Fresno City College Student Learning Outcome Handbook).  
[www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf](http://www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf)

The table below provides some examples of verbs to consider when constructing student learning outcomes at each level of Bloom’s Taxonomy.

<b>Sample action verbs at each level of Bloom’s Taxonomy to assist in creating observable and assessable program Student Learning Outcomes</b>	
<i>Knowledge</i>	<i>define, describe, identify, outline, select</i>
<i>Comprehension</i>	<i>classify, discuss, distinguish, estimate, infer, summarize</i>
<i>Application</i>	<i>apply, compute, illustrate, interpret, prepare, solve, write</i>
<i>Analysis</i>	<i>analyze, compare, contrast, criticize, differentiate, model</i>
<i>Synthesis</i>	<i>categorize, construct, design, generalize, reconstruct, synthesize</i>
<i>Evaluation</i>	<i>appraise, argue, defend, evaluate, judge, justify, interpret, support</i>

The verbs listed above represent just a fraction of those contained at each level.

Additional suggested resources:

Anderson, L.W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom’s taxonomy of educational objectives*. New York: Longman.

Bloom, B. S. (1984). *Taxonomy of educational objectives book 1: Cognitive domain*. Boston, MA: Addison-Wesley.

Davis, J. R., & Arend, B. D. (2013). *Seven ways of learning: A resource for more purposeful, effective, and enjoyable college teaching*. Sterling, VA: Stylus Publishing.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to Designing College Courses*. San Francisco: Jossey-Bass.

Marzano, R. J. & Kendall, J. S. (2006). *The new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.

WASC 2013 definition of “outcome”:

A concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as “understand” or “appreciate” are avoided in favor of observable actions, e.g., “identify,” “analyze.” Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals (WASC, 2013, Handbook of Accreditation, p. 51).



Connecting the outcomes:

***Sample outcomes for a Bachelor of Science degree in Biological Science***

<i>ILO – Institutional Learning Outcome</i>	<i>PLO – Program Learning Outcome</i>	<i>SLO – Student Learning Outcome</i>
<i>Graduates will think critically and creatively and apply analytical and quantitative reasoning to complex problems.</i>	<i>Graduates will solve complex biological science problems.</i>	<i>Using biological science data sets, students will analyze and synthesize the data to solve a scientific problem in their interest area.</i>

The ILO is quite global. The PLO funnels the learning down to the specific discipline. The SLO outcome data will verify if the PLO and the ILO have been achieved. Note the connectivity (highlighted in yellow) between the ILO, PLO and SLO above. The relationship between the outcomes is significant as it demonstrates connectivity between outcome levels.

b. These program proposal elements are required:

- Comprehensive program assessment plan addressing all assessment elements
- Curriculum map matrix indicating where student learning outcomes are introduced (I), developed (D), and mastered (M)

*The Comprehensive Program Assessment Plan*  
*(Please use the assessment plan template)*

*The comprehensive assessment plan displays all elements of the assessment cycle. Assessment elements are coordinated to match many accreditation agency assessment requirements, e.g., WSCUC, ABET, NASM and many others. Please see Appendix A for an example of a completed comprehensive program assessment plan.*

*The comprehensive assessment plan should identify:*

- Institutional learning outcomes: 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: program learning outcomes (PLOs) highlight the specific discipline’s knowledge, skills, and dispositions students are expected to know as program graduates.*
- Student learning outcomes: student learning outcomes (SLOs) clearly convey the specific and measureable behaviors students will demonstrate in order to achieve the program’s outcomes.*
- The course(s) where each student learning outcome is assessed: specific courses in the major can be designated as SLO assessment courses. Not all courses in a major will be designated as an SLO assessment course.*
- An assessment activity (also called signature assignment): a reliable and valid assignment that directly measures the stated behavior in the SLO. Examples include (but not limited to): final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis,*

*dissertation, and many others. Only one assessment activity is needed to assess an SLO. It is possible that one major assessment will assess between one and three SLOs.*

- f. Assessment tool: an instrument used to score or evaluate the assessment activity. Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, rating scales.*
- g. Assessment schedule: the timeline for administering the assessments and collecting the data. Examples include staggering SLO assessments over a five-year period.*
- h. How the assessment data and findings will be quantitatively or qualitatively reported: examples of ways to report assessment data include the number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number or percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist.*
- i. Who will collect, analyze, and interpret student learning outcome data: possibilities include a faculty committee, college or university assessment office personnel, assessment coordinator or college administrator who assumes data collection, analysis and interpretation responsibilities.*
- j. Program data/findings dissemination schedule: the frequency data will be disseminated to identified stakeholders.*
- k. Anticipated strategies on how outcome data will be used to “close the loop”: how data will be used to respond to issues or areas of concern. Examples include revising a) syllabi, b) SLOs, c) assessment assignments, d) teaching methods, e) program curriculum*

*The basic template below provides a sequential and developmental picture of every component in the assessment plan. Graphically displaying ILOs, PLOs and SLOs show the unifying thread between all outcome levels.*

*Sample Template: Comprehensive Program Assessment Plan*

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course where each SLO is assessed</i>	<i>Assessment activity (signature assignment) used to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How assessment data will be reported as evidence SLO performance criteria have been met</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data for the program</i>	<i>Student learning outcome data dissemination schedule</i>	<i>Closing the loop strategies</i>

*It is expected that assessments will be refined or changed as a program develops and matures. In graduate degree programs, if an assessment to measure a SLO occurs outside of a course setting, (such as a comprehensive exam, exam through an outside accrediting agency, or a thesis or project), please indicate.*

*Comprehensive Program Assessment Plan template can be found at:*

[http://www.calstate.edu/app/program\\_dev.shtml](http://www.calstate.edu/app/program_dev.shtml)

**Curriculum Map Matrix**

*The curriculum map matrix identifies the observable and measurable student learning outcomes (SLOs), the courses where they are found, and where content is “introduced (I),” “developed (D),” and “mastered (M).” The map insures that all student learning outcomes are represented across the curriculum at the appropriate times. Please see Appendix B for an example.*

(WASC 2013 CFR: 2.4, 2.5, 2.6, 2.7)

**Curriculum Map Matrix (Sample Template)**

*(Where are SLOs Introduced, Developed, and Mastered)?*

	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>	<i>COURSE # XXX: Title</i>
<i>SLO 1: (write SLO here)</i>							
<i>SLO 2: (write SLO here)</i>							
<i>SLO 3: (write SLO here)</i>							
<i>SLO 4: (write SLO here)</i>							
<i>SLO 5: (write SLO here)</i>							
<i>SLO 6: (write SLO here)</i>							
<i>SLO 7: (write SLO here)</i>							

*Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.*

*The curriculum matrix template can be found at:*

[http://www.calstate.edu/app/program\\_dev.html](http://www.calstate.edu/app/program_dev.html)

- c. Indicate total number of units required for graduation.

*Please indicate the total number of units required for graduation from the program and indicate whether they are semester or quarter units. The total should include all prerequisites.*

- 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.

*Every attempt should be made to design the curriculum efficiently to meet the Title 5 requirement limiting program units to 120/180. This could involve program learning outcome revisions, extensive curriculum content analysis, combining and streamlining course content, or a re-examination of and realignment with accreditation agency required outcomes, for example.*

- 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.

*To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the core curriculum may be achieved through use of a subprogram (an option, concentration, or special emphasis), as noted in [Executive Order 1071](#). An option, concentration, or special emphasis must constitute less than one half of the units required in the major core to insure that the program's core curriculum reflects the content of the CIP code.*

- f. List any new courses that are: (1) needed to initiate the program and (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-level or undergraduate-level.

*Only a list of the new courses and the proposed catalog descriptions are required for this section.*

(WASC 2013 CFR: 2.1, 2.2)

- 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)

*In table format, list the courses to be offered each year of the program. Indicate in which semester or quarter the courses will be offered and who might teach the course.*

- 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.

*Title 5 states that all master's degree programs must have a culminating experience. Programs can include any one of the following three options: 1) a thesis, 2) a project, or 3) comprehensive examination. Be sure to indicate which type of culminating experience will be required. If a thesis or project, sufficient narrative should address the research skills required to meet the culminating experience requirements.*

- i. For master's degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

*Not all master's degrees will have a corresponding bachelor's degree program. If that is the case, please indicate.*

(WASC 2013 CFR: 2.2b)

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

*List all admission criteria to the program as well as any prerequisites that must be completed before formal acceptance into the program. The criteria should match the catalog description in 3b above.*

- k. For graduate degree programs, specify criteria for student continuation in the program.

*Describe the academic criteria that must be met in order for a student to remain in the program.*

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

*Provide specific examples of community college programs contacted or those where articulation agreements have been explored or adopted.*

- m. Provide advising "roadmaps" that have been developed for the major.

*For this section, a table or chart providing several options for students to follow that include which classes to take and when to take them for all years while enrolled in the program is helpful. This will assist students to stay on track to graduate in a timely manner.*

Example:

<b>Program Name - Advising Roadmap - Recommended Course Sequence</b>					
<b>Freshman Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Sophomore Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Junior Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
<b>Senior Year (xx units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
				<i>Total Units:</i>	

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

*If applicable, indicate in addition to WSCUC, the name of the accreditation agency, the discipline specific accreditation requirements, and the intended date of application.*

(WASC 2013 CFR: 1.8)

**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. 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.

*Please provide a list of at least three other CSU campuses currently offering or planning to offer the same degree major program. Provide a list of at least three other public (outside the CSU system) or private institutions in the immediate vicinity also offering the program. If there are no programs offering the same program or if less than three, please indicate.*

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

*The most efficient way to respond to this prompt is to make a side-by-side comparison of courses offered in the proposed program against those offered in the other programs listed in 5a above. Highlight those courses in the proposed program that are different from the others. Add a brief narrative, if needed, to further explain how the proposed program differs.*

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

*Investigate if there are other programs on the campus offered via any format (self support, online, program in other departments, etc.) that are similar in content and/or purpose to the proposed program. Make a side-by-side comparison chart of the courses in each.*

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

*List all who participated in the planning/development of the program and their professional credentials.*

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

*In order to respond to this prompt, use government statistics or other credible evidence such as employer letters attesting to the need of graduates in the field. Overall, the narrative must show the demand for graduates trained in the curricula offered in this program. The key to completing this section successfully is the strength, type and extensiveness of the evidence provided.*

\*\*\*\*\*

### **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. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include 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, for example.

*The evidence of student interest must be specific and compelling. Please include as many pieces of solid evidence as possible indicating students will indeed enroll in the program. Student petitions gathered over several semesters, prospective candidate surveys indicating intent to enroll if offered, and increased enrollments over time in the related field at feeder institutions are just a few examples of strong and compelling evidence.*

- 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.

*When responding to this prompt, possible diversity categories could include race, ethnicity, social class, gender, sexual orientation, disability or exceptionality, second language and linguistic considerations, culture, economics, philosophy, religion, and politics. Evidence of insuring equitable access and consideration might include a brief description of recruitment procedures, candidate selection and evaluation procedures or an application rating rubric identifying multiple measures of evaluation.*

- 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.

*A simple table listing the number of declared undergraduate majors and number of degrees produced is sufficient for this section.*

- d. Professional uses of the proposed degree program.

*Include a description of how a graduate of the program will be able to use the degree in the professional world. What specific jobs or employment opportunities will be available for possible employment?*

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

*A simple table projecting the number of majors in years one, three, and five is adequate for this section.*

## 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.

- a. 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)



*Please provide a complete listing of all proposed faculty who would teach in the program. Be sure to provide information addressing all areas requested.*

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

*If existing space and facilities will be used to support the program, include a brief description of the type of space and facilities that will be utilized. This might include a listing of the number and types of classrooms, labs, or off campus facilities. If a self-support program, be sure to note any facilities fees in the budget.*

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

*The library should provide a report on the resources currently available to support the program. This might include counts and holdings of hard copies of books and periodicals and also a listing of the appropriate data bases and online resources that are held by the library to support the program.*

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

*Provide a listing of the applicable technology, equipment and any other materials utilized to support the program. Depending on the discipline, examples might include computer labs (including iPads, other tablets, smartphones, software simulations, etc.), distance learning technology, digital production equipment, etc.*

## **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.

*If new positions will be required to offer this program, provide a cogent argument why the position(s) is needed. Justify the reasons which might include accreditation requirements, retirements, need for specialized skills, etc. The level of support from the responsible administrator will be a key factor in determining the strength of the argument.*

- 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).

*As in "a" above, a cogent argument will be needed to justify a request for additional space requiring additional financial resources. Written support from the responsible administrator will strengthen this request.*

- 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.

*A letter from the library indicating the extent of current holdings and a commitment to securing additional library resources if needed will support this section.*

- 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.

## **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.

*In order to meet this requirement, self-support programs are generally offered in the evenings or on weekends. They can also be offered at off-site facilities with approvals from the appropriate off-site administrator.*

- b. Explain how state-support funding is either unavailable or inappropriate.

*Simply stating state-support funds are not available is not sufficient. Compelling evidence, such as a statement from the responsible administrator or other forms of documentation, is needed. An example of inappropriate use of state general fund appropriations would include courses or programs delivered primarily out of state.*

- 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;

*Generally, if the program is for career enrichment, accepted students should already be in the designated field or have had prior job experience in the same discipline. An admission requirement may even include current employment in the field or in a related discipline. If retraining, students may have already been in the workforce for a period of time. They may need retraining due to job obsolescence, reduction in force, etc.*

- ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

*Please note "significantly removed" refers to geographical location.*

- 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;

*Many programs require intense supervision or individual advising on an ongoing basis. These types of services require extra time that would not normally be provided in a state-support program.*

- 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 checklist found earlier in this document).

*Successful proposals include a detailed budget addressing each element in the self-support program proposal budget checklist. It is important to clearly identify all sources of revenue and all anticipated expenditures. The budget must document the program will be sustainable over several years and that expected revenue will not exceed program costs. An Excel budget spreadsheet is an excellent tool to present budget data showing multiple cohorts if two or more cohorts overlap. It is also helpful to define any line items that may be unique to a specific campus. This will insure budget reviewers understand all types of revenue and expenditures listed. Please see Appendix C for a sample budget template. Campuses are not required to use this template, but at a minimum, budgets should include all line items on the sample. More line items may be added as appropriate to the specific program.*

Appendix A1  
 Example of a Comprehensive Program Assessment Plan  
 MS Nutrition

University Learning Outcomes (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 1: Think critically and creatively  ULO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world or arts, sciences, and technology  ULO 4: Work productively as individuals and in groups	PLO 1: Graduates show technical competence in the discipline of nutrition science	SLO 1: Apply fundamental principles of nutrition science in research	FSN 581: Graduate seminar in Food, Science and Nutrition (core courses)	Once every two years starting in year one.	Research paper	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level established for each SLO.	SLO course instructor will assign and grade assessment using rubric developed for this assignment.  An assessment committee will analyze rubric data	The assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning. The University Academic Assessment Council will review the reports and provide feedback. Feedback will be used to improve assessment plans for the following year.
		SLO 2: Explain, analyze, and interpret fundamental scientific concepts	FSN 516 Population Health and Epidemiology  FSN 528 Biochemical and Molecular Aspects of Human Macronutrient Metabolism	Alternating 516 year one, 528 year two	Case Study/Written Assignment			Graduate supervisor will administer assessment  An assessment committee will analyze rubric data		
ULO 1: Think critically and creatively ULO 2: Communicate effectively ULO 4: Work productively as individuals and in groups	PLO 2: Graduates can design, analyze, and interpret nutrition research	SLO 3: Application of scientific method to thesis	FSN 599 <sup>3</sup> Thesis	Once every two years starting in year two.	Thesis project			Thesis project		

University Learning Outcomes (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world or arts, sciences, and technology  ULO 5: Use their knowledge and skills to make a positive contribution to society ULO 2: Communicate effectively ULO 4: Work productively as individuals and in groups  ULO 5: Use their knowledge and skills to make a positive contribution to society	PLO 2: Graduates can design, analyze, and interpret nutrition research	SLO 4: Justify the choice of research design and analysis techniques of research data	FSN 599 Thesis	Once every two years starting in year two.	Thesis project	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level for each SLO	The thesis chair will administer and grade the assessment using rubric developed to assess a thesis.  An assessment committee will analyze the rubric data.	The assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning office. The university Academic Assessment Council will review the reports to provide feedback. Feedback will be used to improve assessment plans for the following year.
		SLO 5: Defend Interpretation of nutrition research data								
	PLO 3: Graduates can communicate and work effectively and with integrity in individual and group settings	SLO 6: Present and defend orally thesis research	FSN 599 Oral and written defense	Once every two years starting in year two.	Oral presentation and written thesis					

University Learning Outcomes (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 4: Work productively as individuals and in groups  ULO 6: Ethics, respect, sustainability  ULO 7: Engage in lifelong learning	PLO 3: Graduates can communicate and work effectively and with integrity in individual and group settings	SLO 7: Model collegial behavior working in research teams	FSN 599 Thesis	Once every two years starting in year two.	Research team group problem solving exercise.	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level established for each SLO	The supervisor will administer the assessment.  An assessment committee will analyze the data.	An assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning office. The university Academic Assessment Council will review the reports to provide feedback on assessment activities and data. Feedback will be used to improve assessment plans for the following year.
		SLO 8: Compare, contrast, and debate fundamental theories and principles of leadership, ethics and values related to nutrition science.	FSN 581 Graduate seminar	Once every two years starting in year two	Written assignment			The instructor will administer the assessment.  An assessment committee will analyze the rubric data.		

Template originally created by Mary Pederson and San Luis Obispo faculty.

**Appendix A2**  
**Example of a Curriculum Mapping Matrix**  
**MS Nutrition**

	<i>COURSE FSN 581 Grad Seminar in Food, Science, and Nutrition</i>	<i>COURSE FSN 528 Biochemical and Molecular Aspects of Human Macro- nutrient Metabolism</i>	<i>COURSE FSN 529 Metabolic Molecular Aspects of Vitamins</i>	<i>COURSE FSN 530 Metabolic and Molecular Aspects of Minerals</i>	<i>COURSE FSN 516 Population, Health and Epidemiology</i>	<i>COURSE FSN 599 Thesis</i>
<i>SLO 1: Explain and apply fundamental principles of nutrition science</i>	<i>I/D/M</i>					
<i>SLO 2: Describe, analyze, interpret and apply fundamental scientific concepts</i>	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
<i>SLO 3 Apply scientific method in thesis</i>					<i>I/D</i>	<i>M</i>
<i>SLO 4 Justify the choice of research design and analysis techniques of research data</i>					<i>I/D</i>	<i>M</i>
<i>SLO 5 Defend interpretation of nutrition research data</i>	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
<i>SLO 6 Present and defend orally thesis research</i>	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
<i>SLO 7: Model collegial behavior working in research teams</i>	<i>I</i>				<i>D/M</i>	
<i>SLO 8: Compare, contrast, and debate fundamental theories and principles of leadership, ethics and values related to nutrition science.</i>	<i>I/D/M</i>					

Appendix B1  
 Sample Comprehensive Program Assessment Plan  
 MA in Reading (assessment of SLOs in core courses of the major)

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
ILOs	PLOs	SLOs	Course where SLO is assessed	Assessment activity (signature assignment) used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
<i>ILO 1: Thinking and Reasoning: Think critically and creatively; apply analytical and quantitative reasoning to address complex challenges and everyday problems</i>	<i>PLO 1: Graduates will apply theory and research results to promote a culture of literacy in diverse families and community.</i>	<i>SLO 1: Students will design and implement a research based assessment and intervention strategy to address learners' literacy needs.</i>	<i>TED 664</i>	<i>Assessment and intervention design and implementation project</i>	<i>5 point rubric measuring all aspects of effective literacy project design</i>	<i>End of every even numbered year</i>	<i>% of all students scoring at a 4 or 5 on design project</i>	<i>College assessment coordinator and designated program faculty</i>	<i>Every other year</i>	<i>Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.</i>
<i>ILO 2: Communication Communicate ideas, perspectives and values clearly and persuasively while listening openly to others</i>	<i>PLO 2: Students will communicate and demonstrate research based instructional practices related to literacy.</i>	<i>SLO 2: Students will teach a literacy lesson in an educational setting using a research based literacy instructional technique.</i>	<i>TED 661</i>	<i>Instructional lesson plan and teaching episode</i>	<i>5 point rubric measuring competency in all criteria of effective communication and teaching of literacy technique</i>	<i>End of every odd numbered year</i>	<i>% of all students scoring at a 4 or 5 on lesson plan and teaching episode</i>	<i>College assessment coordinator and designated program faculty</i>	<i>Every other year</i>	<i>Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.</i>
<i>ILO 3: Collaboration: Work collaboratively and respectfully as members and leaders of diverse teams and community</i>	<i>PLO 3: Graduates will display leadership and advocacy skills.</i>	<i>SLO 3: Students will present all aspects of their research project to include problem ID, questions, methodology, findings, conclusions</i>	<i>TED 693</i>	<i>Oral presentation of final culminating project</i>	<i>Professor's observational checklist of presentation criteria.</i>	<i>End of every academic year</i>	<i>Number of students who meet 80% of observational presentation criteria.</i>	<i>College assessment coordinator and designated program faculty</i>	<i>Every year</i>	<i>Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These</i>

		<i>and implications for advocacy.</i>								<i>might include revising syllabi, revising SLOs and signature assignment.</i>
<i>ILO 4: Diversity: Apply knowledge of diversity and multicultural competencies to promote equity and social justice</i>	<i>PLO 4: Graduates will develop a balanced literacy environment addressing all required elements aligned with students' assessed language and literacy needs.</i>	<i>SLO 4: Students will evaluate needs of a school literacy program and recommend next steps to strengthen literacy environment.</i>	<i>TED 664</i>	<i>Analytical report</i>	<i>5 point rubric measuring evaluation competency and logical next steps</i>	<i>End of year in even numbered years.</i>	<i>% of all students scoring a 4 or 5 on research project rubric</i>	<i>College assessment coordinator and designated program faculty</i>	<i>Every year</i>	<i>Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.</i>
<i>ILO 5: Sustainability: Act responsibly at local, national and global levels</i>	<i>PLO 5: Graduates can analyze, interpret and discuss scholarly research in the literacy field.</i>	<i>SLO 5: Students will conduct a comparative analysis of two literacy research studies.</i>	<i>TED 688</i>	<i>Comparative analysis paper</i>	<i>5 point rubric assessing comparative and analytical skills</i>	<i>End of year in odd numbered years.</i>	<i>% of all students scoring a 4 or 5</i>	<i>College assessment coordinator and designated program faculty</i>	<i>Every year</i>	<i>Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.</i>

Examples of signature assignment activities: case study, lab report, instructional lesson plan, final exam, presentation, performance, computer simulated tasks, analytical paper, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, observations, classroom response systems, qualifying or comprehensive examination, culmination experience project, thesis, dissertation, etc.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist, etc.



**Appendix B2**  
**Sample Curriculum Map Matrix**

*MA Reading (SLOs and core major courses)*

	<i>TED 660 Literacy Research and Methods</i>	<i>TED 661 Compre- hension Research and Methods</i>	<i>TED 662 Culture of Literacy: Focus on Diversity</i>	<i>TED 663 Literacy Assessment</i>	<i>TED 664 Literacy intervention</i>	<i>TED 688 Research in Education</i>	<i>TED 693 Project</i>
<i>SLO 1: Students will design and implement a research based assessment and intervention strategy to address learners' literacy needs.</i>	I		D		I, D, M		
<i>SLO 2: Students will teach a literacy in an educational setting using a research based literacy instructional technique.</i>	I	D	D		M		
<i>SLO 3: Students will present all aspects of their research project to include problem ID, questions, methodology, findings, conclusions and implications for advocacy.</i>	I,	D				D	M
<i>SLO 4: Students will evaluate needs of a school literacy program and recommend next steps to strengthen literacy environment.</i>			I	D	M		
<i>SLO 5: Students will conduct a comparative analysis of two literacy research studies</i>	I	D				D, M	

*Place I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.*

Appendix C

**Sample Budget Format**  
**PROJECTIONS - MS Construction Management - 30 units**  
**12% Attrition Rate**

	2 year cohort based program				
	YR 1 - FY 17/18	YR 2 - FY 18/19	YR 3 - FY 19/20	YR 4 - FY 20/21	YR 5 - FY 21/22
<b>Tuition per unit</b>	\$ 500	\$ 500	\$ 525	\$ 525	\$ 535
<b>Cohort 1 Number of students</b>	25	22			
Units Students take in FY	15	15			
<b>Cohort 2</b>		25	22		
Units Students take in FY		15	15		
<b>Cohort 3</b>			25	22	
Units Students take in FY			15	15	
<b>Cohort 4</b>				25	22
Units Students take in FY				15	15
<b>Cohort 5</b>					25
Units Students take in FY					15
<b>Total Units</b>	15	30	30	30	30
<b>Total number of students</b>	25	47	47	47	47
<b>Revenue</b>					
Tuition					
Other					
<b>Total Revenue</b>					
<b>Direct Expenses</b>					
<b>Faculty/Staff</b>					
Faculty Program Coordinator					
Faculty Program Coordinator Benefits					
FT Tenure Track Annual Faculty					
FT Tenure Track Benefits					
Adjunct Faculty					
Adjunct Benefits					
Admin/staff/support					
Admin/staff Benefits					
<b>Other</b>					
Library Services					
Equipment & Supplies					
Facility Fee					
Promotion, Advertising & Print					
Online Course Development Training					
IT/Technical Support (for online programs)					
<b>Total Direct Expenses</b>					
<b>Operating Income/Margin</b>					
<b>Indirect Expenses</b>					
CSU Reimbursement @ x %					
Campus Reimbursement @ x %					
Extended Education Overhead @ x %					
Other					
<b>Total Indirect Expenses</b>					
<b>Total All Expenses</b>					
<b>Net Gain/Loss</b>					

**Loss Carry Forward**

\* Note: Some line items may not apply to all programs. Please adapt to program needs.  
 Tuition and enrollment numbers are examples only.

(sample originally developed by R. Eisenbach and San Marcos, Extended Education).

revised 3/22/17

**SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:**

Department Chair/Program Director:	Date:
School/Program Curriculum Committee Chair:	Date:
Dean of School:	Date:
Academic Senate:	Date:
CO Approval:	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:	

**From:** Elizabeth Adams <[eadams6@csub.edu](mailto:eadams6@csub.edu)>

**Sent:** Tuesday, November 26, 2024 2:42 PM

**To:** Melissa Danforth <[mdanforth@csub.edu](mailto:mdanforth@csub.edu)>; Katherine Van Grinsven <[kvan-grinsven@csub.edu](mailto:kvan-grinsven@csub.edu)>

**Subject:** FW: Ethnic Studies BA Degree Proposal Update: SSECC Memo of Approval Received

Hi Melissa and Katie,

Here is the elevation proposal for the Ethnic Studies degree for Senate referral and consideration.

Elizabeth

---

Elizabeth T. Adams, PhD

Dean, Antelope Valley

Interim AVP for Academic Affairs and Dean of Academic Programs

Professor of English

California State University, Bakersfield

[eadams6@csub.edu](mailto:eadams6@csub.edu)

661-952-5015



**From:** Jeremiah Sataraka <[jsataraka@csub.edu](mailto:jsataraka@csub.edu)>

**Date:** Tuesday, November 26, 2024 at 1:26 PM

**To:** Luis Vega <[lvega@csub.edu](mailto:lvega@csub.edu)>, Elizabeth Adams <[eadams6@csub.edu](mailto:eadams6@csub.edu)>

**Cc:** Rhonda Dugan <[rdugan2@csub.edu](mailto:rdugan2@csub.edu)>, Maria Gutierrez de Jesus <[mgutierrez-de-jesu@csub.edu](mailto:mgutierrez-de-jesu@csub.edu)>, Nora Cisneros <[ncisneros9@csub.edu](mailto:ncisneros9@csub.edu)>, Jose Villagran <[jvillagran2@csub.edu](mailto:jvillagran2@csub.edu)>, Tracey Salisbury <[tsalisbury1@csub.edu](mailto:tsalisbury1@csub.edu)>, Terry Hickey <[thickey@csub.edu](mailto:thickey@csub.edu)>

**Subject:** Ethnic Studies BA Degree Proposal Update: SSECC Memo of Approval Received

Hello Dean Vega and AVP Adams,

I have attached our ethnic studies BA degree proposal (.pdf file) to this email, which now includes the Social Sciences & Education Curriculum Committee (SSECC) memo of approval from Dr. Rhonda Dugan (sent today!). I am also attaching the SSECC memo (.pdf file).

The SSECC memo has been included in our full proposal under appendices 4 (on pg. 27) and 7 (on pg. 33).

Here is the box link with our full proposal (memo included) & appendices:

<https://csub.box.com/s/a5z1qyidqbu4e6n15uxb8h4f6p8o4e0m>.

From Dean @Luis Vega's previous email (sent to us on Friday, Nov 22, 2024): he stated that we need to discontinue the concentration of ETHS in Interdisciplinary Studies with a teach out plan. The teach out plan was described in the proposal on page 3. It states that there remain 2 students enrolled in the Interdisciplinary Studies with an ethnic studies concentration – one has applied for graduation and is completing final unit requirements while the other is in junior standing with 84 earned units toward the 120 requirement. We stated that ETHS will collaborate with INST to communicate with students about the discontinuation plan, timelines, and any implications. We stated that we would communicate after advisor consultation to include a review of final courses needed for the student. Dean @Luis Vega suggested that we were supposed to do this concurrently and Dr. Adams would know more about this. Dr. @Elizabeth Adams, what would be your suggestion for following through on our teach out plan?

**As a reminder, here is the tentative plan Dean Vega outlined for us (Email from Friday, Nov 22, 2024):**

Dear All,

Thank you for the amazing progress on moving the ETHS concentration to degree. I will differ to AVP Dr. Adam's guidance. Her 10+ years academic affairs leadership experience is money in the bank for us.

As I understand on things to follow, again deferring to Dr. Adams:

-Let's have the edits done and forward the proposal to Dr. Dugan for approval and her signature. I will also approve from the Dean's Office after her. I may need to give a heads up to my fellow deans, so we get support from the Provost Council — thank you Drs. Cisneros and Sataraka for seeing to the integrity of the proposal.

-We need to put this in the hands of the Senate and its subcommittees. I think Dr. Adams will do this.

-There are miscellaneous, important things to do, such as discontinuing the concentration of ETHS in Interdisciplinary Studies—with a teach out plan. This may need to go to the Curr Committee, and Senate. I think we were supposed to do this concurrently--I'm sorry, I have too many things on my plate. Dr. Adams would know.

-On Dr. Adams side, she will need to inform WSCUC—our accreditation body and the CSU CO office.

-Once approved by the Senate, with approval from them and the President, it will be a waiting period so the CIP (degree code) is register in the CSU system and we can start admitting students into the degree.

Seems that I am providing too much detail but with intention, as we need to build capacity you can have and pass on to peers in the future—believe it or not, there is a policy in the CO the applies (Policy 1071). See the document from the CO

<https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Documents/elevating-options-emphases-or-concentrations-to-full-degree-template.docx>

Again, Dr. Adams will be our guide and thanks so much for all of your support.

Appreciatively,



**Academic Advising Structure Is an Academic Endeavor**

**RES 242518**

AS&SS

**RESOLVED:** That the Academic Senate recognizes that the structure of academic advising is primarily an academic endeavor, and thus it is under the purview of the Academic Senate.

**RATIONALE:** With the reorganization of academic advising under the Division of Strategic Enrollment Management and Student Support, there is a need to reaffirm the vital connection between advising and the Academic Senate. As University Handbook sect.103.2.2 states, CSUB's Academic Senate is a body through which the faculty exercises its members' collective knowledge, experience, and judgement to develop and recommend to the President policies and procedures that ensure the realization of the University's mission. Academic advising of students is fundamental to this mission. Thus, the Academic Senate must continue its practice of developing and recommending policies and procedures pertaining to academic advising, including its structure and supports.

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VP Student Affairs  
AVP & CIO Information Technology Services  
AVP Faculty Affairs  
AVP Academic Affairs and Dean of Academic Programs  
College Deans  
Dean of Libraries  
Dean of Antelope Valley  
Dean of Extended University and Global Outreach  
Department Chairs  
General Faculty

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**Academic Senate**

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



## **Interim Director of Academic Advising Report Extension**

**RES 242519**

AS&SS

- RESOLVED:** That the Interim Director of Advising submit their report to the Academic Senate no later than 30 calendar days upon return to campus duties.
- RESOLVED:** That this report be used to inform and support best practices for academic advising at CSUB.
- RESOLVED:** That this report will detail recommendations for the involvement of the Academic Senate in academic advising, highlighting the Senate's role in informing policies for advising practices.
- RATIONALE:** Resolution 222316 requires that the Interim Director of Advising, after a period of consultation with the relevant stakeholders, develop a proposal for advising that represents the interests of the entire academic community at CSUB. This proposed plan was to be delivered to the Academic Senate no later than November 1<sup>st</sup>, 2023. An extension is required to accommodate the Interim Director's leave.

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