



## Academic Senate Meeting – Fall 2024

Thursday, September 26, 2024

Agenda

10:00 AM – 11:30 AM

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

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

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

**Guests:** President V. Harper and GE Director E. Montoya

A. Call to Order

B. Approval of Minutes

- a. August 29, 2024 (handout)
- b. September 12, 2024 (handout)

C. Announcements and Information

- a. President's Report – V. Harper (**Time Certain: 10:10 AM**)
- b. Elections and Appointments – D. Solano (handout)
- c. ASCSU Proposed Bylaws Change (handouts)
- d. Upcoming Events:
  - i. September 27 – CFA All Faculty Meeting: 11:30 AM- 1:00 PM, Virtual
    1. Registration: <https://forms.office.com/r/UpiFeXxWnd> [[forms.office.com](https://forms.office.com)]
    2. Zoom Link: <https://calfac.zoom.us/j/97310606679> [[calfac.zoom.us](https://calfac.zoom.us)]
  - ii. October 7 – President's Open Forum: 1:00- 2:30 PM, Student Union MPR
  - iii. October 14 - Budget Open Forum: 11:00 AM-12 Noon, Student Union MPR

- iv. October 16 - Faculty Hall of Fame: 3:30 PM – 5:00 PM, Solario de Fortaleza
- v. October 17 – Tenured and Promoted Faculty Recognition; 2:00 PM- 3:00 PM, Albertson Room

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

E. Reports

- a. Interim Provost's Report – J. Rodriguez
- b. ASCSU Report – Senators Lam and Michieka (handout)
- c. Committee Reports:
  - i. ASI Report – Senator Pruitt
  - ii. Staff Report – Senator Cornelison
  - iii. Executive Committee – Vice-Chair Solano
  - iv. Standing Committee Reports:
    - 1. Academic Affairs Committee (AAC)– Senator Deal (handout)
    - 2. Academic Support and Student Services Committee (AS&SS)– Senator Tsantsoulas (deferred)
    - 3. Budget and Planning Committee (BPC) – Senator Wu (handout)
    - 4. Faculty Affairs Committee (FAC) – Senator Zenko (handouts)
      - a. Memo: Timeframe of SOCI Administration (Referral 2024-2025 15)
      - b. Memo: Task Force for Periodic Evaluation (Referral 2024-2025 06)

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

- a. Consent Agenda
- b. New Business
  - i. RES 242503 Cal-GETC Changes – AAC (handout)
  - ii. RES 242504 Bachelor of Music, Music Teacher Preparation Concentration– AAC and BPC (handout)
- c. Old Business
  - i. RES242502 Discontinuation of Agricultural Business Concentration in BSBA – AAC (handout)

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

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

I. Adjournment

**Academic Senate  
of the  
California State University**

**Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Positions**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) endorse the following amendments to Article II of the [Constitution of the Academic Senate of the California State University](#) (proposed amendments underlined)

I. Amend Section 1 (b):

(b) The Academic Senate shall also include:

- 1) the immediate past chair of the Academic Senate if not an elected member (who shall not be counted as a campus representative if not an elected member);
- 2) the Chancellor or representative as an ex-officio non-voting member;
- 3) one emerita/emeritus selected by the CSU Emeritus and Retired Faculty & Staff Association;
- 4) three lecturer senators (who shall not be counted as campus representatives) elected pursuant to Article II, Section 6.

II. Add new Section 6:

Section 6. Lecturer Senators

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. Three lecturer senators shall be elected by and from the lecturer senator electorate. Lecturer senators shall serve staggered three-year terms beginning June 1. Terms of members of the lecturer senator electorate, procedures for electing lecturer senators and alternates, procedures for the recall of lecturer senators and alternates by the electorate, and responsibilities of alternates shall be specified in the Bylaws. The Bylaws shall provide for the temporary replacement of a lecturer senator whenever the immediate past chair of the Academic Senate is both from the same campus as the lecturer senator and a member of the senate solely by virtue of being the immediate past chair. Lecturer senators and alternates replacing lecturer senators must hold a one-year (or longer) appointment and be full-time or part-time with a time base entitlement of at least 0.6. The use of the term 'lecturer senator' in this article is for convenience and does not exclude non-lecturer non-tenure track faculty.

III. Renumber existing Sections 6-8 and amend renumbered Section 7:

Section ~~6~~7. Terms of Office



Campus representatives and lecturer senators shall serve a term of three years. The immediate past chair of the Academic Senate shall serve for one year.

; and be it

**2. RESOLVED:** That the ASCSU, in accordance with Article VII of the Constitution of the Academic Senate of the California State University (CSU) forward these amendments to the individual campuses for a vote and initiate a systemwide referendum for its ratification; and be it

**3. RESOLVED:** That the ASCSU request sufficient funding from the Chancellor's Office to provide assigned time to the ASCSU lecturer senators serving our system in that role; and be it

**4. RESOLVED:** That the ASCSU distribute this resolution to:

CSU Board of Trustees

CSU Chancellor

CSU DeputyVice Chancellors

CSU campus Presidents

CSU campus Senate Chairs

CSU campus Senate Executive Committees

CSU Provosts/Vice Presidents of Academic Affairs

California Faculty Association (CFA)

CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

## Rationale

Senates on 18 of the 23 CSU campuses have seats dedicated to lecturer faculty.<sup>1</sup>

Ensuring that lecturer faculty are present to discuss, debate, and decide resolutions and recommendations, is important since they comprise more than half of all faculty in the CSU including the majority of faculty who identify as black or Latinx/Chicanx<sup>2</sup>, and since they often bring experiences and perspectives that permanent faculty do not. In the absence of dedicated seats, there is no assurance that a campus senate will include lecturer faculty, even if the campus permits lecturer faculty to run for seats not dedicated to lecturer faculty.<sup>3</sup> Likewise, in the absence of dedicated seats on the ASCSU, there is no assurance that the ASCSU will include lecturer faculty, even though a majority of campuses permit at least some lecturer faculty to run for ASCSU campus

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<sup>1</sup> See the table “CSU Campuses with Academic Senate seats dedicated or open to Lecturers as of Spring 2023” posted at

<https://www.calfac.org/wp-content/uploads/2023/03/2-21-23-Campus-Lecturer-Senators.pdf>. The term ‘lecturer faculty’, as used in the Collective Bargaining Agreement, refers to instructional faculty holding non-tenure track appointments.

<sup>2</sup> In Fall 2021, of 28,010 instructional faculty, 16,857 (60.2%) were Lecturers; of 1,306 black instructional faculty, 828 (63.4%) were Lecturers; and of 3,405 Latinx/Chicanx instructional faculty, 2,336 (68.6%) were Lecturers. (Instructional faculty are Assistant Professors, Associate Professors, Full Professors, and Lecturers). There were 1269 non-instructional faculty (631 coaches, 283 counselors, and 355 librarians) in Fall 2021. All coaches are temporary, and while the exact numbers of temporary counselors and librarians are not readily available, it is generally accepted that the majority of CSU counselors are temporary, and that the majority of CSU librarians are not. See Table 7 on Page 16 of “Boldly Forward: Changing Faces of CSU Faculty and Students Vol. IX” posted at

<https://www.calfac.org/wp-content/uploads/2022/04/Equity-Report-2022-web.pdf>

<sup>3</sup> Again, see the table “CSU Campuses with Academic Senate seats dedicated or open to Lecturers as of Spring 2023” posted at

<https://www.calfac.org/wp-content/uploads/2023/03/2-21-23-Campus-Lecturer-Senators.pdf>

representative.<sup>4</sup> Amending the ASCSU Constitution to add dedicated lecturer faculty seats will ensure the inclusion of lecturer faculty on the ASCSU.<sup>5</sup>

Wherever possible, the new provisions in the proposed amendments build on and mirror existing provisions in the ASCSU Constitution. As an example, the amendment to Section 1 (b), adding subsection 4, provides that lecturer senators not be counted as campus representatives. This parallels the immediate past chair of the Academic Senate (if not an elected member) not being counted as a campus representative (in subsection 1). Both positions are elected not by a single campus, but by a broader constituency, the past chair by the Senate and lecturer senators by the lecturer senator electorate. The first sentence of new Section 6 provides that elections for the lecturer senator electorate shall be according to rules established on each campus. This allows each campus to determine which lecturer faculty are eligible to serve as and vote for the campus member of the electorate, in line with Article II, Sections 3 and 4 of the Constitution, which provide that campuses determine which faculty are eligible to serve as and vote for campus representatives.

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<sup>4</sup> See the table “CSU Campuses with Lecturers who can run for ASCSU as of Spring 2023” posted at <https://www.calfac.org/wp-content/uploads/2023/03/2-21-23-ASCSU.pdf> . Article II, Sections 3 and 4 of the ASCSU Constitution provide that campuses determine which faculty are eligible to serve as and vote for campus representatives.

<sup>5</sup> The proposed amendments fit within the scope of the Justice, Equity, Diversity, and Inclusion Committee making recommendations on “alterations to ASCSU documents, procedures, and practices to promote equity and inclusion.” See Bylaw 4, Section d (5) (a) in the ASCSU Bylaws.

The first two sentences of new Section 6 state, “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. Three lecturer senators shall be elected by and from the lecturer senator electorate.” Lecturer senators thus indirectly represent every lecturer faculty member on each campus eligible to vote for the electorate.

The fourth and fifth sentences of the proposed new Section 6 states, “Terms of members of the lecturer senator electorate, procedures for electing lecturer senators and alternates, procedures for the recall of lecturer senators and alternates by the electorate, and responsibilities of alternates shall be specified in the Bylaws. The Bylaws shall provide for the temporary replacement of a lecturer senator whenever the immediate past chair of the Academic Senate is both from the same campus as the lecturer senator and a member of the senate solely by virtue of being immediate past chair.” If the ASCSU, prior to forwarding the amendments in this document to the individual campuses for a vote (pursuant to the second Resolved above), passes a resolution to change the Bylaws in order to implement the fourth and fifth sentences of new Section 6, that resolution will be linked [here](#), not for approval, but for information purposes.

The provision in the fifth sentence of new Section 6 for a temporary replacement of a lecturer senator whenever the immediate past chair of the Academic Senate is both

from the same campus as the lecturer senator and a member of the senate solely by virtue of being immediate past chair, will prevent the seven largest campuses from having more than four members on the senate and other campuses from having more than three members on the senate.

The sixth sentence of new Section 6 states, "Lecturer senators and alternates replacing lecturer senators must hold a one-year (or longer) appointment and be full-time or part-time with a time base entitlement of at least 0.6." A time base entitlement of 0.6 ensures that a part-time lecturer faculty member will have sufficient time base entitlement to take advantage of the assigned time historically provided to ASCSU senators. As an example, a part-time lecturer faculty member on a semester campus holding an academic year appointment with a time base entitlement of 0.6 (or 18 WTU for the academic year) would have 3 WTU of entitlement remaining in Spring semester even if they had been assigned 15 WTU in Fall semester. Article 20.37 of the [Collective Bargaining Agreement](#), which deals with Assigned Time for Exceptional Levels of Service to Students, clarifies that all faculty, including part-time lecturer faculty, may receive assigned time.

Once the amendments to the Constitution adding designated lecturer faculty positions have been adopted and changes have been made to the Bylaws to accommodate those amendments, campuses will likely need to adapt existing policies and procedures (or

develop new ones) to elect the campus member of the Lecturer Senator Electorate. If the campus member of the Lecturer Senator Electorate is elected ASCSU Lecturer Senator, campuses may want to ensure that the ASCSU Lecturer Senator becomes a member of the campus senate and campus senate executive committee. To do this will likely require amending the campus constitution and/or bylaws. In addition, to promote communication between ASCSU lecturer senators and the lecturer faculty they indirectly represent (those eligible to vote for the lecturer senator electorate according to rules established on each campus), campuses may want to adopt procedures or practices that permit ASCSU lecturer senators to contact lecturer faculty on the campus directly or via the campus senate chair or ASCSU campus representatives.

**Academic Senate  
of the  
California State University**

**Special Rule Of Order: Eligibility to Vote on Ratification of ASCSU Constitutional Amendments**

- 1. RESOLVED:** That all and only Faculty Unit 3 Employees as defined in section 2.13 of the Collective Bargaining Agreement may vote on ratification of proposed amendments to the Academic Senate of the CSU (ASCSU) Constitution;
- 2. RESOLVED:** That the ASCSU distribute this resolution to:  
  
CSU campus Senate Chairs  
Campus AVPs of Faculty Affairs

**Rationale**

To take effect, amendments to the ASCSU Constitution must be ratified by campuses and approved by the Board of Trustees. The Constitution provides that

Ratification shall require a majority of the total vote cast in a systemwide referendum and a majority of the votes cast at each of a majority of the campuses. [Constitution, VII.2]

However, the Constitution does not explicitly say who may vote in such referenda. There are alternative interpretations. This Special Rule of Order resolves that ambiguity.

According to the Constitution, the ASCSU is the sole official voice of all faculty in the CSU. For example,

The faculty of the California State University adopts this constitution in order to exercise its rights and fulfill its responsibilities in the shared governance of the University. As the official voice of the faculty in matters of systemwide concern [Constitution, Preamble]

Moreover, ASCSU representatives “represent the entire faculty of a campus” [Constitution, II.5]. Therefore, the ASCSU represents all faculty employees, even if campuses limit who is eligible to represent a campus on the ASCSU.

Indeed, using campus restrictions on who may represent the campus to determine who may influence the Constitution which governs the body that represents all faculty would create significant inequities across the system. On that approach, every part time lecturer at Chico may vote; whereas at CSUN only 9 part time lecturers may vote.

Moreover, while this Special Rule will govern all future Constitutional amendments, the immediate context is a proposed change which concerns the representation of lecturers. Differentially enfranchising lecturer faculty in this ratification vote makes the perennial concern about inequity particularly salient.

#### **Resolution summary**

The ASCSU is the sole representative of the CSU faculty at the system level. This clarifies that all Unit 3 faculty employees are eligible to vote on changes to the ASCSU Constitution.



**Academic Senate  
of the  
California State University**

**Schedule and Procedure for Ratification of AS-3660 Amending the Constitution of  
the Academic Senate of The California State University to Add Three Designated  
Lecturer Faculty Positions**

- 1. RESOLVED:** That the Academic Senate of the California State University  
(ASCSU) will conduct the ratification process for amendments to the ASCSU  
Constitution initiated by AS-3660 on the following schedule

ASCSU Chair notifies campus senate chairs to conduct ratification vote	Week of September 23, 2024
Campus senate chairs report vote totals to ASCSU Chair	November 1, 2024 (11.59pm)
ASCSU Chair and Executive Committee tabulate votes and announce results	November 4, 2024
If ratification is affirmed:	
Campuses begin developing rules and processes for electing representatives to Lecturer Electorate	November 4, 2024
Initial reading of proposed change at the Board of Trustees	November 20, 2024 or January 28, 2025
Campus senate chairs report results of elections of Lecturer Electorate to ASCSU Chair	March 28, 2025 (11.59pm)
Action by Board of Trustees	January 28, 2025 or March 25, 2025
ASCSU Chair convenes Lecturer Electorate	TBD

Lecturer Electorate reports results of election for first representatives and alternates to ASCSU Chair	April 15, 2025
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; and be it

**2. RESOLVED:** That the ASCSU Executive Committee be empowered to alter the above timeline so long as the changes and rationale are communicated to the ASCSU; and be it

**3. RESOLVED:** That the following language should be presented to eligible faculty voters on each campus:

The [Constitution of the Academic Senate of the California State University](#) (ASCSU) requires that any proposed amendments be ratified by CSU campus faculty and approved by the CSU Board of Trustees.

At its March 2024 plenary, the ASCSU approved [AS-3660 Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Positions](#) which endorses the following amendments to Article II of the ASCSU Constitution (proposed amendments underlined)

I. Amend Section 1 (b):

(b) The Academic Senate shall also include:

- 1) the immediate past chair of the Academic Senate if not an elected member (who shall not be counted as a campus representative if not an elected member);
- 2) the Chancellor or representative as an ex-officio non-voting member;
- 3) one emerita/emeritus selected by the CSU Emeritus and Retired Faculty & Staff Association;
- 4) three lecturer senators (who shall not be counted as campus representatives) elected pursuant to Article II, Section 6.

II. Add new Section 6:

Section 6. Lecturer Senators

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. Three lecturer senators shall be elected by and from the lecturer senator electorate. Lecturer senators shall serve staggered three-year terms beginning June 1. Terms of members of the lecturer senator electorate, procedures for electing lecturer senators and alternates, procedures for the recall of lecturer senators and alternates by the electorate, and responsibilities

of alternates shall be specified in the Bylaws. The Bylaws shall provide for the temporary replacement of a lecturer senator whenever the immediate past chair of the Academic Senate is both from the same campus as the lecturer senator and a member of the senate solely by virtue of being the immediate past chair. Lecturer senators and alternates replacing lecturer senators must hold a one-year (or longer) appointment and be full-time or part-time with a time base entitlement of at least 0.6. The use of the term 'lecturer senator' in this article is for convenience and does not exclude non-lecturer non-tenure track faculty.

III. Renumber existing Sections 6-8 and amend renumbered Section 7:

Section ~~6~~7. Terms of Office

Campus representatives and lecturer senators shall serve a term of three years. The immediate past chair of the Academic Senate shall serve for one year.

If these amendments are ratified by campuses and approved by the CSU Board of Trustees, the ASCSU Bylaws will automatically be changed as set out [AS-3661](#)  
[Change in Bylaws of the Academic Senate of the California State University to Accommodate the Addition of Three Designated Lecturer Faculty Positions](#)

A 'Yes' vote would endorse ratification of these amendments. A 'No' vote would reject ratification of these amendments.

**4. RESOLVED:** That communications from the ASCSU Chair to campus senate chairs regarding the ratification vote include, but not be limited to:

- The deadline for reporting results to the ASCSU Chair
- The requirement that campuses report raw vote totals (counts of 'yes' and 'no' votes)
- Who is eligible to vote on ratification
- The language, set out above, which should be presented to voters

**5. RESOLVED:** That this resolution be distributed to

CSU campus senate chairs  
CSU campus Provosts  
CSU campus Vice Presidents for Faculty Affairs  
CSU campus Vice Presidents for Human Resources  
CSU campus Staff Councils

### **Rationale**

In the spring of 2024, the ASCSU passed [AS-3660 Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Positions](#). The Constitution provides that all amendments require ratification as follows:

Ratification shall require a majority of the total vote cast in a systemwide referendum and a majority of the votes cast at each of a majority of the campuses. [Constitution VII.2]

Ratified amendments then require approval of the Board of Trustees. This resolution outlines the timeline and other instructions for handling the ratification of the amendments proposed by AS-3660.

### **Resolution summary**

This sets out a timeline and other details for the process ratifying the amendments to the ASCSU Constitution approved in [AS-3660](#) *Amending the Constitution of the Academic Senate of the California State University to Add Three Designated Lecturer Faculty Position* (March 2024).



# Academic Senate: Elections & Appointments

September 26, 2024

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## Fall 2024 Election & Appointment Updates

- ❖ Senate Office is done updating voting rosters
- ❖ Calls for elected positions currently in progress
- ❖ Let us know if you are aware of any vacancies that need to be filled



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California State University, Bakersfield

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## Fall 2024 Appointments

- ❖ **Student-centered Enterprises, Inc. (SEI) Board**
  - *Appointed by the President → EC Recommendation Sent*
- ❖ **Web Governance Committee**
  - Nick Toothman - CEE/CS
- ❖ **High Impact Practice (HIP) Taskforce**
  - Ji Li – Accounting/Finance
- ❖ **Exceptional Service Award Committee**
  - Bilin Zeng – Mathematics
  - Dan Zhou - Finance
  - Erin Rodriguez - English



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California State University, Bakersfield

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## Fall 2024 Appointments (Continued)

- ❖ **Taskforce: Criteria for Proposing New Schools**
  - *One nomination received for 2 positions → Still working to fill*
- ❖ **Taskforce: Support for Scholarship and Creative Activities**
  - A&H: Maryann Parada - Modern Languages & Literatures
  - BPA: Jing Wang – Accounting/Finance
  - NSME: Kathy Szick - Biology
  - SSE: Brittany Beck - Teacher Education
  - Librarian: Kristine Holloway



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California State University, Bakersfield

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## Fall 2024 Order of Calls for Elected Positions

1. Open At-Large Senator Position
  - *Call in progress; closes today at 5pm → If needed, election will be held*
2. Calls for College Election Committees
  - *Calls to go out next week → If needed, elections will be held*
3. Call for University Review Committee (URC)
  - *One tenured librarian*
  - *Call to go out next week → If needed, election will be held*
4. Calls for Search Committees & Administrator Review Committees
  - *If needed, elections will be held*



# Academic Affairs Committee (AAC)

## Report to the Academic Senate

Thursday, September 19, 2024

Responding to an inquiry about the different time periods given for online and classroom SOCI delivery, the Committee supported the Senate Chair contacting IT to arrange for the time windows for online and classroom SOCIs to be identical for the fall semester of 2024. The Committee received no feedback from the Academic Senate on 2024-2025 02 Proposal to Discontinue Agricultural Business (AGBS) Concentration in the BS in Business Administration Program (BSBA) from the 09/12/24 Senate meeting. AAC discussed the GECCo recommendations to change the current CSU GE program to meet the requirements of Cal-GETC. The Committee approved a resolution to send to the Academic Senate to support the adoption of the GECCo recommendations. AAC discussed the proposed Bachelor of Music, Music Teacher Preparation Concentration. The Committee approved the proposal and directed the Chair to finalize a joint resolution with the BPC Chair. The resolution was to be distributed by email to the members of each committee for final approval.

In addition, the Committee briefly discussed the following referrals:

- Referral 2024-2025 01 - Proposal for New Concentration - B.S. in Biochemistry - ACS Certified
- Referral 2024-2025 12 - Proposal for New Minors in Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies
- Referral 2024-2025 14 - SOCI Process (with FAC)
- Referral 2024-2025 15 - Timeframe of SOCI Administration (with FAC)

The Committee asked the Chair to invite Dr. Sarah Forrester (or a representative) to discuss the Biochemistry proposal to the next AAC meeting.



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

Thursday, September 19<sup>th</sup>, 2024

10:00-11:30 AM

BDC 134A-Conference Room

BPC met on September 19<sup>th</sup> and discussed a few referrals:

- 1) BPC discussed Referral 09 - Academic Testing Center. From the budget and planning perspectives, there are a few options that may meet student and faculty needs, such as a full class type, or only for makeups or online courses with in-person exam requirements. BPC will communicate with ASSC for a potential joint resolution
- 2) BPC discussed Referral 12 - Proposal for New Minors Ethnic Studies, Feminist Ethnic Studies, and Queer Ethnic Studies. This is a continuance item from last year. BPC is very positive about it and will reach out to the department for some grant/funding clarification question.
- 3) BPC worked on Referral 03 - New Degree Program Bachelor of Music and approved to move forward the joint resolution with AAC to the senate
- 4) BPC reviewed the data for Referral – Faculty Hiring Prioritization-Position Control and will continue to work on this Referral

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

**September 26<sup>th</sup>, 2024**

In their September 19<sup>th</sup> meeting, the FAC met discussed the Senate feedback on the Evaluation of Academic Administrators resolution (242501). The FAC desires to table this resolution to obtain more feedback and guidance, in particular from Human Resources, prior to the second reading.

The FAC also reviewed new and existing referrals and made suggestions to the Executive Committee regarding the timeline of SOCI administration, and the composition of a taskforce to address the Periodic Evaluation Process.

## Memorandum

**To:** Executive Committee of the Academic Senate  
**From:** Faculty Affairs Committee  
**Date:** September 19<sup>th</sup>, 2024  
**Re:** Task Force for Periodic Evaluation (Referral 2024-2025 06)

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The Faculty Affairs Committee proposes the formation of a Task Force to focus on improving clarity within the University Handbook, particularly regarding the general provisions for periodic evaluation of lecturers outlined in section 306. The Task Force will also evaluate whether the current six-year lecturer review process should be cumulative, with a goal of ensuring fairness and transparency in the evaluation process.

### **Composition of the Task Force**

The Faculty Affairs Committee recommends that the Task Force be composed of the following members to ensure diverse perspectives:

- One lecturer
- Two full-time lecturers with 3-year appointments
- Two tenured faculty members, including one Department Chair
- CFA Representative or designee
- The AVP for Faculty Affairs (Ex Officio)

### **Task Force Deliverables**

The Task Force is charged with preparing recommendations that include proposed changes to the University Handbook (section 306 and its subsections) and other relevant suggestions. The recommendations should focus on enhancing the clarity of the periodic evaluation provisions and addressing whether the six-year review process for lecturers should be cumulative.

### **Timeline**

The Task Force shall submit its final report and recommendations to the Faculty Affairs Committee by February 1st, 2025.

We look forward to your approval of the formation of this Task Force and are confident that their work will improve the clarity and fairness of the lecturer review process.

## Memorandum

**To:** Executive Committee of the Academic Senate

**From:** Faculty Affairs Committee

**Date:** September 19<sup>th</sup>, 2024

**Re:** Timeframe of SOCI Administration (Referral 2024-2025 15)

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The Faculty Affairs Committee proposes that for the Fall 2024 semester, the Student Opinion of Course Instruction (SOCIs) be administered during the designated "SOCI Week" from November 18<sup>th</sup> to November 22<sup>nd</sup>, with completion of the online SOCI window by November 27<sup>th</sup>. The time frame of November 18<sup>th</sup> to November 22<sup>nd</sup> is currently marked in the University's Academic Calendar, and we believe it provides an ideal window to ensure that all students, whether attending classes online or in person, have an equal opportunity to complete their evaluations.

### **Recommendations:**

1. **Uniform SOCI Administration Window:**

In alignment with previous recommendations from the Academic Affairs Committee (sent to Academic Senate Chair Hegde during the 2023-2024 academic year), the Faculty Affairs Committee proposes that the SOCIs be conducted within the same timeframe for all courses, regardless of whether the courses are offered online or face-to-face. This ensures consistency across instructional formats and simplifies communication and compliance.

2. **Daily Student Reminders:**

We further recommend that students receive daily reminders to complete their SOCIs during this week. These reminders can be delivered via email or through the university's learning management system to maximize student engagement and participation in the evaluation process.

### **Rationale and Next Steps:**

While the Faculty Affairs Committee continues to work on a joint resolution with the Academic Affairs Committee regarding SOCIs, we are forwarding this recommendation now due to the time-sensitive nature of the current Fall 2024 semester. This proposal will ensure timely communication and preparation for administering the SOCIs while aligning with the previously recommended guidelines set forth in the 2023-2024 academic year.

We believe that implementing these steps will enhance the SOCI process, encourage greater student participation, and provide meaningful feedback to faculty members for improving course instruction. We appreciate your attention to this matter and look forward to continued collaboration on this and other academic issues.



## **Bachelor of Music, Music Teacher Preparation Concentration**

**RES 242504**

AAC and BPC

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

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

**Attachment:**

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

**Distribution List:**

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

**Academic Senate**

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



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NEW DEGREE PROPOSAL FORM

Form Number

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2025-2026

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Arts & Humanities

Department: Music & Theatre

Proposed By: Dr. Joel Haney – Chair, B. M. Committee

1. PROGRAM TYPE (Please Check All That Apply)

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

APPROVALS

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



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

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

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

**Board of Trustees Academic Master Plan approval date**

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

**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.

**0 Please specify the total number of prerequisite units required for the major.**  
**Note: The prerequisites must be included in the total program unit count.**

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

N/A

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

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

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

**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.

**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
- c. Delivery Format: Fully face to face
- g. New Program

**2. Program Identification**

- a. Campus.

California State University, Bakersfield (CSUB)

- b. Full and exact degree designation and title.

Bachelor of Music, Music Teacher Preparation Concentration

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

March 24<sup>th</sup>, 2020

- d. Term and academic year of intended implementation.

Fall 2025

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

120-125 semester units

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

Department of Music and Theatre

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

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

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

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

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

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

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

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

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

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

Please see attachments.

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

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

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

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

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

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

CSU Degree Program Code: 10052

CSU Generic Title: Music Education

Paired CIP Code: 13.1312

### 3. Program Overview and Rationale

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

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

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

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

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

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

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

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

### **Program Description**

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

### **Program Mission**

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

## **Program & Student Learning Outcomes**

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

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

#### **SLO 1a: Technique and Expression**

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

#### **SLO 1b: Preparedness and Professionalism**

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

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

Develop student ability to comprehend music contextually and theoretically.

#### **SLO 2a: Music in Context**

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

#### **SLO 2b: Theoretical Principles and Vocabulary**

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

#### **SLO 2c: Applied Musicianship**

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

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

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

#### **SLO 3a: Professional Practices and Expectations**

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

#### **SLO 3b: Project Planning and Execution**

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

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

Prepare students to be effective music teachers and ensemble leaders.

#### **SLO 4a: Music-Educational Theory and Practice**

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

#### **SLO 4b: Ensemble Leadership**

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

## **Discipline-Based Requirements**

### **Bachelor of Music, Music Teacher Preparation Concentration**

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

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

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

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

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

### **Bachelor of Music Degree, Music Teacher Preparation Concentration**

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



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

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

### **Requirements for the Bachelor of Music, Music Teacher Preparation Concentration**

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

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

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

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

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

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

Completion of MUS 2130 or examination performed before the faculty.

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

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

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

MUS 2600, 4620, 4630, and 4640

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

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

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

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

MUS 3600, 4600, 4610, and:

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

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

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

## **Course Titles**

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

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

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

a. These program proposal elements are required:

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

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

#### **CSUB Institutional Learning Outcomes (ILOs)**

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

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

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

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

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

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

##### **Goal 4. Students will possess numerical literacy.**

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

##### **Goal 5. Students will become engaged citizens.**

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

action).

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

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

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

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

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

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

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

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

Objective 6D: The student will demonstrate interdisciplinary knowledge.

**Program Learning Outcomes (PLOs)**

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

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

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

Develop student ability to comprehend music contextually and theoretically.

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

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

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

Prepare students to be effective music teachers and ensemble leaders.

**Student Learning Outcomes (SLOs)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b. These program proposal elements are required:

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

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

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

Please see the attached comprehensive assessment plan and curriculum map.

c. Indicate total number of units required for graduation.

The proposed degree requires 120-125 semester units.

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

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

[https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)#co\\_anchor\\_I61FC53006C1611EDBF75B106F7B7DAF6](https://govt.westlaw.com/calregs/Document/I571120634C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)#co_anchor_I61FC53006C1611EDBF75B106F7B7DAF6)

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program – N/A

f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

**MUS 1260/3260 Treble Singers (1 unit)**

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

**MUS 2600 Introduction to Music Education (2 units)**

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

**MUS 2650 Guitar Pedagogy (1 unit)**

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

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

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

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

**MUS 3430 Arranging for Voices (2 units)**

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

**MUS 3610 Marching Band Methods (1 unit)**

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

**MUS 3620 Jazz Methods (1 unit)**

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

**MUS 4650 Instrumental Literature Seminar (2 units)**

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

**MUS 4660 Choral Literature Seminar (2 units)**

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

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

Please see the attached three-year course offering plan.

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

(WASC 2013 CFR: 2.2b)

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

(WASC 2013 CFR: 2.2b)

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

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

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

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

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

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

#### **Accreditation Note:**

##### *Master's degree program proposals*

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

##### *Fast-track proposals*

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

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

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

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

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

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

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

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

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

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

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

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



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

**Note: Data Sources for Demonstrating Evidence of Need**

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

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

[California Labor Market Information](#)

## 6. Student Demand

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

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

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

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

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

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

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

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

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

## 7. Existing Support Resources for the Proposed Degree Major Program

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

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

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

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

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

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

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

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

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

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

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

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

## 8. Additional Support Resources Required

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

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

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

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

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

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

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

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

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

## 9. Self-Support Programs

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

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

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

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

Student fees

Include projected attrition numbers each year

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

Direct Expenses

Instructional costs – faculty salaries and benefits

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

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

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor’s Office overhead

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

**Submit completed proposal packages to:**

[APP@calstate.edu](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)



**ACADEMIC SENATE**  
CSU BAKERSFIELD

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

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

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

During your discussion, please consider:

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

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

Thank you.

Attachments:

- (1) 2023-2024 23 New Degree Program Proposal- Bachelor of Music in Music Education
- (2) Email\_Update on Music B. M. Degree-finalized title\_08.22.2024
- (3) Email\_Update\_Academic Program Changes in Senate Log\_8.22.2024
- (4) Box File: <https://csub.box.com/s/wrn4llaegopf95rb0h9dnueut1ujo9mb>

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

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



## Cal-GETC Changes

### RES 242503

AAC

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

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

**Attachments:**

GECCo Recommendations for New GE Policy Alignment

**Distribution List:**

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



## MEMORANDUM

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DATE: June 7<sup>th</sup>, 2024

TO: Dr. Melissa Danforth / Chair, Academic Senate

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

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

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

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

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

### Recommended Structural Changes to Lower Division GE

#### CSU GE Breadth and Cal-GETC

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



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

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

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

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

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

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

## Recommended Structural Changes to CSUB's Lower Division GE Program

- **First-Year Seminar:**
  - **Issue:** The new CSU GE pattern does not include an FYS area.
  - **Recommendation:** Remove FYS from lower division GE and make it a 2-unit institutional requirement<sup>1</sup>.
- **Area E:**
  - **Issue:** The new CSU GE pattern does not include a SELF area.
  - **Recommendation:** Remove SELF from lower division GE.

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

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

### Required Units

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

### Rationale

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

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

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

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

### Required Non-Structural Changes to GE Program

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

#### Relabeling and Renaming of the Subject Areas.

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


#### Summary of GE Catalog and Compendium Changes

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



**ACADEMIC SENATE**  
CSU BAKERSFIELD

**2024-2025 REFERRAL #04**  
**Cal-GETC Changes**

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

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

During your discussion, please consider:

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

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

Thank you.

Attachments:

- (1) GECCo Recommendations for New GE policy\_alignment
- (2) CSU General Education Breadth Requirements\_Old GE Requirements
- (3) CSU General Education-GE-Requirements\_New GE Requirements
- (4) CSU GE Comparison Trifold 5.24.2024
- (5) GE Reqs 25-26 aligned clean\_Catalog Copy Recommendations from GECCo
- (6) GE Reqs 25-26 aligned tracked\_Catalog Copy Recommendations from GECCo
- (7) GE Compendium aligned clean\_GECCo Policies for GE Courses
- (8) GE Compendium aligned tracked\_ GECCo Policies for GE Courses
- (9) calgetc. knit\_2024-05-09\_Updated slide deck
- (10) Email\_GE Program alignment with new CSU GE pattern

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

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

**From:** [Melissa Danforth](#)  
**To:** [Katherine Van Grinsven](#)  
**Subject:** FW: GE Program alignment with new CSU GE pattern  
**Date:** Monday, July 15, 2024 12:51:50 PM  
**Attachments:** [CSU General Education Breadth Requirements.pdf](#)  
[CSU General Education -GE- Requirements.pdf](#)  
[GE Reqs 25-26 aligned clean.pdf](#)  
[GE Reqs 25-26 aligned tracked.pdf](#)  
[GE Compendium aligned clean.pdf](#)  
[GE Compendium aligned tracked.pdf](#)  
[CSU GE Comparison Trifold 5.24.24.pdf](#)  
[GECCo Recommendations for New GE Policy alignment.pdf](#)

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Hi Katie,

Here are the most recent documents from GECCo about the GE structural changes to align with CalGETC. We should use these documents for the referral to AAC, instead of the earlier versions we have on Box.

From Box, we should also include Eduardo's presentation to the Senate in May. We can review the other files on Box on Wednesday to see if there's anything else we want to put with the referral.

Thanks,  
Melissa

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**From:** Eduardo Montoya <emontoya2@csub.edu>  
**Sent:** Monday, July 8, 2024 11:29 AM  
**To:** Melissa Danforth <mdanforth@csub.edu>  
**Subject:** RE: GE Program alignment with new CSU GE pattern

Thank you, Melissa.

For the Senate's review, I have attached the following documents:

- Current GE policy (8919100)
- New CSU GE policy (13059034)
- Revised GE catalog and GE compendium (tracked and clean versions). Please let me know if you would prefer the Word files instead of the PDF versions.
- The latest version of the comparison trifold brochure distributed by the Chancellor's Office at the end of May. I've included this updated version as I am unsure if the version previously shared was the most recent.
- A memo reflecting GECCo's recommendations for aligning our GE program with the new CSU GE policy.

Please feel free to provide any initial feedback on the attached memo or let me know if any additional documents are required.

Thanks again,

Eduardo



**Discontinuation of Agricultural Business Concentration in BS in Business Administration Degree**

**RES 242502**

AAC

**RESOLVED:** That the Agricultural Business Concentration in the BS in Business Administration (BSBA) Degree be discontinued.

**RESOLVED:** That all policies for program discontinuation be observed including providing a means for all currently active students to finish their plan of study.

**RATIONALE:** The Agricultural Business (AGBS) Concentration in the BSBA degree is no longer needed since students can now receive a degree in the AGBS major. Students in the BSBA program still have eleven other concentrations from which to choose. In addition, the AGBS Concentration has had low student demand since the AGBS major was introduced.

**Attachments:**

Proposal to discontinue AGBS Concentration in BSBA\_24-25 AY Referral  
Changes-To-Degree-Form-remove concentration AGBS-signed

**Distribution List:**

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



**ACADEMIC SENATE**  
CSU BAKERSFIELD

**2024-2025 REFERRAL #02**  
**Proposal to Discontinue AGBS Concentration in BSBA**

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

At their meeting on August 27, 2024, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) review and address the proposal submitted by the Department of Economics to discontinue the Agricultural Business Concentration in the BS in Business Administration Program.

During your discussion, please consider:

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

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

Thank you.

Attachments:

- (1) RE\_Proposal to discontinue AGBS Concentration in BSBA\_24-25 AY Referral
- (2) Changes-To-Degree-Form-remove concentration AGBS-signed

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

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





## CHANGES TO PROGRAM FORM

Form Number

**Reset Form**

### PROPOSAL ACTION (Select One)

**EFFECTIVE CATALOG YEAR: FALL**

- PROGRAM REVISION   
  PROGRAM CANCELLATION  
 PROGRAM PLACED IN MORATORIUM   
  ADD CONCENTRATION   
  ADD EMPHASIS  
 ADD OPTION   
  ADD MINOR

### PROGRAM OR SCHOOL & DEPARTMENT (Required)

School/Program: BPA  
 Department: Economics  
 Proposed by: John Deal

### RATIONALE FOR DEGREE PROPOSAL (Required):

**Provide Rationale for Degree Proposal:**  
 Request is to remove the AGBS concentration within the BSBA degree. There already exists a BS degree in AGBS. This move will remove that redundancy. The AGBS concentration in BSBA was offered in 2012, before the BS in AGBS was developed, hence there is no longer a need for it.

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

**Degree Title:**  
 BS Business Administration with a concentration in Agricultural Business

### REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

**Degree Description** (Attach catalog copy; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details OR attach catalog copy with revisions):

Attached

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

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor’s Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development ([degrees@calstate.edu](mailto:degrees@calstate.edu)). The following information must be submitted:

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

**ADDING A MINOR**

**Provide the Program Description and Minor Requirements:**

**IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS**

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

**Please Include Supporting Emails with This Proposal:**

No impact.

**IMPACT OF DEGREE PROPOSAL ON COURSE(S)**

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

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

N/A

**NEXT STEPS**

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

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

Department Chair/Program Director: <u>John Deal</u> <small>Richard Gearhart (Mar 21, 2024 16:49 PDT)</small> Mar 21, 2024	Date: 2/13/24
School/Program Curriculum Committee Chair: <u>Joanne Choi</u> <small>Joanne Choi (Mar 22, 2024 11:03 PDT)</small> <u>Jing Wang</u> <small>Jing Wang (Mar 22, 2024 11:03 PDT)</small> BSBA Committee Chair ARCC Committee Chair	Date: Apr 9, 2024
Dean of School: <u>Deborah Cours</u> <small>Deborah Cours (Apr 9, 2024 11:05 PDT)</small>	Date: Apr 9, 2024
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President’s Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

**ACADEMIC OPERATIONS USE ONLY:**

Effective Term:	Catalog Year:
CIP Code:	HEGIS Code:
Program Code:	Plan Code:
SubPlan Code:	