

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, April 7, 2022
Zoom Video Conference
10:00 a.m. – 11:30 a.m.

1. Call to Order
2. Approval of Minutes
March 17, 2022
3. Approval of Agenda (Time Certain 10:05)
4. Announcements and Information
 - President's Report – L. Zelezny (Time Certain 10:10)
 - Elections and Appointments – M. Danforth (Time Certain 10:25)
5. ASCSU Report (M. Martinez, J. Millar)
6. Provost Report
7. Committee Reports and Requests
(Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, [here](#).)
 - a. Executive Committee (M. Danforth)
 - b. ASI Report (S. Magaña)
 - c. Academic Affairs Committee (J. Tarjan) (handout)
 - d. Academic Support & Student Services Committee (E. Correa)
 - e. Faculty Affairs Committee (M. Rees)
 - f. Budget & Planning Committee (C. Lam)
 - g. Staff Report (S. Miller)
8. Resolutions – **(Time Certain 10:40 a.m.)**
Consent Agenda
New Business

- RES 212226 General Studies Review Committee Implementation
- RES 212227 Levels in the Performance Review Process
- RES 212228 Re-Entry Students Policy
- RES 212229 Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HDCAFS)
- RES 212230 University Program Review Committee Changes

Old Business

- RES 212221 Academic Calendar – Fall Recess Schedule
- RES 212223 Approval of a BA in History with a Social Science Teaching Concentration
- RES 212224 Completeness of Periodic and Performance Review Files
- RES 212225 Task Stream Usage and Access Policies

9. Open Forum Items (Time Certain 11:15)

10. Adjournment

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

ACADEMIC SENATE

Minutes

Thursday, March 17, 2022

Zoom Video Conference

10:00 a.m. – 11:35 a.m.

Members: A. Hegde (Chair), M. Danforth (Vice-Chair), B. Frakes, R. Gearhart (Alt.), A. Grombly, V. Harper, H. He, J. Kraybill, C. Lam, A. Lauer, J. Li, S. Magaña, M. Martinez, J. Millar, S. Miller, J. Moraga, M. Rees, A. Rodriguez, A. Sanchez, D. Solano, B. Street, J. Tarjan

Absent: M. Martinez (excused), J. Millar (excused)

Visitors: T. Anthony, J. Armentor, D. Boschini, S. Bozarth, M. Brown, D. Cantrell, C. Catota, J. Deal, R. Dugan, F. Gorham, D. Jackson, M. Novak, D. Perez-Granados, M. Rush, T. Salisbury, L. Vega, K. Watson, L. Zelezny, L. Zuzarte

1. Call to Order

A. Hegde called the meeting to order. He read a statement acknowledging CSUB's stewardship of the land of the Tejon Tribe.

2. Approval of Minutes

E. Correa moved to approve the March 3, 2022 Minutes. C. Lam seconded. Approved.

3. Approval of Agenda

E. Correa moved to approve the Agenda. C. Lam seconded. Approved.

4. Announcements and Information

- Senate Protocol - To keep the business of the Senate going, anyone who speaks should begin by stating whether they are in support of or against the resolution and keep comments limited to the resolution itself. (A. Hegde)
- President's Report (L. Zelezny)
 - Board of Trustees meeting next week. Interim Chancellor to be announced
 - No change in vaccine policy for CSU. Some CSUB revisions for indoor masking.

- Budget Forum March 21, 11:00 a.m.
- Faculty Forum with the President March 29, 1:00 p.m.
- Nursing Impacted Status – The Nursing Program has impacted status. It means we can hold our students to a slightly higher standard. As we consider admissions for the Nursing Program, our goal is to not only admit high quality students in large numbers, but to also retain them. The department observed attrition. Students get in and they don't really know what being a nurse is all about. If a nursing student is lost, the slot cannot be replaced during the program. The Nursing Department has opted to make some changes to its impacted status criteria and the Chancellor's Office (CO) wants to make sure that everyone who needs to know has been notified of this very minor change. The Nursing Department is adding health care experience and certification to its admission requirements effective Fall 2023. Example: military, EMT, etc. We're just moving this to a primary application category. Student applicants who come in with this type of experience are more likely to finish. Q: What percentage of nursing students drop? (A. Lauer) A: Less than 5%. (D. Wilson) That's a good idea and happy to hear veteran service is included as a priority. Q: Is it a check box or certain amount of experience in a certain area? (President Zelezny) A: The Nursing Department is looking for actual experience within the past five years for points. Certification as a nurse's aide or respiratory therapist with five-year experience get eight points (D. Wilson) Comment: Impacted means that that we don't have enough seats to add admission. (J. Tarjan) Response: Generally, the Nursing department receives 350-450 applications for 70 seats. (D. Wilson) We created a Human Biology degree for students who couldn't get into the nursing program. Can they get points? (A. Lauer) A: That was in the preliminary request and CO said to take it out. Unfortunately, we can't do it if there's a previous track for Bachelor's degree. (D. Wilson)
- Ally Software Pilot Report – RES 202116 approved a year-long pilot of Ally accessibility assistance software. The CIO was asked to report the results to the Senate. (A. Hegde) Ally software is integrated into the Canvas learning management software. It allows us to champion three areas: 1) Students can choose how they want to see content from a variety of options 2) Faculty can see how to make content more accessible from an accessibility score and report. 3) It allows the institution to see progress toward our accessibility goals that we have in the Accessible Technology Initiative (ATI) under Executive Order 1111 and find major issues, and then see if there are any training sessions or interventions to address those issues. The CO subsidized the pilot in 2020. We

went into production in May 2020 and CSUB continues to pay a three-year annual cost of \$8500. The CO is looking for a system wide contract. (F. Gorham) Comment: Ally Software is not compatible with Chem Draw software which is used for chemistry drawing. D. Solano gets a huge red score because all the files uploaded for the class convert into PDFs that it can't read. There may be other disciplines that Ally doesn't work for. (D. Solano) Correct, there isn't any content listed when an image format is uploaded. (F. Gorham) Q: Aware of the need to be ADA compliant. Is there funding for training? There's a significant amount of work when every single document in a course has to be converted to be made accessible. Q: What percent of folks have converted their documents to be accessible? (E. Correa) A: The CO offers training on developing accessible content. We learned it's a long course and that's why we don't have many taking it. We are figuring out what other resources are needed. The ATI Steering Committee has approved a roadmap and funding to be presented to the Information Technology Advisory Council (ITAC) and then sent for the President's review. The work E. Correa has been doing with library on Open Educational Resources (OER) is awesome (F. Gorham) The Instructional Material (IM) portion of the ATI has lagged. As more courses move to virtual, it's important that the materials are accessible (A. Hegde) We're lagging behind in IM due to lack of support and resources. M. Danforth encourages faculty to check their Ally Report and if they don't understand something, make a request to the FTLC instructional designers to interpret error messages. (M. Danforth) A copy of F. Gorham's presentation is attached to these minutes.

- Elections and Appointments – M. Danforth
 - Senator Antelope Valley – Melanie Taylor elected 2022-2024
 - Senator Arts & Humanities – Monica Ayuso elected to complete term 2021-2023
 - Election for Senator At-Large ends today
 - Watch for Call for Nominations for school representatives on various committees

Your involvement is integral to shared governance. (A. Hegde)

5. ASCSU Report (M. Martinez, J. Millar)

M. Martinez and J. Millar are attending the ASCSU Plenary meeting.

6. Provost Report

Dean of NSME: Dr. Jianyu (Jane) Dong is the new permanent Dean. Thank you to all the faculty who participated and completed surveys that led to her arrival.

Dean IRPA: There were good candidates. The Provost is moving toward a conclusion.
AVP GRaSP: Open forum for candidates today.

Schedule Build – The process is finishing. Thank you to all faculty and department chairs as we get ready for students in Fall 2022.

Space Utilization – Thank you to A. Lauer and others who are working with J. Hedges on the area where Faculty Towers stood. Ideas will be taken to the Master Planning Committee to revitalize the space.

7. Committee Reports and Requests

(Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Standing Committee webpage, [here](#).)

- a. Executive Committee (M. Danforth) The EC met on Tuesday March 15. Chief Williamson joined the meeting to get feedback on the draft Emergency Operations announcement. Issues regarding the GECCo referral are going through multiple subcommittees as a shared governance practice. Those issues were discussed at length. New business: EC is trying to get information from the Academic Integrity Working Group and the University Program Review Committee (UPRC) Task Force to the sub-committees before we run out of time to conduct business this term. The EC is piloting a process to be used for curriculum requests where AAC functions as the campus wide curriculum committee for interdisciplinary programs. Requests that don't need Senate discussion to be sent via email to expedite the process. EC referred a request of a department name change from CAFS to Human Development CAFS to AAC. Time was also spent discussing the Senate Agenda.
- b. ASI Report (S. Magaña) ASI is busy with elections and finalizing events where students can learn about ASI. Take Out Tuesday featured women owned restaurants, Moo Creamery and Better Bowls. The ASI Board attended the CA Higher Education Summit to learn how to become better advocates for students on certain legislation. The California State Student Association (CSSA) is also advocating for CA Budget items such as funding foster youth at CSU.
- c. Academic Affairs Committee (AAC) (J. Tarjan) See report in the agenda.
- d. Academic Support & Student Services Committee (AS&SS) (E. Correa) See report in the agenda.
- e. Faculty Affairs Committee (FAC) (M. Rees) (deferred)
- f. Budget & Planning Committee (BPC) (C. Lam) See report in the agenda.
- g. Staff Report (S. Miller) Nothing to report.

8. Resolutions

New Business

RES 212223 Approval of a BA in History with a Social Science Teaching Concentration
J. Tarjan presented on behalf of AAC in the capacity of campus wide inter-school curriculum committee. Students who wish to teach social science may be confused with completing the BA and completing the coursework for the subject waiver within a credentialing program. This is an attempt to combine the two, to make the pathway clearer. No substantial changes were made to the curriculum and there is no opposition on campus. (J. Tarjan) To teach social science at the junior high or high school level, students need to demonstrate subject matter competency in areas beyond history. The expectation is that they would be hired as a social science teacher, not as a history teacher, in which one might be asked to teach history, economics, civics, or government. The ways to show competence to the CA Commission on Teacher Credentialing (CTC) are: 1) pass a standard test in social science 2) complete a subject matter program. CSUB offers the teacher credentialing test that deems them subject matter competent. When we moved from quarters to semesters, History offered a very different program. This new program, presented in RES 212223, integrates the subject matter program with any major program on campus and completion of a certificate which allows them to teach social sciences at the junior and high school levels. It makes it easier for students, faculty, and staff advisors. (A. Rodriquez) Comparing to what is currently in the catalog, the program follows the waiver; it has all the categories to choose from. It appears that there is no resource implication because it's already following what we do. (M. Danforth) Yes. Also, it's important that we keep the traditional History program. (A. Rodriquez) The price to pay for exams to prepare for this program makes it more equitable for our students. (E. Correa) Submit feedback to AAC. (A. Hegde)

RES 212224 Completeness of Periodic and Performance Review Files – M. Rees presented on behalf of the FAC. It addresses content and language. The content of current policy was clarified. If anything is missing in the file, it's put in the log sheet. The review can continue by going to the Personal Action File (PAF). The PAF is the official file in the Dean's Office. Further, if the file is not submitted, the Unit Committee might be unable to return a satisfactory performance. The inaccurate language was cleaned-up in Handbook 305.5.3, where RTP was used as catch-all phrase. There are three kinds of review: Review for probationary faculty, the post tenure review, and the periodic evaluation file for lecturers. The change incorporates all those categories. (M. Rees) A suggestion made to state the amount

of time for the faculty member to respond to the committee if something is needed in the file. (D. Solano) FAC looked at whether, if there are 12 files, one would have enough time to look at them in one week. After significant discussion, it was left open. (M. Rees) The suggestion made to insert the calendar of review and to have a better explanation of the workflow in the rationale. It might be part of the wider issue of the review calendar in general. (M. Danforth) J. Tarjan thanked the FAC for working on this. Consider timelines because the lecturer review is internal to the school and timelines are not as critical. (J. Tarjan) A. Hegde thanked the FAC.

RES 212225 Task Stream Usage and Access Policies – C. Lam presented on behalf of the AAC, AS&SS, and BPC. The resolution addresses what is supposed to be uploaded and what to do with sensitive information. Currently, there is not consistent management of who has access to the files. M. Malhotra and D. Jackson were invited to BPC's discussion. Thank you to AVP AA, D. Jackson, for drafting the new policy attached to the resolution. The policy is a clarification of the purpose of the Access Management System (AMS), what could be uploaded, and the implementation of annual maintenance so only the people who should have access actually have access. (C. Lam) The current Task Stream template for the assessment plan has a field for stating who is responsible for the assessment item. That would violate the clause in the proposed policy about not identifying any individual faculty member. Q: Will the passage of the resolution cause a change in the Task Stream templates to be consistent with the new policy? (M. Danforth) A: That question was raised with D. Jackson in AAC. Her thinking was that rather than the person who is collecting the artifacts, the people who are responsible for it should be the committee reviewing the artifacts. (J. Deal) The request is for a "Help" field to explain that. Some departments allow the entire department to review a file. It would be a redundant set of fields in that type of assessment plan. (M. Danforth) In terms of anonymity, if one were to review a specific course, and there's only one person teaching that course, by default that faculty member is identified. Further, there were instances when information in Task Stream was made public. The suggestion is to add a statement that the information in Task Stream is not to be made public. (M. Rees) This is an example of shared governance. The issue was brought up by M. Rees and referred to AAC, BPC, and AS&SS. This underscores the importance to be involved in committees where one can have discussions that not everybody will be thinking about. Thank you to the three sub-committees. (A. Hegde)

Old Business

RES 212220 – Formation of General Studies Review Committee - J. Tarjan presented on behalf of AAC. The tracked changes show edits since the First Reading. AAC

realized if it is charged with classroom observation and review of faculty, there should be faculty input on the General Studies (GST) faculty hiring. The current practice is for the Associate Deans to hire instructors. They may not have faculty input. The resolution specifies that the chair of the committee would provide input on individuals. (J. Tarjan) Move to amend. Change the Resolve #3 to develop guidelines and retention "FOR INSTRUCTORS." (M. Danforth) E. Correa moved to approve. B. Frakes seconded. No objections. M. Rees moved to amend: Remove "retention review" and replace with "TO DEVELOP PERIODIC EVALUATION GUIDELINES AND CRITERIA FOR INSTRUCTORS WHO ARE NOT UNDERGOING REVIEW IN AN ACADEMIC DEPARTMENT." E. Correa seconded the motion on the amendment. J. Tarjan moved on the recommendation of Provost Harper to amend the first Resolve #3. Because the work varies, he supports, "WOULD BE NEGOTIATED WITH THE OFFICE OF THE PROVOST". J. Tarjan moved to approve. B. Frakes seconded. Discussion ensued. E. Correa was not in support. It does not provide equity across the board. It should not have differences for one group and not others. (E. Correa) Clarification needed on whether the 3 WTUs be saved or stricken. (M. Danforth) Consider that the UPRC has a significant amount of work. However, for GST, the work amounts to a few reviews and observations. M. Rees supports compensation as negotiated. (M. Rees) It could be a stipend or something else to be appropriate. J. Tarjan in favor of having the appropriate management negotiate. The intent is that reviewers are compensated fairly. (J. Tarjan) Agreement with J. Tarjan and M. Rees was expressed. It's possible that there are only a couple people this would apply to. Q: Was the 3 WTUs intended to remain? (J. Deal) A: No. The resolution amended to read, "MEMBERS OF THE COMMITTEE BE APPROPRIATELY SUPPORTED BY STAFF AND COMPENSATED FOR A TWO-YEAR TERM OF SERVICE TO BE NEGOTIATED WITH THE OFFICE OF THE PROVOST."

A. Hegde moved to extend meeting. Approved.

M. Danforth moved to accept the amendment to the resolution. Approved.

A. Hegde called for a vote on the amended resolution. Majority approved. No opposition. Approved.

RES 212221 Academic Calendar – Fall Recess Schedule – (deferred)

9. Open Forum Items

- Summer Session 2022 – Now is the time to submit classes and courses. Please consider teaching and encourage others to teach this summer. (M. Novak)
- Asian American Pacific Islander (AAPI) Month – The campus is celebrating AAPI heritage in May. Please watch for announcement of events. (C. Lam)

- Visiting Scholar – Thank you to M. Novak for engaging the visiting scholar from Spain, M. Begonia Leyra. (E. Correa)
- Academic Integrity Workshop – Citation workshops and academic integrity workshops. <https://csub.libcal.com/event/8996017?hs=a>

10. Adjournment

A. Hegde adjourned the meeting at 11:35 a.m.

DRAFT

Ally Update 2022 – Academic Senate

1. Ally is Accessibility Assistance software
2. Integrated with Canvas
3. Champions
 1. Students – access and consume content the way they want to consume it
 2. Faculty – provides help on how to make content more accessible
 1. In line with Universal Design
 3. Institution – allows us to see progress toward Accessible Technology Initiative (ATI) goals and Executive Order 1111
 1. Find major issues, develop training or interventions to address them
4. Chancellors Office
 1. Subsidized our Pilot 2019 - 2020
 1. \$10,000 for implementation
 2. \$6,500 for our first year
5. Pilot implementation – May 2020
6. Costs of Ally
 1. \$8500 annually

Ally Update 2022 – Academic Senate

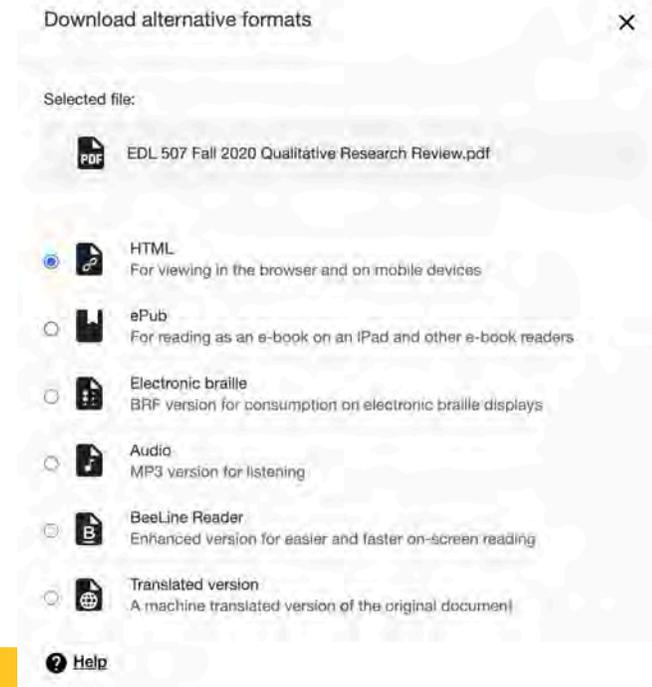
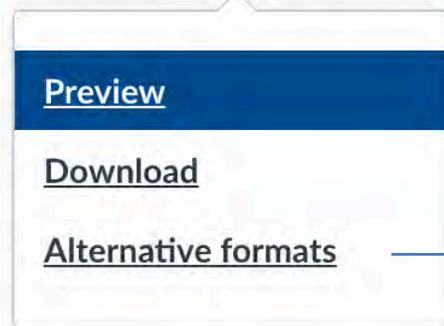
Example of a resource that was uploaded into one of my courses:

Resource

Check out an overview of qualitative research from my previous [EDL 507 Applied Qualitative Research](#) ↓ class for an overview of the five most well-known qualitative methodologies.

What Ally Provides

[EDL 507 Applied Qualitative Research](#) ↓ class for an overview



Ally Update 2022 – Academic Senate



January, 24 2022 – March, 14 2022

Engagement with Alternative Formats

Launched the Alternative Formats window	11,054
Total downloads	5,056
Conversion rate	45.74%

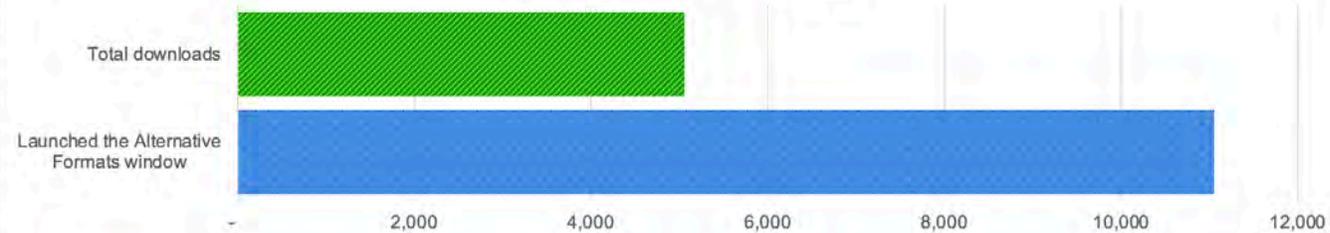
Total downloads

5,056

Total Unique User Downloads

1638

Engagement with Alternative Formats



Distribution by Alternative Format type

BeeLine	169
Braille	44
ePub	770
HTML	783
OCRed PDF	174
Tagged PDF	2,845
Translated Version	0
Audio	271

Distribution by Alternative Format type



Ally Update 2022 – Academic Senate

Spring 2022

Total courses



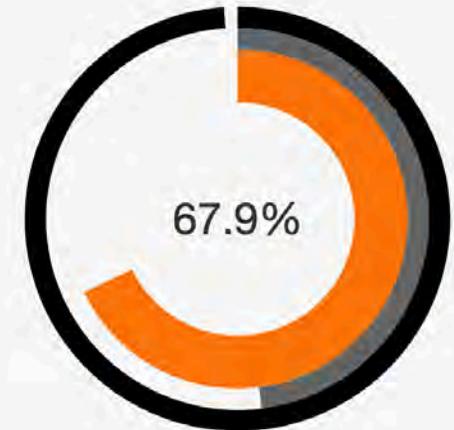
4,721% ↑

Total content created



3,543% ↑

Overall accessibility score



3% ↑

Ally Update 2022 – Academic Senate

Examples of:

Accessibility issues

All **Severe** Major Minor

1. Document: The document is scanned but not OCR'd	5,098		>
2. Document: The document is malformed	70		>
3. Document: The document is encrypted	15		>
4. Image: The image can induce seizures	11		>

ACADEMIC SENATE LOG – APRIL 7, 2022

Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 02 Department Formation Criteria Revision		AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. AAC will take up discussion.			
8/31/21	2021-2022 05 EEGO Summer Term Unit Limits	Complete	AAC Consider Summer Session as a single term with a cumulative student workload and what is the maximum number of units which enables student success. RES 212213 Unit Cap During Summer Term	2/17/22	2/25/22	2/28/22
	2020-2021 23 MA INST Moratorium	Complete	AAC Consider the rationale as presented in the attached letter from the Director of INST and the impact on students in the program. RES 212204 MA INST Moratorium	10/7/21	10/15/21	10/15/21
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 Proposal for the Formation of a General Studies (GST) Department	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting AAC presenting RES 212212 High Impact Practice Designation and Tracking	2/17/22	2/25/22	2/28/22
10/5/21	2021-2022 21 Proposal for Ethnic Studies ETHS 1508 and Change to ETHS Curriculum	Complete	AAC in its capacity as the interschool curriculum committee, approved the ETHS 1508 course proposal for Introduction to Chicana/Chicano/Chicanx Studies and approved the proposed changes to the Ethnic & Area Studies concentration.			
10/5/21	2021-2022 24 BA Sociology Concentration Revision – Racial and Ethnic Dynamics	Complete	AAC Review rationale and impact. RES 212214 Approval of Revised Sociology Concentration in Racial and Ethnic Dynamics	2/17/22	2/25/22	2/28/22

ACADEMIC SENATE LOG – APRIL 7, 2022

Academic Affairs Committee: John Tarjan/Chair, meets 10:00am via Zoom

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/16/21	2021-2022 25 General Studies (GST) Department Formation	Formation approved Implementation First Reading 4/7/22	AAC Lack of home for GST, whether GST more suited as a program, mechanism for GST faculty review, GST report to EC annually RES 212220 – Formation of General Studies Review Committee RES 212226 – General Studies Review Committee Implementation	3/17/22	3/25/22	3/28/22
10/16/21	2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21
10/19/21	2021-2022 29 Task Stream Usage and Access	Second Reading 4/7/22	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies			
12/8/21	2021-2022 32 Undergraduate Re-Enrollment Policy Change	Complete Temp New Policy First Reading 4/7/22	AAC Revising CSUB policy for re-entry and addressing concerns identified by Chancellor Castro. RES 212210 Temporary Suspension of Re-Enrollment Application Policy RES 212228 Re-Entry Students Policy	12/2/21	12/10/21	12/10/21
1/25/22	2021-2022 35 Bachelor of Arts (BA) in History with Social Science Teaching Concentration	Second Reading 4/7/22	AAC Rationale as presented and the impact on students. RES 212223 Approval of BA in History with Social Science Teaching Concentration			
3/15/22	2021-2022 #42 Proposal to Change Department Name from CAFS to HDCAFS	First Reading 4/7/22	AAC Rationale of proposal and the impact on students. RES 212229 Change Dept Name from CAFS to HDCAFS			
3/15/22	2021-2022 #43 Course Prefixes		AAC Who has dominion over course prefixes and where do they reside			
	2020-2021 20 UPRC Changes	First Reading 4/7/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			

ACADEMIC SENATE LOG – APRIL 7, 2022

Academic Support and Student Services: Elaine Correa/Chair, meets 10:00 via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
	2020-2021 Referral 26 Testing Center	Complete	AS&SS RES 202123 Academic Testing Center approved by Senate 3/18/21. Not by President pending Fall '21 enrollment, need, resources.			
9/28/21	2021-2022 Referral 10 Faculty Advising Structure	Complete	AS&SS Whether there is a need for a change to the advising structure Refer to AS&SS minutes 2021-05-06 for recommendations. See report from Faculty Fellow & AVP AP. AS&SS sent recommendations to EC asking for Task Force. Created.			
8/31/21	2021-2022 09 Proposal to Employ High Impact Practice (HIP) Tracking	Complete	AAC, AS&SS Whether: to use existing code in PeopleSoft, apply AAC&U's definition, there's a campus body that could identify HIPs and can dev & deliver HIPs, need for training guide for analysis & reporting. RES 212212 HIP Designation & Tracking. AS&SS sent memo to EC why it did not support the resolution.	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 28 Academic Testing Center Exploratory Sub-Committee		AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path			
10/19/21	2021-2022 29 Task Stream Usage and Access	Second Reading 4/07/22	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies			
1/25/22	2021-2022 36 Appendix K IMAP – Handbook Change		AS&SS Align IMAP with CO's new goals and performance indicators, whether LMS is instructional goal, and identify responsible party of the master textbook list.			

ACADEMIC SENATE LOG – APRIL 7, 2022

Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 01 Extension of RES 192020 RTP Guidelines for 2020 to 2021		FAC The same factors that restricted or prevented faculty from doing certain activities related to RTP still exist.			
8/24/21	2021-2022 02 Department Formation Criteria Revision	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
8/24/21	2021-2022 03 Electronic RTP as Application Standard	Complete	FAC Whether use of vendor with electronic RTP application platform is viable for CSUB. RES 212219 Submission of Electronic Faculty Performance Review Files	3/3/22	3/11/22	3/11/22
8/24/21	2021-2022 04 Exceptional Service Article 20.37 Application and Screening Process		FAC Research CSU campus' rubrics & applications and establish improvement and consistency to application & screening.			
8/31/21	2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
8/31/21	2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
8/31/21	2021-2022 Referral 12 Criteria and Nomination Process for Faculty Awards		FAC Define meritorious, pressure from senior faculty, confidentiality of process			
	2020-2021 06 CSUB Patent Policy	Complete	FAC RES 202117 CSUB Patent Policy approved by Senate. Not by President pending CO policy update.			
	2019-2020 Referral 08 Honorary Doctorate – Handbook Change	Carry-over from 2 AYS	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 13 Notification to Chairs of Assigned Time		FAC Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.			
8/31/21	2021-2022 20 Accessibility of Instructional Materials		FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			

ACADEMIC SENATE LOG – APRIL 7, 2022

Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/31/21	2021-2022 17 Handbook 305.2.4 Early Award of Tenure and 305.3.4 Early Promotion of Probationary and Tenured Faculty	Complete	FAC The language regarding performance differs. Make them consistent. Departments need to have early tenure criteria or revise it. RES 212202 Early Award of Tenure	9/23/21	10/1/21	10/4/21
8/31/21	2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
8/31/21	2020-2021 14 Proposal for the Creation of Ethnic Studies Department	Complete	FAC RES 212207 Formation of Ethnic Studies Department	12/02/21	12/10/21	12/10/21
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change		FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 Referral 15 Sabbatical Application Process Improvement	Complete	FAC Identify what is different or extra between the 1) Faculty Information Bulletin 2) Application Cover Sheet, 3) Handbook with directions for the applicant and 4) directions for the evaluating committee and then make consistent between them, and other considerations. RES 212216 Sabbatical and Difference in Pay Leave Policies	2/17/22	2/25/22	2/28/22
10/19/21	2021-2022 27 Composition of Search and Screening Committees – Handbook Change		FAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months.			
1/25/22	2021-2022 30 Completeness of RTP File – Handbook Change	Second Reading 212224 First Reading 212227 4/7/22	FAC Consider direction, clarification, order of review, include chair letter, timeline, items from PAF to WPAF RES 212224 Completeness of Periodic and Performance Review Files RES 212227 Levels in the Performance Review Process			
3/1/22	2021-2022 #39 The Performance Action File (PAF) and the Working Performance Action File (WPAF) – Handbook Change		FAC Whether the PAF or WPAF is the official file...flow chart of levels of involvement.			
3/1/22	2021-2022 #40 Digitizing the Performance Review Process		FAC Access, process, CFA & HR perspective, training of chairs & deans.			
3/1/22	2021-2022 #41 Sixth-year Lecturer Review – Handbook Change		FAC Purpose and outcome(s) of the Sixth-year Lecturer Review, etc.			

ACADEMIC SENATE LOG – APRIL 7, 2022

Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Item	Status	Action	Approved by Senate	Sent to President	Approved by President
2021-2022 02 Department Formation Criteria Revision	Complete	AAC, BPC, FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21			
2021-2022 16 Institutional Research in Response to WSCUC Report	Complete	BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need. See M. Malhotra's report. BPC decided that there is sufficient ongoing process that no follow-up action is required at this time			
2020-2021 20 UPRC Changes	First Reading 4/7/22	AAC, BPC Combine concerns from 2019-2020 #19 referral and 2020-2021 Addendum with the recommendations from UPRC current Chair and Jinping Sun's report. RES 212230 UPRC changes			
2021-2022 07 GECCo Reporting Structure		AAC, BPC, FAC Where GECCo fits into other committee & program structures and whether to change Handbook 202.1 or Handbook Appendix C Article 8.			
2021-2022 08 General Studies (GST) Department Formation	Withdrawn 10/19/21	AAC, BPC, FAC Rationale behind dept. creation, existing support services, additional supports services needed			
2021-2022 18 CSUB Policy on Use of sUAS – GraSP Update	Complete	BPC Consider whether documents submitted by GraSP are informational or need action. RES 212205 CSUB Policy on Use of sUAS – GRaSP Update	10/7/21	10/15/21	10/15/21
2021-2022 19 DEI Faculty Fellows Exploratory Group Report		BPC, FAC Review institutional and faculty issues and comment whether there are actionable items.			
2021-2022 22 Summer 2022 Schedule EEGO	Complete	BPC Whether unequal days between two summer sessions, eliminate break, reinstate two five-week terms in future. RES 212206 Winter Intersession 2021-2022 Calendar Update	10/7/21	10/15/21	10/15/21
2021-2022 26 AMP 2022-23 through 2031-32	Complete	AAC BPC RES 212208 Academic Master Plan 2022-23 through 2031-32	12/02/21	12/10/21	12/13/21

ACADEMIC SENATE LOG – APRIL 7, 2022

Budget and Planning Committee: Charles Lam/Chair, meets 10:00am via Zoom video conference

Dates: Sept 2, Sept 16, Sept 30, Oct 14, Oct 28, Nov 18, Jan 27, Feb 10, Feb 24, Mar 10, Mar 24, Apr 21, May 5

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 29 Task Stream Usage and Access	Second Reading 4/07/22	AAC, AS&SS BPC Whether policy needed from academic, student, and planning perspectives. RES 212225 Task Stream Usage and Access Policies			
11/2/21	2020-2021 31 Academic Calendar 2022-2023	Complete	BPC RES 212211 Academic Calendar 2022-2023	12/02/21	12/10/21	12/10/21
12/7/21	2021-2022 33 Final Exam Schedule – Interim Policy Change	Complete	BPC Creation of policy that gives students and faculty the option of taking final exam at a time that doesn't conflict with Commencement. RES 212218 Final Exam Policy – Interim Policy Change	3/3/22	3/11/22	3/11/22
1/25/22	2021-2022 34 Academic Calendar Fall Recess Schedule	Second Reading 4/07/22	BPC Consider impact on number of teaching days and survey of other CSUs RES 212221 Academic Calendar – Fall Recess			
1/26/22	2021-2022 37 Addendum to Academic Calendar 2022-2023	Complete	BPC RES 212215 Addendum to Academic Calendar 2022-2023	2/3/22	2/11/22	2/17/22
		Complete	BPC RES 212217 Addendum to Academic Calendar 2021-2022	2/3/22	2/11/22	2/17/22
2/15/22	2021-2022 38 Saturday Commencement		BPC Explore the issues and proposed alternatives to resolve schedule conflict with exam finals and commencement. Memo from BPC sent to EC 4/4/22.			

AAC Report

March 24, 2022 Meeting

1. We approved a resolution which recommends waiving the need for students in good standing with a break of enrollment of less than three years to be readmitted without needing to reapply or pay application fees to be forwarded to the Senate for consideration.
2. We approved a resolution supporting a change in name for the Child, Adolescent, and Family Studies Department which provides more clarity regarding the scope of programs offered within the department to be forwarded to the Senate for consideration.
3. We discussed a potential recommendation regarding the oversight/assignment of course prefixes and will continue the discussion at our next meeting.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

EC

General Studies Review Committee Implementation

RES 212226

RESOLVED: That the Academic Senate Executive Committee solicit statements of interest in serving on the General Studies Review Committee from the tenured faculty of the University each spring; and be it further

RESOLVED: That the Provost, in consultation with the Academic Senate Executive Committee appoint members to the General Studies Review Committee, who will then select a Chair.

RATIONALE: This resolution provides a mechanism for implementing RES 212220.

Attachment:

RES 212220 Formation of a General Studies Review Committee

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Formation of a General Studies Review Committee

RES 212220

RESOLVED: That a General Studies Review Committee be established with the following guidelines

- 1) That the Committee be composed of at least three tenured faculty from across the University,
- 2) That the Committee, when feasible, be composed of faculty with experience in teaching First Year Seminar and/or GST courses,
- 3) That members of the Committee be appropriately supported by staff and compensated for a 2-year term of service to be negotiated with the Office of the Provost
- 4) That the Provost, in consultation with the Academic Senate Executive Committee, be charged with appointing members of the Committee, and
- 5) That members be appointed for a term of two years with staggered terms; and be it further

RESOLVED: That the Committee be charged with the following responsibilities

- 1) To conduct classroom observations of all non-tenured faculty teaching First Year Seminar courses using the GECCo-approved rubric if not already being observed in an academic department and all others teaching First Year Seminar who request an observation,
- 2) To conduct classroom observations of all non-tenured faculty teaching GST courses if not already being observed in an academic department and all others teaching GST courses who request an observation,
- 3) To develop periodic evaluation guidelines and criteria for instructors who are not undergoing review in an academic department,
- 4) To undertake a retention review of all First Year Seminar and GST instructors if required by the *University Handbook*, including all materials and following all procedures outlined in the *University Handbook* if they are not already undergoing an annual review in an academic department, and be it further

RESOLVED: That the chair of the Committee send committee review criteria and guidelines to all faculty who will undergo review and recommend the appointment of instructors to teach First Year Seminar to school associate deans and GST instructors to Academic Programs who do not already have appointments in an academic department.

RATIONALE: No group or groups are currently charged with overseeing the appointment and review of First Year Seminar and GST instructors. This resulted in a lack of a mechanism for instructors who do not already have appointments in academic departments to undergo required observation and review. There is also no mechanism for an academic body to provide input on their initial and subsequent appointment. The formation of a General Studies Review Committee addresses these problems.

Approved by the Academic Senate March 17, 2022

Sent to the President March 25, 2022

Approved by the President March 28, 2022

Distribution List:

President

Provost

AVP Faculty Affairs

AVP Academic Affairs and Dean of Academic Programs

School Deans

Interim Dean Library

Department Chairs

General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Levels In The Performance Review Process

RES 212227

FAC

RESOLVED: That *University Handbook* language for levels in the performance review process be revised (deletions in ~~strike through~~, additions in **bold underline**) as specified below:

RATIONALE: Department chairs are permitted to submit an evaluation and review separate from a Unit Review Committee, however the timeline for this process is unclear and inconsistently addressed in the *University Handbook*. Because the review process is already on a tight timeline, and a delay would create unwanted time pressures on other levels of review, it is suggested that the Unit Review Committee and the department chair complete their reviews simultaneously, consistent with 305.6 and 306.2.

A correction is also made regarding librarians.

305.4.3 Levels in the Performance Review Process

Performance review for retention, tenure, and promotion proceeds through the following levels.

- a. Unit ~~RTP~~ **Review Committee** (for additional details, see 305.6)
 1. **Unit Review Committee** (for additional details, see 305.6)
 2. The department/~~program~~ chair of the unit may submit a separate evaluation and recommendation, ~~which occurs after~~ **using the same timeline as** the unit ~~RTP~~ **committee** completes its review **committee**. Unit **Department** chairs choosing to submit a separate evaluation and recommendation shall not participate in the deliberations of the unit ~~RTP~~ **committee**. For counselors, the unit chair is the Director of the Counseling Center.
 2. ~~For librarians, there is no unit chair.~~
 3. ~~For counselors, the unit chair is the Director of the Counseling Center.~~
- b. School Dean(for additional details, see 305.7)
 1. For librarians, the school dean is the Dean of University Libraries
 2. For counselors, the school dean is the Vice President for Student Affairs (VPSA)
- c. University Review Committee (for additional details, see 305.8)
- d. P&VPAA (for additional details, see 305.9)
- e. President or President's designee (for additional details, see 305.10) If the President designates the P&VPAA, that level shall conclude the review process. The President may select a designee en masse or on a case-by-case basis.

(Revised 07-02-20)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Re-Entry Students Policy

RES 212228

RESOLVED: That the Academic Senate approve the attached proposed changes to CSU Bakersfield's Re-entry Students policy; and be it further

RESOLVED: That the Office of Admissions develop a petition to reenroll process for re-entry students who have been absent from the university for less than three years; and be it further

RESOLVED: That the Office of Admissions coordinate wrap-around services to support re-entry students.

RATIONALE: The proposed revisions to the Re-entry Students policy will eliminate administrative barriers toward degree completion. Further, providing wrap-around services for re-entry students will help support the students' reintegration to the campus after a period of absence from the university and support their degree completion.

ATTACHMENT: Proposal for revisions to the Re-entry Students Policy

Re-entry Students

Re-entry students are students who were formerly enrolled at CSU Bakersfield and wish to return to complete their undergraduate degree after an absence of one year (i.e. two turning students in good standing must apply for admission if absent for more than two full consecutive semesters, e.g. fall and spring, immediately preceding the term in which re-entry is sought excluding winter and summer terms)ht.

Re-entry students in good standing who have been absent less than three years (i.e. less than six consecutive semesters) may request to re-enroll by submitting a petition to re-enroll without re-applying to the university. The Office of Admissions will review the request and communicate their decision directly to the student.

Re-entry students who have been absent more than three years (i.e. six or more consecutive semesters) must reapply for admission to the university and pay application fees. Applications should be submitted during the regular application filing period.

Students on placed on Academic Dismissal status should refer to the section on “Readmission of Academically Disqualified Undergraduate Students” in the Academic Information section of the catalog.

~~-If the student has attended another institution during that time their absence, a transcript must be sent to the Office of Admissions indicating all work for which the student was registered. Policies relating to application fees, statements of residence, and transcripts apply to re-entering students. Students on placed on Academic Dismissal status should refer to the section on “Readmission of Academically Disqualified Undergraduate Students” in the Academic Information section of the catalog.~~

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

**Change of Department Name from Child, Adolescent, and Family Studies (CAFS) to
Human Development and Child, Adolescent, and Family Studies (HDCAFS)**

RES 212229

RESOLVED: That the name of the Child, Adolescent, and Family Studies Department be changed to Human Development and Child, Adolescent, and Family Studies.

RATIONALE: The revised department name more accurately communicates the breadth of program offerings within the department. Prospective students and faculty members and employers will all be benefitted by this change.

Attachment:

Justification for Department Name Change

Department of Child, Adolescent, and Family Studies (CAFS)

Name Change Approval

Dear Colleagues,

In the October 2021 meeting of the full-time faculty for the Department of Child, Adolescent, and Family Studies (CAFS), the faculty unanimously voted to change the name of the Department from “Child, Adolescent, and Family Studies (CAFS)” to the Department of “Human Development and Child, Adolescent, and Family Studies (HDCAFS).”

The rationale for this name change was to service the diverse program strands in which our students seek a B.A. degree aligned with employment opportunities in the fields of Human Development, Resource Management, Teacher Education and Early Childhood and Family Studies. Currently, our program description reads as follows:

Program Options and Paths

Bachelor of Arts (B.A.) Degree in Child, Adolescent, and Family Studies This program is geared towards students interested in working with children and their families in any of the following settings: preschool, childcare center, case management, criminal justice, Head Start, and the Department of Human Services. Students will earn a B.A. Degree in Child, Adolescent, and Family Studies.

To ensure that our students can apply for positions that cover the vast range of options available with a CAFS degree, we would like to ensure that our Department’s name reflects the diverse areas for which we serve as a feeder program.

Additionally, it should be noted that 4 out of our 6 full time faculty members hold degrees covered under the area of Human Development. The size of our Department is small, and therefore we cover a range of areas that other CSU’s have divided into separate departments. In alignment with other CSU’s, our department name should include the Human Development area as well as the Child, Adolescent, and Family Studies domain.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

UNIVERSITY PROGRAM REVIEW COMMITTEE CHANGES
RES 212230

AAC, BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield adopts the Revised Program Review Policy and Procedures, together with the Self-Study and Program Plan Template as guidelines for future Program Review, and be it further

RESOLVED: That University Administration, in coordination with UPRC and DCLC to consider recommended implementation issues on improving the efficiency and effectiveness of Program Review.

RATIONALE: The recommended changes are a result of an extensive study of Academic Program Review at CSUB. The study included current WSCUC guidelines and program review process at other CSUs. A UPRC Task Force was formed at the end of the academic year 2020-21. The Task Force convened in the academic year 2021-22. The recommended documents reflect the result from the Task Force.

Attachment:

UPRC Revised Program Review Policy and Procedures
UPRC Self-Study and Program Plan Template
UPRC Recommended Implementation Issues

Distribution List:

President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Department Chairs
General Faculty

ACADEMIC PROGRAM REVIEW POLICY AND PROCEDURES

California State University, Bakersfield Fall 2020

As a university dedicated to meeting the needs of its region and to providing leadership and expertise for students and the community, California State University, Bakersfield (CSUB) must actively plan for the future. A program review is an essential component of the active planning process. The program review process is a meaningful way to assess and evaluate the strengths and weaknesses of an academic program and allows the members of the program to document successes, needs, and goals for maintaining and/or improving their academic offerings. It involves a program's commitment and willingness to candidly evaluate goals, objectives, and activities through outcomes-based assessment of student learning and to use program review results to improve curricular and budgetary decision-making processes. The required elements of a program review include an evidence-based self-examination, assessment of student learning outcomes, evaluation of resources necessary to ensure quality, and alignment of a program's vision and mission with those of the university.

The program review process is primarily a faculty-driven process. Transparency and accountability are enhanced by tying together the recommendations for program improvement with resource allocation through a Memorandum of Understanding and Action Plan (MOUAP). Consequently, program review is a faculty-led peer review process by which evidence-based findings, conclusions, and decision-making can be used for planning and budgeting. The program review establishes intermediate benchmarks and follow-up plans that track program progress toward achieving and ensuring alignment of student, programmatic and university-wide academic goals and objectives.

PURPOSES OF PROGRAM REVIEW

Program review aims to maintain and strengthen the quality of the university's curriculum and its ability to meet the challenges of the future. Program review should be centered on the commitment to providing quality programs balanced with respect for the needs of society in general and the region in particular, student abilities, interests, and career needs. Most importantly, program review must determine whether students are accomplishing the program's learning objectives through outcomes-based assessment of student learning and development. In this way, the results of program review provide the evidentiary basis for informed, transparent, and accountable decisions about program, faculty and student needs, curricular planning, and resource allocation and management. Through this faculty-driven program review process, the university administration, working collaboratively with the faculty at multiple steps in the process, is better prepared to allocate available resources and to plan for change.

To achieve these purposes, faculty are required to evaluate the program's student learning outcomes, and to use annual assessment findings for continuous program improvement. Such assessment demands that well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, assessment impact, and provide feedback for improvement. Program faculty are to prepare a retrospective Self-Study and a forward-looking Program Plan in advance of the next cycle of review. At the end of the process, the campus will systematically integrate program reviews into planning and budgeting processes, through negotiation of formal action plans with mutually agreed-upon commitments.

ORGANIZATION STRUCTURE FOR THE REVIEW PROCESS

PROGRAM SELF-STUDY COMMITTEE

All faculty teaching in the program should have the opportunity to provide input to the program review. Each program conducting a review shall select a Self-Study Committee of at least three faculty members. In consultation with program faculty and representative students, the committee is responsible for the preparation of a Self-Study and a Program Plan document. The committee receives access to the review guidelines and deadlines, a list of model self-studies, and other material. The chair of the department or interdisciplinary program is responsible for ensuring the timely and thoughtful completion of the program review. The title page of the program review document shall state that by a majority vote the program faculty has approved the Self-Study and the Program Plan document and include the date on which the approval was made. If students and/or staff are involved in the self-study preparation process, their involvement should be limited to a support role such as data collection and creation of graphs. The writing, analysis, and recommendations must be completed by faculty.

EXTERNAL REVIEW

Programs that are not accredited by external bodies shall have an external review performed as part of the program review process. The program, in consultation with the Associate Vice President for Academic Affairs and Dean of Academic Programs (AVPAA) and the school dean, proposes an external reviewer who does not have any conflicts of interest and has the experience to provide an effective review. The external reviewer must be approved by the UPRC. The Provost and Vice President of Academic Affairs (VPAA) maintains a fund to pay for the external reviewer.

The purpose for the external review is to assist faculty in improving program quality by providing a comparative perspective on the program, a reflection on the last seven years of operation, and plans for the next seven years. The external reviewer will conduct an exit interview with the program faculty, the chair of the UPRC (or designee), the appropriate school dean, the AVPAA (or designee), and the Provost and VPAA. Within two weeks of the completion of the visit, the external reviewer will provide a draft of the external report to the program faculty and the Office of Academic Programs that provides comments and recommendations regarding the program. The program faculty has up to two weeks to submit any corrections of

factual inaccuracies and misunderstandings. The external reviewer shall submit the final report to the Office of Academic Programs to become part of the package of documents subsequently reviewed by the appropriate school dean, the UPRC, and the Provost and VPAA.

SCHOOL DEAN REVIEW

School deans oversee assessment processes, management of resources and strategic planning activities. Thus, it is imperative that they review and respond to the self-study, program plan, and related documents. The school dean shall add another review within a month of receiving the external reviewer's report reflecting upon the comments and recommendations of the external reviewer. In the case of interschool programs, all relevant deans shall add their comments and recommendations.

UNIVERSITY REVIEW

Upon receiving the documents written by the Program Self-Study Committee, the external reviewer(s), and the school dean, the UPRC engages in a review of the program. The UPRC consists of one faculty member elected by each of the schools, two at-large faculty, one faculty appointed by the Academic Senate Executive Committee, and a non-voting member, the AVPAA or designee (*ex officio*). To ensure continuity in UPRC operation, the members shall serve two-year staggered terms. Each member is given three WTUs of assigned time per year for the two-year service.

The UPRC will examine all documents submitted during the review and prepare its comments and recommendations. These are forwarded to the Office of Academic Programs. The UPRC shall also monitor the overall program review process, recommend changes in the program review policy and procedures, and ensure that program review findings are incorporated into university-wide curricular and budgetary planning processes. Finally, at the end of the academic year, the chair of the UPRC shall submit to the Academic Senate a summary of the major findings and recommendations for all programs reviewed that year.

PROVOST REVIEW

Within three months after receiving the program review documents, the Provost shall meet with the program faculty, the chair of the UPRC (or designee) and school dean(s) to discuss the program review and all recommendations. Within a month of the meeting, the Provost and VPAA (or designee), through active negotiation with the program faculty and appropriate school dean, shall prepare a MOUAP that identifies the agreed-upon recommendations to be implemented, as well as the resources that will be provided to support those recommendations, during the next seven years. The MOUAP will be signed by the department chair or program director, the school dean, and the Provost and VPAA, kept on file in the department, the school, and the Office of Academic Affairs, and remain in effect for the duration of the review cycle. The program faculty and the school dean shall be responsible for implementing the recommendations.

ANNUAL REPORTS

The annual report is an important component of the program review process that provides an opportunity for the program faculty to reflect upon and document their continuous improvement efforts. The content of the annual report includes updates on the progress made toward accomplishing the actions stated in the MOUAP and relevant changes since the last program review and/or annual report in response to emerging student needs, resource pressures, and data points. Annual reports are normally due on October 1 of each academic year and are submitted to the school dean for review.

The Office of Institutional Research, Planning, and Assessment (IRPA) prepares data annually for each program, including the number of students, faculty, degrees granted, and instructional cost. The program faculty shall update additional tables indicating the work that has been done over the last year on assessment of student learning outcomes, faculty activity, and funding plans, and prepare a narrative clarifying and explaining the data and discussing any emerging trends. If the program has a MOUAP, the program faculty shall evaluate the extent to which the program goals or benchmarks have been met and report the status of agreed-upon resource allocations. The cumulative data and narratives will provide the foundation for the next program review.

REPOSITORY AND REPORTING

Copies of all program review documents shall be maintained in the Office of Academic Affairs.

PROCEDURES FOR ALL PROGRAMS WITH EXTERNAL ACCREDITATION

All programs at CSUB undergo periodic academic program review. Programs that are externally accredited may conduct a modified program review, in which they meet the requirements for campus program review in an alternate fashion. In the year following the external accreditation, accredited programs will submit to the UPRC their accreditation documents, which include the accreditation self-study reports, letters and correspondence from the accrediting body, review team reports, responses to accreditation correspondence, accreditation action/decision letter, and other relevant material. In addition, programs should indicate to the UPRC where the required information for campus program review is located in the accreditation reports. For any items of the program review that are not addressed in the external accreditation reports, programs will need to provide the information in a separate response and submit it to the UPRC. Additionally, the school dean must submit a review if not involved in the accreditation process. Once these documents are received, the UPRC will review the material and produce a report, followed by the Provost and VPAA review that culminates in a MOUAP.

MID-CYCLE REPORTS

In some cases, the UPRC may request that a program submit a mid-cycle report to provide an update on any specific recommendations made in the last program review. Mid-cycle reports are typically submitted to the UPRC in the third year after completion of the program review.

PROCEDURES FOR PROGRAM REVIEW EXTENSIONS

Under extenuating circumstances, a program may request an extension, not to exceed one year in length of its program review. The request must include a justification for the extension, and an acknowledgement of the school dean. Upon receiving the request, the UPRC will discuss and vote on it, and the UPRC Chair will notify the program if the request is approved.

When programs have not submitted a self-study after one year of their initial deadline, the UPRC shall meet with the Provost and VPAA, the program director or department chair, and appropriate school dean(s) to decide how to proceed. An additional extension may be granted if appropriate, or, *without a self-study prepared by the program, the UPRC, in consultation with the program faculty and/or School Dean, may elect to proceed with the external review and/or Dean's review, which will inform the review by the UPRC.*

REVISED BY THE UPRC March 24, 2022

APPROVED BY ACADEMIC SENATE X

APPROVED BY PRESIDENT X

ACADEMIC PROGRAM REVIEW PROCESS

Program Review Timeline

Academic Year 1

- August Programs notified one year in advance of Self-Study due date.
- September Programs appoint committee and Chair to carry out Self-Study. Programs notify UPRC of Chair and committee members. If necessary, the chair initiates a meeting with Associate Vice President for Academic Affairs (AVPAA) to review policies and procedures.¹
- October Chair and committee members attend UPRC workshop.
- February Chair checks in with UPRC Chair apprising of progress toward completion of the Self-Study and Program Plan.

Academic Year 2

- September 15 Program Committee sends completed Self-Study and Program Plan electronically to UPRC Chair and delivers two hard copies (including all appendices), double-sided and spiral bound, to the Office of Academic Programs. Committee Chair and Dean recommend to AVPAA two to three external reviewers at the time of submission.
- October 1 The Office of Academic Programs, in consultation with the Provost and Vice President for Academic Affairs (the Provost and VPAA), Dean, and Program, sets a time for the campus visit and exit interview. The program coordinates a schedule that includes meeting with the Dean, faculty, students, and all other interested parties.
- October/
November External reviewer (if program is not externally accredited) conducts an on-site visit to examine program and assess the Self-Study and Program Plan. The visit culminates with an exit interview with the Program Director/ Department Chair, faculty, School Dean, Chair of the UPRC, the AVPAA, and the Provost and VPAA.
- December Dean provides written comments and recommendations.
- February/
March UPRC submits a report to Program Director/Department Chair, with a copy to Dean, Provost and VPAA, and Chair of the Academic Senate.
- April The Provost and VPAA (or designee), in consultation with the Dean and Program faculty, develops a draft MOUAP. The finalized MOUAP is signed by the Program

¹ For accredited programs, programs without a designated faculty, and programs with undergraduate and graduate degrees, please consult AVPAA about program review policies and procedures.

Director/Department Chair, Dean, and Provost and VPAA, and then forwarded to the UPRC and AVPAA.

May

UPRC submits an annual report to the Chair of the Academic Senate, which includes all program reviews from that academic year, and a summary of this report is given to the Academic Affairs Committee.

Recommendations for completion of the Self-Study and Program Plan

The UPRC recommends the following in the preparation of the Self-Study and Program Plan:

1. For programs that include both undergraduate and graduate programs, either each program is reviewed separately, or if combined, the review must specify ways to address the review requirements for each program.
2. The UPRC has members who may be unfamiliar with the discipline being reviewed. It is helpful to avoid too much discipline-specific jargon and/or bring them up to speed with introductions, where necessary. Whenever extensive use of jargon or acronyms is required, a glossary should be provided to assist the reviewers.
3. Evidence-based claims and requests are essential components that precede a UPRC endorsement of a program request. For example, a request for a tenure-track hire will be better received if the argument goes beyond “replacement of lost faculty lines” or “necessary expertise” and also establishes need for the new hire based on meeting enrollment demand within a sustainable student-to-faculty ratio and addressing the current proportion of entitled faculty within the unit.
4. Pages must be sequentially numbered.
5. The UPRC would appreciate a double-sided format and spiral binding, if size is extensive. An electronic copy and two complete hard copies (including all appendices) should be submitted to the Office of Academic Programs.
6. Figures and tables should be numbered, have proper titles and captions, and be referenced within the text.
7. While the UPRC recommends page limits for major sections of the Self-Study and Program Plan, it is important for the program faculty to address all the points in the template thoroughly.

Please use the following template face page and content headings.

Department of [Insert Dept. Name]
California State University, Bakersfield

**[LIST DEGREE PROGRAM TITLE(S)]
SELF-STUDY AND PROGRAM PLAN**

AY 20XX-20XX through AY 20XX-20XX

Certification

This is to certify that:

- This document was developed by [insert names of Self-Study committee chair and members].
- This document was approved by majority vote of the program faculty on [insert date].
- All program/department faculty members (full- and part-time) were given the opportunity to provide feedback to the document.

Signature: _____ (Self-Study Committee Chair) Date: _____

NOTE FOR ACCREDITED PROGRAMS: For content that is included in the programs' accreditation reports, relevant material may be inserted or referenced in the Self-Study and Program Plan document.

I. TABLE OF CONTENTS

II. EXECUTIVE SUMMARY (approximately 1 page)

Briefly describe the role of the program within the university context; identify the program's strengths, weaknesses, opportunities, and challenges to improvement; and provide future directions for program maintenance and improvement.

III. SELF-STUDY

A. What has changed since the previous review? (approximately 2-3 pages)

1. How were the recommendations from previous External Reviewer, UPRC, and Provost addressed by the Program?
2. Other relevant changes may be included here if not discussed elsewhere.

B. Program's role in relationship to the university (approximately 2 pages)

1. Relate the Program mission, goals, and objectives to those of the University.
2. Describe the relationship between program learning outcomes (PLOs) and university learning outcomes (ULOs).
 - The UPRC suggests the use of an alignment matrix – see last page of the template. It can serve as a useful tool for understanding how PLOs and ULOs are aligned.
3. Provide a curriculum map in the Appendix and use it to describe how the curriculum is designed and how that design addresses the PLOs.
4. Briefly describe the program's role in all associated programs that significantly affect the degree program resources (General Education and other university-wide requirements, developmental coursework, service courses for other majors, certificate programs, interdisciplinary programs, minors, pre-med, pre-law, etc.).

C. Evidence of program quality (approximately 20 pages, excluding graphs and tables)

1. Evidence of student learning outcomes (SLOs) based on the Program assessment criteria
 - a. Use SLO data to demonstrate program quality as it relates to the degree.
 - b. Disaggregate and compare data by mode of delivery (online, remote ITV, face-to-face), by campus location (Bakersfield, AV, or Extended Education), and other significant populations.
 - c. Changes in the curriculum brought about by assessment of SLOs
 - d. Placement of students in careers, graduate/professional programs
 - e. Measures of student involvement in scholarship or creative activities
 - f. Feedback from alumni (e.g., alumni satisfaction surveys), Advisory Boards, and/or employers (e.g., employer satisfaction surveys)
2. Evidence of faculty and program effectiveness

- a. Measures of successful degree completion
 - b. Analyze student retention and graduation measures (graduation rates, time-to-degree, units at degree), describing efforts to improve such measures.
 - c. Describe how the CSUB Program compares to similar programs at other universities in terms of curriculum requirements, SFR, number of faculty, and graduation rates.
 - d. Record of peer-reviewed scholarship for each faculty member (e.g., grants, professional presentations, journal articles, books, book chapters, monographs, exhibitions, performances, and creative works).
 - The UPRC recommends summarizing this information in a table.
 - Do not include scholarship prior to the last review.
 - Provide indicators of quality that may not be apparent outside of the discipline (e.g., indicate peer-review status and impact factor, where applicable).
 - Describe how the scholarship has enhanced the degree program.
3. Evidence of how the Program serves the community
 - a. Describe Program activities for applied learning.
 - b. Field placements, internships, practice-based learning opportunities, grant partnerships, etc.
 - c. Efforts to recruit students and faculty who reflect the diversity of the community

D. Evidence of program viability and sustainability (approximately 10 pages)

1. Analyze trends for demand and need for the Program
 - a. Numbers of student majors, applications and admits in the case of post baccalaureate programs, enrollments, and degrees granted since the previous review
 - b. Trends within the profession, local community or society generally that identifies an anticipated need, or lack thereof, for the program in the future (including, if available, market research)
2. Faculty resources
 - a. Proportions of faculty ranks, SFR, cost/FTES, class size and FTES by category
 - b. Trends since the previous review
 - c. Faculty workload (i.e., direct WTU teaching assignments and reassigned time by faculty member) disaggregated by course category (GE, major, service, developmental)
 - d. Professional and leadership development
 - e. Mentoring of faculty
 - f. Retention and succession planning
3. Financial resources
 - a. Analyze the operational budget (revenues and expenditures).
 - b. Percentage of external funding in relationship to operational costs
 - c. Assessment of administrative support services
4. Supplies, equipment, and other resources, as appropriate
 - a. Information and Technology Resources

- b. Equipment
 - c. Facilities
5. Oversight and management of required resources

IV. PROGRAM PLAN (approximately 15 pages)

The Program uses the evidence-based inquiry and analyses documented in the comprehensive Self-Study to inform future planning for program maintenance and improvement.

In the Program Plan, the program faculty should consider how the results from their Self-Study can be used to:

A. Inform long-term planning

1. What are the program's goals for the next seven years?
2. How will the program specifically address any weaknesses identified in the Self-Study?
3. How will the program build on existing strengths?
4. Where can the formation of collaborations improve program quality?

In addressing such questions, program faculty should consider how program review results are used in the planning and budgeting process, for program review provides a way for institutions to link evidence of academic quality and student learning with planning and budgeting. That is, the findings in the Self-Study, the recommendations in the external review, and responses to previous reviews can be used as evidence to inform decision-making processes at various levels in the institution, from the program-level through the university-level.

B. Inform curriculum planning

1. Providing the program's assessment plan for the next review cycle
2. Address the following items when applicable:
 - a. Changing the sequence of courses in the major curriculum
 - b. Adding or deleting courses
 - c. Refinement or articulation of pre-requisite or disciplinary requirements
 - d. Re-design of the content or pedagogy of specific courses

The primary questions driving such changes would be:

- Are our students achieving the desired learning outcomes for the program?
- If not, what elements of the curriculum could be changed to improve learning?

C. Assess changes in how resources are used within the program

Address the following items when applicable:

1. Evaluating whether current offerings are the right mix going forward. Should some programs be placed on moratorium, discontinued, or return from moratorium? Should new programs be developed?
2. Assignment of faculty to teach specific courses or sections

3. Changing the scheduling of certain courses or the frequency with which they are offered.
4. Changing the number of students required in course sections so that student learning and effectiveness of teaching are maximized.
5. Implementing improved advising and support services to increase learning, retention, and/or graduation rates.
6. Adjusting the allocation of faculty resources across General Education, the major, and the graduate program (if appropriate).
7. Providing additional professional development or research resources for faculty.
8. Adjusting faculty teaching loads and assigned/release time.

Some guiding questions that could be addressed are:

- What internal improvements are possible with existing resources (through reallocation)?
- How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?
- At what point in the prioritization of departmental goals do these recommendations fall?
- What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)?
- What is the extent of departmental funds available and where might the department turn for external funding?

D. Make recommendations for how resources outside the program should be used. (May want to refer to the section on Supplies, Equipment, and Other Resources)

E. Make a case to the dean and to the University Program Review Committee for specific additional resources as indicated. For example, the program may request:

1. Additional or reduction of faculty or support staff
2. Additional funds to support faculty professional travel or research
3. Release time for program assessment activities, curriculum development or research-related activities
4. A reduction or increase in program enrollment target
5. What improvements can only be addressed through additional resources?

V. APPENDICES

Provide supporting evidence that is too detailed to be included in the text itself but may be referenced throughout. In addition to those appendices outlined below, the program may choose to add its own (e.g., accredited programs should include accreditation documents).

- A. Academic Program Data Profile (provided by IRPA)**
- B. Curriculum Map**
- C. Up-to-date catalog copy**

D. Roadmaps to graduation

E. Faculty Abbreviated Vitae (2 pages each)

Alignment Matrix

The following example shows the relationship between program learning outcomes (PLOs) and University Learning Outcomes (ULOs). In this example, ULOs are listed in the vertical axis and -PLOs are listed in the horizontal axis. An “X” indicates alignment.

	Goal I					Goal II			Goal III				Goal IV			
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
1A	X	X	X	X	X	X	X		X				X	X	X	
1B						X	X		X				X			
1C						X								X		
1D	X	X	X	X	X	X	X		X				X	X	X	
1E						X										
1F	X	X	X	X	X	X	X		X	X						
2A						X	X		X				X			
2B						X								X		
2C	X	X	X	X	X	X	X		X						X	
2D	X	X	X	X	X	X	X		X				X		X	
3A	X	X	X	X	X	X	X		X	X						
3B	X	X	X	X	X	X	X		X	X					X	
3C						X										
4A	X	X	X	X	X	X			X	X						
4B	X	X	X	X	X	X			X	X						
4C	X	X	X	X	X	X			X	X						
5A																
5B						X						X				
5C																
5D						X						X				
5E	X	X	X	X	X	X						X				
6A								X			X					X
6B																
6C							X		X	X					X	
6D						X							X	X		

Recommended Implementation Improvements for Program Review

Suggested improvements to the implementation of program review:

1. Support for faculty engaged in writing of the program review
 - a. All program review committee members should be involved in the program review. However, proper compensation for the writer(s) of the program review shall be provided.
 - b. Data support for departments
 - i. IRPA must provide accurate data in a timely manner.
 - ii. University Advancement should provide alumni database support.
 - iii. Assessment support is needed year-round.
2. Resource allocation, including faculty expansion hires, may be contingent on a completed program review.
3. If a program review is not completed in a timely manner, it will be addressed in the program chair's review.
4. MOUAP must be signed and completed within a year that the UPRC completes its review.
5. UPRC, DCLC and Deans to collaborate on an annual report template that serves to assist the completion of program review.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

ACADEMIC CALENDAR – FALL RECESS SCHEDULE
RES 212221

BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield recommends that no classes will be in session on Wednesday before Thanksgiving.

RATIONALE: The recommendation considers the demand from students and faculty of a longer break, and need for stress relief especially on holiday travel, while balancing the number of instruction days required for the Fall Semester.

Attachment:

CSU Fall Recess Survey

Distribution List:

President

AVP for Academic Affairs and Dean of Academic Programs

AVP Faculty Affairs

AVP Enrollment Management

School Deans

Interim Library Dean

Interim Dean Antelope Valley

Dean Extended Education and Global Outreach

Department Chairs

General Faculty

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC

Approval of a BA in History, Social Science Teaching Concentration

RES 212223

RESOLVED: That the Academic Senate approve the proposed Concentration in Social Science Teaching within the BA in History degree.

RATIONALE: The proposed concentration will provide a more direct pathway to a career in teaching social science than the current waiver program housed in the History Department. The curriculum contains sufficient breadth to prepare graduates to teach social science and would be housed within a BA program, rather than existing as a separate set of courses needing to be completed to fulfill subject matter requirements.

ATTACHMENT: Concentration Proposal from the History Department



CSU Bakersfield

Department of History

Mail Stop: 10FT/130
9001 Stockdale Highway
Bakersfield, California 93311-1022

661-654-3079
FAX 661-654-6906

21 October 2021

To the A & H curriculum committee,

I write on behalf of the History Department in support of our proposal for a new History BA program: a Bachelor of Arts Degree in History with a Concentration in Social Science Teaching. Our program's Social Science Coordinator, Prof. Alicia Rodriguez, has developed this degree program based on her expertise in directing the social science program for many years and through consultation with the other involved programs (Political Science, Economics, Sociology, and Religious Studies), CSUB's Teacher Credential program, Janine Cornelison in the A&H Advising Center, and the History Department faculty, all of whom approve.

At our department meeting on September 22, my colleagues and I discussed and unanimously approved revisions to this new BA program proposal. It will be similar to our current "Traditional History" BA program, minus two upper-division content courses. The required "breadth and depth" courses in this program include 6 upper-division history content courses. Rather than be spread over "Regions" and Themes," as they are in the Traditional History degree program, these are to be taken in the following areas: California, the U.S., Africa OR Asia, Latin America OR Europe, and two history electives. This will provide students a broad exploration of the past, preparing them well for teaching social studies. To round out their social studies preparation, they must also take courses covering international relations, the U.S. Constitution, international economics, geography, and comparative religion.

All five lower-division Traditional History degree requirements are likewise required in this new program, which includes both halves of U.S. history, both halves of World History, and Historian's Craft, which explores the discipline, its methods, theories, fields, and careers, among other topics. Added to these are both micro- and macro-economics.

Our program's writing course (HIST 3008: Historical Writing) and Senior Seminar (HIST 4908) are also required, along with the capstone course in Social Science (INST 3900). These students may satisfy their Applied History requirement through EDTE 3000, a prerequisite for CSUB's credential program.

This new program will assist our students in streamlining their academic path, enabling them to focus on one program rather than two. It will likewise simplify advising these students and make much clearer to them what exactly the requirements are for a BA in History with the Social Science teacher preparation completed. This further enables them to waive the CCTC's CSET exam, required of students enrolling in a credential program in California. This also aligns our degree programs with two other programs in our school with such pre-credential programs: English and Art.

On behalf of the History Department, I thus urge you to approve our proposal for a new BA degree program in History.

Sincerely,

A handwritten signature in blue ink that reads "Miriam Raub Vivian".

Miriam Raub Vivian
Professor and Chair of History



DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM

CLICK ON THE GRAY AREA BEFORE TYPING IN A SECTION

CHANGES TO DEGREE FORM

Form Number

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: Fall 2022

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

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Arts and Humanities/History

Department: History

Proposed by: Alicia Rodriguez

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

Degree Title: Bachelor of Arts in History with a Concentration in Social Science Teaching

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description (Insert Degree Description from Current University Catalog; Use Strikethrough and Underline MS Word Actions To Delete Text Or Add/Revise Details):

Please see the current History BA Program (from the current catalog) below. The attached document provided in "Adding an Option, Concentration or Special Emphasis," provides the details of the proposed History BA with a Concentration in Social Science Teaching.

2020-2021 | History

Department of History

School of Arts and Humanities

Department Chair: Miriam Raub Vivian

Department Office: Humanities Office Building (HOB), 131

Telephone: (661) 654-3079

Email: jstenehjem@csub.edu

Website: www.csub.edu/history/

Faculty: S. Allen, M. Dhada, D. Dodd, R. Frakes, K. Garcha, K. Mulry, C. Murphy, A. Rodriguez, C. Tang, M. Raub Vivian, S. Wempe

Emeriti Faculty: R. Dolkart, J. George, J. Harrie, C. Litzinger, J. Maynard, O. Rink

Program Description

History has been called the memory of human group experience, the collective record of all that has happened in the past, and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline, history is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

Program Curriculum

The undergraduate curriculum in History is designed to prepare students to function effectively in an increasingly globalized world. It emphasizes the examination of historical events and developments through broad historical themes and cross-disciplinary histories. Required courses include lower-division courses in United States and world history designed to provide a broad foundation in national and global history, a lower-division course in historical methodology, an upper-division course in historical writing and advanced historical methods; and a capstone experience (Senior Seminar). Students will explore the wealth of human historical experience across time and place. They will take five courses in the history of the world's regions, including the Americas, the Asian world, the Transatlantic world, the Mediterranean world, Europe, and Africa and the Middle East. They will also take three courses from at least two of the following themes: Empires; War and Freedom; Changing and Challenging Identities; and Science, Technology, Environment, and Medicine. Finally, students will have an opportunity to apply the skills and knowledge they have developed in an internship, supervised collaborative research, a public history course, or another project or setting.

American History and Institutions Requirements

Satisfaction of the American Institutions requirements shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. Courses that satisfy the US history requirement are HIST 1218 and 1228, or their equivalents. For information about the United States History competency examination, see below.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, an alternative is available to those who want to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the semester. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule.

Advanced Placement (AP) Program

The Department of History accepts scores of 3 or better on Advanced Placement examinations in United

States History, European History, and World History as satisfying the most nearly equivalent lower-division courses in the major.

Requirements for the Bachelor of Arts Degree with a Major in History

Requirements	Units
Total Units Required to Graduate	120 units
Major Requirements	48 units
Lower Division	15
Upper Division	33
General Education Requirements	32-44 units
First-Year Seminar	2
LD Area A Foundational Skills	9
LD Area B Natural Sciences	9
LD Area C Arts and Humanities	3
LD Area D Social and Behavioral Sciences	6
American Institutions	3
SELF	0-3*
Junior Year Diversity Requirement	0-3*
UD Thematic Areas B and D	3-6*
Capstone	0*
GWAR	0
Additional Units	35-28 units

*The SELF requirement may double count with B, C, or D. JYDR may be satisfied in major, minor or other university requirement. Students are waived from UD area of their program. **The GWAR** must be satisfied through Historical Writing (HIST 3008 (3)), and **the GE** Capstone must be satisfied through Senior Seminar (HIST 4908 (3)).

Requirements for the Major in History (48 units)

Lower Division

1. United States History survey, two courses: HIST 1218 and 1228, or equivalents
2. World Civilizations survey, two courses: HIST 1418 and 1428, or equivalents
3. The Historian's Craft: HIST 2000

Upper Division: Among the 8 **regions** and **theme courses**, at least 2 must focus on the period before 1700; *qualifying courses are in italics*.

1. Historical Writing: HIST 3008 (with a minimum C-)
2. Regions (5 courses): these must come from at least three of the following regions:
 - a. The Americas: HIST *3110*, 3120, 3130, 3140, 3150, 3210, 3228, 3230, 3240, 3258, 3260, 3270, 3280, 3310, 3320, 3330, 4210, 4220, 4230, 4250
 - b. The Asian World: HIST *3460*, 3470, *3480*, 3490, 4410, 4420, 4430, 4440

- c. The Transatlantic World: HIST 3610, 3620, 3630, 3650
 - d. The Mediterranean World: HIST 3640, 4638, 4640
 - e. Europe: HIST 3510, 3520, 3530, 3540, 3550, 3560, 3570, 3580, 3590, 4510, 4528
 - f. Africa and the Middle East: HIST 3410, 3420, 3440, 4670, 4690
3. Themes (3 courses): these must come from at least two of the following themes:
- a. Empires: 3110, 3320, 4420, 4510, 4638, 4670
 - b. War and Freedom: HIST 3120, 3130, 3310, 3440, 3470, 3490, 3540, 3570, 3580, 3620, 3640, 4210, 4430, 4440
 - c. Changing and Challenging Identities: HIST 3210, 3228, 3230, 3260, 3270, 3460, 3480, 3520, 3530, 3550, 3560, 3610, 3630, 4220, 4230, 4248, 4250, 4410, 4640, 4690
 - d. Science, Technology, Environment, and Medicine: HIST 3258, 3420, 3650, 4528
4. Applied History: HIST 3860: three units in an internship, faculty-supervised collaborative research, oral history project or other approved applied history experience; or a course in public history (4020, 4030, 4040, 4050), or EDTE 3000
5. Senior Seminar (capstone course): HIST 4908

Requirements for the Major in History with a Public History Emphasis (48 units)

Lower Division

- 1. United States History survey: two courses, HIST 1218 and 1228, or equivalents
- 2. World Civilizations survey: two courses, HIST 1418 and 1428, or equivalents
- 3. The Historian's Craft: HIST 2000

Upper Division

- 1. Historical Writing: HIST 3008 (with a minimum C-)
- 2. Region (5 courses): these must come from at least 3 of the following regions:
 - a. The Americas: HIST 3110, 3120, 3130, 3140, 3150, 3210, 3228, 3230, 3240, 3258, 3260, 3270, 3280, 3310, 3320, 3330, 4210, 4220, 4230, 4250
 - b. The Asian World: HIST 3460, 3470, 3480, 3490, 4410, 4420, 4430, 4440
 - c. The Transatlantic World: HIST 3610, 3620, 3630, 3650
 - d. The Mediterranean World: HIST 3640, 4638, 4640
 - e. Europe: HIST 3510, 3520, 3530, 3540, 3550, 3560, 3570, 3580, 3590, 4510, 4528
 - f. Africa and the Middle East: HIST 3410, 3420, 3440, 4670, 4690
- 3. Public History (3 courses): HIST 4020, HIST 4030, HIST 4040, HIST 4050
- 4. Applied History (1 course): HIST 3860: 3 units of an internship, faculty-supervised collaborative research, oral history project, or other approved applied history experience
- 5. Senior Seminar (capstone course): HIST 4908

Requirements for the Minor in History

The minimum requirements for a History minor are four courses totaling 12 semester units; three of these courses (9 semester units) must be upper division, and each of these three must come from these different regions: U.S., Europe, and the non-Western World (Africa, Asia, Latin America, or the Middle East).

Requirements for the Social Science Teacher Preparation Program

The Social Science Subject Matter Preparation Program is designed for students interested in a career teaching social science at the secondary school level. The program satisfies the requirements set by the California Commission on Teacher Credentialing (CCTC), which has authorized CSUB to offer an approved single-subject teacher preparation program in Social Science. The program provides subject matter preparation for entry into a single subject credential program. Students who successfully complete and meet the program requirements can request subject matter certification from the program coordinator. While the subject matter program is not an academic major, course work for the program can be used to satisfy requirements in certain academic majors, and in CSUB's General Education program. It is therefore important that students meet regularly with the Social Science Program Coordinator for advising. Please note that the Social Science Subject Matter program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. For more information, contact the program coordinator, Alicia Rodriguez, 661-654-2166.

Requirements for the Social Science Teacher Preparation Program

I. Core Requirements (8 courses; 24 units)

HIST 1218 and 1228

Five courses from the following:

HIST 1418 and 1428; HIST 3240 or PLSI 3420; ECON 2018 and 2028

One of the following:

SOC 3300, or ECON 3550, or PLSI 3370

And INST 3900

II. Breadth and Depth requirements (7 courses; 21 units) Choose ONE COURSE from EACH of the following groups:

A. U.S. History

HIST 3110, 3120, 3130, 3140, 3150

B. World History and Perspectives (One from each group):

1. Africa/Asia

HIST 3410, 3420, 3440, 3470, 3480, 3490

2. Europe/Latin America

HIST 3560, 3570, 3310, 3320, 3330, 4510,

3. International Relations/Global Perspectives

ECON 3118, 3410, PLSI 3040, 3320, 3350, 3360, 3510

C. U.S. Constitution/Government

PLSI 3140, 3450, 3210, 3220, 3150

- D. International Economics
ECON 4108, 4400, PLSI 4640
- E. Comparative religious/ethical systems
RS 1108, 1128, 1138, 3208, 3240, 3250, 3368, 3538, 4528

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

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

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

ADDING A MINOR

Program Description and Minor Requirements:

N/A

RATIONALE FOR DEGREE PROPOSAL (required):

Provide Rationale for Degree Proposal:

Currently, the History Department offers a “Traditional” History BA and a BA in History with a “Public History” Concentration. Separately, the Social Science Subject Matter Certification Program, housed in the History Department, is a subject matter competency waiver program authorized by the California Commission on Teacher Credentialing (CTC). Students who wish to teach in the social science fields at the junior high or high school level must demonstrate competency in the specific subject areas in which they might be expected to teach, and they may do so by either successfully completing a Social Science Program authorized by the CTC (such as CSUB’s program) or by successfully passing a state standardized subject matter test in Social Science, the California Subject Examination for Teachers, (CEST), administered by the CTC. Students who successfully complete the Social Science Program at CSUB are issued a subject matter competency waiver, which waives them from taking

the subject matter CSET and deems them competent in the areas in which they would be expected to teach.

The proposed BA in History with a Concentration in Social Science Teaching will integrate the Social Science Subject Matter requirements into a BA Program. This creates a pathway that facilitates for students the ability to complete both programs easily and simultaneously. When CSUB was on the quarter system, the old, quarter system BA in History aligned closely with the Social Science Program. (Most students who complete the Social Science Program are History majors.) When the History Department adopted a new semester BA program, the close alignment came to an end, creating challenges for students who wished to complete both programs. The proposed BA program will better serve students, as well as faculty and staff advisors, and enable tracking of Social Science students in PeopleSoft. Students sometimes found it difficult to follow the requirements of the traditional History BA and the Social Science Program, which resulted in some students making mistakes and taking courses that counted for one program, but not the other.

WHAT IS THE IMPACT OF THIS PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS?

What Is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs? The impact is expected to be minimal, as most students who plan to become teachers currently follow the Social Science Program. Some History majors who followed the traditional History BA and sat for the CSET examine may decide to instead follow the proposed BA, but that number is not expected to be significant, since few students willingly take the CSET.

Please Include Supporting Emails with This Proposal: Please see the attached document.

WHAT IS THE IMPACT OF THIS PROPOSAL ON COURSE(S)?

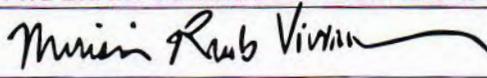
List All the New and Revised Courses Required for This Degree Proposal (If Applicable): N/A

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

WHAT STEPS?

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

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: 	Date: 10/21/21
School/Program Curriculum Committee Chair: Steven Gamboa	Date: 11/17/21
Dean of School: 	Date: 11/23/21

Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President's Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

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

The Bachelor of Arts in History with a Concentration in Social Science Teaching

The Bachelor of Arts in History with a Concentration in Social Science Teaching is a degree pathway for students who are planning or considering a career in Social Science/Social Studies teaching in grades 7-12. Students who successfully complete this program will earn a BA in History, as well as a Social Science Subject Matter Competency Waiver through a certification program approved by the California Commission on Teacher Credentialing. Because Social Science teachers are required to demonstrate competency in subject matter areas in which they may teach as Social Science instructors, in addition to taking courses in History, this program provides students with the opportunity expand their breath of knowledge by taking courses in Political Science, Economics, and Religious Studies, as part of the degree program. Those students who plan to pursue a career in teaching after completing the BA must complete a teaching credential program. Please note that the Bachelor of Arts in History with a Concentration in Social Science Teaching is not a substitute for a teaching credential program. Students should contact the Teacher Education Program for information on the Teacher Credential Program at CSUB.

Requirements for the Bachelor of Arts Degree in History with a Concentration in Social Science Teaching

Requirements	Units
Total Units Required to Graduate	120 units
Major Requirements	66 units
Lower Division	21
Upper Division	45
General Education Requirements	29 units
First-Year Seminar	2
LD Area A Foundational Skills	9
LD Area B Natural Sciences	9
LD Area C Arts and Humanities	0
LD Area D Social and Behavioral Sciences	0
LD Area F Ethnic Studies	3
American Institutions	0
SELF	3
Junior Year Diversity Requirement	0
UD Thematic Areas B and D	3
Capstone	0
GWAR	0
Additional Units	25 units

Requirements for the Bachelor of Arts Degree in History with a Concentration in Social Science Teaching (66 units)

Lower-Division Requirements (21 units)

1. HIST 1218 and HIST 1228
2. HIST 1418 and HIST 1428
3. HIST 2000
4. ECON 2018 and ECON 2028

Breadth and Depth Requirements (12 units)

1. HIST 3008
2. EDTE 3000
3. HIST 4908
4. INST 3900

One course from each of the following (12 units)

5. HIST 3110, HIST 3120, HIST 3130, HIST 3140, HIST 3150
6. HIST 3240
7. HIST 3410, HIST 3420, HIST 3440, HIST 3470, HIST 3480, HIST 3490
8. HIST 3560, HIST 3570, HIST 3310, HIST 3320, HIST 3330, HIST 4510

9. Two additional upper-division elective courses in History (6 units)

Select courses from HIST 3110 – HIST 4690; excluding HIST 3860, HIST 4020, HIST 4030, HIST 4040, HIST 4050

One course from each of the following (15 units)

10. ECON 3118, ECON 3410, PLSI 3040, PLSI 3320, PLSI 3340, PLSI 3350, PLSI 3360, PLSI 3510
11. PLSI 3140, PLSI 3450, PLSI 3210, PLSI 3220, PLSI 3150
12. ECON 4108, ECON 4400, PLSI 4640
13. SOC 3300, ECON 3550, PLSI 3370
14. RS 1108, RS 1128, RS 1138, RS 3208, RS 3230, RS 3240, RS 3250, RS 3368, RS 3538, RS 4528

Students pursuing the BA in History with the Concentration in Social Science Teaching must maintain a 2.7 GPA overall and no grades below a C- in order to earn the Social Science Waiver. In order to comply with currency standards, there is a ten-year expiration on all courses in this program.

Social Science Subject Matter Waiver Program (48 units)

Students may also earn a Social Science Subject Matter Waiver separately from the degree program by successfully completing the Social Science Program requirements outlined below. Please note that the Social Science Subject Matter Waiver Program alone is not a degree program.

I. Basic Core Requirements (27 units)

1. HIST 1218 and HIST 1228
2. HIST 1418 and HIST 1428
3. HIST 3240 or PLSI 3428
4. ECON 2018 and ECON 2028
5. One of the following: SOC 3300, SOC 3550, SOC 3370
6. INST 3900

II. Breadth and Depth Requirements (21 units)

1. One of the following: HIST 3110, HIST 3120, HIST 3130, HIST 3140, HIST 3150
2. One of the following: HIST 3410, HIST 3320, HIST 3440, HIST 3470, HIST 3480, HIST 3490
3. One of the following: HIST 3560, HIST 3570, HIST 3310, HIST 3320, HIST 3330, HIST 4510
4. One of the following: ECON 3118, ECON 3410, PLSI 3040, PLSI 3320, PLSI 3340, PLSI 3350, PLSI 3360, PLSI 3510
5. One of the following: PLSI 3140, PLSI 3450, PLSI 3210, PLSI 3220, PLSI 3150
6. One of the following: ECON 4108, ECON 4400, PLSI 4640
7. One of the following: RS 1108, RS 1128, RS 1138, RS 3208, RS 3230, RS 3240, RS 3250, RS 3368, RS 3538, RS 4528

Additional Information and Policies: If you are seeking subject matter certification through the CSUB Social Science Subject Matter Waiver Program, you may be admitted to the Credential Program if you have successfully completed 80% of the subject matter program course work and have met the minimum 2.7 Social Science GPA requirement. You must successfully complete 100% of the Social Science Program requirements prior to beginning Stage II of the Credential Program.

Courses taken at an institution other than CSUB: To earn a Subject Matter Waiver from the CSUB Social Science Program, at least 70% of your upper-division Social Science course work must be completed at CSUB. Students may be required to present syllabi for evaluation of upper-division requirements not taken at CSUB. Exceptions to this policy will be made only after consideration and approval by the Social Science Academic Petitions Committee. Candidates must present requests for exceptions to the committee prior to the semester they are seeking certification. Additionally, please note that only those courses in which a candidate has earned a C- or better will be accepted.

Currency of courses: All required Social Science courses have a content currency ten-year expiration date. In order for courses to count for your waiver, they must have been taken within ten years of completing the waiver program for content currency. For example, if you expect to be issued a certification in May 2020, your Social Science coursework must have been completed after May 2010 to be eligible and counted for the waiver.

Evaluation Fee: A \$75.00 transcript evaluation fee will be assessed for any prospective Social Science Program student who did not earn a degree from CSUB and requests a transcript evaluation for Social Science coursework. The fee is payable to the Social Science Program, Department of History.

Subject: Re: History BA with the integrated Social Science Certification
Date: Wednesday, March 18, 2020 at 10:48:04 PM Pacific Daylight Time
From: Aaron Hegde
To: Alicia Rodriguez
CC: Janine Cornelison

Hi , Alicia

The department of economics would welcome and support the proposal. We always enjoy having history students in our classes.

Aaron

Dr. S. Aaron Hegde, PhD
Chair and Professor, Economics
Director, ERM Program
shegde@csub.edu
9001 Stockdale Hwy
Bakersfield, CA 93311

From: Alicia Rodriguez <arodriguez@csub.edu>
Sent: Wednesday, March 18, 2020 12:41:49 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Janine Cornelison <jcornelison1@csub.edu>
Subject: Re: History BA with the integrated Social Science Certification

Hi Aaron,

I forgot to attach a draft of the proposal.

All best,

Alicia

From: Alicia Rodriguez <arodriguez@csub.edu>
Date: Wednesday, March 18, 2020 at 12:32 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Janine Cornelison <jcornelison1@csub.edu>
Subject: History BA with the integrated Social Science Certification

Hello Aaron,

I am sorry to impose on you when you are busy with more pressing matters, but please know that I'm not expecting an immediate reply. I want, however, to send this email out now, knowing that you will get to the request as your schedule permits.

I have been working on developing a History BA track with the Social Science Subject Matter Waiver/Certification requirements integrated into the program. This will allow students to complete the History BA and the Social Science Subject Matter requirements simultaneously.

While earning the Social Science Certificate/Waiver on its own (not integrated into the BA), would still be an option for students of any major, having the Social Science requirements integrated into a new, optional History BA track would make it easier for students to keep track of their progress in the major and in the Social Science program. Peoplesoft would also be able to track progress for Social Science students, unlike now, which must be done by the students themselves and by advisors.

I am beginning the process of securing program approvals for the proposal and I recently met with Lisa Zuzarte. She asked me to touch with base with you on the proposal, as it could have an impact on Econ. She wanted me to make sure that your program has no conflict with the proposal, and also asked me to let you know of the potential impacts.

Primarily, the new program **could** mean that more students might wish to enroll in Econ 2018, 2028, 3550, 3118, 3410, 3410, 4108, and 4400. All of those courses are either requirements (2018 and 2028), or options to satisfy requirements.

Please let me know if you have questions or concerns, or if you would like to discuss this proposal further. I look forward to hearing if you and your Department will approve.

Stay well.

Alicia

Alicia E. Rodriguez, Ph.D.
Professor
Director, Interdisciplinary Studies Program
Coordinator, Social Science Program
Department of History
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022

e-mail: arodriguez@csub.edu
Office: (661) 654-2166
History Dept: (661) 654-3079

Subject: RE: History BA with integrated Social Science Program
Date: Thursday, September 17, 2020 at 2:50:31 PM Pacific Daylight Time
From: Mark Martinez
To: Alicia Rodriguez

Alicia, this looks good to me.

- Mark

MARK A. MARTINEZ, Ph.D.
Professor and Chair, Political Science
ASCSU Statewide Academic Senator
California State University, Bakersfield
(661) 654 - 2141 / 2352
mmartinez@csub.edu

From: Alicia Rodriguez <arodriquez@csub.edu>
Sent: Thursday, September 17, 2020 2:29 PM
To: Mark Martinez <mmartinez@csub.edu>
Subject: History BA with integrated Social Science Program

Hi Mark,

I'm writing to follow up on an issue I reached out to you about last year. I have been working on developing a History BA track with the Social Science Subject Matter Waiver/Certification requirements integrated into the program. This will allow students to complete the History BA and the Social Science Subject Matter requirements simultaneously. This program is for students who plan to enter the Credential Program to prepare for a career in teaching at the junior high or high school level.

While earning the Social Science Certificate/Waiver on its own (not integrated into the BA), would still be an option for students of any major, having the Social Science requirements integrated into a new, optional History BA track would make it easier for students to keep track of their progress in the major and in the Social Science program. Peoplesoft would also be able to track progress for Social Science students, unlike now, which must be done by the students themselves and by advisors.

I am in the process of securing program approvals and wanted to touch with base with you on the proposal, as it could have an impact on Political Science. She wanted me to make sure that your program has no conflict with the proposal, and she also asked me to let you know of the potential impacts.

Primarily, the new History BA with the integrated Social Science program *could* mean that more students might wish to enroll in Political Science 3370 (an option to satisfy the Geography requirement); Political Science 3040, 3320, 3340, 3350, 3360, or 3510 (options to satisfy the

International Relations requirement); Political Science 3140, 3450, 3210, 3220, or 3150 (options to satisfy the U.S. Constitution/Government requirement), and Political Science 4640 (an option to satisfy the International Economics requirement). Students who choose the Social Science Program have already been taking these PoliSci courses as options, so while it could have an impact on the program, I don't think it will be significant.

The History major, overall, is relatively small with around 200 students, and many of them will remain in the traditional major track or the Public History track, therefore, I do not anticipate that the new Social Science track will result in a significant impact for Political Science, as many of the current Social Science students already enroll in some of the above courses to fulfill the program requirements. Please see the attached program draft to get a better idea of what the new program will look like and how it could have an impact on Political Science.

Please let me know if you can approve, or if you have questions or concerns.

And, as I discussed last fall when I met with the Political Science faculty, I hope that after History's new track is approved, I can work with members of your department to develop a similar BA Social Science track for Political Science.

All best,

Alicia

Subject: Re: History BA track with integrated Social Science Program requirements proposal
Date: Wednesday, September 30, 2020 at 4:30:21 PM Pacific Daylight Time
From: Steven Gamboa
To: Alicia Rodriguez
CC: Janine Cornelison

Hi Alicia,

Sorry for not responding sooner. This looks like a great program and it's wonderful that there's a comparative religion component. I guess my only question would be why the lower division courses are included as satisfying the upper-division requirement?

Steve

Steven Gamboa
Professor of Philosophy
Chair, Department of Philosophy & Religious Studies
California State University, Bakersfield

From: Alicia Rodriguez <arodriguez@csub.edu>
Sent: Wednesday, March 18, 2020 12:53 PM
To: Steven Gamboa <sgamboa@csub.edu>
Cc: Janine Cornelison <jcornelison1@csub.edu>
Subject: History BA track with integrated Social Science Program requirements proposal

Hello Steve,

I am sorry to impose on you when you are busy with more pressing matters, but please know that I'm not expecting an immediate reply. I want, however, to send this email out now, knowing that you will get to the request as your schedule permits.

I have been working on developing a History BA track with the Social Science Subject Matter Waiver/Certification requirements integrated into the program. This will allow students to complete the History BA and the Social Science Subject Matter requirements simultaneously.

While earning the Social Science Certificate/Waiver on its own (not integrated into the BA), would still be an option for students of any major, having the Social Science requirements integrated into a new, optional History BA track would make it easier for students to keep track of their progress in the major and in the Social Science program. Peoplesoft would also be able to track progress for Social Science students, unlike now, which must be done by the students themselves and by advisors.

I am beginning the process of securing program approvals for the proposal and I recently met with Lisa Zuzarte. She asked me to touch with base with you on the proposal, as it could have an impact on Religious Studies. She wanted me to make sure that your program has no conflict with the proposal, and she also asked me to let you know of the potential impacts.

Primarily, the new History BA with the integrated Social Science program could mean that more students might wish to enroll in RS 1108, 1128, 1138, 3208, 3230, 3240, 3250, 3368, 3538, or 4528. All of those courses are currently options for students to satisfy the program's Comparative Religion requirement. Students only need

ONE of those courses to satisfy the requirement.

Please let me know if you have questions or concerns, or if you would like to discuss this proposal further. I look forward to hearing if you and your Department will approve.

Stay well.

Alicia

Alicia E. Rodriguez, Ph.D.
Professor
Director, Interdisciplinary Studies Program
Coordinator, Social Science Program
Department of History
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022

e-mail: arodriquez@csub.edu
Office: (661) 654-2166
History Dept: (661) 654-3079

Subject: RE: Request for approval

Date: Thursday, September 17, 2020 at 4:46:56 PM Pacific Daylight Time

From: Janet Armentor

To: Alicia Rodríguez

Hi Alicia,

I hope things are going well for you also. It's definitely a hectic time right now.

Yes, you have my approval to include SOC 3300 in the BA in History with a pre-credential option. Since the course already serves Liberal Studies, it should be fine. I do want to note that we usually teach 2-3 sections of this course every semester and it fills every time.

Best,

Janet

From: Alicia Rodríguez

Sent: Thursday, September 17, 2020 1:41 PM

To: Janet Armentor <jarmentor@csub.edu>

Subject: Request for approval

Hi Janet,

I hope things are going well, even if they are hectic, which I know they must be.

I am writing as the Social Science Program Coordinator to ask your permission to allow Soc 3300 to serve the BA in History with the pre-credential (Social Science) option that I am proposing. Soc 3300 has long-served the Social Science Program, which is aimed at students who wish to teach Social Science at the junior and high school levels.

History's old BA program aligned closely with the Social Science Program, but the new BA that History developed when we moved to semesters had made it very difficult for students to complete both programs simultaneously. It ends up the case that students will sometimes delay graduation (thus negatively affecting the graduation rates) in order to complete both under the undergraduate fee schedule. In other cases, they simply take the remaining Social Science courses after they graduate, while in Stage I of the Credential Program, which can be a challenge. I've attached a copy of History's current BA program, the old BA, and the stand-alone Social Science Program so that you can see how very different the old and new BA programs are now, and how the old BA aligned closely with the Social Science Program.

The new, proposed program makes it easy to follow the requirements for both and allows students to complete the program in a timely manner, as the Social Science requirements have been integrated into the BA program.

Because students who plan to teach have already been choosing from the list of courses from which Soc is an option, I don't anticipate it will have a significant impact on Soc 3300, which I believe is also required by Liberal Studies students.

If you have any questions, please let me know. I look forward to hearing from you.

All best,

Alicia

Alicia E. Rodriguez, Ph.D.
Professor
Director, Interdisciplinary Studies Program
Coordinator, Social Science Program
Department of History
Mail Stop: 10 HOB
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022

Email: arodriguez@csub.edu
Office: HOB 121, (661) 654-2166
History Dept: (661) 654-3079

Subject: RE: History BA with Social Science Certification emphasis
Date: Monday, March 9, 2020 at 1:44:38 PM Pacific Daylight Time
From: Kristina LaGue
To: Alicia Rodriguez
CC: Jayme Barton, Janine Cornelison
Attachments: image001.jpg, image002.jpg

Hi Alicia,

This is wonderful news and our department is in full approval!

Kristina

Kristina LaGue, Ph.D.
Professor and Department Chair
Department of Teacher Education
California State University, Bakersfield
661.654.6546
she/her/hers

From: Alicia Rodriguez <arodriquez@csub.edu>
Sent: Friday, March 06, 2020 9:21 AM
To: Kristina LaGue <klague@csub.edu>
Cc: Jayme Barton <jbarton5@csub.edu>; Janine Cornelison <jcornelison1@csub.edu>
Subject: History BA with Social Science Certification emphasis

Good Morning, Kris,

I have been working on developing a History BA with the Social Science certification requirements integrated into the program that would allow students to complete the History BA and the Social Science Subject Matter requirements simultaneously. While earning the Social Science Certificate/Waiver on its own (not integrated into the BA), would still be an option, having the program integrated into a new, optional BA track would make it easier for students to keep track of their progress, if they are also pursuing the waiver. Peoplesoft would also be able to track progress, unlike now, which must be done by the students themselves and by advisors.

I am beginning the process of securing program approvals for the proposal and yesterday I met with Lisa Zuzarte. She asked me to touch with base with you on the proposal. She wanted me to make sure that your program has no conflict with the proposal, and also asked me to let you know of the potential impacts.

Primarily, it would mean that more students might wish to enroll in EDTE 3000, as it would be a requirement for the new BA. The current History BA requires students to fulfill an "Applied History" requirement, and currently EDTE 3000 is an option. (That came out of discussion I had a couple of years ago with Debbie Meadows; after meeting with her, I asked History to consider approving making EDTE 3000 a choice for students who were interested in teaching, and the proposal was unanimously approved.)

Another potential impact is that if more students choose the proposed History BA with the Social Science Certification emphasis, it could mean more students also taking the Credential Program prerequisites AND entering the Teacher Prep Program (provided they meet the requirements).

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Completeness of periodic and performance review files

RES 202224

FAC

RESOLVED: That *University Handbook* language regarding the completeness of periodic and performance review files be revised (deletions in ~~strike through~~, additions in **bold underline**) as specified below.

RATIONALE: These changes update the handbook language to clarify that this policy applies to all types of periodic and performance reviews. Updated text specifies the process for determining if all required materials are present within review files and the process to follow if files are found to be incomplete.

305.5.3 Completeness of the ~~RTP File~~ WPAF for periodic and performance review

The ~~Unit RTP Committee~~ **unit periodic and performance review committees** and the faculty undergoing review shall be responsible for ensuring that the ~~RTP file~~ **Working Personnel Action File (WPAF) (sometimes informally referred to as the RTP, PTR, or PEF file)** is complete and accurate before the start of the review process. No level of review may require that additional materials be included in the file other than those specified in the Unit RTP, **PTR, or PEF** criteria document(s) or Faculty ~~University H~~ **University Handbook**. Further, if any level of review believes additional material needs to be included for a full evaluation, that request must go through appropriate campus processes: modification of ~~Unit RTP~~ **unit** criteria or the ~~Faculty~~ **University Handbook**.

Files are expected to be complete by the posted and announced deadline. The unit committee chair or committee member designee shall inspect the file during the unit review period to determine if any required materials are missing from the file.

If the unit committee determines that the WPAF includes all required materials and is complete, review continues as indicated within the University Handbook.

If the unit committee determines that required materials are missing and the WPAF is incomplete, the committee chair may shall inform the faculty member of any missing required items. The faculty under review may submit missing requested material to the committee chair to be inserted into the file during the unit review period. Insertion of required missing items by the unit committee shall be recorded on the WPAF Log sheet, following procedures specified in the University Handbook for the insertion of materials.

If the unit committee does not receive requested required materials and/or the WPAF is not received by the deadline, the unit review shall proceed based on materials that were received and those available in the PAF (Personnel Action File). Failure to submit a complete WPAF may result in the unit committee being unable to return a review of 'satisfactory' performance.

Once the **relevant unit periodic or performance review** Unit RTP-committee has determined that the ~~RTP file~~**WPAF** contains all required elements, any materials to be added to the ~~RTP file~~**WPAF** must be approved by the University Review Committee (URC) and shall be limited to items that became available only after the date of completion of the file. Only ~~RTP~~evaluations and recommendations completed by each level of review, any minority reports, and any responses to the evaluations and recommendations may be added to the ~~RTP file~~**WPAF** without prior approval by the URC. A copy of all added materials shall be provided to the faculty. Reviewing authorities may disregard any added material that could have been included in the original file at the beginning of the review process.

If the URC approves the addition of newly available materials to the ~~RTP file~~**WPAF**, the file shall be returned to the unit ~~RTP~~**review** committee for reconsideration of its initial evaluation and recommendation before subsequent levels of review begin their respective evaluations.

During the review process, no material shall be removed from the ~~RTP file~~**WPAF**.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Task Stream Usage and Access Policy
RES 212225

AAC, AS&SS, BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield recommends the adoption of Policy Concerning the Use of CSUB's Assessment Management System (AMS).

RATIONALE: The purpose of an Assessment Management System (AMS) is to provide a central repository for planning, managing, and documenting assessment activities at CSU Bakersfield in an effort to ensure educational effectiveness and maintain continuous improvement processes.

Gaps in AMS were identified on the content stored, access rights, and maintenance. The policy addresses the gaps.

Training and guidance on AMS are offered through Faculty Teaching and Learning Center (FTLC).

Attachment:

Policy Concerning the Use of CSUB's Assessment Management System

Distribution List:

President
AVP for Academic Affairs and Dean of Academic Programs
AVP Faculty Affairs
AVP Enrollment Management
School Deans
Interim Library Dean
Interim Dean Antelope Valley
Dean Extended Education and Global Outreach
Department Chairs
General Faculty

Policy Concerning the Use of CSUB's Assessment Management System

Consistent with [CSUB's Principles of the Assessment of Student Learning](#), the following policies regarding the purpose, access, and maintenance of CSUB's Assessment Management System (e.g. Task Stream) are proposed.

AMS Purpose

The purpose of an Assessment Management System (AMS) is to provide a central repository for planning, managing, and documenting assessment activities at CSU Bakersfield in an effort to ensure educational effectiveness and maintain continuous improvement processes. Appropriate documents for the AMS include annual program reports, program self-studies, course syllabi, assessment plans, assessment rubrics, assessment findings, action plans, and status updates. All assessment data should be summarized to reflect programs, not to identify any individual faculty members or individual students. Therefore, the AMS should not contain any student artifacts, nor should it identify any particular faculty members with assessment results.

AMS Access

Assessment activities are conducted solely for the purpose of program improvement. Therefore, access to the materials contained within the Assessment Management System is restricted to CSUB personnel, and to CSUB's accrediting bodies (e.g. WASC Senior College and University Commission).

AMS Maintenance

CSUB's Assessment Management System is maintained by the Office for Institutional Research, Planning, and Assessment. Faculty Assessment Coordinators work with the Office for Institutional Research, Planning, and Assessment to keep the list of members current for each department or unit.