ACADEMIC SENATE EXECUTIVE COMMITTEE Extra
Agenda
Tuesday, October 27, 2020
10:00 a.m. – 11:30 a.m.
Videoconference

1. CALL TO ORDER

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
   • Q&A RES 202109 Feedback for Second Reading, October 30, 1:00 p.m.-2:30 p.m.
     (handout)

3. APPROVAL OF MINUTES
   October 20, 2020 Minutes

4. APPROVAL OF AGENDA (Time Certain 10:05)

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (R. Gearhart)
      ii. AS&SS (C. Lam)
      iii. FAC (M. Rees)
      iv. BPC (B. Street)
   b. Provost Update
   c. Searches
   d. Financial and strategic planning transparency and faculty participation – PBTF
   e. Online SOCIs
   f. Ally Software

6. NEW DISCUSSION ITEMS
   a. Fall 2020 Calendar Changes (handout)
   b. RES 202109 Ethnic Studies Unit Implementation
   c. IRB Response to EC Questions and Appointments (handouts)
      i. IACUC re-appointment as alternate member
      ii. IRB re-appointment Tunson
      iii. IRB re-appointment Williamson
   d. Handbook 306.2.2.e (handout)
   e. Elections and Appointments (handout)
i. School Elections Committees
ii. Committee proliferation
iii. Appointments to TEAC, USP&BAC, and UPAC (handout)
f. APM Proposal – GECCo (handout)
g. FYS Instructors and GECCo structure (handout)
h. EEGO course offerings – Summer Term
i. Post-Tenure Review Requirements
j. UPRC Changes (handout)
k. Wang Award – FHAC recommendation
l. Campus Data Needs
m. BS in Public Health Proposal (handout)
n. Master of Science in Accounting Proposal (handout)

7. **AGENDA ITEMS FOR SENATE MEETING OCTOBER 29, 2020 (Time Certain 11:00 a.m.)**

**Announcements**
President Zelezny (Time Certain 10:10)

**Reports**

**Resolutions**

- Consent Agenda
- New Business
  - RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies
- Old Business
  - RES 202108 Master of Science in Computer Science

**Open Forum and Wellness Check**
Past Senate Chair, Jackie Kegley (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

9. **ADJOURNMENT**
AB 1460 Implementation of CSUB (GE Structure) Chart 2

Ethnic Studies Unit Implementation Task Force Recommendations 10/26/20

Senate Chair & AAC Chair draft RES 202109 and CO feedback

Academic Affairs Committee (AAC) RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies

Academic Senate Exec Committee RES 202109 Ethnic Studies Unit Implementation and CO Feedback 10/27/20

Academic Senate RES 202109 Ethnic Studies Unit Implementation First Reading and CO feedback 10/29/20

All Faculty Q&A and feedback for RES 202109 Second Reading via Zoom 10/30/20

Academic Affairs Committee RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies 11/5/20

Academic Senate RES 202109 Second Reading 11/12/20

CSUB Catalog December 2020
ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, October 20, 2020
10:00 a.m. – 11:32 a.m.
Videoconference

Members:  A. Hegde, M. Danforth, J. Millar, M. Martinez, M. Rees, R. Gearhart, C. Lam, B. Street, D. Boschini, V. Harper
Absent:  D. Boschini

1. CALL TO ORDER
A. Hegde called the meeting to order.

2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
• Ethnic Studies Update – A. Hegde is part of a statewide committee of Economics Chairs in the system. They started discussion. The proposed changes are to remove three units from Area D to go to form an Area F to meet Ethnic Studies (ES) requirement. The Economics departments understand that ES should be in place, sacrificing some courses and sections. These Economics chairs are working on drafting a letter to the CO opposing the removal of units from Area D. A. Hegde emailed all Area D faculty at CSUB to provide feedback to the CO. There are five CSUs Academic Senate’s that oppose timeline and unit implementation. The systemwide CFA has drafted an opposition letter. A. Hegde asked the body if anyone is in favor of the CSUB Senate opposing AB 1460 implementation. We can move ahead on implementation and still oppose. We don’t need to have an opposition. We have a plan and we’re still going to move ahead because we need to have a plan anyway, if the resolution doesn’t pass. M. Danforth very greatly dislikes the timeline, and they are using this as an opportunity to touch other parts of that EO that have nothing to do with ES or Area D. It’s administrative creep. It may not rise to the point of needing a resolution. It’s highly concerning and it’s a continuation of activities where the CO has changed things without faculty consultation as they did with EO 1110 to get rid of remediation without consulting with Math, English, etc. Perhaps a resolution to voice those concerns. B. Street is in favor of resolution against the process. In particular the force that was put toward the timeline. He is in support of ES. The timeline crunch shouldn’t be a precedent for other orders from the CO. A. Hegde asked the members to think about it. The resolutions from other campuses will be shared with the EC. The CFA submitted their points of concern over the whole implementation and process. He is in support of continuing with a plan while
opposing the process. No campus indicated that ES is a bad idea. Hopefully, the
Senators are gathering feedback from their constituents. Then, perhaps we have an
information session to gather feedback on the plan. There are two components that
fall under contention:
1) the reduction of three units in Area D and the creation of Area F and
2) the Student Learning Outcomes (SLOs). The CO said they are in collaboration with the
   CSU Council on ES but we’ve since learned that it’s not the collaboration as they want
   portrayed. The CSU Council ES is wholeheartedly supported by our ES faculty.
The last piece is forming an ES Council at CSUB comprised of ES faculty only, because
they are the experts. It was discussed at the ES Unit Implementation Task Force
meeting. The Council could be the ES faculty and perhaps include another faculty.
There’s still a lot of work to be done on that, but it’s not urgent. We have two
courses in the catalog already. M. Danforth feels that it’s an absolute necessity to
start with an information session. The proper way would have been to have a forum,
if we had time. If the campus needs to move forward on a resolution to oppose the
Chancellor’s actions, that can be one of the things we can cite that by having this
accelerated timeline, we are not able to engage in effective shared governance.
Nonetheless, we need a form or some way to record the information session and
provide a form for feedback. It needs to be a campus effort. Not just a Senate
effort. A. Hegde isolated the requirements:
1) Campus feedback using the feedback form sent by the CO. Different entities on
campus can complete the form. We can submit 300 pages, if need be. Yet, the
preference is to submit as a campus.
2) Upon development of a plan, present it to campus for their feedback. It’s feedback
on the plan. There is enough faculty on Task Force and GECCo to provide feedback
specifically about student learning outcomes.
A. Hegde will ask J. Moraga and T. Salisbury if they have any specific arguments
against the SLOs proposed in the CO memo. A. Hegde will attend the ASI Board
meeting to get the students’ feedback. As a campus, we’ll have more substantial
feedback rather saying it’s all wrong. We should have the weekend to think about the
feedback. Then make edits on Monday. The EC meets on Tuesday. M. Danforth
recalled that during the meeting last week with the two Vice Chancellors, they said to
submit suggestions for language. M. Danforth’s suggestion is to not touch Area C.
Make it much clearer that if a campus chooses to fold US History in, that it takes the
student’s choice slot, which is what they were saying, but not how it reads. There
was the same confusion about the departments. They said the first list of
departments came from the legislative action. However, the statement doesn’t have
double quotation marks to make it clear that they came from an external entity and
then they are adding additional departments. A. Hegde said that is good wording feedback. We can incorporate all feedback, without limits. In terms of Student Learning Outcomes (SLOs), let us have feedback from J. Moraga and T. Salisbury as the central point, since they are the ES experts. Then, the second part in terms of Area D changes and Area C, we can have feedback from the Area D Chairs, GECCo, the Task Force, and the EC. M. Rees referred to the core competencies, developed and approved by the ES Council and approved by the ASCSU plenary on September 17. Discussion ensued on #5: “Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.” Active engagement with movements sounds like there is an agenda beyond education. Student engagement is not academic. In the CSU GE Breadth Draft EO Revised 10-8-20, page 10. (attached) J. Miller added some context from an ASCSU AA perspective. The AA received the signed approved core competencies from the Council on ES (CES). Then, the AA looked at the SLOs in AS-3397-19/AA, side by side. There weren’t any substantive differences. She requests that T. Salisbury and J. Moraga look at those documents, side by side. The form that J. Moraga sent us was approved October 2. AA already had something approved in September. The conflict isn’t necessarily with the ASCSU or the CO. There may be some conflict within the CO as to their process. If the ASCSU resolution and CSU GE Breadth Draft EO Revised 10-8-20 could be seen side by side, the emphasis can be where the CES needs to go. #5 was upsetting initially to the AA. Then the discussion revealed that there are many groups and events happening every day on campus that students can do that meet what #5 is looking for. We can ask students to write about or attend or ask for a service-learning class. A. Hegde thanked J. Millar for her context at the ASCSU level. He talked to T. Salisbury and J. Moraga separately to let them know that no one is trying to run roughshod on them. We are trying to do our best within the constraints imposed from the CO. He will email them separately to remind them to read the two documents side by side, line by line. J. Miller suggested that J. Moraga and T. Salisbury look for any omission(s). There appears to be enough to enable a good joining of the two documents to meet legislative requirement. The ASCSU Academic Affairs (AA) committee meets November 4. The CO is using the ASCSU resolution to inform the draft EO revised they are developing. It would be beneficial to have the two documents vetted and the feedback ready for that meeting so the EO revised can become a final document. It is not a them vs. us conversation. M. Martinez thanked J. Millar for her clarification. He also thanked A. Hegde for his generosity in working with ES faculty. The benchmark is getting the CO guidelines that conform to the law. He sees the slides from the AVC as a benchmark. The CO is running roughshod with campuses. A. Hegde summarized the action items:
1) Think about whether CSUB needs to have a resolution that addresses the implementation process or something more specific.

2) M. Danforth and M. Rees will work on feedback about draft EO revised wording

3) A. Hegde will reach out to J. Moraga and T. Salisbury to analyze the Student Learning Outcomes in CSU GE Breadth Draft EO Revised 10-8-20 and AS-3397-19/AA, side by side and then provide a short explanation of their conclusion in their feedback to the EC.

4) The GE structure still needs a lot of feedback. It will come, later.

He thanked the EC for the discussion. This work is for the benefit of the students. When people express their concerns, please assure them that nothing will happen until feedback has been collected. R. Gearhart has a document from the Task Force he will share when we reach ES Task Force on the agenda.

- Budget Forum Debrief – B. Street was looking for an opportunity for discussion. The objective was to get the information in front of people and the data so they would understand the difference between the Base Budget, Net Operating Budget, and the forecast. He thanked A. Hegde for his assistance in developing the topics. B. Street suggested that there be a way to bring questions to the presenters before and during the presentation. It’s important for T. Davis to do most of the presenting. In a lot of ways, CSUB is currently doing well. Moving forward, 2021-2022 the $290M cut from the CSU budget will cause a significant change in day to day operations. The breakdown by division showed cuts and not-hiring positions. M. Rees suggested a way to post the Q&A and to provide a narrative on the charts. M. Martinez said the forum could have gone another half hour. A. Hegde suggested making slides available beforehand.

3. APPROVAL OF MINUTES

   October 6, 2020 Minutes and October 13, 2020 Minutes

   A. Hegde offered minor edits. C. Lam moved to approve the minutes of October 6 and 13. B. Street seconded. The minutes were approved by a show of hands.

4. APPROVAL OF AGENDA

   J. Millar moved to approve the Agenda. B. Street seconded. The agenda was approved.

5. CONTINUED ITEMS

   a. AS Log (handout)
      i. AAC (R. Gearhart) No changes to report.
      ii. AS&SS (C. Lam) No changes to report.
      iii. FAC (M. Rees) No changes to report.
iv. BPC (B. Street) No changes to report.

b. Provost Update – V. Harper enjoyed the present conversation about ES. He appreciates that our campus shares their thoughts. Ultimately, we make changes in compliance to the law. If there are any questions, contact him.

c. Searches

i. NSME completed interviews for the Interim Dean and V. Harper will talk to NSME chairs tomorrow about the selection of an Interim Dean.

ii. The Search Committee for Permanent Dean NSME launched yesterday. The consultant and committee will have information available in the next few weeks.

iii. The Search Committee for AVP AA and Dean AP is meeting next week.

iv. The Provost Office made selection for the new Budget Analyst AA.

v. Library Dean - the committee closed and he’ll check on their progress.

vi. The search for the Dean Antelope Valley begins in Spring.

vii. Interim AVP for Institutional Research will be onboarding in two weeks.

viii. Questions and comments: J. Millar thanked the Provost for acknowledging that people were already doing research on the effects of remote learning in higher education during the pandemic. The Provost thanked J. Millar for the wellness meetings with E. Callahan and the TLC. Some of the planned meeting and activities are the CSUB Café, and Halloween and Holiday themed events. R. Weller is working on it. Yoga sessions conducted by Soul Source. Art projects are in the queue for spring. ASI is offering a trivia night. J. Millar is attending trivia night to see how that works. Perhaps a scavenger hunt of things found around the home could be arranged.

d. Financial and strategic planning transparency and faculty participation – PBTF (deferred)

e. Ethnic Studies Unit Implementation Taskforce – R. Gearhart shared the document that the AAC received from the ES Unit Implementation Task Force. (Find attached) He said that their meeting last week was second worst experience he’s ever suffered through. He was accused of being a racist and fascist. R. Gearhart thanked V. Harper for taking time out of his Friday night to talk to him and support his work. M. Martinez offered his support. R. Gearhart said one of the name-callers sent him a lovely email apologizing for their behavior. Referring to the *Ethnic Studies Unit Implementation Task Force Recommendations* (attached) the things that really have to be done are the recommendations #1, #2, and #3. We need a safety net if the draft revised EO is adopted by the CO. T. Salisbury is very supportive of having an ES group approve
#4. They agree all Area F ES courses offered as oral communication reinforcement for the GE reinforcement. A. Hegde said that R. Gearhart did an excellent job for reaching out and tried to get the task force to agree even though it is comprised of difficult personalities. Having worked together, A. Hegde is familiar with R. Gearhart’s fairness and service. The things that were directed toward R. Gearhart left him quite shaken. A. Hegde said that people make mistakes. He thanked R. Gearhart for staying the course and for getting the task force to agree to a set of recommendations with a lot of strong personalities. It is a great accomplishment. A. Hegde hopes that the experience doesn’t prevent R. Gearhart from doing university service again. Grandstanding doesn’t do any good. At the end of the day, we need to support each other. He said he couldn’t thank R. Gearhart enough. V. Harper was in the meetings. He thanked R. Gearhart for his outstanding leadership. There was some inappropriate behavior. A. Hegde reached out to the individuals to discuss decorum. V. Harper said R. Gearhart’s work is marvelous. V. Harper referred to what the President says about adverse experiences. It’s a challenge of leadership that people go through. See it as a developmental opportunity. It may be difficult to see that when people are yelling at you from across the table. The Provost said that R. Gearhart has done a great job and asked that he doesn’t see this as a set-back for leadership on the campus. The work he’s done will play a critical role for ES on this campus. J. Millar gave her support to R. Gearhart. She was a facilitator at the first Community Conversation. There was a lot of negativity thrown at her for being white and a woman. Sometimes we take risks in being white at the wrong place. There were some rocks uncovered. Name calling never makes anything better. She reinforced that R. Gearhart has a lot of support for what happened. J. Millar asked about the oral communication reinforcement. A. Hegde explained that normally the GE oral reinforcement means that students have to present what they learned at least twice. They deliver once. Get feedback. And then present again. It also limits the number of students in a class. M. Danforth said that oral communication reinforcement is part of the current GE AIMS document. A. Gebauer’s reasoning is that it serves to 1) Limits the class size to avoid large format sections, and 2) Oral communication, Quantitative Reasoning, and Written Communication are Area A. Out of the two AI areas, they reinforce critical thinking and writing. Nothing reinforces oral communication at the lower division. They discussed whether they wanted to limit it to oral communication reinforcement or open it up whereby each instructor would choose oral communication versus written versus critical thinking. They also discussed whether it be large classroom
format with no reinforcement. M. Danforth apologized if she added to the angst during the ES Unit Implementation Task Force. Her issue was moving forward with a decision having only one meeting. Perhaps this is a learning opportunity going forward. We should task all task forces to have two readings over two meetings and therefore provide more opportunities for feedback if people aren’t able to attend a specific meeting. The topic gets two readings in two meetings. A. Hegde agreed with her suggestion. Few of us are excellent parliamentarians. We learn by doing.

6. NEW DISCUSSION ITEMS

a. Online SOCIs – V. Harper said that there are 151 S2/hybrid courses being taught on campus. 95% of the courses are virtual courses. We will be using online SOCIs for the sections of remote instruction. Paper SOCIs brings people onto campus. He recommends that the campus move forward to use 100% online SOCI’s for the Fall Term. If it needs a Handbook change, it’ll go to FAC. If it doesn’t, the Provost will send message out for guidance. M. Danforth said if there is a need for a resolution, perhaps it can be for an interim action for a specific period of time, like we did with earlier resolutions this year. The item carries.

b. Ally software - The CSU is giving all campuses access. It’s part of the Accessible Technology Initiate (ATI) to improve the Instructional Materials requirement. M. Danforth has graciously volunteered to be the faculty member on the ATI committee. Does this require Senate action or is it sufficient to have AA inform faculty that the software is available? When Ally makes a suggestion, is it something that faculty can opt into, or opt out of? M. Danforth acknowledged that she has taken over this part of the ATI. Up until TOPS training was available this summer, there wasn’t very good training on what accessibility means and what accessible materials mean. We need to approach this from a faculty perspective; They need to learn one more thing on top of everything else. It’s also a student impaction issue. The virtual environment has shown us where our accessibility goes flat. She has a visual impaired student. He had to drop a class because the textbook publisher’s “accessible textbook” was so inadequate that he decided to pay a private service to make a better audio textbook that he could use. She’s heard from other students about the increased need for accessible instructional materials. M. Danforth is concerned from a campus perspective, that it could be the last straw for some. Making course material accessible means more work getting all materials compliant. There is a competing concern between faculty having to learn new techniques and do more, and student accessibility. Discussion tabled.
c. IRB Response to EC Questions and Appointments (deferred)
   i. IACUC re-appointment as alternate member
   ii. IRB re-appointment Tunson
   iii. IRB re-appointment Williamson

d. Handbook 306.2.2.e (deferred)

e. Elections and Appointments (deferred)
   i. School Elections Committees
   ii. Committee proliferation
   iii. Appointments to TEAC, USP&BAC, and UPAC

f. APM Proposal – GECCo (deferred)

g. FYS Instructors and GECCo structure (deferred)

h. EEGO course offerings – Summer Term (deferred)

i. Post-Tenure Review Requirements (deferred)

j. Time Certain (10:15) for Agenda at Senate - The committee agreed to schedule
   the time to amend and/or approve the agenda.

k. UPRC Changes (deferred)

7. **AGENDA ITEMS FOR SENATE MEETING OCTOBER 29, 2020** (Time Certain 11:00 a.m.)

   Announcements
   President Zelezny (Time Certain 10:10)

   Minutes

   Agenda

   Reports

   Resolutions

   Consent Agenda

   New Business

   Old Business

   RES 202108 Master of Science in Computer Science

   Open Forum and Wellness Check

   Past Senate Chair, Jackie Kegley (Time Certain 11:15)

8. **COMMENTS FROM THE FLOOR**

   None.

9. **ADJOURNMENT**

   A. Hegde thanked the group for the good discussion. We are all learning. There is an
   extra EC meeting next Tuesday. The meeting adjourned at 11:32.
## Academic Affairs Committee: Richard Gearhart/Chair, meets 10:00am via Zoom

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

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<tr>
<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
<td>Carry-over</td>
<td><strong>Addendum 8/25/20</strong> Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template. <strong>Addendum:</strong> Review UPRC Annual Report dated May 2020, define the purpose of the program review, clarify what Academic Programs can and cannot request, streamline the program template to one page, make the people and the process consistent with the Handbook, timely completion of self-study to effect student learning outcomes, offer assessment training workshops, and compensation for assessment coordinators.</td>
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<td>08/25/20</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td>Carry-over</td>
<td>AAC The demand, structure, and resources required to deliver effectively and efficiently. Returned to proposers with comments on what needs to be improved. Do the courses have a home and would the Curriculum Committees approve before it comes back to AAC.</td>
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<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>Second Reading 10/29/20</td>
<td>AAC BPC Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
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<td>10/20/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
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<td>AAC BPC Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
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<td>10/20/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
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<td>AAC AS&amp;SS Examine relevance of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
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### Academic Support and Student Services: Charles Lam /Chair, meets 10:00 via Zoom video conference

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<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain</td>
<td>Carry-over</td>
<td>AS&amp;SS Policy alignment: University Handbook, and Catalog The committee is waiting for the graduate policy.</td>
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<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
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<td>AAC, AS&amp;SS Examine efficacy of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
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Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference


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<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>Carry-over</td>
<td>FAC Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
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<td>08/25/20</td>
<td>2020-2021 Referral 02 Criteria and Nomination Process for Faculty Awards</td>
<td>FAC</td>
<td>Define meritorious, pressure from senior faculty, confidentiality of process</td>
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<td>08/25/20</td>
<td>2020-2021 04 Office Hours Policy</td>
<td>Complete</td>
<td>FAC Clarify the language in Handbook 303.1.3, How to hold office hours via videoconference, Censure or penalty for missing office hours. RES 202106 Office Hours Policy During Mandated Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
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<td>08/25/20</td>
<td>2020-2021 05 CFA President or Designee on FAC-Bylaws Change</td>
<td>FAC</td>
<td>The CFA President’s knowledge of existing contracts, and emerging issues at the campus and system levels. Whether the position is voting or ex-officio member RES 202107 CFA President or Designee on FAC – Bylaws Change</td>
<td>10/01/20</td>
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<td>08/25/20</td>
<td>2020-2021 07 Fall Classroom Observations</td>
<td>Complete</td>
<td>FAC Decision needs to be made before second year of RTP files on whether to have mandatory observation and the option to include in RTP, etc. RES 202105 Fall Classroom Observations During Mandatory Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
</tr>
<tr>
<td>09/08/20</td>
<td>2020-2021 08 Notification to Chairs of Assigned Time</td>
<td>FAC</td>
<td>Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.</td>
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### Budget and Planning Committee: Brian Street/Chair, meets 10:00am via Zoom video conference

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>Second Reading 10/29/20</td>
<td>AAC BPC Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 03 Institutional Research in Response to WSCUC Report</td>
<td></td>
<td>BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs' need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
<td></td>
<td>AAC BPC Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# California State University, Bakersfield Academic Calendar 2020/2021

## Fall Semester, 2020

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<td>Orientation for First-Time Freshmen (for Fall 2020)</td>
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<td>Orientation Transfer Students (for Fall 2020)</td>
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<td>August 17</td>
<td>ALL FACULTY DUE ON CAMPUS</td>
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<tr>
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<td>September 02</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>September 07</td>
<td>HOLIDAY - Labor Day - Campus Closed</td>
</tr>
<tr>
<td>September 21</td>
<td>Census Day</td>
</tr>
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<tr>
<td>November 11</td>
<td>HOLIDAY - Veterans Day Observed - Campus Closed</td>
</tr>
<tr>
<td>Nov 16 - 20</td>
<td>SOCI Week</td>
</tr>
<tr>
<td>Nov 26 - 27</td>
<td>HOLIDAY - Thanksgiving - Campus Closed</td>
</tr>
<tr>
<td>December 08</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>December 08</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec 09</td>
<td>Reading Day</td>
</tr>
<tr>
<td>Dec 10 - 16</td>
<td>Examination Period</td>
</tr>
<tr>
<td>December 16</td>
<td>Fall Commencement (Occurrence of Fall commencement is tentative year-by-year)</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>Dec 18 - 21</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

### Winter Break: December 22, 2020 - January 20, 2021

*In addition to our Fall Semester listed above, CSUB's Extended Education offers classes during Winter Intersession. The Intersession begins December 22, 2020 and will end January 15, 2021 (excluding holidays). Call the Extended Education at (661) 654-2441 for detailed information regarding their course offerings and schedules.*
## Spring Semester, 2021

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>September 21</td>
<td>Deadline to Apply for <strong>Spring 2021</strong> Graduation</td>
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<tr>
<td>January 18</td>
<td><strong>HOLIDAY</strong> - Martin Luther King, Jr. Day - Campus Closed</td>
</tr>
<tr>
<td>January 21</td>
<td><strong>ALL FACULTY DUE ON CAMPUS</strong></td>
</tr>
<tr>
<td>January 25</td>
<td><strong>First Day of Classes</strong></td>
</tr>
<tr>
<td>February 03</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>February 03</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>February 19</td>
<td><strong>Census Day</strong></td>
</tr>
<tr>
<td>February 19</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
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<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
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<td>February 19</td>
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</tr>
<tr>
<td>March 22</td>
<td>Academic Advising for Continuing Students Begins (Summer 2021 &amp; Fall 2021)</td>
</tr>
</tbody>
</table>

**Spring Semester Break: March 29, 2021 – April 4, 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td><strong>HOLIDAY</strong> - Cesar Chavez Day Observed - Campus Closed</td>
</tr>
<tr>
<td>April TBA</td>
<td>Campus-wide Emergency Evacuation Day</td>
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<tr>
<td>April 16</td>
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<td>April 26</td>
<td><strong>Registration</strong> for New Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>May 14</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>May 14</td>
<td><strong>Last Day of Classes</strong></td>
</tr>
<tr>
<td>May 15</td>
<td>Reading Day (Saturday)</td>
</tr>
<tr>
<td>May 17 - 22</td>
<td>Examination Period</td>
</tr>
<tr>
<td>May 21</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 24</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>May 25 - 26</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 31</td>
<td><strong>HOLIDAY</strong> - Memorial Day - Campus Closed</td>
</tr>
</tbody>
</table>

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**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**

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# California State University,
Bakersfield Academic Calendar
2020/2021

## Fall Semester, 2020

- **February 17** . . . . . . Deadline to Apply for Fall 2020 Graduation
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# California State University, Bakersfield
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### 2020/2021

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**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**
From: Gwendolyn Parnell <gparnell@csub.edu>
Date: Wednesday, October 7, 2020 at 12:37 PM
To: Aaron Hegde <shegde@csub.edu>, Isabel Sumaya <isumaya@csub.edu>
Subject: Re: Reminder: Recommendation for IRB Alternate Reappointment

I would like to respond to your email and questions here and Dr. Sumaya can correct me or add to this:

The executive committee had some questions/seeking clarifications. Some refer to this document (which may need to be updated) https://www.csub.edu/senate/_files/elections_appointments/IRB%20HSR.pdf. Pardon our ignorance, if these are obvious questions.

1. Is the above document correct? No, see attached document.
2. Could you please provide a brief description of the different sub-committees (scientific concerns, etc)? See attached
3. Some members noted that Isabel is in two different positions (Alternate for Scientific Concerns and Alternate), with different term ends (Dec 2020 and Jan 2020) – assuming the above document is correct. For which position is the reappointment being sought? She should only be listed as an alternate for Scientific Concerns, see attached.
4. Finally, is that something that requires a campus-wide call. i.e is this a second 3-yr term (which may not need a call, or a third term, which may need a call)? I am unable to find language that includes "campus-wide call". See attached authoritative references.

Gwen Parnell, B.A., CIP  
Research Compliance Analyst  
Office of Grants, Research, and Sponsored Programs  
California State University, Bakersfield  
Office: DDH D108  Mail Stop: 24DDH  
9001 Stockdale Highway  
Bakersfield, CA 93311  
gparnell@csub.edu  
Phone: 661-654-2231  
Fax: 661-654-3342  
42
In compliance with federal regulations, the IRB/HSR’s membership consists of nine (9) persons. Three (3) shall be CSUB faculty whose primary concern is nonscientific; three (3) shall be CSUB faculty whose primary concern is scientific; and three (3) shall be community members not affiliated with CSUB.

In consultation with the Executive Committee of the Academic Senate and the Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP), the P&VPAA selects and appoints the chair and IRB/HSR members to three-year terms. In consultation with the IRB/HSR chair, the P&VPAA may also remove members who do not participate in IRB/HSR activities.

The Assistant Vice-President for Grants, Research and Sponsored Programs (GRASP) provides administrative support for the IRB/HSR.

Members of the IRB/HSR may not participate in the review of any project in which the member has an interest.

CSUB IRB Policies and Procedures

The Committee Members

1. In consultation with the Executive Committee of the Academic Senate and the Assistant Vice President for Grants, Research, and Sponsored Programs, the Provost and Vice President for Academic Affairs shall select and appoint all the committee members of the CSUB IRB/HSR, in accord with the diversity principles specified above. 2. The nominal length of service shall be three (3) academic years. By mutual agreement, committee members may be appointed to additional three-year terms. 3. To ensure continuity of "committee history," appointments for the first year shall be staggered, i.e., one-, two-, and three-year terms. Thereafter, all terms shall be three (3) years. By mutual agreement, a committee member completing a one-or two-year term may be appointed to a full three-year term.

Department of Health and Human Services Office for Human Research Protections, 45 CFR 46

§46.107 IRB membership.

(a) Each IRB shall have at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB shall be sufficiently qualified through the experience and expertise of its members (professional competence), and the diversity of its members, including race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. The IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments (including policies and resources) and regulations, applicable law, and standards of professional conduct and practice. The IRB shall therefore include persons knowledgeable in these areas. If an IRB regularly reviews research that involves a category of subjects that is vulnerable to coercion or undue influence, such as children, prisoners, individuals with impaired decision-making capacity, or economically or educationally disadvantaged persons, consideration shall be given
to the inclusion of one or more individuals who are knowledgeable about and experienced in working with these categories of subjects.

(b) Each IRB shall include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas.

(c) Each IRB shall include at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution.

(d) No IRB may have a member participate in the IRB’s initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.

(e) An IRB may, in its discretion, invite individuals with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB.
DATE: October 9, 2020

TO: Aaron Hedge, Chair, Academic Senate

cc: Vernon Harper, Interim Provost & Vice-President, Academic Affairs
    Leslie Williams, Secretary to the Provost
    Beth Bywaters, Academic Senate, Administrative Support Coordinator
    Imeh Ebong, AVP for Grants, Research, and Sponsored Programs
    Isabel Sumaya, Practicing Scientist, Department of Psychology
    Gwen Parnell, Research Compliance Analyst, IRB Logistical Support

FROM: Matt Leon, Chair, IACUC

SUBJECT: Recommendation for IACUC Re-appointment as Alternate Member

This memo is to recommend re-appointment of Dr. Isabel Sumaya, Professor, Department of Psychology, to the CSUB Institutional Animal Care and Use Committee [IACUC]. Isabel has agreed to continue to serve. Her re-appointment should be for a term of three years effective August 31, 2020 and conclude August 31, 2023.

If the Academic Senate is in agreement with the re-appointment, please forward her nomination to the Academic Provost with an expression of your support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost's Office. Thank you.

Isabel’s contact information is below:

(661) 654-2381
isumaya@csub.edu

DDH H108 (Mail Stop: 24DDH)
DATE: 8 October 2020

TO: Aaron Hegde, Chair, Academic Senate

cc: Tommy Tunson, Retired Arvin Chief of Police
    Chandra Commuri, HSIRB Chair
    Vernon Harper, Provost & Vice-President, Academic Affairs
    Beth Bywaters, Academic Senate, Administrative Support Coordinator
    Leslie Williams, Secretary to the Provost
    Imeh Ebong, AVP for Grants, Research, and Sponsored Programs
    Gwen Parnell, Research Compliance Analyst, IRB Logistical Support

FROM: Dr. Isabel Sumaya, University Research Ethics Review Coordinator

SUBJECT: Recommendation for Re-Appointment

Based on the recommendation of the Human Subjects Institutional Review Board (HSIRB) and following policy for re-appointment of its members, this memo is to recommend the re-appointment of Tommy Tunson, retired Arvin Chief of Police, as a member of the CSUB HSIRB. Tommy will complete his three-year term as a community member and has agreed to continue serving the board. In following with HSIRB policy, I request that Tommy be appointed to a three-year term to commence on October 31, 2020, expiring on October 31, 2023.

If the Academic Senate is in agreement with the re-appointment, please forward his nomination to the Academic Provost with an expression of your support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost’s Office. Thank you.

Below is Tommy’s email:
tunson81@gmail.com
DATE: 8 October 2020

TO: Aaron Hegde, Chair, Academic Senate

cc: Jessica Williamson, Psychology  
Chandra Commuri, HSIRB Chair  
Vernon Harper, Provost & Vice-President, Academic Affairs  
Beth Bywaters, Academic Senate, Administrative Support Coordinator  
Leslie Williams, Secretary to the Provost  
Imeh Ebong, AVP for Grants, Research, and Sponsored Programs  
Gwen Parnell, Research Compliance Analyst, IRB Logistical Support

FROM: Dr. Isabel Sumaya, University Research Ethics Review Coordinator

SUBJECT: Recommendation for Re-Appointment

Based on the recommendation of the Human Subjects Institutional Review Board (HSIRB) and following policy for re-appointment of its members, this memo is to recommend the re-appointment of Dr. Jessica Williamson, as a member of the CSUB HSIRB. Jessica has just completed her first one-year term as a scientific member and has agreed to continue serving the board. In following with HSIRB policy, I request that Jessica be appointed to a three-year term to commence on September 30, 2020 expiring on September 30, 2023.

If the Academic Senate is in agreement with the re-appointment, please forward her nomination to the Academic Provost with an expression of your support. Upon agreement of the recommendation, please let me know when the Academic Senate has advised the Provost’s Office. Thank you.

Below is Jessica’s email: 
jwilliamson12@csub.edu
I suspect the marked section was inadvertently added, rather than having something missing. If you take out the bold, underlined section, it's coherent.

e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance with **during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation.** Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle. (Revised 06-06-17)

Hi, Bruce.

In the version I have (dated July 2, 2018) 306.2.2.e says the following:

e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance with *(something is missing here)* during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle. (Revised 06-06-17)

I assume what is missing is “department policy”, which may just be an editorial change. Will take it up with EC.

Beth, would you please put this on next week’s EC agenda under the Handbook Error log item?

Thanks,
Aaron

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Dr. S. Aaron Hegde, PhD
Chair, Academic Senate
Chair and Professor, Economics
Director, ERM Program
Aaron and Beth,

306.2.2.e is supposed to say this -- or something darned near like it.

e. Temporary faculty in Groups 1, 3 or 4 shall submit SOCIs in accordance with established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring quarter semester PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle.


Thanks,

Bruce
Hi Aaron,

Can’t the schools just make their own accounts on VotingPlace? They’ll have much smaller populations of voting faculty, so they would probably qualify for the lower pricing tiers. Or perhaps we need to allow other electronic voting means during the pandemic as an interim measure.

With regards to GECCo, my personal frustration is the constantly shifting goal-posts with respects to what a course needs to do in order to be approved. There also doesn’t seem to be sufficient consultation when the student learning outcomes, requirements, etc. are revised. The former is more personal, but the later speaks to a governance / structural issue. And of course, any changes to the GE structure itself needs to clearly be labeled as going through appropriate consultation and that is has Senate oversight.

Melissa

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Hi, Melissa.

Thanks for looking in to these issues. You are absolutely correct that it has fallen on Beth to co-ordinate and at times run school elections. This is the reason I had suggested in the summer that you have a meeting with each SEC chair and discuss their charge and responsibilities. We can step if there are any disputes that need an impartial arbitrator. The handbook is not very detailed about the process within each school. Perhaps you can ask each SEC chair to have by-laws and get them approved from the school faculty. Finally, we had stayed away from allowing SECs use Voting Place to run their elections, since it would fall on Beth to do it, as the only authorized administrator. The three of us can certainly discuss if we should make an exception during virtual delivery.

We do need to revisit GECCo structure. Before we send it out to committee, I wanted to get some more background about the central issues that need fixing. Is it just a reporting mechanism that needs to change, or are there more deeper issues/concerns. I am aware of those issues raised by some chairs in DCLC. I want to know if they are still of concern or if they have been fixed. Vernon had apparently passed along the message to Lori requesting her to address them. I was thinking of putting it as an item on the next DCLC meeting, getting some feedback, and then sending it to committee. We can certainly discuss it further at EC.

Beth, would you please amend the item on the agenda to say “FYS Instructors and GECCo
Hi Aaron,

Beth noticed at the end of the week that three of the four School Elections Committees had not run the elections for replacing termed-out members. I've also been having a lot of questions on the elections process, so I had a conversation with Beth and I've been reading up on that part of the Handbook this weekend. After all of that, I'm seeing a couple of issues, both procedural and Handbook related.

The first issue is the delineation of the duties to each SEC. The Handbook elections section reads to me like a distributed system managed and overseen by the Senate, with each SEC taking a stronger role within their school for school-based calls and elections, then reporting up to Senate regularly of nominations and outcomes. But it seems to be running in a more centralized mode, with the Senate office doing almost everything. As the campus grows, a centralized model is not going to scale. My computer science background is constantly thinking about scaling, so this leaps out at me. This is probably more procedural than Handbook-related, but something that needs to be ironed out before we get more issues as the campus grows.

More immediately related to the SEC, the SEC chair and/or the dean’s office staff should have been making sure that all the seats on each SEC are replaced as terms expire, particularly since those seats will always be school seats and will never turn into at-large seats. I think the Handbook is pretty clear here “The composition and structure of the SEC is decided by the faculty of the School”, which I would think also means each school has to run the SEC elections since they determine the composition. But given that three out of the four haven’t done that yet, perhaps we need to revise
that Handbook line to also make it clear that each school is responsible for electing people to their SEC, following the election rules in the Handbook, and for informing the Senate office of the outcomes.

Maybe I’m overthinking things and the SEC issue is as simple as they don’t know how to run an electronic vote now that we’re working remotely and we just need to provide some training on VotingPlace to the deans’ ASCs. But I suspect there’s also some procedural and Handbook issues at play.

Second, this deep dive into elections sparked a neuron that the Senate has discussed in the past, before the pandemic, concerns about committee proliferation from a faculty workload perspective. It was set aside for very valid reasons, but now that we’ll be in remote operation for a while, Exec Committee may want to circle back to this issue again. Committee proliferation is a workload issue from several perspectives.

Third, it also sparked a neuron that we were going to have broader discussions about GECCo structure and governance this Fall, but it wasn’t on the Exec Committee agenda, other than the part about FYS instructors. But there were concerns in Spring about Senate oversight of GECCo and other GECCo-related concerns. I can’t recall how CARS operated before GECCo, other than that it delegated responsibility for Area B GE courses to the NSME Curriculum Committee. Charles was on CARS though, so he can provide more insight there.

Melissa

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Dr. Melissa Danforth
Vice Chair, CSUB Academic Senate
Professor, Department Chair
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California State University, Bakersfield
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Fall Call for Interest to be Appointed to Various Universitywide Committees

Please provide a brief description of why you are interested and how you have suitable background for your selected committee(s).

ALL UNIVERSITY TEACHER EDUCATION ADVISORY COMMITTEE (TEAC)
The University-Wide Teacher Education Advisory Committee, which is chaired by the P&VPAA, is charged with the responsibility to review all components of teacher preparation and to recommend policy and actions regarding these matters. Its recommendations for new programs and modifications to extent ones are reviewed by the Academic Senate and approved by the President before submission to the California Commission on Teacher Credentialing. Faculty members are appointed by the Senate Executive Committee to serve two-year staggered terms upon recommendation by the Vice President of Academic Affairs. Handbook 201.5

(2) NSM&E Full-Time Faculty Members to serve a two-year term, May 2020-May 2022

Audrey Kemp – Ph.D. Assistant Professor, Mathematics
I believe I would be an excellent candidate to be appointed to the Teacher Education Advisory Committee for the May 2020 - May 2022 term. I am currently on TEAC completing a two-year term and have developed an understanding for the goals and purpose of the committee. I have made contacts within the committee and with members of the community (for example, within KHSD) to lay the groundwork for making sure our students are adequately prepared and equipped with everything they need to be successful once they graduate. I am also getting more involved with the Mathematics and Science Teacher Initiative (MSTI), which would complement my appointment on TEAC well. As one of my passions is conducting research on improving the understanding of and preparing pre-service math teachers, I am confident that I can continue to contribute meaningfully to the mission of this committee.

Thank you for your consideration, Aubrey Kemp

David Sandles, Ed.D.
I would really relish the opportunity. My qualifications are as follows:
I am a 19-year veteran of K-12 teaching with 7 seven years of experience serving as a teacher educator in both National University and CSU Bakersfield’s respective teacher education programs. As a graduate of CSUB and the current coordinator of CSUB’s masters in Curriculum and Instruction, I am passionate about developing new educators and programming that supports students in both K-12 and higher education sectors. Further, I am a former teacher of the year (2009), who holds CA Multiple Subjects and CA Reading Specialist credentials.

UNIVERSITY STRATEGIC PLANNING & BUDGET ADVISORY COMMITTEE (USP & BAC)
The University Strategic Planning and Budget Advisory Committee monitors progress towards the achievement of the University’s goals and objectives, including the review of institutional metrics and data, and provides input on the budgetary strategy to support the plan. The Committee advises the President on campus budget matters and makes recommendations for supporting the academic mission and maintaining institutional viability in light of fiscal challenges and opportunities. Faculty members are selected by President in consultation with chairs of AS Exec Committee to serve two-year term.

(1) Alternate Full-Time Faculty Representative to serve a two-year term, May 2020-May 2022
John Tarjan Chair, Management/Marketing
I would be interested in serving as the alternate on the USP&BAC. Thanks. JT
- I have a great deal of interest in budgetary and strategic planning matters.
- Completed accounting courses through first semester intermediate.
- Completed a finance concentration in my master’s degree.
- Serve on the Pandemic Budget Task force.
- Served on the CSUB Faculty Budget Prioritization Task Force
- Served on systemwide budget committees.
- Served years on the ASCSU Fiscal & Governmental Affairs Committee.
- Served on USP&BAC in the past.
- Served on several CSUB strategic planning committees, subcommittees, and task forces.
- Serve on the Goal 1 Committee.
- Participated in Access to Excellence (fairly significant roles) and Cornerstones.
- Have conducted numerous budget analyses using CSUB Tableau and other databases.
- Am familiar with CA state and CSU system budget practices.
- Have served on BPA strategic planning groups and initiatives.

Patrick O'Neill, M.A.- Co-Director Anthropology
I am interested in the position because
1.) I serve on the AIMS committee and AAC, and participation in budget and planning will allow me to bring budget-informed contributions to my other committee service.
2.) I want to learn about the budget and how it works to help inform my colleagues so they can initiate reform if appropriate.
3.) I would like to encourage and facilitate transparency and inter-committee collaborative discussions to enhance and to demonstrate shared governance with commitment to social justice and inclusivity.
4.) Faculty-built Curricula should be the basis of grant funding but should never be written specifically to accommodate grants that do not fund the faculty who participate in the implementation of curricular developments. Institutional, State, and Federal Funds should not be spent on superficial expenses just to ensure that the grants are not lost. Every expenditure should serve to pay faculty, to serve students and the community at large, and to accommodate programs, departments, and schools by increasing visibility, funding more faculty lines, funding institutional centers, and emphasizing education rather than profit. Nothing else makes sense.

UNIVERSITY POLICE ADVISORY COUNCIL
The intent of the University Police Advisory Council (UPAC) is to support the university police with recommendations and advice for planning regarding safety concerns and related police activity on the campus. The purpose of the UPAC is to create a “best in class” university police environment by assisting the university police by providing advice on utilizing community policing strategies on issues that impact the safety and quality of life of our diverse group of students, faculty, staff, and visitors. Part time and full-time faculty members are eligible and are selected by the AS Exec Committee to serve two-year staggered terms.
Michael Harville, Ph.D. - Counselor
I am interested in serving on the UPAC because I have experience working with our police department on a variety of public safety and mental health concerns. There have been systemwide discussions of having counselors respond to mental health crises on campus instead of the police. I would like to be part of the discussion on how we balance officer safety with public safety, especially for people of color.

Zachary Hays, Ph.D. – Assoc. Professor, Criminal Justice
I would be interested in serving on the University Police Advisory Council. I am an Associate Professor of Criminal Justice who specializes in policing and law enforcement with 10+ years of experience researching and teaching about the criminal justice system, and policing in particular. I have also worked on multiple funded research grants with the Bakersfield Police Department and am a member of the Bakersfield Safe Streets Partnership (police-community collaboration). I have also previously served in a similar function (faculty representative) for the Police Advisory Board at my previous institution (Washington State University).

Md Naser – Communications to serve a two-year term, September 2020 – September 2022.
Thursday September 3, 2020

Dear Dr. Hegde,

During its meeting on August 28, 2020, GECCo **APPROVED** the attached proposal to modify the Academic Planning Manual. We respectfully submit it for consideration by the CSUB Academic Senate.

Please let me know if you have any questions.

Sincerely,

Andreas Gebauer, Ph.D., Faculty Director
General Education Program
Appeal Process Revision

Appeals Process.

1. New General Education course approval requests are sent to the appropriate school curriculum committee for review first. With the approval of the school curriculum committee, the proposal is sent to the General Education Curriculum Committee (GECCo) for approval to be included in the general education program.

2. The committee GECCo reviews the request using the guidelines and criteria on record. The committee GECCo provides a written justification of its findings. In case of rejection, (a) course revision(s) can be made based on the review and resubmitted to the committee GECCo.

3. Following an unsuccessful re-submission, a written appeal can be filed with CARS the Academic Affairs Committee (AAC) of the CSUB Academic Senate that outlines how the petitioner believes the committee GECCo misinterpreted or otherwise violated its guidelines and procedures on record.

4. CARS AAC will verify that all rules and procedures identified by the respective committee were followed in the course of the review. CARS AAC will, if necessary, conduct oral interviews and request further information from the committee.

5. If the CARS AAC review finds that the guidelines and procedures on record were applied correctly, the appeal is rejected.

6. If the CARS AAC review finds that the guidelines and procedures on record were applied inappropriately, the committee GECCo will be advised to reconsider. If the committee GECCo cannot resolve the issues raised by CARS AAC, then CARS AAC will make a final decision.

NOTE: CARS AAC only reviews whether procedures were followed. It does not review guidelines, criterion or courses.
As a university dedicated to meeting the needs of its region and to providing leadership and expertise for students and the community, CSUB must actively plan for the future. An evidence based program review is an essential component of the active planning process. The required elements of a program review are: evidence-based self-examination, assessment of student learning outcomes, evaluation of resources necessary to ensure quality, and the harmony of the program visions and plans with those of the university. Program review provides a critical reflection of who we are, where we are going, where we should be going, and how we should get there. It involves a program’s commitment and willingness to candidly evaluate goals, objectives, and activities, through outcomes-based assessment of student learning. Consequently, ever improving decisions on curriculum and budgeting of scarce resources are made when faculty use program review data to inform the decision making process.

The program review process strives to inform program decisions based upon evidence-based assessment and assessment results in turn lead to a foundation for informed budget and curricular decisions. This dynamic interplay, which is the heart of the program review, is primarily a faculty-driven process. This faculty endeavor utilizes accreditation reports (when available) and annual reports to reduce redundant reporting and to facilitate comparisons across departments, schools, and universities. Transparency and accountability is enhanced by tying together the recommendations for program improvement with budgeting, faculty lines and space requirements through a Memorandum of Understanding and Action Plan (MOUAP). Consequently, program review establishes a faculty reviewed process by which evidence-based claims 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 desire to provide a quality university-level program balanced with respect for the needs of society in general and the region in particular, student abilities and interests, and career needs. Most importantly, program review must provide an evidence-based determination of 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 scarce resources and to plan for change. Successful program review is dependent upon faculty willingness to engage in an intensive and comprehensive self-study process that uses data and honest professional discourse about the
evaluation criteria to be applied, changes in knowledge, the relationship of programs to one
another, and the educational needs of students and society at large.
To achieve these purposes, faculty are required to evaluate the program’s student learning
outcomes, annual assessment findings, benchmarking results, subsequent changes, and evidence
concerning the impact of these changes. Such assessment demands that well-qualified internal
and external reviewers evaluate the program’s learning outcomes, assessment plan, evidence,
benchmarking results, and assessment impact. Such reviewers provide evaluative feedback and
suggestions for improvement. It is expected that the program faculty use this feedback to
improve student learning. Program faculty are to prepare a retrospective Self-Study and a
forward looking Program Plan in advance of the next cycle of review. It is expected that the
campus will systematically integrate program reviews into planning and budgeting processes,
through negotiation of formal action plans with mutually agreed-upon commitments.

ANNUAL REPORTS

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 is asked to 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. A
narrative, not expected to exceed two pages, focuses on clarifying and explaining the data and
discussing any emerging trends. If the program has a MOUAP, it is required to evaluate the extent
to which it has met any program goals or benchmarks and may also report the status of agreed
upon resource allocations. The cumulative data and narratives will form the foundation for the next
program review.

ORGANIZATION STRUCTURE FOR THE REVIEW PROCESS

PROGRAM SELF-STUDY COMMITTEE:

Each program conducting a review shall select a Self-Study Committee of at least three members.
In consultation with program faculty and representative students, the committee is responsible for
the preparation of a Self-Study and a Program Plan (Planning) document. The committee receives
a packet containing the review guidelines and deadlines, model program reviews, and other
material. The chair of the department or interdisciplinary program is responsible for ensuring the
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 the date on which approval was voted.

EXTERNAL REVIEW OR PROGRAM ACCREDITATION:

The AVPAP, in consultation with the school dean, may provide a list of available reviewers from which a
program may select. When a list is not available, the program proposes an external reviewer in consultation
with the AVPAP and is asked to assure the program review committee that the individual is capable of
carrying out a neutral review. The Provost and Vice President for Academic Affairs maintains a fund
to pay for the external reviewer.

An external reviewer will evaluate each program as part of the program review or accreditation
process. The purpose for the external reviewer is to assist the faculty to improve the quality of
their program by providing a new, comparative, and broader perspective on the program, its last seven years of operation, and its plans for the next seven years. The external reviewer will conduct an exit interview with the program faculty, the chair of the University Program Review Committee (UPRC), the appropriate school dean, and the Associate Vice President for Academic Programs and Dean of Undergraduate and Graduate Studies (AVPAP), and the Provost and Vice President for Academic Affairs. The external reviewer will provide the Office of Academic Programs with a report that provides comments and recommendations regarding the program. The program faculty has the opportunity to review the report (within a reasonable time period) for factual inaccuracies and misperceptions and submit a written response. The program faculty’s written response to the External Reviewer’s report becomes part of the package of documents subsequently reviewed by the UPRC, the appropriate school dean, and the Provost and Vice President for Academic Affairs.

SCHOOL DEAN REVIEW:

School deans are also responsible for assessment processes, the management of resources and strategic planning activities. The school dean, after reading the program self-study and program plan, and external reviewer's report or accreditation report, may add another review with comments and recommendations. In the case of interschool programs, all relevant deans have an opportunity to add their comments and recommendations.

UNIVERSITY REVIEW:

Upon receiving the documents written by the school dean, the Program Self-Study Committee, and the external reviewer(s), the University Program Review Committee engages in a review of the program. The UPRC consists of one faculty member elected by each of the schools and two at-large faculty, as well as one faculty from the Academic Senate membership selected by the Executive Committee, and as a non-voting member the AVPAP (ex officio). To ensure continuity in UPRC operation the members shall serve two-year staggered terms. Each member is given five WTUs of assigned time for his/her two year service.

The UPRC will examine all documents developed during the review. On the basis of its examination the committee shall 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 policy and procedures of that process, and assure that program review findings are used transparently and with accountability to inform 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.

PROVOST REVIEW

After examining the program review documents, the Provost and Vice President for Academic Affairs shall meet with the program coordinator, the chair of the UPRC and other individuals who have roles in the resource allocation and planning process (e.g., the department and school dean) to discuss the program review and recommendations. At the close of the meeting the Provost and Vice President for Academic Affairs, through active negotiation with the program faculty and
appropriate school dean, shall prepare a Memorandum of Understanding and Action Plan (MOUAP) for allocation of academic affairs resources to academic programs 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 program faculty and the school dean shall be responsible for implementing the recommendations.

Copies of the documents from each program review shall be maintained in the office of Academic Affairs and the Academic Senate office. Copies of the concluding Memorandum of Understanding Action Plan (MOUAP) for allocation of academic affairs resources to academic programs negotiated between the Provost and Vice President for Academic Affairs, the program faculty and the appropriate school dean will be sent to the Academic Senate, the appropriate school dean, the chair of the UPRC, and the chair of the Program Self-Study Committee. Finally, at the end of the academic year the AVPAP shall circulate a summary of the major findings, recommendations and budgetary allotments for all programs reviewed.

PROCEDURES FOR PROGRAMS WITH EXTERNAL REVIEW FOR ACCREDITATION

Those programs that have external accreditation procedures are excused from duplicating information necessary for that external accreditation procedure in their program review process. Given that each accreditation procedure is unique, on a case-by-case basis certain of the elements identified in the Guidelines for Documents Prepared during the Program Review Process may simply be included as part of the accreditation documents submitted with their program review materials. This often includes such information on students, faculty, resources and enrollments compiled by the office of Institutional Research, Planning and Assessment (IRPA) and that forms the basis of the annual academic scans, reflection on program assessment of student learning outcomes, and strategic planning for the future. Consequently, program faculty of such externally accredited programs should include their accreditation documents and only those elements NOT encompassed by those accreditation documents as their program review documents.

APPROVED BY ACADEMIC SENATE June 21, 2010
APPROVED BY PRESIDENT July 28, 2010
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 required elements of a program review are 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 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 process.

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 claims 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.

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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, and 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**

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 data collection, development of figures, etc. 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 for Academic Affairs (Provost) 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 new and 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. 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.
Office of Academic Programs to become part of the package of documents subsequently reviewed by the appropriate school dean, the UPRC, and the Provost.

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 two weeks 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 for his/her 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 a month after examining 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, 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, 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 and the UPRC 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 annual report and program review documents shall be maintained in the office of Academic Affairs. At the end of the academic year, the AVPAA shall prepare a summary of the major findings, recommendations and budgetary allotments for all programs reviewed that year.

PROCEDURES FOR PROGRAMS WITH EXTERNAL ACCREDITATION

All degree-granting 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 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 a one-semester extension 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, 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 the UPRC may elect to proceed with the program review without a self-study prepared by the program.

REVISED BY THE UPRC October 13, 2020
APPROVED BY ACADEMIC SENATE
APPROVED BY PRESIDENT

Deleted: June 21, 2010
Deleted: July 28, 2010
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 required elements of a program review are 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 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 process.

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 claims 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.

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, and 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

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 data collection, development of figures, etc. 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 for Academic Affairs (Provost) 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 new and 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. 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.

**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 two weeks 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 for his/her 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 a month after examining 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, 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, 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 and the UPRC for review.

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REVISED BY THE UPRC October 13, 2020
APPROVED BY ACADEMIC SENATE X
APPROVED BY PRESIDENT X
Appendix 1: Suggested Changes to CSUB Program Review Documents

1. “Program Review Policy & Procedures (Spring 2010):”
   - Annual Report: Is it current?
     - Narrative not exceeding 2 pages
   - External Review:
     - Who attends the external reviewer exit meeting?
   - Role of deans: “may add another review”
   - UPRC
     - UPRC member reassigned time: 5 WTUs
     - Include UPRC Charge?
   - Provost: Who prepares MOUAP?
   - Repository of program review documents: both Academic Programs and Senate?

2. “Program Review Template (updated 5/22/2019)”
   - Number of copies submitted: electronic + 3 + 10 (p.1 and p.2)
   - Dean: “has option” to provide comments (p.1)
   - Dean and faculty develop a draft MOUAP.

3. “Academic Program Annual Reports”
   - Is this the current version?
   - The new narrative not exceeding 2 pages
   - Template for annual report to be updated?
   - Appendix IV (p.11): for program assessment, still use Quarter

4. “Preparing a Winning Self-Study” (UPRC Workshop in Fall 2019)
   - Number of copies submitted: electronic + 7 complete hard copies (p.6)
## Appendix 2: UPRC Folders in Box and SharePoint

<table>
<thead>
<tr>
<th>Title of Folder</th>
<th>Box</th>
<th>SharePoint in OneDrive</th>
</tr>
</thead>
</table>
| Annual Report to Senate | - 2010-2011 to 2019-2020  
- No 2013-2014  
- No 2015-2016 | - 2010-2011 to 2018-2019  
- No 2013-2014  
- No 2015-2016  
- No 2019-2020  

### Archives

- a. Additional documents-2016-17
  - UPRC Charge
  - UPRC concerns: see Draft 2
- b. Agenda-Minutes 2010-2018
  - Agendas:
    - Agendas for 2012-13: in the folders of 2011-12 and 2013-14 agenda folders; also available in UPRC → Archives → Program Reviews → 2012 13 Program Reviews → 2012 13 Agenda’s
    - 2015-16 Agendas: incomplete
    - No separate folder for 2016-2017 agendas: 2016-2017 agendas are in the folder of “Minutes 2016-2017”
    - No separate folder for 2018-19 agendas; 2018-19 agendas are in the folder of “Minutes 2018-2019”
  - Minutes:
    - Incomplete minutes: 2011-2012, 2015-2016,
    - No minutes for 2012-13
    - 2018-19 minutes for Spring 2019 semester are in “UPRC Meeting Agenda-Minutes 2019-2020 folder”
- c. Completed reviews
  - Arts 2010-2011 Review
  - Computer Science Review 2010-11
  - PEAK
  - PPA 2010-2011 Review
    - Information in this folder is duplicate, which is available in UPRC → Reviews by Program.
- d. Correspondence
- e. External reviewer information
- f. General UPRC letterhead
- g. Memo’s
- h. MOUAP Archives
  - MOUAP template
  - Signed MOUAPs
- i. Procedures
- j. Program Review Process
- k. Program Review Templates 2016-17
- l. Program Reviews
  - Program Reviews by year (2009-10 – 2017-18)
- Duplicate; files are also available in UPRC →Reviews by Program
- 2014 15 Program Reviews folder – MSA Administration (online): includes two different files from those in Reviews by Program - _Administration 2015 16 [suggestion: Include two files in the Reviews by Program folder]
- 2016 17 Program Reviews folder – MA Educational Administration: suggestion: include a folder on MAEA in Reviews by Program folder under “Education MA”
- 2016 17 Program Reviews folder:
  o also includes 2016-17 meeting agendas and minutes (9/28/2016 – 5/8/2017)
  o also includes UPRC Workshop 2-10-17 (including agenda, PPT, eval forms)
- 2017 18 Program Reviews folder:
  o Also includes 2017 18 Meetings (Agendas: 10/2/2017 – 5/7/2018; Minutes: 9/25/2017 – 5/14/2018)

m. Program scans
n. Thank you letters
o. Trend analysis
p. UPRC Committee
q. UPRC Grid
r. UPRC letterhead Contains same information as in General UPRC Letterhead folder (see f)
s. UPRC Previous committee members
  • contains same but less information as in UPRC Committee (see p)
t. WASC
u. Welcome letters
v. Welcome letters(1)
  • contains same but less information as in Welcome Letters.

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<tr>
<td></td>
<td>2 files, same document, one in Word, one in PDF</td>
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<tr>
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<th>Program Review Procedures and Templates</th>
<th>Program Review Progress Report: 2 files, same, one in Word, one in PDF</th>
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<td>The rest are same.</td>
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<tr>
<td></td>
<td>- No Program Review Progress Report</td>
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<tr>
<td></td>
<td>- The rest are same.</td>
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53
<table>
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<tr>
<th>Template with Timeline</th>
<th>2 files: MOUAP Template (2011-12 to 2016-17) + Program_Review_Template 2 (1/17/2018)</th>
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<td>Reviews by Program</td>
<td>Administration: Mixed up</td>
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<td>2011-12 Folder: This is for MS HCA. 2015-16 Folder: This is for online MSA. There is a separate folder for MS-HCA – see below. Include two files in this folder from UPRC → Archives → Program Reviews → 2014 15 Program Reviews → MSA Administration (online)</td>
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<td>BA and MA Spanish</td>
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<tr>
<td></td>
<td>same PDF files + 1 more Word File – “Notification”</td>
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<tr>
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<td>BA Art</td>
</tr>
<tr>
<td></td>
<td>same PDF files + 33 more Word/Excel Files</td>
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<tr>
<td></td>
<td>BA CAFS</td>
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<td></td>
<td>same PDF files + more Word/Excel files</td>
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<td>more documents</td>
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<td></td>
<td>same</td>
</tr>
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<td></td>
<td>BA Music</td>
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<td>same</td>
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<tr>
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<td>More files</td>
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<tr>
<td></td>
<td>BA Theatre</td>
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<td>same PDF files + 1 more Word and 1 more Excel</td>
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<td>Program</td>
<td>Notes</td>
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<tr>
<td>BA-MA English</td>
<td>More files</td>
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<tr>
<td>BS Chemistry &amp; Biochemistry</td>
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<td>Supporting Documents folder with duplicated files</td>
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<td>Chemistry – Biochemistry folder in Completed Reviews</td>
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<td>folder contain just 1 Internet Shortcut file</td>
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<td></td>
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<td>BS_MS Nursing</td>
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<td>the same as the file in 2019-20 Due folder in BS_MS Nursing folder</td>
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<td><strong>BA-MPA PPA</strong></td>
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<td>---</td>
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<tr>
<td>same PDF files + few more Word files including UPRC Notification 1/15/2015)</td>
<td>1 file re UPRC Notification 1/15/2015</td>
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</table>

**BA-MPA in Public Administration (No folder).**
but 1 file re UPRC Notification 1/15/2015 is included in BA-MPA PPA.

**PPA**
- Contains 3 PDF files ("NASPAA_Accred_2009," "Provost_Memo_2003," "UPRC PPA BAPA and MPA Program Reviews Memo2 2") and 1 Word file "PPA Response to UPRC Program Review Report, October 20, 20"), which are not available in BA-MPA PPA Folder;
- The other two Word files are in BA-MPA PPA Folder.

**Public Admin**
Contains 2 folders:
- 2018 External Report folder: includes 1 PDF file re UPRC Memo (5/14/2018) "UPRC Response BAPA MPA 2017 18," which is not available in BA-MPA PPA Folder; the other three PDF files are in BA-MPA PPA Folder.
- Archives folder includes more prior reviews info (1998-99; 2010-11; etc.)

Combine all folders into 1 folder

<table>
<thead>
<tr>
<th><strong>BS Natural Sciences</strong></th>
<th><strong>BS Physics</strong></th>
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<tbody>
<tr>
<td>same PDF files + more Word/Excel files</td>
<td>No Physics 2015 Folder in Archives folder; Physics 2018-19 folder in Archives folder is empty.</td>
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<table>
<thead>
<tr>
<th><strong>BS Physics</strong></th>
<th><strong>BS-MS Biology</strong></th>
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</thead>
<tbody>
<tr>
<td>same + Physics 2015 Folder</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>BS-MS Biology</strong></th>
<th><strong>Business Admin</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td>Same + More old files (1997-98, 2009-10 review cycle materials)</td>
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</table>

| **Business Admin (No folder)** | 
| Folder of Business Admin in Completed Reviews folder. |
### Completed Reviews (No Separate Folder)

There is a “Completed Reviews” folder in Archives (see above in Archives section).

#### Email Attachments

- Contains two Word files: “CJ Review” (UPRC draft memo 2/6/2017) & “Communications” (UPRC notifying overdue Communications program review).
- Folder: Global Intelligence & National Security (see below)
- Folder: Honors Program (see below)
- Folder: Human Biological Sciences (see above in BA Human Biological Sciences folder in SharePoint)
- Folder: Interdisciplinary Studies (see below)
- Folder: Philosophy (see below)
- Folder: Science Education (see below)
- Folder: Social Work (see below)
- Folder: Special Major Interdisciplinary Studies (see below)
- Folder: SPED (see below)
- Folder: Teacher Education (see below)
- File “Philosophy Program External Review 3” (this file is available in Philosophy folder in BOX in 2015 Philosophy Program Review folder called “Philosophy Program External Review.”)

### Computer and Electrical Sciences (NO Folder)

<table>
<thead>
<tr>
<th>a.</th>
<th>In the folder of Reviews by Program – BS Computer Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>In the folder of Reviews by Program – BS Electrical Engineering</td>
</tr>
<tr>
<td>c.</td>
<td>In the folder of Reviews by Program – BS Electrical Engineering</td>
</tr>
<tr>
<td>d.</td>
<td>In the folder of Reviews by Program – BS Engineering Sciences Supporting Documents folder</td>
</tr>
</tbody>
</table>

#### Computer and Electrical Sciences

Folder contains 4 files:

- ABET Self study computer engineering-2017-18 self study report
- ABET Self study Electrical Engineering-2017-18 self study report
- Computer and electrical engineering final 11-16-2018Final2
- Engineering Sciences extension

### Counseling MS:

- Contains 2 folders
  - 2005-06 Folder: Excel file “Counseling MS data master”
  - 2010-11 Folder:

#### MS Counseling:

- Contains 2 files re extension approval

### EDCS

- Contains 2015-16 review folder + other files

Combine all folders into 1 folder

### Criminal Justice

- Same + More
- No UPRC Draft Memo (2/6/2017) which is available in SharePoint called “CJ Review.”

### Educational Counseling (No folder)

Folder in Completed Reviews folder

Contains 2 files: “EDCS Self study-Fall 15” & “EDCS-PR Memo 2”

### Criminal Justice (No folder)

In Completed Reviews folder
<table>
<thead>
<tr>
<th>Program</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Accredited Programs by campus</td>
<td>Contains 1 Word file: CSU accredited programs by Campus</td>
</tr>
<tr>
<td>EDD</td>
<td>EDD</td>
</tr>
<tr>
<td>Education MA</td>
<td>Contains 2010-11 Folder &amp; 1998-99 folder + other files  Include a separate folder for MA Educational Administration Combine info from Box and SharePoint</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>Contains 2013-14 folder</td>
</tr>
<tr>
<td>Global Intelligence and National Security</td>
<td>Same + few more Word files No UPRC Memo (11/20/2015), which is available in SharePoint “GINS Final.”</td>
</tr>
<tr>
<td>History</td>
<td>Same + More (including info re prior reviews 1998-99, 2006-07)</td>
</tr>
<tr>
<td>Honors Program</td>
<td>MORE files</td>
</tr>
<tr>
<td>Interdisciplinary MA</td>
<td>Same + few more files in 2003-04 No UPRF draft memo, which is available in SharePoint “INSTDraft1”</td>
</tr>
<tr>
<td>Special Major-Inter Studies</td>
<td>Same Contains 1 Word File “InterStudies Review Notification,” which is available in Interdisciplinary MA Folder – Archives folder – Interdis 2014-15 folder</td>
</tr>
<tr>
<td>MA Education C and I</td>
<td>More + MA Education folder</td>
</tr>
<tr>
<td>Modern Languages &amp; Literature</td>
<td>No review on Modern Languages &amp; Literature in SharePoint</td>
</tr>
<tr>
<td>MS-Health Care Administration</td>
<td>More + Archives folder</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Same + MORE (including info re prior reviews 1996-97, 2003-04)</td>
</tr>
<tr>
<td>Science Education</td>
<td>Same + 1 Word file “UPRCReviewNoteScienceEducation”</td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Work (NO folder)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>No folder</td>
<td>In Completed Reviews folder</td>
</tr>
<tr>
<td>2015-16 Social Work Folder is in BA Sociology folder in Archives Folder.</td>
<td>Has more files</td>
</tr>
<tr>
<td>Combine the 2015-16 Social Work folder in BOX and Social Work folder in SharePoint</td>
<td></td>
</tr>
<tr>
<td>Create a separate folder in BOX with the above information included</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Special Education (NO folder)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PDF file + Special Education 2016 folder</td>
<td>In Completed Reviews folder</td>
</tr>
<tr>
<td>SPED same 3 PDF files + 1 PDF file &quot;MOUAP SPECIAL ED 2016&quot; SPED-Memo.2015: UPRC Memo (10/30/2015) not in Special Education folder, but in SPED folder in BOX and SharePoint</td>
<td></td>
</tr>
<tr>
<td>Combine folders into 1 folder; include the above two files</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Education</th>
<th>Teacher Education (NO folder)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More but the following 2 are not in Box, which are available in SharePoint: “S Schmidt MEMO dtd 11-16-16” “Stacey letter 11-15-16”</td>
<td>In Completed Reviews folder</td>
</tr>
<tr>
<td>1 File: “Questions for Reflection 9_08_11 2”</td>
<td>1 File: “Questions for Reflection 9_08_11 2” (NOT in folder)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UPRC Grid</th>
<th>Folder called “UPRC Grid”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folder called “UPRC Grid 2019-2020” 2 Folders</td>
<td>3 folders:</td>
</tr>
<tr>
<td>• 2018-19: 10 files</td>
<td>• 18-19 UPRC Grid File: 1 file</td>
</tr>
<tr>
<td>• 2019-20: 2 files</td>
<td>• Grid Archives:</td>
</tr>
<tr>
<td></td>
<td>o Grid from 8-9-18 to Current Folder (6 files);</td>
</tr>
<tr>
<td></td>
<td>o Grid from 10-12-16 to 6-1-18 Folder (20 files + UPRC_trend_report_2013)</td>
</tr>
<tr>
<td></td>
<td>o Misc: 1 SharePoint Internet shortcut</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UPRC Meeting</th>
<th>Folder called “Meeting Agenda-Minutes 2019-2020,” 114 files</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda-Minutes</td>
<td>2015 16 Folder: Archived Minutes and Agenda Folder + 2 Files</td>
</tr>
<tr>
<td></td>
<td>2016 17 Folder: Grid Archives Folder (Grid for Sept/Oct 2016) + 33 Files</td>
</tr>
<tr>
<td></td>
<td>2017 18 Folder: Agendas 2017 18 Folder + Minutes 2017 18 Folder + 4 Files (including UPRC Charge)</td>
</tr>
<tr>
<td></td>
<td>2018-19 Folder: agenda + minutes</td>
</tr>
<tr>
<td></td>
<td>2019-20 Folder: 56 files</td>
</tr>
<tr>
<td></td>
<td>Minutes: 1/31/2019-3/10/2020</td>
</tr>
<tr>
<td></td>
<td>Agenda: 2/7/2019-3/3/2020</td>
</tr>
</tbody>
</table>

| UPRC Members         | 5 files |

<table>
<thead>
<tr>
<th>Members and Term</th>
<th>No Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits</td>
<td>4 files; 2016-2017 UPRC membership</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UPRC Letterhead</td>
<td>Folder called “UPRC Official-LH-6-4-19,” 1 Word File</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UPRC Review Cycle 2019</td>
<td>2 files + 1 Outlook Item</td>
</tr>
<tr>
<td>UPRC Workshops</td>
<td>• UPRC Workshop 2017: 20 items</td>
</tr>
<tr>
<td></td>
<td>• UPRC Workshop 2018: 21 items</td>
</tr>
<tr>
<td></td>
<td>• UPRC Workshop Fall 2019: 10 items</td>
</tr>
<tr>
<td></td>
<td>• UPRC Workshop Spring 2019: 1 item</td>
</tr>
<tr>
<td></td>
<td>• Thumbs</td>
</tr>
<tr>
<td>Important Communications</td>
<td>NO folder</td>
</tr>
<tr>
<td>Other</td>
<td>• Two files: .DS Store and Thumbs</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Appendix 3: Issues of Concern in Academic Program Review at CSUB

<table>
<thead>
<tr>
<th>UPRC Recommendations/Issues of Concern</th>
<th>AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Program Review Template and MOUAP Template need to be reviewed and reaffirmed by the Academic Senate.*</td>
<td>2019-2020; 2018-2019; 2017-2018</td>
</tr>
<tr>
<td>Importance of assessing student learning outcomes*</td>
<td>2019-2020; 2018-2019; 2017-2018</td>
</tr>
<tr>
<td>Presenting the information on undergraduate and graduate programs separately and clearly in the self-studies*</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Ensuring programs have sufficient notice for preparing their Self-Study and Program Plan</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Paying attention to program sustainability*</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Planning External Reviewer visits in advance*</td>
<td>2017-2018; 2014-2015</td>
</tr>
<tr>
<td>Involving accredited programs in the university program review process</td>
<td>2016-2017; 2014-2015</td>
</tr>
<tr>
<td>Membership of UPRC</td>
<td>2016-2017; 2010-2011</td>
</tr>
<tr>
<td>Developing Annual Report process</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Role of deans</td>
<td>2016-2017; 2011-2012</td>
</tr>
<tr>
<td>Revising program review template</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Definition of program and department</td>
<td>2011-2012</td>
</tr>
</tbody>
</table>

**Notes:**
1. The list of issues of concern in academic program review at CSUB was compiled based on archived UPRC reports (AY 2010-2011 – AY 2019-2020); UPRC reports for AY 2013-2014 and AY 2015-2016 are not available.
2. Recommendations marked with an asteroid were identified by the UPRC in their poster presentation with the WSCUC Team.
Appendix 4: Academic Program Review at CSUs – Information on the Website

Bakersfield
1. [https://www.csub.edu/academicprograms/Program%20Review/index.html](https://www.csub.edu/academicprograms/Program%20Review/index.html)
2. Every 7 years
3. Available on the website:
   a. Academic Program Review Policy and Procedures (Spring 2010)
   c. Academic Program Annual Reports
   d. Program Review Progress Report
   e. University Program Review Schedule
   f. University Program Review Committee

Channel Islands
1. [https://www.csuci.edu/continuousimprovement/program-review.htm](https://www.csuci.edu/continuousimprovement/program-review.htm)
2. 5-year cycle
3. Available on the website:
   a. Program Review Process
   b. Program Review Schedule
   c. Program Review Guidelines

Chico
1. [https://www.csuchico.edu/apr/](https://www.csuchico.edu/apr/)
2. [https://www.csuchico.edu/graduatestudies/about-us/academic-program-review.shtml](https://www.csuchico.edu/graduatestudies/about-us/academic-program-review.shtml)
3. Once every 5 years
4. Separate undergraduate and graduate program reviews
5. Available on the website:
   a. Undergraduate programs
      i. Undergrad Academic Program Review Guidelines
      ii. Undergrad External Review Process and Guide
      iii. APR Funding
      iv. Undergrad Program Review Schedule
   b. Graduate programs
      i. Graduate Academic Program Review Guidelines
      ii. Graduate External Review Process and Guide
      iii. APR Funding
      iv. Graduate Program Review Schedule
6. Required program data elements for program review (Undergraduate):

Dominguez Hills
1. [https://www.csudh.edu/uepa/program-review/](https://www.csudh.edu/uepa/program-review/)
2. Every 6 years
3. Available on the website:
   a. Goals of academic program review
b. Program Review Schedule

c. Program Review Guide

d. Program Review Panel Charge

e. Program Review Panel Roster

f. Program Review Panel Meeting Minutes (2016-17)

g. Past Program Review Summary Agreements

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**East Bay**

1. [https://www.csueastbay.edu/senate/five-year-review.html](https://www.csueastbay.edu/senate/five-year-review.html)

2. [https://www.csueastbay.edu/senate/committees/capr/index.html](https://www.csueastbay.edu/senate/committees/capr/index.html)

3. Every 5 years

4. Available on the website:
   a. Academic Program Review Procedures
   b. Annual Report deadlines
   c. Annual Report Template & Checklist
   d. External Reviewer Request Form
   e. 19-20 Five-Year Program Review Schedule
   f. Five-year Program Review Archives by Department (including 5-year reviews, CAPR Review Documents, and MOUs)
   g. Committee on Academic Planning and Review (CAPR) Committee Information: Committee Policies & Procedures
   h. Subcommittees of CAPR
   i. 2020-21 CAPR Members
   j. CAPR Meeting Archive (including meeting agendas and minutes from 1999-2020)

5. Academic Program Review Procedures: [https://drive.google.com/file/d/1IF7nNAybb3LzAnGFn0myCg7htGt2PYI/view](https://drive.google.com/file/d/1IF7nNAybb3LzAnGFn0myCg7htGt2PYI/view)

6. CAPR Committee Policies & Procedures (CAPR Charge): [https://docs.google.com/document/d/16t5vMmW98kJb8g0askhM4m_QLc9CUMIi_PTLXND-DeU/edit](https://docs.google.com/document/d/16t5vMmW98kJb8g0askhM4m_QLc9CUMIi_PTLXND-DeU/edit)

---

**Fresno**

1. University Committee Review: [https://www.fresnostate.edu/academics/curriculum/prog-review/](https://www.fresnostate.edu/academics/curriculum/prog-review/)

   Undergraduate Curriculum Committee:

   University Graduate Committee:
   [http://www.fresnostate.edu/academics/senate/committees/graduate/index.html](http://www.fresnostate.edu/academics/senate/committees/graduate/index.html)

2. 5-year cycle

3. Available on the website:
   a. Procedures & Guidelines for Review of Academic Programs
   b. Abbreviated Program Review for Nationally Accredited Programs
   c. Forms and Templates (Orientation, Self-Study Template, Review Team Report, & Action Plan)
   d. Academic Program Review Schedule (by college)


Fullerton
1. [http://www.fullerton.edu/data/quality/ppr/](http://www.fullerton.edu/data/quality/ppr/)
2. Every 7 years
3. Available on the website:
   a. University Policy Statement on Program Performance Review (PPR)
   b. PPR Guidelines
   c. PPR Schedule 2020-2021 through 2026-2027 by Year and by Program
   d. PPR Reports by College (Programs)
4. **PPR Schedule 2020-2021 through 2026-2027 by Year**:
   [http://www.fullerton.edu/data/_resources/pdfs/ppr/PPR_Schedule_Y_050820.pdf](http://www.fullerton.edu/data/_resources/pdfs/ppr/PPR_Schedule_Y_050820.pdf)
5. **PPR Schedule 2020-2021 through 2026-2027 by Program**:
   [http://www.fullerton.edu/data/_resources/pdfs/ppr/PPR_Schedule_P_050820.pdf](http://www.fullerton.edu/data/_resources/pdfs/ppr/PPR_Schedule_P_050820.pdf)

Humboldt
1. [https://academicprograms.humboldt.edu/content/program-review-documents](https://academicprograms.humboldt.edu/content/program-review-documents) (need password to log in to view program review documents.)
   [https://ie.humboldt.edu/Assessments/AcademicAssessment](https://ie.humboldt.edu/Assessments/AcademicAssessment)
   [https://ie.humboldt.edu/Assessments](https://ie.humboldt.edu/Assessments) (This website is currently under construction. A new Assessment and Program Review website will be up in Summer 2020.)
2. 6-year cycle
3. Available on the website ([https://ie.humboldt.edu/Assessments/AcademicAssessment](https://ie.humboldt.edu/Assessments/AcademicAssessment)):
   a. Program Review Schedule by Year and by Program
   b. Timeline of Review Year
   c. Self-Study Template
   d. External Review: Logistics and Template

Long Beach
1. [https://www.csulb.edu/academic-senate/program-assessment-review-council-parc](https://www.csulb.edu/academic-senate/program-assessment-review-council-parc)
2. Every 7 years
3. Available on the website:
   a. Charge of the Program Assessment and Review Council (PARC), membership, committees, subcommittees
   b. Committee meeting schedule
   c. Links to documents
   f. Council Duties
   g. Assessments
4. **Academic Senate Policy on Program Review:**

**Los Angeles**
1. [http://www.calstatela.edu/apra/program-review](http://www.calstatela.edu/apra/program-review)
2. Every 6 years
3. Available on the website
   a. Policy on program review
   b. Program review schedule (by college/program)
   c. Program review subcommittee (current members)
   d. Program review resources: [http://www.calstatela.edu/apra/program-review-resources](http://www.calstatela.edu/apra/program-review-resources)
      i. Templates
         1. Program Review Self-study Template
      3. Modified Self-Study Report Matrix (for externally accredited programs)
      4. Comprehensive Assessment Plan Template
   ii. Program Review Workshop Materials
      1. Program Review Workshop I: Orientation for Self-study process
      2. Program Review Workshop: Modified Self Study
      3. Program Review Workshop: Data Pull
      4. Program Review Workshop III: Meaningful Assessment

**Maritime Academy**
2. Curriculum Committee of Academic Senate: [https://www.csum.edu/web/academic-senate-community/curriculum-committee/index.html](https://www.csum.edu/web/academic-senate-community/curriculum-committee/index.html)
   a. Curriculum Committee Policies & Procedures regarding academic program review: [https://www.csum.edu/c/document_library/get_file?uuid=db84e12b-fa04-4c14-a2de-d28d2d7f8b7b-groupId-3965808.html.pdf](https://www.csum.edu/c/document_library/get_file?uuid=db84e12b-fa04-4c14-a2de-d28d2d7f8b7b-groupId-3965808.html.pdf)
3. Every 5-6 years
4. Available on the website
   a. Annual Learning Results (by program)
   b. Program Review (by programs)

**Monterey Bay**
1. [https://csumb.edu/academicaffairs/program-review-0](https://csumb.edu/academicaffairs/program-review-0)
2. 7-year cycle
3. Available on the website
   a. Overview of Academic Program Review
   c. Academic Program Review Schedule (by college/program)
   d. Program Review Process
Northridge
1. https://www.csun.edu/assessment-and-program-review/program-review
2. 7-year cycle
3. Available on the website
   a. Overview of Academic Program Review (including purpose and flowchart of program review process)
   b. Programs currently in program review process
   c. Quick links to MOU Scholar Works Collection
   d. Quick links to AAPR A to Z (program review procedures & policy, self-study guidelines, guidelines for external review).

Pomona
2. Every 5 years
3. Available on the website
   a. Program review schedule by year/college
   b. Program review process and responsible parties
   c. Program review resources: Department, external review, dean, sample data, and WASC resources

Sacramento
1. https://www.csus.edu/academic-affairs/academic-excellence/
2. 6-year cycle
3. Available on the website
   a. Academic Program Review Policy
   b. Program review process and responsible parties:
   c. University Program Review Manual

San Bernardino
1. https://www.csusb.edu/academic-programs/program-review/program-review-resources
2. Every 7 years
3. Available on the website
   a. Program Review policy
   b. Academic Master Plan 2020-21 through 2029-30
   c. Program Review Report Templates (Dean’s report template, external review report template, University Program Review Committee Report template, Department action plan template)

San Diego
1. https://assessment.sdsu.edu/
2. 5-7 years
3. Available on the website
   a. No information about academic program review
b. Information about program assessment (Student Learning Outcomes Committee, Program Assessment Rubric, Program Assessment Primer, etc.)

San Francisco
1. https://ueap.sfsu.edu/content/acaplan/program_review/home
2. Currently in 7th cycle. A cycle of program review is complete when all colleges have undergone review.
3. Available on the website
   a. Handbook and Guidelines for the Seventh Cycle of Academic Program Review
   b. Seventh Cycle
      i. Cohort 4 (2019-2020, 8 programs)
      ii. Cohort 3 (2018-2019, 7 programs)
      iii. Completed 7th Cycle Program Review: including links to each program’s self study, external review, response to external review, Concluding Action Memo
         1. Cohort 2 (2017-2018, 10 programs)
         2. Cohort 1 (2016-2017, 7 programs)
   c. Academic Program Review Resources
      i. Seventh cycle academic program review process
      ii. Overview of high impact practices files
      iii. Table templates

San Jose
2. Every 7 years
3. Available on the website
   a. University Policy on Program Planning
   b. Planning process (each step, program planning guidelines and templates, program planning checklist)
   c. Support resources for process (program planning release time request, submission and communications, extension requests)
   d. Other useful resources (links to Program Assessment webpage, Program Records webpage, WASC rubrics, University Learning Goals, Institutional Effectiveness and Analytics (IEA) website, list of High Impact practices, Program Planning workshop, Guidelines for Concentrations)
4. Program Planning template for accredited programs: https://www.sjsu.edu/gup/ugs/faculty/programplanning/index.html

San Luis Obispo
1. https://academicprograms.calpoly.edu/content/program-review
2. 7-year cycle
3. Available on the website
   a. Academic program review process (self-review and peer-review)
b. Documents and templates (templates for undergraduate and graduate self-study, reviewer nomination form, sample site visit itinerary, action plan template, program review checklist)

San Marcos
2. 5- or 7-year cycle
3. Available on the website
   a. Schedule of program reviews
   b. Program review policy and guidelines
   c. Process flow chart
   d. Process timeline
   e. External reviewers guide
   f. Support documents for program review (program data notebook, self-study report template, link to Institutional Planning & Analytics)

Sonoma
1. https://academicaffairs.sonoma.edu/academic-programs/program-review
2. 5-year cycle
3. Available on the website
   a. Program Review Workshop Spring 2020
   b. Program Review Timeline
   c. Program Review Policy
   d. Self-study process guidelines
   e. External review
   f. Next steps: University Program Review Subcommittee
   g. Program review schedule (including links to some programs’ self-study and external review)

Stanislaus
1. https://www.csustan.edu/office-assessment/academic-program-review
2. Every 7 years
3. Available on the website
   a. APR Procedures, Schedule, and Timeline (links to APR Schedule and Timeline)
   b. Academic Program Review Self-Study (links to Self-Study Template, Institutional Dashboards, CSU Student Success Dashboard)
   c. APR Internal and External Review (links to sample college APR review criteria, Assessment of Student Learning Subcommittee feedback form, GE Areas and Outcomes Alignment, Guidelines for Graduate Council Evaluation)
   d. Closing the Loop (links to Dept Implementation Plan, Provost Memo, Archives of Academic Program Review Assessment and Presentations)

Note: Those marked yellow are best practices that may provide helpful information for improving academic program review at CSUB.
Appendix 5: Program Review Best Practices – Interviews with other CSUs

A. Interview Schedule:

<table>
<thead>
<tr>
<th>CSU</th>
<th>Interviewee(s)</th>
<th>Time of Zoom Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Bay</td>
<td>Dr. Maureen Scharberg: Associate Provost for Academic Resources &amp; Planning</td>
<td>7/15/2020 9am-10am</td>
</tr>
<tr>
<td>Fresno</td>
<td>Dr. Bernadette Muscat: Undergraduate Program Review Officer; Interim Dean, Undergraduate Studies Office; Dr. James Marshall: Graduate Program Review Officer; Dean, Division of Research and Graduate Studies</td>
<td>7/9/2020 9am-10am</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Dr. Sharlene Sayegh: Director of Program Review and Assessment; Accreditation Liaison Officer</td>
<td>7/9/2020 10am-11am</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Dr. Karin Elliott Brown: Associate Vice President and Dean of Graduate Studies; Accreditation Liaison Officer</td>
<td>7/13/2020 3pm-4pm</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Dr. Jane Dewitt: Associate Dean of Academic Planning</td>
<td>7/9/2020 11am-12pm</td>
</tr>
<tr>
<td>San Jose</td>
<td>Dr. Thalia Anagnos: Vice Provost for Undergraduate Education</td>
<td>7/8/2020 1pm-2pm</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>Dr. Katie Olivant: Interim AVP for Academic Affairs; Erin Littlepage: Student Success and Community Partnerships Specialist; assessment guru</td>
<td>7/8/2020 2pm-3pm</td>
</tr>
</tbody>
</table>

B. Interview Questions: Targeted Questions

1. East Bay:
   a. CAPR Charge:  
      https://docs.google.com/document/d/16t5vMmW98kJb8g0askhM4m_QLc9CUMiJ_PTLXND_DeU/edit
   b. Academic Program Review Procedures:  
      https://drive.google.com/file/d/1IF7nNAybb3LzAnGFnn0myCg7htGt2PYI/view

2. Fresno
   a. Data in undergraduate/graduate Program Review:  

3. Long Beach
   a. Comprehensive
   b. Academic Senate Policy on Program Review:  

4. Los Angeles
   a. Program Review Self-study Handbook:  
      http://www.calstatela.edu/sites/default/files/groups/WSCUC%20Accreditation%2C%20Program%20Review%2C%20and%20Assessment/Exhibits/6.7_-_program_review_handbook.pdf

5. San Francisco
a. Academic Program Review Process:
   https://ueap.sfsu.edu/sites/default/files/assets/program_review/7th_cycle_process_281%29.pdf

6. San Jose
   a. Program Planning template for accredited programs:
      https://www.sjsu.edu/gup/ugs/faculty/programplanning/index.html
   b. Program Planning Extension Requests:
      https://www.sjsu.edu/gup/docs/PP/SJSU_ProgramPlan_ExtensionRequestForm.pdf

7. Stanislaus
   a. Presentation: 7-year Academic Program Review Cycle:
      https://www.csustan.edu/sites/default/files/AcademicPrograms/Data/documents/Seven_Year_APR_cycle.pdf

C. Interview Questions: General Questions

1. What happens if a program (or a responsible party) is recalcitrant about participating in the review?
2. Which part of the program review process takes most time and effort? How do you address it?
3. What are the best practices in your program review process that are especially helpful?
4. What changes have had the most positive impact on the program review process? What changes would make your review process more effective?
5. Is there any other information in the program review process you consider important?
### Appendix 6: Proposed Recommendations for Improving Academic Program Review at CSUB

Academic program review is a faculty-driven, outcomes-based, collaborative, integrated, and continuous process.

<table>
<thead>
<tr>
<th>Issues of Concern in Program Review</th>
<th>Recommended Changes</th>
<th>Responsible Constituencies</th>
</tr>
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<tbody>
<tr>
<td><strong>Governance of the Process</strong></td>
<td></td>
<td></td>
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<tr>
<td>Importance of assessing student learning outcomes</td>
<td>Have regular training workshops on assessment</td>
<td>Faculty, Assessment Coordinators</td>
</tr>
<tr>
<td>Membership of UPRC</td>
<td>Select UPRC members as soon as possible</td>
<td>Faculty, Academic Senate</td>
</tr>
<tr>
<td>Reviewing and reaffirming Program Review Template</td>
<td>Finalize and approve program review template</td>
<td>UPRC, Academic Senate</td>
</tr>
<tr>
<td>Reviewing and reaffirming MOUAP Template</td>
<td>Finalize and approve MOUAP template</td>
<td>UPRC, Academic Senate</td>
</tr>
<tr>
<td>Ensuring programs have sufficient notice for preparing their Self-Study and Program Plan</td>
<td>Develop and maintain a realistic program review timeline, and affirm adherence to it</td>
<td>UPRC; Academic Programs</td>
</tr>
<tr>
<td></td>
<td>Notify programs one year in advance</td>
<td></td>
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<td></td>
<td>Require programs to submit a Program Review Progress Report</td>
<td></td>
</tr>
<tr>
<td>Involving accredited programs in the university program review process</td>
<td>Establish a modified program review process for accredited programs</td>
<td>UPRC, Academic Senate, Faculty of Accredited Programs</td>
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<tr>
<td>Developing Annual Report process</td>
<td>Develop a flowchart to integrate annual reports into program reviews</td>
<td>UPRC</td>
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<tr>
<td></td>
<td>Develop and approve annual report template</td>
<td>Faculty, Deans, Administration</td>
</tr>
<tr>
<td>Role of deans</td>
<td>Ask deans to comment on self-study, program plan, external review report, and UPRC report</td>
<td>Faculty, Deans, Administration</td>
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<td></td>
<td>Require deans to participate in MOUAPs</td>
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<td></td>
<td>Require dean to be involved in annual reports</td>
<td></td>
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<tr>
<td><strong>Self-Study and Program Plan</strong></td>
<td></td>
<td></td>
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<tr>
<td>Completing self-studies and program plans in a timely fashion</td>
<td>Develop a program review dashboard</td>
<td>UPRC, IRPA</td>
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<td></td>
<td>Hold program review orientations/workshops</td>
<td></td>
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<tr>
<td></td>
<td>Select and post sample program reviews online</td>
<td>UPRC, Academic Programs</td>
</tr>
<tr>
<td>Presenting the information on undergraduate and graduate programs separately and clearly in the self-studies</td>
<td>Select and post sample program reviews that include both undergraduate and graduate programs</td>
<td>UPRC, Academic Programs</td>
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<tr>
<td><strong>External Review</strong></td>
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<td></td>
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<tr>
<td>Planning External Reviewer visits in advance</td>
<td>Submit a list of potential external reviewers with program reviews</td>
<td>Faculty, Deans, Academic Programs</td>
</tr>
<tr>
<td></td>
<td>Coordinate and plan external review visit two months in advance</td>
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<tr>
<td><strong>Post External Review</strong></td>
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<tr>
<td>Completing MOUAPs in a timely fashion</td>
<td>Use MOUAPs as the basis for resource allocation</td>
<td>Faculty, Deans, Administration</td>
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<td></td>
<td>Post MOUAPs online</td>
<td>UPRC, Academic Programs</td>
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<tr>
<td><strong>Documentation and Reporting of Program Reviews</strong></td>
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<tr>
<td>Repository of program review documents</td>
<td>Better organize and archive program review documents</td>
<td>UPRC, Academic Programs</td>
</tr>
<tr>
<td>Reporting program review documents</td>
<td>Determine what program review information is posted online and update the website accordingly</td>
<td>UPRC, Academic Programs</td>
</tr>
</tbody>
</table>
Notes:

1. Some of the recommended changes have already been proposed and/or implemented.
2. See, as an example, the Provost’s Statement in the Concluding Action Memo at San Francisco State (document obtained through email correspondence):
   “The program review process should serve as a basis for strategic planning, including curricular changes, development of new courses, hiring plans, resource requests, and space allocation. Future proposals that affect any of these aspects of the program/department should refer to program review documents, including this concluding action memo.”
3. See, as an example, the Program Performance Review Schedule: 2020-2021 through 2026-2027 by Program at CSU Fullerton (retrieved June 12, 2020, from http://www.fullerton.edu/data/_resources/pps/ppr/PPR_Schedule_P_050820.pdf).
4. See, as an example, the Program Plan Extension Request form at San Jose State (retrieved July 1, 2020, from https://www.sjsu.edu/gup/docs/PP/SJSU_ProgramPlan_ExtensionRequestForm.pdf).
5. See, as an example, the Modified Self-Study Report Matrix (for externally accredited programs) at CSU Los Angeles (retrieved June 12, 2020, from http://www.calstatela.edu/apra/program-review-resources).
6. See, as an example, the Seven-Year Academic Program Review Cycle at CSU Stanislaus (retrieved June 30, 2020, from https://www.csustan.edu/sites/default/files/AcademicPrograms/Data/documents/Seven Year APR cycle.pdf).
7. See, as an example, Dean’s Report Template at CSU San Bernardino (retrieved June 30, 2020, from https://www.csusb.edu/academic-programs/program-review/program-review-resources).
9. See, as an example, sample Self-Studies, MOUAPs, and other program review information posted on the Program Assessment & Review Council’s website at CSU Long Beach (retrieved June 11, 2020, from https://www.csulb.edu/academic-senate/program-assessment-review-council-parc).
10. See Appendix 7 for recommendations on how to organize program review documents.
Appendix 7: Recommendations for Organizing Program Review Documents

- Program Review Policies, Procedures, and Templates (by year)
  - CSU Policies
  - CSUB Policies, Procedures, and Templates
    - Program Review Policies
    - Program Review Procedures
    - Self-Study and Program Plan Templates
    - External Reviewer Visit Templates (invitation letter, itinerary, external reviewer report, etc.)
    - Dean’s Review Templates
    - MOUAP Templates
    - Annual Report Templates
    - Program Review Progress Report Template
    - Task Forces
    - Other Changes/Reforms/Recommendations
- UPRC Membership (by year)
- UPRC Meeting Agendas and Minutes (by year)
  - Agendas
  - Minutes
- UPRC Grid (by year)
- UPRC Workshops (by year)
- UPRC Annual Report to Senate (by year)
- UPRC Miscellaneous (by year)
  - UPRC Letterhead
  - Welcome Letters
  - Thank-You Letters
  - Other
- Program Reviews (by program/year)
  - Self-Study and Program Plan
  - External Reviewer Report
  - Program Response to External Reviewer Report
  - Dean’s Report
  - Program Response to Dean’s Report
  - UPRC Report
  - MOUAP
  - Program Review Progress Report
  - UPRC Correspondence with Programs
  - Other
- Annual Reports (by program/department/year)
- Other
Appendix 8: Proposed Survey of Program Directors/Department Chairs

Appendix 8A: Introduction

Dear Colleagues,

Thank you very much for taking time off your busy schedule to participate in this survey! The purpose of this survey is to get your perspectives of the academic program review process, so we can incorporate them in the program review revision at CSUB and best assist you with your next program review.

The survey consists of 12 questions and takes approximately 20 minutes to complete. Should you have any questions or concerns about the survey, please feel free to contact me.

Thank you!

Appendix 8B: Survey Questions

Your Name:
Your Title:
Name of Program(s):

1. When was your last program review?

2. In writing your program’s self-study and program plan
   a. Who was the lead person?
   b. Did that person receive any release time or stipend in completing the program review report?
   c. How long did it take to complete the self-study and program plan?
   d. What are the major challenges you experienced, and how did you address them?
   e. What do you think will better help you complete the next self-study and program plan?

3. Regarding the external reviewer visit,
   a. What are the challenges you experienced in scheduling the last external reviewer visit?
   b. How was the external reviewer visit (including the exit meeting with the external reviewer)?
   c. How long did it take for you to receive the external reviewer’s report?
   d. How beneficial was the external reviewer’s report in evaluating your program(s) and addressing your programmatic needs?
   e. What do you think will make your next external reviewer visit more successful?

4. Working with the UPRC,
   a. How helpful was the UPRC workshop in planning and writing your self-study and program plan?
   b. How frequent did you receive UPRC reminders?
   c. What do you think of the UPRC memo/report on your program’s self-study and program plan?
   d. What challenges did you experience in working with the UPRC on your program review?
   e. How do you think can the UPRC better assist you with your next program review?
5. In completing the MOUAP,
   a. What challenges did you experience in drafting the MOUAP?
   b. Who was involved in drafting the MOUAP?
   c. How long did it take to complete the draft MOUAP?
   d. What do you think of the MOUAP meeting with the dean, Academic Programs, the Provost, and others?
   e. From drafting to signing the MOUAP, how long did it take to complete the process?
   f. What would you recommend making the MOUAP process more efficient and effective?

6. Working on the annual report,
   a. When was the last time you completed and submitted the annual program report?
   b. What happened after you submitted the annual report? Did you receive any feedback from your dean and other colleagues?
   c. Was the annual report helpful with the program review process?
   d. What would you recommend making the annual report process more relevant to the program review?

7. Was your Department/Program assessment coordinator helpful with student learning assessment in completing your program review? How can the Department/Program assessment coordinator better assist you?

8. Was the School Assessment Coordinator helpful with student learning assessment in completing your program review? How can the School Assessment Coordinator better assist you?

9. During your last program review cycle, what did you get the most of it?

10. What do you think is the best part of your last program review process?

11. What do you think is most frustrating part of your last program review process?

12. Do you have any suggestions for improving the program review and annual report process at CSUB?

    Thank you for your participation! We appreciate your insights!
Appendix 9: Proposed Survey of Deans/Associate Deans

Appendix 9A: Introduction

Dear Colleagues,

Thank you very much for taking time off your busy schedule to participate in this survey! The purpose of this survey is to get your perspectives of the academic program review process, so we can incorporate them in the program review revision at CSUB and make it more efficient and effective.

The survey consists of 10 questions and takes approximately 10 minutes to complete. Should you have any questions or concerns about the survey, please feel free to contact me.

Thank you!

Appendix 9B: Survey Questions

Your Name:
Your Title:

1. When was the last program review in your school you were involved with? What is the name of the program that was reviewed?

2. What was your role in your school’s last program review? What specific activities did you partake in your school’s last program review?

3. Did the Dean’s Office provide any release time or stipend to the lead person(s) of the program review?

4. How was your experience with the external reviewer? What do you think of the external reviewer’s report?

5. How was your experience of the MOUAP process?

6. What challenges did you experience in your school’s last program review? How did you address them?

7. What is most frustrating part of your school’s last program review process?

8. What do you think is the best part of your school’s last program review process?

9. How does the annual program/department report process work in your school? What is your role in the process? How useful and effective is the annual report process in your school?

10. Do you have any suggestions for improving the program review and annual report process at CSUB?

Thank you for your participation! We appreciate your insights!
2/27/2020

Attention: Dr. Aaron Hegde, Chair of Academic Senate

Please accept this proposed interdisciplinary BS degree in Public Health for review by the Academic Senate. The degree was successfully added to the CSUB master plan for a projected Fall 2021 start date. The interdisciplinary degree includes courses from NSME, SSE, and BPA, with all three Dean’s providing letters of support included in the document.

Sincerely,

Paul Smith, PhD
Professor and Chair of Biology

Janie Yadon, MPH, BSN, RN
Assistant Professor of Nursing

Kris Grappendorf, MA
Chair of Kinesiology
NEW DEGREE PROPOSAL FORM

Fall 2020

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2021

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Interdisciplinary NSME, SSE, and BPA
Department: Biology in NSME will assume role of home department for Public Health Majors
Proposed By: Paul Smith, Janie Yadon, and Kris Grappendorf

1. PROGRAM TYPE (Please Check All That Apply)

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

APPROVALS

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

Please complete all the required fields in the following CSU New Degree Proposal Template:
February 6, 2020

To:  Todd McBride, Associate Dean of NSME  
Paul Smith, Professor and Chair of Biology  
Janie Yadon, Assistant Professor of Nursing

CC:  Deborah Boschini, Chair of the CSUB Academic Senate  
Members of the Academic Affairs Committee of the CSUB Academic Senate  
Beth Bywaters, ASC of the CSUB Academic Senate

Re:  Public Health Proposal

The Academic Affairs Committee has reviewed the proposal for a new BS degree in Public Health as part of its tasks as the interdisciplinary curriculum committee for CSUB. We have also consulted with the chairs of the affected departments and the chairs of the respective school curriculum committees. See the appendices for their feedback.

At the AAC meeting on January 30, 2020 we developed the following list of concerns and questions about the proposal.

Mandatory: The proposal needs the following elements to be properly reviewed and processed.

- New degree proposal routing form is missing.
- New course approval form is missing.
- Course outlines or syllabi need to be provided for all proposed new courses.
- Catalog copy does not list the elective courses (pg. 7).
- Attachment E (Academic Roadmaps) is missing.
- PH 2010 is missing from Attachment H (Course Offerings).
- Update dates of implementation. Fall 2021 is the earliest feasible start date at this point.

Comments, questions, and recommendations:

- The NSME Curriculum Committee feels strongly that faculty members should take the lead on the proposal instead of administrators. See Appendix A.
- There is concern from many department chairs about their ability to offer sufficient sections to meet enrollment. See the appendices for more feedback.
• GE Area A4 is being renamed back to B4, so that should be updated in catalog copy
• GE Capstone needs GECCo approval and this will affect the course number. It would be PH 4918 if approved by GECCo. We recommend using PH 491x while the GECCo approval process is ongoing.
• Academic Operations recommends using a 4-character prefix instead of PH, preferably a prefix that matches the degree code in myCSUB.
• It looks like an older form of the Chancellor’s Office template has been used. We recommend comparing the proposal to the CO’s Program Planning Guide at www.calstate.edu/app to make sure that the proposal has of the current required elements.
• Has the WASC Substantive Change Screening Form been submitted? If not, how was it determined that the program is not subject to a WASC Substantive Change Review?

Please provide an updated proposal and/or a response to the above items to the AAC at your earliest convenience. We also invite you to the Thursday February 27th AAC meeting at 10:05am in the Science III conference room (Sci. III 100) to discuss the proposal.

Sincerely,

Dr. Melissa Danforth
Professor, CEE/CS Department Chair
Chair of the Academic Affairs Committee of the CSUB Academic Senate
Appendix A: Summary of Feedback from Departments and Curriculum Committees

KINE, PSYC, SOC – See separate document prepared jointly by these chairs (Appendix B)

ECON – Email from Aaron Hedge on October 28, 2019

Hi, Melissa

We typically offer Econ 3108 once a year (generally in the Fall). It is a required course for a concentration in business. It is also a GE class, which limits it to 45 students per offering. We have typically averaged between 35 and 40 the last few years, with the last couple years averaging 44. If the BS PH program grows rapidly, we would probably need to offer another section, for which at the present moment we lack resources. We are in the process of hiring and may have more resources in the future.

Aaron

PPA/HCA – Email from Chandra Commuri on October 29, 2019

Hi Melissa,

Thank you for sharing the proposal with us. Our faculty discussed it today and support it.

Best wishes,

-chandra

BIOL – No response as of January 30, 2020

MATH – No response as of January 30, 2020

NSME Curriculum Committee – Response from Javier Trigos on November 12, 2019

Melissa,

The NSME Curriculum Committee feels that even though, in principle, this is a worthwhile proposal, it should be initiated by faculty and not by administrators. Once it is properly submitted, we will consider it.

Regards,

Javier

BPA – Response from BJ Moore on October 22, 2019

John Stark and I were invited to be a part of the development team about three years ago and have input as the program has developed. Thanks for including us again. Yeah for shared governance.

SSE – No response as of January 30, 2020

A&H – No response as of January 30, 2020
Appendix B: Response from KINE, PYSC, and SOC Departments

The response begins on the next page.
Date: November 12, 2019

To: Melissa Danforth, Chair
Academic Affairs Committee (AAC)

From: Kris Grappendorf, Chair
Department of Kinesiology

Anne Duran, Chair
Department of Psychology

Doreen Facile-Anderson, Chair
Department of Sociology

RE: Public Health Program Proposal

Please find below a response from the Departments of Kinesiology, Psychology and Sociology; all Departments within the School of Social Sciences and Education. Our programs feel the Public Health degree would be beneficial to the campus in theory. However, there are several significant implementation concerns related to the proposal.

1. Course enrollments are currently at or near capacity leaving on a few openings for new students from the Public Health degree.

   a. Required courses from Kinesiology: KINE 1018 and KINE 3118. Both are included in the GE and are restricted to a capacity of 45. Data from the 2018-19 academic year indicates only 20 seats were available in KINE 1018 and 7 seats in KINE 3118. The year 1 enrollment predication for 2019-20 is 30 majors (pg. 15) * I believe the AY should be 2020-21.

   Kinesiology is already anticipating enrollment growth for its own program based on previous enrollment growth. Without resources for additional sections, this pathway will not provide a timelier graduation path for the pre-nursing students that transition to this major.

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<th>Section</th>
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b. Required courses from Psychology: PSYC 1018, PSYC 3260, PSYC 4340

PSYC 1018 is a General Education course (lower division area D). Several sections of this course are offered each semester, with a cap of 110 (*or 90, when larger rooms are not available). According to the ‘Course History,’ we significantly over-enrolled our courses in AY 18/19, and had a total of 34 ‘open’ spots in Fall 2019 (**: due to an error in Block Scheduling, this section was significantly under-enrolled).

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<td>Explorations in Psychology</td>
<td>108</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>PSYC</td>
<td>1018</td>
<td>Explorations in Psychology</td>
<td>106</td>
</tr>
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<td>PSYC</td>
<td>1018</td>
<td>Explorations in Psychology</td>
<td>111</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>PSYC</td>
<td>1018</td>
<td>Explorations in Psychology</td>
<td>109</td>
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<td>Fall 2018</td>
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<td>PSYC</td>
<td>1018</td>
<td>Explorations in Psychology</td>
<td>115</td>
</tr>
</tbody>
</table>

PSYC 3260 is a content area, typically taken only by Psychology majors and minors, with a cap of 50. This is offered online through our Antelope Valley campus as well as face-to-face on our main campus. Given the ‘Course History,’ between the online and face-to-face versions, we had a total of 9 ‘open’ spots in AY 18/19, and a total of 2 ‘open’ spots in Fall 2019.

<table>
<thead>
<tr>
<th>Term</th>
<th>Subject</th>
<th>Catalog</th>
<th>Descr</th>
<th>Tot Enrl</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PSYC</td>
<td>3260</td>
<td>Social Psychology</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2019</td>
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<td>3260</td>
<td>Social Psychology</td>
<td>48</td>
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<td>PSYC</td>
<td>3260</td>
<td>Social Psychology</td>
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<td>Social Psychology</td>
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<td>PSYC</td>
<td>3260</td>
<td>Social Psychology</td>
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<td>Fall 2018</td>
<td>PSYC</td>
<td>3260</td>
<td>Social Psychology</td>
<td>95</td>
</tr>
</tbody>
</table>

PSYC 4340, Health Psychology, will be offered in Spring 2020, for the first time since Fall 2017. This will be taught by a part-time lecturer. In order to offer this course on a continual basis, we would need to have a permanent faculty person.
The Psychology Department is undergoing tremendous growth at this time. While we believe that Psychology is an important part of a Public Health program, without additional faculty support, we would be unable to assure student access to PSYC 1018, 3260, and 4340.

c. Required courses from Sociology:

SOC 1008 is a General Education course (lower division area D). Several sections of this course are offered each semester, with a cap of 100 (This cap is now 90 due to lack of access to large classroom and workload issues). According to the ‘Course History,’ our courses in AY 18/19, were generally full but some were less full due to last minute requests to offer additional sections of SOC 1008 which did not fill. In Fall 2019 (**: due to an error in Block Scheduling, some of SOC 1008 sections were under-enrolled).


<table>
<thead>
<tr>
<th>Term</th>
<th>Subject</th>
<th>Catalog</th>
<th>Description</th>
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<tr>
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<td>Introduction to Sociology</td>
<td>60</td>
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</tr>
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<td>Fall 2019</td>
<td>SOC</td>
<td>1008-03</td>
<td>Introduction to Sociology</td>
<td>86</td>
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<td>1008-04</td>
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<td>96</td>
</tr>
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<td>97</td>
</tr>
<tr>
<td>Spring 2019</td>
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<td>1008-02</td>
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<td>96</td>
</tr>
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<td>SOC</td>
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<td>Fall 2018</td>
<td>SOC</td>
<td>1008-06</td>
<td>Introduction to Sociology</td>
<td>(cap 45) 42</td>
</tr>
</tbody>
</table>

In regard to SOC 4630, Sociology of Medicine, the department offered during Spring 2019 with 38 of the 40 seats filled. More importantly, we have only taught this course once in my 15 years as a faculty member. We would appreciate having this course offered yearly, but we do not have the faculty expertise. Sociology of Health and Wellness SOC 4620 used to be offered yearly but the faculty member with the expertise in this area left the University in December 2018.

Sociology is in the same situation as the Kinesiology and Psychology departments in relation to rapid growth in majors. While we believe that Sociology is an important part of a Public Health program, without additional faculty support, we would be unable to assure student access to SOC 1008, 4620 or 4630.
2. Additional Support Resources will be needed. On page 16-17 of the program proposal the following is indicated:

“No additional faculty will be needed to start the program. The courses proposed in the four-year roadmap and upper division electives are currently listed in the CSUB catalog and taught by existing CSUB faculty. Since many of the departments participating in offering the courses for the Public health degree already experience robust enrollments it will be desirable to add additional faculty to these departments with individuals that can contribute to both the Public Health degree and to needs specific to the department. One of the next priority expansion hires in NSME will be an individual that fits this role. SSE will also need an expansion hire with for their existing popular majors in Psychology and Kinesiology, and can easily match that to an individual with Public Health expertise. The Popularity of the degree will with predicted enrollments mirroring those of the Human Biology degree will easily support the justification for additional faculty lines in future budget considerations.”

The Chairs of the Departments feel that the resource allocation for expansion hires must be more clearly defined. Will there be one expansion hire in NSME that teaches courses for the other Departments? Will SSE receive additional funding for it’s expansion hire? Would this position cross Departments? If a position is allocated to one particular Department, it is not likely the Department would have this position on the top of its expansion list. We feel an expansion hire for an interdisciplinary program housed outside of the School will not rank high on the School wide priority list.

All Departments are challenged in finding adjunct instructors in the local area to teach in upper division specialty areas.

Finally, in the early planning stages, students were to be able to choose 9 electives from any discipline. If Kinesiology, Psychology and Sociology are being requested to offer elective units required by the degree, resource allocations will need to be made to offer or provide sections of the following:

a. Kinesiology: Options were KINE 3340, 4160, 4170 and 4220. KINE 3340 and 4220 are at capacity. 4160 is scheduled every other year and 4170 has not been taught due to lack of faculty.

b. Psychology: The Department does not currently have the expertise to offer PSYC 3620, Psychological Aspects of Human Sexuality, or PSYC 4320, Mental Health and Aging.

c. Sociology: The Department does not currently have the expertise to offer SOC 4630, Sociology of Medicine and SOC 4620, Sociology of Health and Wellness.
MEMORANDUM

TO: Melissa Danforth, Chair, Academic Affairs Committee

FROM: , Chair, CC NSME

cc Paul Smith, Chair Department of Biology
Janie Yadon, Assistant Professor of Nursing
Kris Grappendorff, Chair Department of Kinesiology
Todd McBride, Associate Dean, NSME
NSME Curriculum Committee members

SUBJECT: Feedback regarding the Public Health Program Proposal

On its meeting of the 20th of March, 2020, the NSME Curriculum Committee approved the following recommendations to the AAC regarding the Public Health Program Proposal.

1) Housing the Program within an academic department would facilitate students to have a sense of belonging and to establish successful cohorts.
2) A plan for advising students is needed.
3) Release time for Steering Committee members or at least the Program Director, is recommended to assure the success of the program.
4) The list of SLOs should be completed to match all required courses.
5) The support memo from the NSME Dean should reflect the need of 7 WTUs for the PH courses instead of 6.
February 28, 2020

Dear Academic Senate:

The office of the Provost and Vice President for Academic Affairs will provide resources for the kinesiology, psychology, sociology, biology and economics departments as the need for courses in these departments may increase with the addition of the new Public Health major. The Public Health major will be comprised of courses within the schools of NSME, SSE and BPA. Students will be able to bundle existing courses from all three schools to prepare them for the Public Health field. The Public Health major was eligible to start in Fall 2019. Planning for the public health first-year experience seminar has been initiated with approved funding.

The pre-health first-year seminar is being created as a foundation for students who have selected to be pre-health. This is a part of the multi-pronged strategy for improving retention and graduation rates for pre-health students. Annually approximately 300 students are admitted to CSUB as formerly “pre-nursing”; currently “pre-health”. The nursing program is limited to accepting 55-60 students each academic year. The Public Health major provides alternative options for the large number of students who were not accepted into the nursing program. Additional resources will be needed to support the large number of students who will pursue a career in the health field and will assist in removing roadblocks of bottleneck courses as students' progress towards graduation.

A growth interest in Public Health is projected as an alternative to nursing. It is advantageous to plan for an adequate number of required foundation courses are available to meet the demand. Funding will be provided, as needed, to ensure courses are available to accommodate the large number of pre-health students.

Thank you for your consideration,

Vernon B. Harper, Ph.D.
Interim Provost and Vice President for Academic Affairs
September 17, 2019

Dean Academic Senate colleagues:

I am writing in support of the proposed Bachelors of Science degree in public health. This interdisciplinary program – developed over the past several years by faculty from the Schools of BPA, NSME, and SSE – builds on existing courses and resources to create opportunities for CSUB students and to meet an important need in our medically underserved community.

A B.S. in public health will expand the health-related degree options available to students unable to gain acceptance into our impacted nursing program. There are over 600 students at CSUB in “pre-nursing” and only about 30 of these students will be admitted into the nursing program. Many who are not admitted are so committed to a career in health care that they either drop out or spend years trying to get into nursing, substantially delaying graduation. We need to do a better job of advising these students about other options – such as human biology, kinesiology, psychology, etc. – that can lead to a “helping”, health-related career. We also need to give these students more options, and the faculty behind this proposal are attempting to do just that with a public health degree. The fact that a public health degree is offered at twenty-one other CSU campuses; the many CSUB pre-nursing students who will not get into nursing; and the high enrollments in a newly established A.A. degree in public health at Bakersfield College provide evidence that this new program will be popular with CSUB students (and B.C. transfer students).

There are multiple career paths for students with a B.S. in public health. Graduates will work for the health department, human services agencies, hospitals, clinics, and private practices as health inspectors, “coaches”, educators, and administrators, among other things. The Kern County Health Department has described the critical need for this workforce in its letter of support for the program. CSUB public health graduates will be part of the solution to the shortage of healthcare professionals in our community.

As an interdisciplinary degree, the B.S. in public health will be overseen by a steering committee of faculty from BPA, NSME, and SSE. The School of NSME commits to supporting the committee with administrative staff and oversight. We will provide financial support for the 6 WTUs of new PBHS courses, and public health majors will receive advising through the NSME advising center.

In summary, I believe that this new degree will help address health issues in our community. It is a staple at other CSU campuses, and it will be a popular major choice, addressing the retention and graduation issues now associated with pre-nursing students. I strongly support this proposal.

Sincerely,

Kathleen Madden
Professor of Mathematics and Dean
September 20, 2019

Dear Academic Senate Colleagues,

The Office of the Dean in the School of Social Sciences and Education (SSE) is in full support of the proposed interdisciplinary Bachelor of Science degree in Public Health. The interdisciplinary degree will provide an excellent opportunity for our students interested in a health-related discipline or helping profession an additional option at CSUB. The School of SSE is in full support of the proposed new degree.

Sincerely,

Tanya Boone-Holladay
Interim Dean, SSE
September 27, 2019

Dear Academic Senate Colleagues,

I am pleased to offer my full support for the proposed interdisciplinary Bachelor of Science degree in Public Health. This new degree will provide an excellent opportunity for students who are interested in health-related degree programs and professions at the School of Business and Public Administration. Considering this, the School of Business and Public Administration is in full support of the proposed new degree in Public Health.

Sincerely,

Angappa Gunasekaran, PhD
Professor and Dean
November 6, 2017

Todd McBride, PhD
Interim Associate Dean
School of Natural Science Mathematics and Engineering
Mail Stop: 13 SCI
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311

Todd, it was nice to speak with you last Monday at Bakersfield College. As the Director of Public Health Services I am pleased and excited about the possibility of California State University, Bakersfield (CSUB) initiating a Public Health degree option.

As the community continues to grow, the public health issues we face also continue to grow and our role in the community increases as we increase current programs and develop new ones to lessen the impact that chronic and communicable diseases have on our citizens.

Kern County is in need of locally trained people who want to live and work in our community and we would strongly support a Bachelor's degree option in Public Health.

Thank you for your interest in Public Health.

Sincerely,

Matthew Constantine
Director of Public Health Services
November 6, 2017

Todd McBride, PhD
Interim Associate Dean
School of Natural Science Mathematics and Engineering

Re: Letter of Support of California State University Bakersfield Bachelor’s degree option in Public Health

Dear Dr. McBride:

On behalf of Bakersfield College, I am writing this letter to demonstrate support for California State University Bakersfield Bachelor’s Degree option in Public Health. Kern County struggles with a series of public health challenges, yet has a limited supply of trained local public health workers. For this reason, Bakersfield College has created an Associate Degree for Transfer (AST) in Public Health Science and is currently creating certificate options to support this local demand. In addition, BC has partnered with four year institutions like University California Los Angeles and California State University Fresno to continue this pathway; however, students lack a local option. The CSUB degree will meet this local need.

The demand for a local public health science program is strong. For the United States, the US Department of Labor Outlook indicates there is a 16% job growth for public health related fields and local labor market data mirrors the national trend at 10% growth. Regional public health providers lament on having to hire and train workers who are not from this region who are trained in the Central Valley but then leave. To address this demand, Bakersfield College rolled out the first local public health program in Fall of 2017. Within a short period of time students are enrolling in these classes and waiting lists are now common. Students are increasingly changing their majors into the public health science field, as well as, students who are waiting to get into programs like Nursing and Radiology Technology are supplementing their course load with public health science classes. This interdisciplinary degree supports various pathways and opens the door to new employment opportunities.

The new Bakersfield College Public Health Science program has recently developed partnerships with University California Los Angeles Public Health Scholars program to recruit a diverse workforce and has also worked with the University of Nevada Las Vegas to conduct summer research. These partnerships are exciting but one key element is missing, a local 4-year degree program where students can continue to grow their public health education. Bakersfield College views the CSUB Degree option in public health as pivotal because many students will want to continue their education here in Kern County.

Bakersfield College looks forward to the continued partnership with California State University Bakersfield. We view this not only as a degree that will directly benefit the academic growth of our students but also address an unmet need in our community.

Sincerely,

Dr. Sonya Christian
President
Bakersfield College
## Request for Approval New Course/Course Change

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<th>Crse ID# (1)</th>
<th>Crse Subj</th>
<th>Crse #</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Class APDB Mapping Value (2)</th>
<th>Course Title (30 spaces only)</th>
<th>CLEV (4)</th>
<th>Grading Basis (5)</th>
<th>Test Codes, Student Groups and/or Pre-requisites</th>
<th>Corequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE/GRE attributes remove or continue(6)</th>
<th>Notes, i.e. new course, title change, unit change, etc. (7)</th>
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<td>2010</td>
<td>1</td>
<td>1 lec</td>
<td>03 Lect _04011</td>
<td>Careers in Public Health</td>
<td>B</td>
<td>None</td>
<td>None</td>
<td>Required for Maj.</td>
<td>NA</td>
<td>Required for Maj.</td>
<td>New course (course description on attached course syllabus)</td>
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<tr>
<td>Not Assigned</td>
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<td>3000</td>
<td>3</td>
<td>3 lec</td>
<td>03 Lect _04011</td>
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<td>Pre-Req: PH 201</td>
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<td>NA</td>
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<tr>
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<td>PH</td>
<td>4918</td>
<td>3</td>
<td>1 lec disc</td>
<td>203 Lect 04 Discuss _04011</td>
<td>Senior Seminar in Health</td>
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<td>Open to Senior</td>
<td>Required for Maj.</td>
<td>NA</td>
<td>Required for Maj.</td>
<td>New course (course description on attached course syllabus)</td>
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</table>

(1) Every course in PeopleSoft has a unique course ID: for all new courses a course ID number will be generated.
PH 2010: Careers in Public Health  
Spring 20XX

Instructor:
Instructor's office location:
Instructor's office hours:
Instructor contact info:

Class Meeting Times:
Location:
Credits: 1 semester units (1 50-minute class hours per week)

Course Description:
An introduction to career opportunities available in the field of Public Health. Students will learn about career options, and professional development through activities, discussion, and guest speakers. Offered on a credit, no-credit basis only. Open to all students interested in Public Health related career.

Prerequisites / Corequisites: Ability to effectively utilize computer programs such as Outlook, Word, PowerPoint and Canvas LMS programs.

Student Learning Outcomes:
1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Clearly articulate why evidence-based approaches are an essential part of public health practice.
4. Accurately communicate health needs, concerns and resources.

Required Textbooks and Materials:

Recommended Textbook and Materials:
(Textbooks and Materials subject to change)

Student Evaluation:
Grading Scale: CR/NC
This is a credit/no credit course. Credit will be awarded based upon attendance and completion of all class assignments. "NC" will be awarded if hours and assignments are not complete. Missing more than two classes without instructor’s prior approval will result in no credit for this course.

CR (Credit) = 70-100%
NC (No Credit) = 0-69%

2. Evaluation Methods/Assignments:
   - Weekly Assignments (5) 15%
   - Reflection Journal (2) 20%
   - Quizzes (3) 15%
   - Career Exploration Presentation 30%
   - Attendance 10%

_University and Department Policy Items Would Be Inserted Here_

**Draft Topical Outline**

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<th>Learning Activities</th>
<th>Related SLOs</th>
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<td>Why Does Public Health Matter? Essential Services</td>
<td>Ch. 1 Icebreaker / Course Introduction</td>
<td>1, 3</td>
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<td>Week 2</td>
<td>Education in Public Health Careers</td>
<td>Ch. 2, 3</td>
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<td>Finding Jobs in Public Health</td>
<td>Weekly Assignment/Discussion</td>
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<td>Week 3</td>
<td>Public Health Careers in Infectious Disease</td>
<td>Ch. 4 Guest Speaker: Epidemiologist Weekly Assignment/Discussion</td>
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<td>Week 4</td>
<td>Public Health Laboratory Careers</td>
<td>Ch. 4 Guest Speaker: PH Lab Med Tech Quiz 1</td>
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<td>Week 5</td>
<td>Maternal Child Health</td>
<td>Ch. 7 Guest Speaker: Child Death or Infant Mortality Committee Reflection #1 Due</td>
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<td>Week 6</td>
<td>Public Safety / Emergency Preparedness</td>
<td>Ch. 13 Guest Speaker: PHEP Director Weekly Assignment/Discussion</td>
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<td>Week 7</td>
<td>Health Education / Promotion I</td>
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<td>Health Education / Promotion II</td>
<td>Guest Speaker: Health Educator KFHC Quiz 2</td>
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<td>Ch. 12 Guest Speaker: Food Safety EHS Weekly Assignment/Discussion</td>
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<td>Health Communication / Social Marketing</td>
<td>Ch. 14 Guest Speaker: Media Representative Reflection #2 Due</td>
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<td>Working with Vulnerable Groups</td>
<td>Ch. 16 Guest Speaker: CSV Patient Navigator Quiz 3</td>
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<td>13</td>
<td>Spring Break</td>
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<td>14</td>
<td>Non-profit organizations and grant writing</td>
<td>Ch. 20 Guest Speaker: Food Bank or ?? Weekly Assignment/Discussion</td>
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<td></td>
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<td>Finals</td>
<td>No Final Exam</td>
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Instructor:
Instructor’s office location:
Instructor’s office hours:
Instructor contact info:

Class Meeting Times:
Location:
Credits: 3 semester units (3 50-minute class hours per week)

Course Description:

Exploration and analysis of the core functions, basic concepts and terminology in public health. The course will provide an overview of various public health institutions, and an in-depth analysis of public health topics such as health behavior theory, epidemiology of infectious and chronic diseases, maternal and child health, social determinants of health, strategies for eliminating health disparities, health education and health promotion programs, environmental health, and healthcare policy and management. (Prerequisite: PH 2010 Careers in Public Health, BIOL 2600 Current Health Problems)

Prerequisites: PH 2010 Careers in Public Health; BIOL 2600 Current Health Problems

Student Learning Outcomes:
1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.
4. Clearly articulate why evidence-based approaches are an essential part of public health practice.
5. Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.
6. Evaluate efficacy and accuracy of health programs.
7. Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.
8. Coordinate health programs and services.
9. Act as a resource person in community health programs and activities.
10. Accurately communicate health needs, concerns and resources.

Required Textbooks and Materials:
**Recommended Textbook and Materials:**
ISBN: 9781433832161

*(Textbooks and Materials subject to change)*

**Student Evaluation:**

**Grading Scale:**

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<tr>
<th>Percentage</th>
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<td>80-82%</td>
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**Evaluation Methods/Assignments (see Topical Outline for dates):**

- In Class Assignments: 15%
- Quizzes (3): 30%
- Community Impact Report: 20%
- Poster/Video Presentation: 10%
- Final Exam: 25%
- Total: 100%

---

**University and Department Policy Items Would Be Inserted Here**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Learning Activities</th>
<th>Related SLOs</th>
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</table>
| Week 1 | • Public Health: Science, Politics and Prevention  
• Essential Services of Public Health  
• How Public Health is Organized | Ch. 1, 2, 3 | 1, 3 |
| Week 2 | • Epidemiology I | Ch. 4, 5 | 2, 3 |
| Week 3 | • Epidemiology II | Ch. 6, 7, 8  
Guest Speaker: Epidemiologist or PH Dept. tour | 3, 4, 6, 9 |
| Week 4 | • Communicable Disease Control: Basic Concepts and Current Issues | Ch. 9, 10 | 3, 8, 9 |
| Week 5 | • Health Behavior  
• Health Behavior and Teaching Theories | Ch. 13, 14 | 2, 5, 9 |
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<tr>
<td>6</td>
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<td>BHS Staff</td>
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<td>Chronic Diseases and Obesity</td>
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<td>DM Self-Management</td>
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<td>Maternal-Child, Family Health Issues</td>
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<td>9</td>
<td>Environmental Health I</td>
<td>20, 21</td>
<td>PH-REHS</td>
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<td>Solid Waste EHS</td>
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<td>Public Health Program Impact Paper Due</td>
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<td>2, 4, 6, 8</td>
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<td>Social Determinants of Health</td>
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<td>13</td>
<td>Health Services Research</td>
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<td>Medical Healthcare Systems &amp; Public Health</td>
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<td>15</td>
<td>Public Health Poster / Video Presentations</td>
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<tr>
<td>16</td>
<td>Final Exam</td>
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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF NSME
DEPARTMENT OF BIOLOGY

SCI/PH 4918: Senior Seminar in Public Health
Spring 20XX

Instructor:
Instructor’s office location:
Instructor’s office hours:
Instructor contact info:

Class Meeting Times:
Location:
Credits: 3 semester units (One hour lecture per week and two hour field experience activities)

Course Description:
Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement. One hour lecture and two-hour discussion/field experience. Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major. SCI/PH 4918 meets the CSUB University Requirement for a GE Capstone course.

Prerequisites: Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major.

Student Learning Outcomes:
1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.
4. Clearly articulate why evidence-based approaches are an essential part of public health practice.
5. Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.
6. Evaluate efficacy and accuracy of health programs.
7. Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.
8. Coordinate health programs and services.
9. Act as a resource person in community health programs and activities.
10. Accurately communicate health needs, concerns and resources.
11. Articulate how their foundational skills, other GE coursework, and other major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals (CSUB Capstone SLO Goal 1).
12. Students will demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning (CSUB Capstone SLO Goal 2).

**Required Textbooks and Materials:**


**Recommended Textbook and Materials:**

*(Textbooks and Materials subject to change)*

**Student Evaluation:**

*Grading Scale:*

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<th>Grade</th>
<th>Percentage</th>
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<td>60-70%</td>
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<td>F</td>
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**Evaluation Methods/Assignments (see Topical Outline for dates):**

<table>
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<tr>
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<td>Reflection Paper (Capstone Goal 1)</td>
<td>10%</td>
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<td>Midterm Evaluation with Faculty/Field Preceptor</td>
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<td>Professional Portfolio</td>
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<td>Culminating Project / Oral Presentation</td>
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<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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*University and Department Policy Items Would Be Inserted Here*

*Draft Topical Outline Would Be Inserted Here. Activities would vary, depending on student’s field experience and focus of culminating project*
No fee is charged for a change of address that does not require prior approval.

Renaming a Location
Changing the name of a site, including the main campus, does not require prior approval. The change must be reported to WSCUC at the time of the change.

Closing a Location
If an institution intends to cease operations entirely or close any location that offers 100% of at least one program, the institution must submit for approval a teach-out plan to its WSCUC staff liaison. A Committee review may be required, at the staff liaison’s discretion. For more information, see the Teach-Out Plans and Agreements Policy.

Teach-Out Agreement with another Institution
If an institution determines that one or more programs will be taught out and enters into an agreement with another institution to teach-out its programs, the matter must be reviewed by the WSCUC staff liaison prior to implementation. If the partner institution plans to establish a new off-campus location that will operate beyond the terms of the teach-out, the location is also subject to substantive change review. See the Teach-Out Plans and Agreements Policy.

Changes Requiring Substantive Change Committee Review

Substantive change committee reviews (comprising review and approval by both the Substantive Change Committee and the Commission) are required for the following kinds of changes:

NEW DEGREE PROGRAM
This category includes the first three programs at a degree level and those programs that represent a significant departure from an institution’s existing offerings. This requirement applies to any program offering 50% or more of a degree. Note that for undergraduate programs, the 50% rule applies only to the program hours in the major, not the total hours it takes to graduate with a degree. The initiation of a few courses that equal less than 50% of a degree program does not require WSCUC approval.

If an institution has been approved by the Commission to offer programs at a degree level (associate, bachelor’s, master’s, research doctorate or professional doctorate), it does not have blanket authority to initiate additional programs at that degree level without prior approval. Institutions must submit a Substantive Change Screening Form to determine if a program represents a significant departure from its existing offerings requiring a review.

Restarting a Program
A previously approved program that has not been offered for at least two years may require substantive change approval to be offered again.

Changing the Name of a Program
Changing the name of an approved program does not require approval unless other significant changes have been made to the curriculum or length of the program. Institutions should notify WSCUC in the annual report or by email when a name change has occurred. If additional changes have been made to the program and it is unclear whether the program may require substantive change review, please consult your staff liaison or the substantive change staff.
No fee is charged for a change of address that does not require prior approval.

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

COURSE PROPOSAL FORM

SELECT ONE PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL

- ☐ NEW
- ☐ REVISION
- ☐ CANCELLED (no longer offered)
- ☐ MORATORIUM (not schedulable)

PROGRAM OR SCHOOL & DEPARTMENT

School:

- ☐ ALL UNIV
- ☐ A&H
- ☐ BPA
- ☐ NSME
- ☐ SSE
- ☐ EUD

Department: Biology

Proposed by: Janie Yadon, Paul Smith

COURSE INFORMATION (required):

Course Title (Catalog Long Title): PH 4918: Senior Seminar in Public Health

Schedule Title: PH 4918 Senior Seminar in PH

Subject Code: 04011 (Hegis Code)

Course Number: 4918

Is the Course Number Being Reused?: ☐ YES ☐ NO

If YES – indicate the last term course was offered:

Course Unit Value: 3 semester units

Course Description: (40 word limit. For course revisions insert course description from current University Catalog; use strikethrough and underline MS Word actions to delete text or add/revise details.)

Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be

Grade Basis:

- ☐ LETTER GRADED
- ☐ CR/NC
- ☐ CR/NC with RP
- ☐ FYS
- ☐ GRADED with RP
- ☐ REMEDIAL

Prerequisites/Co-requisites: Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major.

(Note: Prerequisites may be enforced at the Schedule Level. Department consent may be enforced at the Schedule Level.)
PREVIOUS COURSE OFFERINGS
If this is a new course proposal, has this course been offered previously with a different subject/course number?

☐ YES  ☐ NO

If YES, indicate the Last Term Offered: , Year: , and Course ID:

COURSE EQUIVALENCY
Is this course equivalent to other course(s)?  ☐ YES  ☐ NO

If YES, list all of the course(s):

COURSE REPETITION *(must include repeat and maximum unit limit details in course description)*:

Repeatable for Credit?:  ☐ YES  ☐ NO

Allow multiple enrollments in the same term?:  ☐ YES  ☐ NO

Repeatable under different topics?:  ☐ YES  ☐ NO

Maximum repeatable units allowed?: 3 units

Maximum repeatable amount of times?: 1

COURSE TYPE & DELIVERY MODE  https://www.csub.edu/academicprograms/_files/Course_Classification_CS_Numbers.pdf

☐ ACTIVITY  ☐ CLINICAL  ☐ INDEPENDENT STUDY  ☐ LECTURE  ☐ LAB  ☐ SEMINAR  ☐ SUPERVISION  ☐ THESIS  ☐ TUTORIAL  ☐ OTHER

Unit Split for Two Component Course Type:

☐ Lecture: __ Units & Activity: __ Units  ☐ Lecture: __ Units & Lab __ Units  ☐ Lecture: __ Units & Clinical __ Units

☐ Lecture: __ Units & Discussion: __ Units  ☐ Lecture: __ Units & Seminar __ Units

☐ FACE-TO-FACE  ☐ FULLY ONLINE  ☐ HYBRID  ☐ INDEPENDENT STUDY  ☐ ITV

CROSS-LISTING
Is this course cross-listed with another subject/course?:  ☐ YES  ☐ NO

If YES – indicate the cross-listed course(s):

COURSE ATTRIBUTES Click here for course attributes list:

List all applicable course attributes: CAPS
SERVICE LEARNING AND COMMUNITY ENGAGED LEARNING ATTRIBUTES & VALUES (if applicable):

Select all applicable attributes (CSLI, CCEL) and applicable values (EC, O, R):

☐ CSLI (Service Learning)        ☐ CCEL (Curricular Community Engaged Learning)
☐ EC Extra Credit Service Learning Course ☐ EC Extra Credit Community Engaged Learning
☐ O Optional Service Learning Course ☐ O Optional Community Engaged Learning
☐ R Required Service Learning Course ☐ R Required Community Engaged Learning

CLASSROOM CHARACTERISTICS & NEEDS

List all applicable course attributes:

☐ Computer Lab-MAC ☐ Computer Lab-PC ☐ ITV Studio ☐ Smart Classroom PC ☐ No Room Needed

TYPICALLY OFFERED

This Course is Typically Offered: Spring semester, commencing Spring 2023

TEXTBOOK & OTHER MATERIALS

Is a Textbook Required? ☐ YES ☐ NO
If YES, Indicate Textbook Titles and ISBN Details: Essentials of Leadership in Public Health 9781284111484
Are Online Resource Materials Available? ☐ YES ☐ NO
Forward Course Details to the Library? ☐ YES ☐ NO
Is This Course a Zero Cost Course Material Course (ZCCM)? ☐ YES ☐ NO

STAFFING & OTHER RESOURCES

List All Staffing and Required Resources: 3 WTU Faculty time; field experience arranged with on-site preceptors

GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR)

Is This a GWAR University Writing Requirement Course? ☐ YES ☐ NO
(If YES, Submit GE Course Form to GECCO for Review and Approval)
Is This an Undergraduate Level Writing Course? ☐ YES ☐ NO
Is This a Graduate Level Writing Course? ☐ YES ☐ NO
GENERAL EDUCATION (GE) COURSE CONSIDERATION

Is This a GE Course? ☐ YES ☐ NO
(If YES, Submit GE Course Form to GECCO for Review and Approval)

Select All Applicable GE Categories:
☐ FYS ☐ A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐ AI GOVT ☐ AI HIST ☐ C1 ☐ C2
☐ D/SEM ☐ F ☐ SELF ☐ JYDR ☐ THM Q ☐ THM R ☐ THM S ☐ UDB ☐ UDC ☐ UDD ☑ CAPSTONE

RATIONALE FOR COURSE PROPOSAL (required):

List Rational for Course Proposal: This course is offered as a final course in the BPH degree in which BPH majors will have an opportunity to apply concepts studied in preceding public health coursework. This course meets the important requirements of the capstone course and allows students practice in a real-life public health work experience.

IMPACT OF COURSE PROPOSAL ON OTHER COURSE OFFERINGS (required):

What is the impact of this course proposal on course offerings from other department(s) or programs? Please include supporting emails with this proposal. There will be minimal impact on other departments or programs, as this course will only be taken by BPH majors.

IMPACT OF COURSE PROPOSAL ON DEGREE(S) (required):

Is This Course a Degree Requirement/Elective? ☐ YES ☐ NO
If yes, submit a current/degree proposal form together with this course proposal form. Indicate below which major, minor and other areas this course will be added: Proposed Bachelor’s in Public Health Degree

NEXT STEPS:

• Attach syllabus to this proposal
• Attach current/degree proposal form to this proposal (if applicable)
• Submit to department/program curriculum committee for review & approval
• Department submits to school curriculum committee for review & approval
• School/program curriculum committee submits related forms to GECCo (if applicable)
• If no additional approvals required are required, school/program curriculum committee submits to Academic Operations after all final approvals have been recorded. See Annual Catalog & Curriculum Deadlines Dates
## SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tr>
<td>Department Chair/Program Director</td>
<td>Paul Smith, Chair, Dept. of Biology</td>
<td>4/23/20</td>
</tr>
<tr>
<td>School/Program Curriculum Committee Chair</td>
<td>Javier Trego</td>
<td>5/20/20</td>
</tr>
<tr>
<td>Dean of School</td>
<td>Todd McBride</td>
<td>4/23/20</td>
</tr>
<tr>
<td>Director of GE</td>
<td>Andreas Gebauer</td>
<td>10/16/2020</td>
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<td>Director of Academic Operations</td>
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## ACADEMIC OPERATIONS USE ONLY:

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October 20, 2020

Comments on proposed B.S. in Public Health:

The CSUB service region is a medically underserved area with health outcomes below the national and state averages, particularly for minority groups, and in this time of COVID-19, the regional need for public health officials, educators, and policy makers has never been more apparent. Consistent with Goal 4 of the CSUB strategic plan and with our institutional core value of contributing to the well-being of the region, the B.S. in public health has been proposed to address this need. This degree will open up a new educational pathway and multiple career options to the (literally) hundreds of students who enroll each year interested in a health-related career.

Public health is a multidisciplinary field, and the B.S. in public health has been developed with representation and input from multiple departments across multiple schools. The potential for synergies across the institution – for example, with the Kegley Institute of Ethics and the Center for Social Justice, with the graduate programs in counseling and health care administration, with undergraduate programs from nursing to kinesiology to biology, to name but a few examples – are obvious. This is a program whose time has come!

On the subject of required resources, although this is a multidisciplinary degree, there will be several new dedicated public health courses. Public health majors will need to be advised, and a director will need to be appointed to manage the business of the program. For these duties, we will hire two new tenure-track faculty members, one housed in NSME and one housed in SSE. These faculty members will start in the Fall 2021 semester, and for their first four years, their salaries will be funded by a $3M Title III Department of Education grant. The provost has committed to absorbing the cost of their salaries when the period of the grant ends.

The majority of course offerings in the proposed new major are already offered at CSUB. While we expect the new degree may attract new students to the campus, its primary purpose is to provide an attractive option for the many pre-health students already enrolled at CSUB. Currently, these students can spend years taking (and re-taking) courses without a declared major in hopes of eventually getting into the nursing program. It is hoped that this degree – coupled with intensive health career exploration in a new dedicated first-year seminar - will help these students find a realistic educational path sooner, improving graduation rates and reducing the number who, when they do graduate, have an excess number of credits. Thus, while the degree may result in some shifting of resources for existing courses, it is not expected to require more sections of existing courses overall.
I note that in recognition of the potential positive impact of this degree on student success and graduation rates, the provost has already provided graduation initiative funds in support of the degree’s development. We are grateful for the reassigned time and summer support that enabled faculty to develop new public health courses, including the already mentioned first-year seminar dedicated to pre-health students.

It is not easy to contemplate taking on a new degree and obligating the institution to future expenses at a time when the specter of budget cuts hangs in the air. But there are two compelling arguments for moving forward boldly. First, the potential of this degree to address a real community need even while improving student success is clear; and secondly, the opportunity to leverage a multimillion-dollar grant exists now.

My thanks to the many faculty who worked to develop this degree proposal, and to members of the senate for their thoughtful consideration. Go Runners!

---

Kathleen Madden, Ph.D.
Dean, Natural Sciences, Mathematics and Engineering
California State University Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311
Voice: 661.654.3450
Fax: 661.654.6959
NEW DEGREE PROPOSAL

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

This proposal is to add a new degree in (title) Public Health degree code: 12141 effective (term) Fall 2021 (degree codes may be found on the CO website www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

☐ On the Academic Master Plan ☐ Fast track proposal ☐ Pilot degree program

Originating Department or Individual: Biology (Smith), Nursing (Yadon), Kinesiology (Grappendorf)

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

Signature: Paul T. Smith date: 8/24/20

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

Chair Signature: _____________________________________________________________________ date: 10/19/20

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

Dean Signature: _____________________________________________________________________ date: 10-21-2020

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

AVP Signature: _____________________________________________________________________ date: 10/22/2020

Date of Senate Approval: __________________ Date of President Approval: __________________

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

The steering committee developing the new BS degree in Public Health has revised the proposal addressing the suggestions and comments from the Senate AAC (Attachment 5), and the NSME Curriculum Committee (Attachment 6). We would like the proposal to be presented to the full senate in order to move the CSUB campus approval forward, allowing for a timely submission for review by the Chancellors Office. We would like to be eligible for a Fall 2021 start date.

The following mandatory revisions have been made since the initial review by the AAC:
• New degree proposal routing form has been added (Attachment 3).
• New course approval form from NSME Curriculum Committee has been added (Attachment M).
• New course syllabi, PH 2010, PH 3000, PH 4918 (Attachments N-P).
• Catalog copy now lists elective courses (see page 7 in body of proposal).
• Attachment E, Academic Roadmap is included.
• Public Health 2010 included in Attachment H, Course Offerings.
• Date of implementation updated to Fall 2021.

The following suggestions from Senate AAC and NSME Curriculum Committee have been addressed:
• NSME and SSE faculty have taken lead roles in the proposal (Attachment 2)
• Departments have been consulted with regard to meeting increased demand for courses and there is a commitment for funding from the Provost (Attachment A).
• GE Capstone PH 4918 will be submitted to GECCo Fall 2020.
• Academic Operations has approved the two letter PH abbreviation.
• The form being used is consistent with the Chancellors Webpage.
• There is no need for a WASC substantive change screening, as the program does not reach the threshold of a substantive change (Attachment Q).
• A singular academic department will take the lead and serve as a home department for Public Health students (Attachment 7).

Additional information since the previous submission includes the funding of 5-year, 3-million-dollar Title V grant to support the advancement of Pre-Health students. One of the primary objectives outlined in the grant proposal is the creation of new opportunities for CSUB students interested in health-related careers including the addition of the BS degree in Public Health. The grant budget includes support for two full-time faculty positions that will help alleviate the concern for the capacity to offer adequate sections of courses required for the Public Health degree.

Thank you for your consideration
Public Health Degree Steering Committee
Please confirm (√) that the following are included in the degree proposal:

___X__ Board of Trustees Academic Master Plan approval date (March 2018)

_____ Date Substantive Change Program Screening Form submitted to WSCUC (WASC)

Substantive change required: yes _____ no ___X___ As per page 16 of the WSCUC Substantive Change Manual, Under New Degree Program “The initiation of a few courses that equal less than 50% of a degree program does not require WSCUC approval.” (See Attachment Q)

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

_____ The total number of units required for graduation is specified (not just the total for the major): 120 Units are required for BS in Public Health degree

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

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

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

___0__ Please specify the total number of prerequisite units required for the major.

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

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

______No Prerequisites are required__________________________________________

___X__Title 5 minimum requirements for bachelor’s degree have been met, including:

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

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

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

_____ minimum of 30 semester units of approved graduate work are required

_____ no more than 50% of required units are organized primarily for undergraduate students
___ maximum of 6 semester units are allowed for thesis or project

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

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

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

___ specification of how all required EO 1099 self-support criteria are met

___ the proposed program does not replace existing state-support courses or programs

___ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

___ explanation of why state funds are either inappropriate or unavailable

___ a cost-recovery program budget is included*

___ student per-unit cost is specified

___ total cost for students to complete the program is specified

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

Student per-unit cost
Number of units producing revenue each academic year
Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)
  Student fees
  Include projected attrition numbers each year
  Any additional revenue sources (e.g., grants)

Direct Expenses
  Instructional costs – faculty salaries and benefits
  Operational costs – (e.g., facility rental)
  Extended Education costs – staff, recruitment, marketing, etc.
  Technology development and ongoing support (online programs)

Indirect Expenses
  Campus partners
  Campus reimbursement general fund
  Extended Education overhead
  Chancellor’s Office overhead

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

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor’s Office.

- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.

- Please refer to the document “Tips for Completing a Successful Program Proposal” (which follows this document) before completing the Program Proposal Template.

1. Program Type (Please specify any from the list below that apply—delete the others)
   a. State-Support
   c. Delivery Format: Fully face to face
   g. New Program

2. Program Identification
   a. Campus: California State University Bakersfield (CSUB)
   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History). Bachelor of Science in Public Health.
   c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan. March 2018
   d. Term and academic year of intended implementation (e.g., fall 2020). Fall 2021
   e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements. 120 semester units.
   f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility. The proposed program will be an interdisciplinary degree with courses offered by the following schools at CSUB: Natural Sciences, Mathematics, and Engineering (NMSE), Social Sciences and Education (SSE), and Business and Public Administration (BPA). The Department of Biology and the NSME Deans Office have agreed to take on the primary administrative roles necessary to offer the degree (see Attachment 7). This will provide Public Health majors a home department to identify with. In addition there will be an oversite committee consisting of interested parties from all three schools participating in the curriculum. The demand for this program is anticipated to be high and as the program grows it is likely that it will become a separate department as is the case on the majority of the other CSU campuses.
   g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
h. Please refer to Attachments A-D for letters of support from the Provost and the Deans of NSME, SSE, and BPA.

i. Any other campus approval documents that may apply (e.g. curriculum committee approvals). (Cross disciplinary or interdisciplinary programs involving more than one school require Senate Academic Affairs Committee approval instead of individual school(s) curriculum committee)

Initial review by Senate Academic Affairs Committee, February 6, 2020 including comments from participating departments in SSE (Attachment 5), and the NSME Curriculum Committee, March 20th, 2020 (Attachment 6). This copy is revised to include suggestions from those reviews as described in the updated cover letter (Attachment 1).

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

This program does not represent a substantive change as indicated in the highlighted text from page 14 of the WSCUC Substantive Change Manual. New degree programs that require fewer than 50% new courses do not require WSCUC approval for a substantive change.

Please see Attachment Q

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

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: http://www.calstate.edu/app/resources.shtml, you can search CIP 2010 at http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code: 12141
CSU Generic Title: Public Health
Paired CIP Code: 51.2201

3. Program Overview and Rationale

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

The Bachelor of Science degree in Public Health will be an interdisciplinary degree designed to fill a major gap in the CSUB curriculum. With the exception of the California Maritime Academy and CSUB, all of the other CSU campuses offer a degree in Public Health or
The mission of the Bachelor of Science in Public Health degree program is to produce graduates with current and accurate knowledge in the public health discipline who will be strong advocates for public health, and who will help to resolve current issues in public health locally and nationally, and will promote strategies for community and individual wellness.
MEMO

To: Academic Senate, California State University, Bakersfield
From: Paul Smith, Chair, Department of Biology
Re: Department approval and support of Public Health degree
Date: August 26, 2020

This letter communicates departmental support of the proposed Public Health degree.

The Department of Biology has met numerous times with various campus officials and outside faculty to discuss the Public Health degree proposal. A Public Health degree option is sorely needed for the CSUB service region. As one of the Departments that will be providing service courses for the degree, the Biology faculty are unanimous in their support of the proposed Public Health degree.

Sincerely,

Paul Smith
Professor and Chair, Department of Biology
Program Description:
The B.S. in Public Health serves students who are interested in pursuing careers in the area of public health. The program prepares students to plan, implement and evaluate public health programs and to appraise a wide variety of health and human services programs related to public health issues. Graduates of this program will be qualified for employment in areas of both public and private health and human services agencies (city, county, state, national), hospitals, schools, corporations, and nonprofit or professional public health consulting organizations. Prerequisite for the program is to be a CSUB student in good academic standing.

Requirements for the Bachelor of Science Degree in Public Health

Total Units Required to Graduate 120 units
Major Requirements 76 units **
Free Elective Requirement 9 units
General Education Requirements 35 units (**14 units of GE are met by courses in major)
First-Year Seminar 2
LD Area A Foundational Skills 9*
LD Area B Natural Sciences 0*
LD Area C Arts and Humanities 6
LD Area D Social and Behavioral Sciences 0*
American Institutions 6
SELF 0**
Junior Year Diversity Requirement 3
UD Thematic Areas C and D 3*
UD Area B 3
Capstone 0
GWAR (Exam) or Class 3*

*A modification to the standard GE program has been approved that allows the possibility of satisfying some GE requirements through the major. MATH 2200 satisfies A4, BIOL 1009 satisfies B2, a combination of CHEM 1000 and 1001 satisfies B1, SOC 1008 and PSYCH Satisfy Area D. **The SELF requirement is met by completing KINE 1018 which has a SELF component. Upper Division Area D is met by KINE 3118 or ECON 3108. The GWAR may be satisfied by exam (3 units will still be needed to reach 120 total).

Capstone is incorporated into PH 4918 Senior Seminar

**14 units of GE are met by courses in major

Requirements for the Major in Public Health

The Bachelor of Science Degree in Public Health curriculum includes an interdisciplinary set of specific courses designed to provide students with a foundation in Public Health and Health related fields of study. This degree is not intended for pre-medical or similar areas of pre-professional study. Students seeking a Bachelor of Science degree with a major in Public Health must complete the following:

1. Core Requirements specific to the major:
   a. Lower division core 37 units: (13 courses)
      BIOL: 1009 Perspectives in Biology, 2210 Human Anatomy, 2200 Human Physiology, 2600 Current Health Problems, 2230 Microbiology, 2240 Nutrition
      CHEM: 1000 Foundations of Chemistry, 1001 Foundations of Chemistry Laboratory
      PH: 2010 Careers in Public Health
      KINE: 1018 Lifetime Fitness
      MATH: 2200 Introduction to Statistical Concepts
PSYCH: 1018 Explorations in Psychology
SOC: 1008 Introduction to Sociology

b. Upper division core 27 units (9 courses)
BIOL: 3440 Virology
ECON: 3108 Health and Health Care
KINE: 3118 Epidemiology and Wellness
PH: 3000 Public Health Practices
PPA: 4250 U.S. Health Care System: Then and Now
PSYCH: 3260 Social Psychology, PSYCH: 4340 Health Psychology
SOC: 4620 Sociology of Health and Wellness
PH 4918 Senior Seminar in Public Health with GE Capstone

c. Upper Division Electives 12 units (4 courses)
Four elective courses selected from list of pre-approved upper division courses: (substitutions may be allowed with pre-approval)
BIOL 3210 Human Ecology, BIOL 3220 Human Pathophysiology, BIOL 4200 Medical Microbiology.
ERM 3010 Intro to Occupational, Safety and Health Management
KINE 3340 Child and Adolescent Physical Activity and Health, KINE 4160 Exercise and Ageing, KINE 4170 Worksite Health Promotion, KINE 4220 Behavioral Aspects of Physical Activity and Exercise.
PSYC 3430 Adults in Later Life, PSYC 3620 Psychological Aspects of Human Sexuality, PSYC 4320 Mental Health and Ageing.
MATH 3210 Applied Statistics
SCI 3019 Revolutionary Ideas in Human Biology
SOC 4630 Sociology of Medicine

*A minimum GPA for these 76 units is 2.0

d. Free electives in any discipline: 9 units

Please see Attachment E: Academic Roadmap

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

a. These program proposal elements are required:

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

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

(ILO 1) Goal I. Students will show critical reasoning and problem-solving skills.

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

(ILO 2) Goal II. Students will be able to communicate orally and in writing.

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

(ILO 3) Goal III. Students will demonstrate discipline-based knowledge and career-based-learning.

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

(ILO 4) Goal IV. Students will possess numerical literacy.

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

(ILO 5) Goal V. Students will become engaged citizens.

Objective 5A: The student will engage in university and community activities (including civic action).
Objective 5B: The student will demonstrate superior interpersonal skills.
Objective 5C: The student will develop and demonstrate a thorough knowledge of self.
Objective 5D: The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)
Objective 5E: The student will demonstrate the ability to work independently.

(ILO 6) Goal VI. Students will develop a well-rounded skill set.

Objective 6A: The student will possess and demonstrate an ethical framework.
Objective 6B: The student will demonstrate an understanding of cultural and ethnic diversity.
Objective 6C: The student will successfully apply research methods/analysis and technology for problem solving.
Objective 6D: The student will demonstrate interdisciplinary knowledge.
Program Learning Outcomes (PLO)

Public Health graduates will:

(PLO 1) Apply a rich body of relevant public health knowledge and information to solve complex problems and challenges in the public health discipline.

(PLO 2) Integrate knowledge within the public health discipline and apply theoretical approaches and evidence-based practice in the field or research through critical analysis, problem solving, and collaborative communication techniques.

(PLO 3) Identify risks to health and advocate for public health equity and social justice in diverse and multicultural local, national, and global contexts.

(PLO 4) Take a leadership role in effectively disseminating accurate public health information and act to educate diverse and multicultural populations with the most relevant and up to date public health information.

Program Student Learning Outcomes (SLO)

At the completion of the program students will be able to successfully achieve the following learning outcomes:

(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.

(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.

(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.

(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.

(SLO 6) Evaluate efficacy and accuracy of health programs.

(SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.

(SLO 8) Coordinate health programs and services.

(SLO 9) Act as a resource person in community health programs and activities.

(SLO 10) Accurately communicate health needs, concerns and resources.
## Attachment E: BS in Public Health

### Four-Year Roadmap to Graduation DRAFT

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<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1</td>
<td>MATH 2200 Intro. to Stat. Con./Meth., B4</td>
<td>BIOL 2210 Human Anatomy</td>
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<td>CHEM 1000 Foundations of Chemistry, B1</td>
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<td>PH 3000 Public Health Practices</td>
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<td>KINE 1018 Lifetime Fitness, SELF</td>
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<td>SOC 4620 Sociology of Health and Wellness</td>
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### Important Notes

- Courses may not always be taught in the semester shown. Check for the most current list of projected course offerings.

- This is just one example of how to schedule classes to graduate in 4 years. Other schedules may be equally valid.
(WASC 2013 CFR: 1.1, 1.2, 2.3)

b. **These program proposal elements are required:**

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

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

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

*Please see Attachment F: Integration of ILO, PLO, and SO Matrix
*Please see Attachment G: SLO and Individual Course Matrix

c. Indicate total number of units required for graduation.
   
   120 semester units

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

   **Not Applicable**

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

   **Not Applicable**

f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.
The new courses listed and described below have been approved by the NSME Curriculum Committee and will be offered through the Biology and Nursing Departments in NSME.

Please see Attachment M: NSME CC New Course Approval

PH 2010: Careers in Public Health (1)
An introduction to career opportunities available in the field of Public Health. Students will learn about career options, and professional development through activities, discussion, and guest speakers. Offered on a credit, no-credit basis only. Open to all students interested in Public Health related career.

PH 3000: Public Health Practices (3)
Exploration and analysis of the core functions, basic concepts and terminology in public health. The course will provide an overview of various public health professions and institutions, and an in-depth analysis of public health topics such as health behavior theory, epidemiology of infectious and chronic diseases, maternal and child health, social determinants of health, strategies for eliminating health disparities, health education and health promotion programs, environmental health, and healthcare policy and management. (Prerequisite: PH 2010 Careers in Public Health, BIOL 2600 Current Health Problems)

PH 4918: Senior Seminar in Public Health (3)
Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement.
One hour lecture and Two-hour discussion. Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major.

Please see Attachments N-P: New Public Health Course Syllabi

g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Please see Attachment H: Course Offerings

(WASC 2013 CFR: 2.2b)
Graduate Program Questions a.-i. Not Applicable and Deleted from Form

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

Bakersfield College (BC) has a two-year Associate of Science degree for transfer in Public Health. They have reached out to CSUB on several occasions to express the need/desire for a four-year degree in Public Health at CSUB for their students to transfer into. BC has provided their curriculum and several courses already articulate with courses at CSUB. An actual transfer agreement and roadmap for transfer students will be fairly easy to complete, but will depend on the final curriculum that is approved for the CSUB degree.
See Table 1. Following page.

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<td>Soc B1 or Econ B1 or B2</td>
<td>GE Cert Soc 1008</td>
</tr>
</tbody>
</table>

*Both Biol B32 and B33 must be taken at BC in order to transfer as Biol 2210 and Biol 2220. Either B32 or B33 alone will not transfer to CSUB.

i. Provide an advising “roadmap” developed for the major.

Attachment E: Advising Roadmap

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

Accreditation is not required

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

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

All CSU campuses with the exception of The Maritime Academy and CSUB have a Public Health degree, if not a full Department of Public Health. The closest campuses CSULA, CSUN, and CSUF all have Public Health departments offering degrees in Public Health.

b. Describe differences between the proposed program and programs listed in Section 5a above.
For the CSUB degree in Public Health we have minimized the differences in our proposed degree compared to the other CSU campuses. We are utilizing a unique method of offering a Public Health degree by creating an interdisciplinary program utilizing our existing strengths to offer similar content of other CSU programs. We are filling a gap in the CSUB curriculum, and creating a degree consistent with what is available at the other CSU campuses. CSUB is located in Kern County, CA, which has some of the worst health statistics, and the most limited access to health-related education in the state of California. The need for a Public Health degree that can educate a local population of students that are likely to remain and work in the Public Health field in Kern County creates the vital need for this program.

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

The BA in Human Biology offered by the Biology department is the closest degree. The BS in Kinesiology with a concentration in Allied Health would also be considered a closely related degree option. Both degrees are attractive for students wanting to enter a post baccalaureate program in Physical Therapy, Physician Assistants, and similar healthcare related occupations.

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

This degree has been created in consultation with Bakersfield College (BC). BC developed their two-year Associates for transfer program in Public Health to fill a need identified by the Kern County Health Department and other community partners.

Please see Attachment I: Letter of support from Kern County Health Department
Attachment J: Letter of support from Bakersfield College

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

From Indeed.com search week of February 4th, 2019, there were 90 entry level jobs in Kern County CA from 12 different employers under the heading of entry level Public Health jobs.

From the CA.Gov Employment Development Department: Between 2016 and 2026 the projected number of jobs in Public Health and jobs related to health education will be between 8,200 and 9,800 with an annual average of 1,230 opening in the state of California.

Note: Data Sources for Demonstrating Evidence of Need
APP Resources Web [http://www.calstate.edu/app/resources.shtml](http://www.calstate.edu/app/resources.shtml)
US Department of Labor, Bureau of Labor Statistics
California Labor Market Information
Attachment G:
SLO Major Course Matrix for BS in Public Health

<table>
<thead>
<tr>
<th>SLO</th>
<th>I = Introduced</th>
<th>D = Developed</th>
<th>M = Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2200</td>
<td>Statistics GE B4</td>
<td>SOC 1008 Intro to Soc GE D</td>
<td>CHEM 1009 and 1001 GE B1</td>
</tr>
<tr>
<td>BIOL 1009</td>
<td>General Biol GE B2</td>
<td>PSYC 1018 Explor Psych GE D</td>
<td>KINE 1018 Lifetime Fitness</td>
</tr>
<tr>
<td>PH 2010</td>
<td>PH Careers</td>
<td>BIOL 2200 Human Anatomy</td>
<td>BIOL 2220 Human Phys</td>
</tr>
<tr>
<td>BIOL 2230</td>
<td>Microbiology</td>
<td>BIOL 2240 Nutrition</td>
<td></td>
</tr>
<tr>
<td>BIOL 2240</td>
<td>Nutrition</td>
<td></td>
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</tr>
</tbody>
</table>

(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.

(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.

(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.

(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.
<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Evaluate efficacy and accuracy of health programs.</td>
</tr>
<tr>
<td>7</td>
<td>Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.</td>
</tr>
<tr>
<td>8</td>
<td>Coordinate health programs and services.</td>
</tr>
<tr>
<td>9</td>
<td>Act as a resource person in community health programs and activities.</td>
</tr>
<tr>
<td>10</td>
<td>Communicate health needs, concerns and resources.</td>
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</table>
### SLO Major Course Matrix for BS in Public Health

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</thead>
<tbody>
<tr>
<td>I = Introduced</td>
<td>D = Developed</td>
<td>M = Mastered</td>
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<td></td>
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<tr>
<td>(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.</td>
<td>I</td>
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<td>D</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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</tr>
<tr>
<td>(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.</td>
<td>I</td>
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<tr>
<td>(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.</td>
<td>I</td>
<td>D</td>
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<td>D</td>
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<td>D</td>
<td>M</td>
<td>M</td>
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<tr>
<td>(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.</td>
<td>I</td>
<td>D</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td></td>
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<tr>
<td>(SLO 6) Evaluate efficacy and accuracy of health programs.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>I</td>
<td>M</td>
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<tr>
<td>SLO</td>
<td>Task Description</td>
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<tr>
<td>7</td>
<td>Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.</td>
<td>I</td>
<td>D</td>
<td>M</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Coordinate health programs and services.</td>
<td>I</td>
<td>I</td>
<td>M</td>
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<td></td>
<td></td>
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<td>D</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>
6. Student Demand

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

There are currently a large number of students entering CSUB each year with an interest in a health-related career such as, medicine, dental, pharmacy and nursing. As an example, there are currently (AY 20/21) over 600 Pre-Nursing students enrolled at CSUB, who are competing for 60 openings available to enter the Nursing degree program each year. Many of the openings in the Nursing degree program are filled by students who apply from other institutions. For this reason, the number of students from the pool at CSUB who get accepted is quite small compared to the large number that originally enroll in the university with hopes of entering the Nursing program. The Biology Department created a new degree in Human Biology to provide an option for the Pre-Nursing students that utilizes many of the courses the students have already taken as a Pre-Nursing student. The Human Biology degree has now grown to 200 majors, but the needs of the majority of the Pre-Nursing students not accepted into the Nursing program remain deficient. The proposed degree in Public Health would provide Pre-Nursing students another degree option that will utilize courses already taken, and provide an opportunity to remain in a service oriented profession helping people in need. This is what originally attracted them to the university, and will provide motivation to remain on the path to a college degree. From a more practical standpoint the Public Health degree provides a seem less path to graduation that will keep these Pre-Nursing students on track for a realistic four-year graduation timeline, and will prevent them from having to start over in a new unrelated field of study, or worse yet, get discouraged and drop out all-together.

Bakersfield College currently has 75 students enrolled in their two-year Associates degree in Public Health, who will be looking for a place to transfer and complete a four-year degree in Public Health. The BC program is fairly new and is expected to continue to grow with over 200 students participating in a Fall 2019 Public Health event on the BC campus.

It is expected the Public Health degree at CSUB will grow with a similar trajectory as the BC program, and much the same as what occurred with the Human Biology degree at CSUB.

Table 2 below indicates the current migration of Pre-Nursing students to other majors on the CSUB campus. These are students that entered CSUB with an interest in a health-related service oriented career, but were not able to secure a position in the Nursing program, or decided that Nursing was not their calling.
Table 2.

<table>
<thead>
<tr>
<th>Department</th>
<th>Percent of Graduates That Started as Pre-Nursing 2017</th>
<th>Number of Graduates That Started as Pre-Nursing Compared to Total 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>33</td>
<td>2/6</td>
</tr>
<tr>
<td>Child, Adolescent and Family Studies</td>
<td>20</td>
<td>16/80</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>24</td>
<td>27/113</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>17</td>
<td>30/177</td>
</tr>
<tr>
<td>Psychology</td>
<td>14</td>
<td>22/157</td>
</tr>
<tr>
<td>Sociology</td>
<td>10</td>
<td>6/60</td>
</tr>
<tr>
<td>Biology</td>
<td>15</td>
<td>12/80</td>
</tr>
<tr>
<td>Human Biology</td>
<td>62</td>
<td>36/58</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>151/731</td>
</tr>
</tbody>
</table>

Data is from CSU Student Success Dashboard

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

The Public Health degree will be open to all incoming freshmen and it is expected that the diversity of the students accepted to CSUB will be reflected in the Public Health degree. Students expressing an interest in Nursing and other health related professions will be informed of the degree option since they have an interest in a health-related field and often require a secondary option to their original intent (ie. Nursing, Medicine, Pharmacy, Dental etc.). The Nursing program currently has impacted status, which has been shown to reduce the diversity of students accepted into the program to the extent that it no longer reflects the diversity of the student population enrolled at CSUB. The Public Health degree will be an excellent option to attract the diverse pool of students interested in a health-related career, and keep them on track to graduate in four years.

c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Not Applicable

d. Describe professional uses of the proposed degree program.

The most likely professional career in Public Health is with a county health department. The Kern County Health Department has provided a letter of support for the new degree program at CSUB, and is actively seeking graduates trained in Public Health. Additional professional opportunities can be found with health care providers, such as, HMO organizations, hospitals, and insurance providers.
e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter. See Table 3. Below

Table 3.

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Majors</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 2021/2022</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Year 3 2022/2023</td>
<td>80</td>
<td>15 (2-year transfers from BC)</td>
</tr>
<tr>
<td>Year 5 2023/2024</td>
<td>140</td>
<td>30</td>
</tr>
</tbody>
</table>

7. Existing Support Resources for the Proposed Degree Major Program

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. Please see Attachments A-D

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

The Public Health degree will be offered as an interdisciplinary degree with contributions from several large departments across the CSUB campus. All of the departments have a multitude of highly trained faculty, and offer degrees in their respective disciplines. Departments include: Biology, Economics, Kinesiology, Psychology, Public Policy and Administration, Nursing, and Sociology. There may be additional departments, such as, History who are developing new courses that may provide excellent options for upper division electives.

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

No special facilities are required. The courses required are currently being offered with the existing facilities. The administrative support necessary will be provided by currently existing resources in the NSME Deans office.

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

Below is a link to the CSUB library. CSUB offers a modern full-service university library. No additional library resources will be required for the Public Health degree.

https://library.csub.edu/
d. Describe available academic technology, equipment, and other specialized materials.

As stated above CSUB has a modern full-service academic library available to all students. Additionally, CSUB has several computer labs available for classroom teaching, smart classroom technology is available in all lecture rooms including newly renovated and updated labs in Biology and Chemistry that will serve as the primary lab classes for the Public Health degree.

8. Additional Support Resources Required

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

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

No additional faculty will be needed to start the program. The courses proposed in the four-year roadmap and upper division electives are currently listed in the CSUB catalog and taught by existing CSUB faculty.

There are concerns however that departments already experiencing high enrollments in courses necessary for existing degree programs will experience even higher demand with the addition of the BS in Public Health. Those concerns have been addressed by two different means. First, because the development of the Public Health degree is predicted to have a positive impact on four-year graduation rates the Provost has committed to providing support for adjuncts as the impact of the degree becomes a known quantity (See Attachment A).

Second, the NSME Deans office in collaboration with the SSE administration and faculty in both NSME and SSE have recently (9/1/2020) been awarded a 5-year, 3-million-dollar Title V grant to support the advancement of Pre-Health students. One of the primary objectives outlined in the grant proposal is the creation of new opportunities for CSUB students interested in health-related careers including the addition of the BS degree in Public Health. The grant budget includes support for two fulltime faculty positions that will help eliminate the concerns with being able to offer adequate sections of courses required for the Public Health degree.

b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).
No new space will be required

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

No new resources will be needed from the library.

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

No new technology or equipment will be needed.

9. Self-Support Programs

Not applicable, self support items deleted from form.

Submit completed proposal packages to:
APP@calstate.edu

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

Contact Us

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

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

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
sthomas@calstate.edu
Terms listed are when it is currently planned to be offered, and do not necessarily correspond with current suggested roadmap (Attachment E). Adjustments to roadmap and requests to departments for course offerings will occur as needed when degree is approved.
TO: Debra Jackson, PhD
    Associate Dean Academic Programs

FROM: BJ Moore, PhD
    Chair, BPA Assessment Review and Curriculum Committee

RE: MS in Accounting Program Proposal

DATE: March 23, 2020

C: Ben Bae, PhD, Director of the Proposal
    Angappa Gunasekaran PhD, Dean BPA

On March 13, 2020 the BPA Department of Accounting and Finance submitted to the BPA Assessment Review and Curriculum Committee (ARCC) course proposals for the 10 new courses needed to deliver the proposed MS in Accounting. The Committee reviewed the courses electronically, noted a few editing and numbering problems which were addressed by Dr. Bae and on March 18, 2020 the ARCC approved all 10 courses.

This brings to a conclusion the needed actions of the BPA ARCC in regard to this proposal. In light of the virtual nature of CSUB University activities please accept this memo as documentation with the usual form to follow when appropriate.
Master of Science in Accounting (MSAcc) Program Proposal

1. Program Type
   a. Self-Support
   b. Delivery Type: Hybrid
   c. New Program

2. Program Identification
   a. Campus
      California State University, Bakersfield
   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).
      Master of Science in Accounting (MSAcc)
   c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.
      March 26, 2018
   d. Term and academic year of intended implementation (e.g., fall 2018).
      Spring 2021
   e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
      32 units
   f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
      Department of Accounting and Finance
   g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
      Benjamin Bae, Professor
   h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

   PLEASE SEE THE ATTACHED LETTER FROM DEAN.
CSUB mission statement
California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

BPA Mission Statement
We prepare graduates to effectively contribute to their organizations and to develop into our community’s next generation of innovators, managers, and leaders. Our methods include delivering curriculum and programs supporting student success, conducting applied and pedagogical research, and engaging the community in impactful ways.

i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
   Assessment Review and Curriculum Committee (ARCC), School of Business and Public Administration.

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

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

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: http://www.calstate.edu/app/resources.shtml, you can search CIP 2010 at http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code: 05021
CIP Code: 52.0301

3. Program Overview and Rationale

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

The purpose of the Master of Science in Accounting (MSAcc) is to create accounting experts with in-depth skills in financial statement driven fundamental analysis. Students with such training are in demand in professions such as investment management, equity research, investment banking and private equity/venture capital.

The need for accountants with master’s degrees is strong nationally and certainly in the local region. Both the supply (undergraduates interested in a graduate degree in accounting) and the demand (employers) remain strong, as has been documented in this proposal. Local CPA firms as well as corporations and public
Demand, which comes from industry, government, and the public accounting sector is projected to continue to grow as the economy recovers. In corporations, accountants are needed in areas such as financial management, financial reporting, internal auditing, cost accounting, tax planning, and budget analysis. Often, these "management accountants" make significant advances in their careers after some years of experience with the attainment of an advanced degree. Within the past decade, the CPA has become the professional designation for these professionals as some states (including California) grant a non-audit CPA designation - an appealing certification to accounting professionals who want to meet the 150 credit requirement and want a respected professional certification which requires the one year of experience working for a CPA.

This new degree will fill a gap in the current degree offerings of the School of Business and Public Administration (BPA) by providing an educational opportunity for individuals who wish to pursue a deeper, more focused course of study than that provided by the MBA program. We expect that this degree will attract three streams of applicants.

First, the degree will attract those desiring a specialized alternative to the traditional MBA program. More specifically, the MSAcc program will be designed to create analysis experts rather than general managers.

Second, the program will attract financial professionals seeking to develop their accounting skills. It will provide rigorous training coupled with real analytical skills that may be needed in their careers.

Finally, the program will attract candidates who need additional credit hours to meet the 150 semester hours requirement for obtaining the CPA license. Such students would find that the additional coursework would be able to help them meet the requirement, provided they have undergraduate accounting backgrounds.

b. Provide the proposed catalog description. The description should include:

1. a narrative description of the program

The Master of Science in Accounting (MSAcc) degree offers accounting knowledge and expertise with in depth skills in financial statement driven fundamental analysis. These skills are in high demand in corporate finance as well as accounting.

This MSAcc degree provides an opportunity for students to fulfill the requirements by the California CPA licensing examination. This program also helps students meet the needs of a global community of accounting professionals.

2. admission requirements (subject to the university admission)

- 4-Year Bachelor's Degree in accounting *
- 3.0+ Overall GPA (Recommended)
- GMAT Score of 500+ (GRE may be substituted)
- If required, the TOEFL with 213 Computer/550 Paper/80+ Internet Based or IELTS with a 6.5+
- Statement of purpose: Summarize your career objectives, experience and reason for interest in this degree program
- Resume: A resume including education, employment, extracurricular/community activities, publications, if any, and memberships
- Letters of recommendation: Two (2) confidential letters from a professor or manager/supervisor
- Undergraduate transcript(s)

*Other related disciplines with sufficient knowledge of accounting related degree and certificate need the
program director’s approval.

Conditional admission:
A student who may not meet all the requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted conditionally if the program director determines that he or she satisfactorily meets the professional, scholastic or other standards for admission to the graduate degree curriculum.

3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

The MSAcc Program will consist of 3-4 semesters of study. Admitted students will enroll in the program in the spring semester. Admitted students will complete 10 graduate accounting courses with three units each, plus 1 foundation accounting course (one unit), and 1 culminating project (one unit).

Expected Coursework
Students will complete a minimum of 32 units in the following modules.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Accounting Degree</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5000 Fundamentals of Accounting</td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>ACCT 6100 Accounting Information Systems &amp; Data Analytics</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>ACCT 6300 Business Tax and Research</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6400 Financial Statement Analysis &amp; Firm Valuation</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6500 Accounting Ethics</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6600 Fraud Examination</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6650 Auditing and Financial Statements</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6700 Government &amp; Non-profit Accounting</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6800 International Accounting</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6900 Advanced Managerial Accounting</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>one as an elective</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6150 Data Analytics and Computer Applications for Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 6670 IT Auditing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 6770 Selected Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 7000 Culminating Project</td>
<td>Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Required Courses**

11 courses and 1 culminating project 32
* All these courses can be used towards the Educational Requirements for California CPA licensing.

4. total units required to complete the degree
   32 units

5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

The culminating applied project experience is a key element of the master’s degree program. It is designed as an “applied research inquiry” experience that supports the scientific inquiry process and application. It promotes the use of critical thinking skills to evaluate relevant accounting information from both the literature and hands-on research experiences, combined with the practitioners’ knowledge and expertise, to then enhance business decision making. Overall, such an examination encourages development of accounting professionals with research skills and the ability and expectation to directly contribute to the accounting literature and improves accounting and business decisions. The culminating experience for students in the Master of Science in Accounting at CSUB will be a culminating project. The culminating project ACCT 7000 requires preparation and presentation of learning portfolio. It includes individual oral project presentation or written project report. Its standards will be consistent with professional production of written (and oral, if appropriate) presentations consistent with professional submissions. Refer to p. 11 for detail.

4. Curriculum
   a. These program proposal elements are required:

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

**Institutional learning outcomes (ILOs)**

Graduates of CSUB will:
1. Students will demonstrate broad, integrative knowledge.
2. Students will develop specialized knowledge.
3. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.
4. Students will conduct applied learning

**Program learning outcomes (PLOs)**

MSAcc program graduates will:

1. Demonstrate advanced knowledge of the functional areas of accounting and external business environment. Examples of aspects to be assessed might include the knowledge, skills, and abilities associated with scientific processes, the history and practice of the discipline, effects of institutional influences (economic, social, legal) and applicable theories.

2. Demonstrate professional presentation and communication skills. Examples of aspects to be assessed might include knowledge of accounting processes and systems, the ability to interpret and apply theory, structure and analyze problems, organize and defend an argument, communicate orally. Evaluate information, develop focused, coherent, and grammatically correct written communications, and develop action plans and change strategies to promote accountability and integrity of accounting information and reports for all the account information users.

Examples of aspects to be assessed include the ability to develop, conduct and report accounting related research, analyze case studies, develop problem-solving abilities including the application of quantitative techniques used in both the short-run and the long-run framework.

4. Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills)
Examples of aspects to be assessed are the ability to direct and motivate organizational members and teams, make decisions that reflect the best interests of the organization, develop a culture that promotes creative and productive thinking and solutions.

5. Demonstrate professional ethics and integrity.
Example of aspects to be assessed include the ability to recognize and understand the behavioral implications and the moral and ethical issues, and resolve ethical dilemmas.

Student learning outcomes (SLOs)
MSAcc program students will:
1. explain, analyze, and interpret fundamental accounting concepts;
2. apply fundamental principles to accounting research;
3. present and defend interpretation of accounting research data;
4. behave collegially and ethically working in research teams;

b. These program proposal elements are required:

Comprehensive program assessment plan addressing all assessment elements
<table>
<thead>
<tr>
<th>Institutional Learning Outcomes for Graduate Programs (ILOs)</th>
<th>Program Learning Outcomes (PLOs)</th>
<th>Student Learning Outcomes (SLOs)</th>
<th>Courses where SLOs are assessed</th>
<th>Assessment schedule – how often SLOs will be assessed</th>
<th>Assessment activity or assignment used to measure each SLO</th>
<th>Assessment tool used to measure outcome success</th>
<th>How data findings will be reported</th>
<th>Designated personnel to collect, analyze, and interpret data</th>
<th>Closing the loop strategies</th>
<th>Program findings dissemination schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO 1: Students will demonstrate broad, integrative knowledge</td>
<td>PLO 1 Graduates Demonstrate advanced knowledge of the functional areas of accounting and external business environment</td>
<td>SLO 1: Explain, analyze, and interpret fundamental accounting concepts</td>
<td>ACCT 6400 Financial Statement Analysis &amp; Firm Valuation</td>
<td>Once every two years starting in year 1</td>
<td>Research paper</td>
<td>Rubric designed around criteria for each SLO</td>
<td>Report on percentage of students that meet or exceed a minimum level established for each SLO</td>
<td>SLO course instructor will assign and grade assignment using rubric developed for this assignment</td>
<td>An assessment committee will review the data and identify where improvement is needed</td>
<td>Assessment data will be reported to Academic Programs and Planning. The University Program Review Committee will review the reports and provide feedback. Feedback will be used to improve assessment plans for the following year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLO 2: Apply principles to accounting research</td>
<td>ACCT 6100 AIS &amp; Data Analytics</td>
<td>Alternating Year 1, year 2</td>
<td>Case study/Written Assignment</td>
<td></td>
<td></td>
<td>An assessment committee will review the data and identify where improvement is needed</td>
<td>Program director will administer assessment</td>
<td></td>
</tr>
<tr>
<td>ILO 1: Students will demonstrate broad, integrative knowledge</td>
<td>PLO 2: Demonstrate complex problem-solving skills in accounting.</td>
<td>SLO 3: Present and defend interpretation of accounting research data</td>
<td>ACCT 7000 Culminating Project</td>
<td>Once every two years starting in year 2</td>
<td></td>
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<td></td>
<td>An assessment committee will analyze rubric data</td>
<td></td>
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<tr>
<td>ILO 2: Students will develop specialized knowledge.</td>
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<tr>
<td>Institutional Learning Objectives (ILOs)</td>
<td>Program Learning Outcomes (PLOs)</td>
<td>Student Learning Outcomes (SLOs)</td>
<td>Courses where SLOs are assessed</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>Assessment activity or assignment used to measure each SLO</td>
<td>Assessment tool used to measure outcome success</td>
<td>How data findings will be reported</td>
<td>Designated personnel to collect, analyze, and interpret data</td>
<td>Closing the loop strategies</td>
<td>Program findings dissemination schedule</td>
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<tr>
<td>ILO 2: Students will develop specialized knowledge</td>
<td>PLO 3: Demonstrate the skills necessary to perform as an organizational leader</td>
<td>SLO 3: Present and defend interpretation of accounting research data</td>
<td>ACCT 6300 Business Taxation and Accounting Research</td>
<td>Once every two years starting in year 2</td>
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<td>ILO 4: Students will conduct applied learning</td>
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<tr>
<td>ILO 3: Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>PLO 4: Graduates will demonstrate professional presentation and communication skills.</td>
<td>SLO 2: Apply principles to accounting research</td>
<td>ACCT 7000 Culminating Project</td>
<td>Once every two years starting in year 2</td>
<td>Oral presentation and written project report</td>
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<td>Program director will administer assessment</td>
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<td></td>
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<td>SLO 3: Present and defend interpretation of accounting research data</td>
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<td></td>
<td>An assessment committee will analyze rubric data</td>
<td>The assessment committee will review the data and identify where improvement is needed</td>
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</tr>
<tr>
<td>Institutional Learning Objectives (ILOs)</td>
<td>Program Learning Outcomes (PLOs)</td>
<td>Student Learning Outcomes (SLOs)</td>
<td>Courses where SLOs are assessed</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>Assessment activity or assignment used to measure each SLO</td>
<td>Assessment tool used to measure outcome success</td>
<td>How data findings will be reported</td>
<td>Designated personnel to collect, analyze, and interpret data</td>
<td>Closing the loop strategies</td>
<td>Program findings dissemination schedule</td>
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<tr>
<td>ILO 3: Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>PLO 5: Graduates will demonstrate professional ethics and integrity.</td>
<td>SLO 4: Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>ACCT 6600 Fraud Examination ACCT 7000 Culminating Project</td>
<td>Once every two years starting in year 2</td>
<td>Research team group problem solving exercise</td>
<td>Rubric designed around criteria for each SLO</td>
<td>Report on percentage of students that meet or exceed a minimum level established for each SLO</td>
<td>The supervisor will administer the assessment. An assessment committee will analyze rubric data</td>
<td>The assessment committee will review the data and identify where improvement is needed</td>
<td>Assessment data will be reported to Academic Programs and Planning. The University Program Review Committee will review the reports and provide feedback. Feedback will be used to improve assessment plans for the following year.</td>
</tr>
<tr>
<td>SLO 1: Explain, analyze, and interpret fundamental accounting</td>
<td>ACCT 6100</td>
<td>ACCT 6150</td>
<td>ACCT 6300</td>
<td>ACCT 6400</td>
<td>ACCT 6500</td>
<td>ACCT 6600</td>
<td>ACCT 6650</td>
<td>ACCT 6700</td>
<td>ACCT 6800</td>
<td>ACCT 7000</td>
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</table>

<table>
<thead>
<tr>
<th>SLO 2: Apply principles to accounting research</th>
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<td>I</td>
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<td>D</td>
<td>D/M</td>
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<td>M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 3: Present and defend interpretation of accounting research data</th>
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<tr>
<td>I/D</td>
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<td>M</td>
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<td>M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 4: Behave collegially and ethically working in research teams</th>
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<tbody>
<tr>
<td>I/D</td>
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<td>M</td>
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<td>M</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Required Courses</th>
<th>32 semester units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Required Courses</td>
<td>32 semester units</td>
</tr>
</tbody>
</table>

c. Indicate total number of units required for graduation.

**Total Required Courses**  
32 semester units

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

N/A

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

N/A

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

N/A

g.
<table>
<thead>
<tr>
<th>course</th>
<th>Catalog description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5000 Fundamentals of Accounting (1 unit)</td>
<td>This course covers concepts and principles underlying financial and managerial accounting, including the basic accounting model, underlying assumptions and conventions. It also includes an overview of the transaction cycles. In addition, this course covers introduction and examination of cost concepts, product costing systems, and cost-volume-profit analysis.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6100 Accounting Information Systems &amp; Data Analytics (3 units)</td>
<td>This course covers information system concepts and theory, with an emphasis on internal controls. It includes the collection and processing of accounting information, internal control aspects of accounting systems, systems life cycle in an accounting framework, and the interface of accounting systems, databases, and computer technology. This course also covers a theoretical and practical understanding of core business analytic concepts and techniques.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6150 Advanced Data Analytics and Computer Applications for Accounting (3 units)</td>
<td>Based on a theoretical and practical understanding of core business analytic concepts and techniques, this course covers hands-on practice in applying these techniques to real-world accounting problems using business analytic software tools. This course also covers some computer applications relevant to accounting.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6300 Business Taxation &amp; Accounting Research (3 units)</td>
<td>This course covers the US federal income taxation of business entities and related research. The primary objective is to develop a general understanding of the legal and administrative structure of the tax law that applies to for-profit businesses of various types, and how taxation rules differ from financial accounting standards. Students are introduced to tax research using the Internal Revenue Code, Treasury regulations and other authorities. Students are also expected to do related accounting research using FASB and SEC rules and regulations.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6650 Auditing and Financial Statements (3 units)</td>
<td>This course covers the fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report: Emphasis is on attestation and assurance of reliability of financial statements. It also covers IT auditing and the issues involved.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6670 IT Auditing (3 units)</td>
<td>This course covers an introduction to IT auditing, emphasizing the concepts through exercises and case studies. It includes knowledge of basic IT audit concepts. Emphasis is on IT auditing applications supporting key business processes with the assessment of IT risk and the evaluation of IT general controls.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6700 Government &amp; Non-profit Accounting (3 units)</td>
<td>Provides an introduction to unique characteristics of governmental and non-profit accounting. Covers aspects of recording and reporting of financial transactions in public and not-for-profit organizations. Includes governmental and nonprofit auditing and financial condition analysis.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6800 International Accounting (3 units)</td>
<td>Introduces contemporary accounting theory and practice from an international perspective. Covers comparative accounting systems in various countries based on prevailing practice in the United States. Includes analysis of international accounting and auditing standards.</td>
<td>Graduate-level</td>
</tr>
<tr>
<td>ACCT 6900 Advanced Managerial Accounting (3 units)</td>
<td>Introduces advanced cost concepts of managerial accounting using a quantitative analytical approach. Topics include costing systems, cost-volume-profit analysis, budgeting, cost control, and compensation with focus on management decision-making.</td>
<td>Graduate-level</td>
</tr>
</tbody>
</table>
h. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Instructor</th>
<th>Spring</th>
<th>Instructor</th>
<th>Summer</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCT 5000</td>
<td>Benjamin, Bae, Ji Li Harvey McCown, Jing Wang, Di Wu</td>
<td>ACCT 6500</td>
<td>Harvey McCown/Jing Wang</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ACCT 6100</td>
<td>Benjamin Bae/ Di Wu</td>
<td>ACCT 6600</td>
<td>Benjamin Bae/Harvey McCown</td>
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</tr>
<tr>
<td>1</td>
<td>ACCT 6300</td>
<td>Jing Wang/ Harvey McCown</td>
<td>ACCT 6900</td>
<td>Di Wu/Ji Li</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>ACCT 6400</td>
<td>Ji Li / Benjamin Bae</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>ACCT 6650</td>
<td>Benjamin Bae/Jing Wang</td>
<td>ACCT 7000</td>
<td>advisor</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ACCT 6700</td>
<td>Ji Li / Harvey McCown</td>
<td>Electives</td>
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<tr>
<td>2</td>
<td>ACCT 6800</td>
<td>Benjamin Bae/Di Wu</td>
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<tr>
<td>3</td>
<td>ACCT 6000</td>
<td>Benjamin, Bae, Ji Li Harvey McCown, Jing Wang, Di Wu</td>
<td>ACCT 6500</td>
<td>Harvey McCown/Jing Wang</td>
<td>Electives</td>
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<tr>
<td>3</td>
<td>ACCT 6100</td>
<td>Benjamin Bae/ Di Wu</td>
<td>ACCT 6600</td>
<td>Benjamin Bae/Harvey McCown</td>
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<tr>
<td>3</td>
<td>ACCT 6300</td>
<td>Jing Wang/ Harvey McCown</td>
<td>ACCT 6900</td>
<td>Di Wu/Ji Li</td>
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<tr>
<td>3</td>
<td>ACCT 6400</td>
<td>Ji Li / Benjamin Bae</td>
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</tbody>
</table>

- Year 3 is a repetition of year 1 as this program is based on 3-4 semesters.

i. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

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

(b) currently accredited: Bachelor of Science in Business Administration - Accounting Concentration
k. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

- 4-Year Bachelor's Degree in accounting*
- 3.0+ Overall GPA
- GMAT Score of 500+ (GRE may be substituted))
- If required, the TOEFL with 213 Computer/550 Paper/80+ Internet Based or IELTS with a 6.5+
- Statement of purpose:
  Summarize your career objectives, experience and reason for interest in this degree program
- Resume:
  A resume including education, employment, extracurricular/community activities, publications, if any, and memberships
- Letter of recommendation:
  Two (2) confidential letters from a professor or manager/supervisor
- Undergraduate transcript(s)

*Other related disciplines with sufficient knowledge of accounting related degree and certificate need the program director’s approval.

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

Students are required to follow the program requirements and policies set forth for each program by its respective faculty. The MSAcc student must earn a 3.0 or better cumulative grade point average for all MSAcc courses taken in order to remain in good standing in the program.

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

N/A
n. Provide advising “roadmaps” that have been developed for the major.

<table>
<thead>
<tr>
<th>MSAcc- Advising Roadmap - Recommended Course Sequence (Undergraduate accounting degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year (19 units)</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ACCT 5000 Fundamentals of Accounting</td>
</tr>
<tr>
<td>ACCT 6100 AIS &amp; Data Analytics Accounting for Leaders</td>
</tr>
<tr>
<td>ACCT 6300 Business Taxation and Accounting Research</td>
</tr>
<tr>
<td>ACCT 6400 Financial Statement Analysis and Firm Valuation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year (13 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ACCT 6650 Auditing and Financial Statements</td>
</tr>
<tr>
<td>ACCT 6700 Government &amp; Non-profit Accounting</td>
</tr>
<tr>
<td>ACCT 6800 International Accounting</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
</tr>
</tbody>
</table>

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

**Accreditation Note:**

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

N/A

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

5. Need for the Proposed Degree Major Program

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

**CSU campuses:**

Cal Poly, SLO
CSU, Pomona
b. Describe differences between the proposed program and programs listed in Section 5a above.

<table>
<thead>
<tr>
<th></th>
<th>CSUB</th>
<th>CSU SLO</th>
<th>CSU Pomona</th>
<th>CSU East Bay</th>
<th>University of Phoenix</th>
<th>University of La Verne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>32 Semester Units</td>
<td>45 Quarter Units</td>
<td>31 Semester Units</td>
<td>45 Quarter Units</td>
<td>45 Units</td>
<td>30 semester units</td>
</tr>
<tr>
<td>Class type</td>
<td>Hybrid</td>
<td>Face to face</td>
<td>Face to face</td>
<td>Face to face</td>
<td>Online</td>
<td>Online</td>
</tr>
</tbody>
</table>

Our location is within commuting distance of all cities in Kern County (including the cities such as Shafter, Wasco, Tehachapi, Porterville, and so on) which allows us to draw upon a significant population including the Bakersfield metropolitan area with over half a million residents.

CSU campuses offering the MSAcc are more than 100 miles from campus. CSUB also has a branch campus in Lancaster (Antelope Valley) where a significant number of residents are employed by various corporations, small to medium businesses, and government entities such as Edwards Air Force.

The School of Business and Public Administration is AACSB accredited. This prestigious accreditation provides competitive advantage since similar AACSB accredited programs offering the MSAcc, such as CSU SLO, Pomona and East Bay, are two-three hours away from Bakersfield.

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

None

d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.
Accounting advisory board members as below were presented the MSAcc program proposal and provided their feedback.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belton Nancy</td>
<td>CPA, Managing Partner</td>
<td>Daniells Phillips Vaughn &amp; Bock</td>
</tr>
<tr>
<td>Braun Ann</td>
<td>CPA, Managing Director</td>
<td>CBIZ/Mayer Hoffman McCann</td>
</tr>
<tr>
<td>Hoffman Patrick</td>
<td>CPA, Shareholder</td>
<td>Barbich Hooper King Dill Hoffman</td>
</tr>
<tr>
<td>Nielsen Ryan</td>
<td>CPA, Partner</td>
<td>Brown Armstrong</td>
</tr>
<tr>
<td>Stanley Charlotte</td>
<td>CPA</td>
<td>Wayne E. Long &amp; Company CPA's</td>
</tr>
<tr>
<td>Shinault Michael</td>
<td>CPA, Founding Partner</td>
<td>Shinault Baker</td>
</tr>
<tr>
<td>Maxwell Thomas</td>
<td>CPA</td>
<td>Keathley, Maxwell &amp; Antongiovanni, LLP</td>
</tr>
<tr>
<td>Cunha Ryan</td>
<td>CPA, not in Bakersfield anymore</td>
<td>CBIZ/Mayer Hoffman McCann</td>
</tr>
<tr>
<td>Donnan Brian</td>
<td>Chief Accounting Officer</td>
<td>Bolthouse</td>
</tr>
<tr>
<td>Zabrani Amir</td>
<td>Relationship Manager</td>
<td>Wells Fargo</td>
</tr>
<tr>
<td>Rosa Melanie</td>
<td>Controller</td>
<td>Castle &amp; Cooke, Mainland Division</td>
</tr>
<tr>
<td>Lawson Nancy</td>
<td>Assistant CAO for Budget and Finance</td>
<td>Kern County</td>
</tr>
</tbody>
</table>

6. Student Demand

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

Student demand for this program will come in large part from students with accounting and other business baccalaureates from the School of Business and Public Administration programs, which will be a natural feeder. Our students were surveyed during the Fall Semester 2018 to assess their interest in a Master’s degree in Accounting. Out of the 111 students surveyed, 27 expressed that they would enroll in the master’s program if it was offered in Fall 2019. In addition, 20 students indicated that they would enroll in the proposed a program in Fall 2020 while 25 would enroll in Fall 2021. The result shows that almost two thirds of the students responded positively in enrolling in the MSAcc.

We conducted an online survey with accounting alumni through email. The survey results show that extremely positive response to the MSAcc program. Furthermore, we also conducted an employer survey. The employer survey results indicate very positive responses. 84% of the responses were “strong need” or “moderate need”. Refer to the attached survey results in the appendix for more information.

Nationally, growth of undergraduate accounting programs continues to be robust. According to the AICPA (2017), the number of students graduating with an undergraduate degree in accounting awarded in 2016 (57,119) remained strong, totaling the second highest on record and representing a five percent increase from the previous year. It is expected that this trend will continue as long as the US economy grows. The growth of the School of Business and Public Administration (BPA) accounting major has been impressive. As of the Fall 2017, there were 294 accounting majors compared to 166 in 2007, a 77% increase over a 10-year period. As of the Fall 2017, the accounting major was the largest major in the School of Business and Public Administration.

The proposed program will be an appealing option for the BPA undergraduates from both accounting and non-
accounting programs. The BPA accounting undergraduate program produces between 60 and 81 graduates per year with many of them aspiring to continue their education and accumulate the additional credits needed for the CPA designation or to gain the knowledge and skill proficiency necessary for other popular accounting and finance related certifications. The program can serve as an effective feeder system that facilitates a seamless transition from the BPA undergraduate program to the graduate program over five years.

There is some evidence of the interest in the accounting certificate program which also allows non-accounting majors to meet the education requirements of the CPA exam. Hence, we conservatively estimate that there will be at least 10-20 students in the first year of the program followed by significant increases in subsequent years. Evidence also suggests that international students from NAVITAS and other sources are highly interested in MSAcc.

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

CSUB BPA students are well diversified as indicated by the statistics in Table 1 (CSUB BPA Transform 2023). Since we expect that most of the MSAcc program candidates will come from our accounting and business undergraduate programs, issues of diversity and access to the university will naturally be resolved. Nonetheless, the MSAcc admission criteria ensures fair and equal access to the program.

c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Majors</td>
<td>304</td>
<td>277</td>
<td>294</td>
</tr>
<tr>
<td>Accounting Graduates</td>
<td>70</td>
<td>82</td>
<td>81</td>
</tr>
</tbody>
</table>

d. Professional uses of the proposed degree program.

The need for accountants with master’s degrees is strong nationally and certainly in the local region. Both the supply (undergraduates interested in a graduate degree in accounting) and the demand (employers) remain strong, as has been documented in this proposal.

Demand, which comes from industry, government, and the public accounting sector is projected to continue to grow as the economy recovers. In corporations, accountants are needed in areas such as financial management, financial reporting, internal auditing, cost accounting, tax planning, and budget analysis. Often, these "management accountants" make significant advances in their careers after some years of experience with the attainment of an advanced degree. Within the past decade, the CPA has become the professional designation for these professionals as some states (including California) grant a non-audit CPA designation- an appealing certification to accounting professionals who do not have the required 1,000 hours of public accounting/audit experience but meet the 150 credit requirement and want a respected professional certification.

Within public accounting, the diversification and expansion of services beyond the traditional audit and tax services requires personnel that have masters degrees. Growth areas include assurance services, environmental accounting, forensic/investigative accounting, information technology services, international accounting, and personal financial planning.

The demand for accountants with master’s degrees is also driven by an expansion of non-audit functions within public firms called advisory services. These typically require higher level skills together with technical and
strategic management knowledge associated with business graduate programs.

In addition, there is a need for more analytically trained accounting analysts sought by industry consulting firms and big businesses. In a competitive job market landscape, the deep technical skills and expertise gained through the coursework component of an MSAcc program become increasingly valuable. For academically distinguished students who wish to hone these skills, the opportunity to enroll in a Master of Science degree will position them well for careers in industry, consulting, and the public sector or perhaps within the academy. While the MBA degree trains students broadly, the MSAcc degree will provide students with a more specialized focus that presents sophisticated solutions to business and societal management problems.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021 - Fall 2022</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2022 - Fall 2023</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2023 - Fall 2024</td>
<td>25</td>
</tr>
<tr>
<td>Spring 2024 - Fall 2025</td>
<td>30</td>
</tr>
<tr>
<td>Spring 2025 - Fall 2026</td>
<td>35</td>
</tr>
</tbody>
</table>

7. Existing Support Resources for the Proposed Degree Major Program

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>Degree</th>
<th>Date &amp; Field</th>
<th>Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Bae</td>
<td>Full</td>
<td>Full-time, tenured</td>
<td>PhD</td>
<td>1998, Accounting</td>
<td></td>
</tr>
<tr>
<td>Ji Li</td>
<td>Associate</td>
<td>Full-time, tenure track</td>
<td>PhD</td>
<td>2014, Accounting</td>
<td>2009, Ag. Business</td>
</tr>
<tr>
<td>Harvey McCown</td>
<td>Instructor</td>
<td>Full-time instructor</td>
<td>Master</td>
<td>1965, Accounting</td>
<td>CPA 40+ years of public practice</td>
</tr>
<tr>
<td>Jing Wang</td>
<td>Assistant</td>
<td>Full-time, tenure track</td>
<td>PhD</td>
<td>2016, Accounting</td>
<td>CPA</td>
</tr>
<tr>
<td>Di Wu</td>
<td>Assistant</td>
<td>Full-time, tenure track</td>
<td>PhD</td>
<td>2006, Informatics and Applied Mathematics</td>
<td>CPA, CMA</td>
</tr>
<tr>
<td>John Emery</td>
<td>Full</td>
<td>Full-time, tenured</td>
<td>PhD</td>
<td>1970 Finance</td>
<td></td>
</tr>
</tbody>
</table>

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

Existing space and facilities will be used to support the MSAcc program.

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

**Current Stiern Library Resources as of Feb. 7, 2019 (updated)**

Accounting and business research databases:
1. ABI/INFORM Collection (ProQuest)
2. Business Abstracts with Full Text (H.W. Wilson)
3. Business Source Premier
4. Dissertations & Theses Global: The Humanities and Social Sciences Collection (includes accounting)
5. EconLit
6. FASB Accounting Standards free web site (Financial Accounting Standards Board)
7. GAAP Guide (Generally Accepted Accounting Principles annual print version in reference collection HF5635 .M633)
8. IBISWorld
9. JSTOR (journal archives)
10. Mergent Online
11. RMA eStatement Studies (online financial ratios) (available in 2019/2020)
12. Westlaw

Other Library resources in the area of accounting include:
- Electronic Journals: 2025
- Print journals: 334
- Electronic books: 8604 (may also include some general business titles)
- Print books: 1209

d. Describe academic technology, equipment, and other specialized materials.
   - Computer labs in the BPA and library
   - I-TV rooms
   - University IT department
   - Accounting department computer lab

8. Additional Support Resources Required

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

a. Describe additional faculty or staff support positions needed to implement the proposed program.
   None.

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

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

   The library resources needed for the proposed Master of Science in Accounting would be no different
from those used by the existing MBA program. See attached report and memo from Curt Asher, Dean of the University Library. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Academic technology, equipment, or specialized materials needed for the proposed Master of Science in Accounting would be no different from those of the existing MBA program.

9. Self-Support Programs:

a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

The MSAcc degree is not currently offered in the School of Business and Public Administration at CSUB. The proposed program will be offered in conjunction with the Division of Extended Education and Global Outreach (EEGO) and should not impact or limit any existing state-support programs.

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

State funding is unavailable for the program. The full-time faculty who will be teaching in the MSAcc program have a full workload and will be teaching in the program for overload pay. Offering the program on a self-support basis will generate resources needed for operation.

c. Explain how at least one of the following additional criteria shall be met:

   i. The courses or program are primarily designed for career enrichment or retraining;
      The MSAcc will provide the students with career enrichment since the program is designed to train the students with highly demanding analytical skills based on accounting concepts and knowledge in depth. In addition, this program helps students who need additional credit hours to meet the 150 semester hours requirement for obtaining the CPA license.

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

   iii. The course or program is offered through a distinct technology, such as online delivery;

   iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the checklist found earlier in this document).

$600/unit
32 units
$19,200

See the attached budget.
Appendix

1. Survey results
2. Letter of support from Dean
3. Letters of support from advisory board members
4. Report and memo from Curt Asher, Dean of the University Library
5. Budgets
Alumni Survey Results

EXECUTIVE SUMMARY:

It is noted that approximately 20% response rate indicates our alumni are very much interested in MSAcc program. Otherwise, respondents would not participate in the survey.

The survey results show that extremely positive response to MSAcc program as Q3 and Q4 have 87% and 82% of “very interested” and “moderately interested” responses. Q6 also shows a very positive response. Considering theses alumni are our target MSAcc students, these results are absolutely more than expected.

SURVEY OBJECTIVES: To check how many accounting alumni are interested in MSAcc program.

PARTICIPANTS: 456 accounting alumni who graduated last 10 years.

METHODOLOGY

The survey was conducted using Qualtrics.

DATA COLLECTED

We sent the online survey link to 456 accounting alumni through email. As of April 22, 2019, we have received 90 responses which is approximately 20% response rate. In fact, this is exceptionally high online response rate as opposed to typical 5% online survey response rate on average. Appendix A contains the complete list of questions.

RESULTS

The results are listed by question.

Q3 - 3. To what extent are you interested in pursuing a graduate program?

1 Very interested 54.39% 31
2 Moderately Interested 33.33% 19
3 Not at all interested 12.28% 7

Q4 - 4. To what extent are you interested in pursuing a Master of Science in Accounting (MSACC) graduate program?

1 Very interested 48.31% 43
2 Moderately Interested 33.71% 30
3 Not at all interested 17.98% 16

Q6 - 6. Would you enroll in the MSACC graduate degree program, if one were established in the next terms? (select all that apply)

1 Fall 2019 20.56% 22
2 Fall 2020 45.79% 49
3 Fall 2021 33.64% 36
Q2 - In your opinion, is there a need for the proposed program?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your opinion, is there a need for the proposed program?</td>
<td>1.00</td>
<td>3.00</td>
<td>1.76</td>
<td>0.78</td>
<td>0.58</td>
<td>17</td>
</tr>
</tbody>
</table>
April 5, 2019

Dear CSUB Committee Members,

It is my great pleasure to provide strong support to the proposal of Master of Science in Accounting (MSAcc) in the Department of Accounting and Finance at the School of Business and Public Administration.

This MSAcc program has been aimed to meet the needs for accounting professionals such as Certified Public Accounts (CPAs) and managerial accountants in all industries including agriculture business, healthcare, energy, logistics and supply chain, public organizations, and aerospace. The MSAcc includes rigorous curriculum and strong analytical skills relevant to the advanced accounting knowledge and practice that will meet local, state, and national needs.

Based on the various surveys conducted with prospects and feedback from the advisory boards, I am optimistic that this graduate program will be very attractive to the Kern community.

I trust that the MSAcc program is the right fit for our school. We continue to strengthen our master's degree offerings in the interest of career-ready workforce for local industries, and Kern economic development. The dean's office will strongly support the MSAcc program with necessary resources that may be needed to accomplish its objectives.

Thank you for your consideration of the Master of Science in Accounting.

Sincerely,

Angappa Gunasekaran, PhD.
Dean and Professor
School of Business and Public Administration
California State University, Bakersfield
BROWN ARMSTRONG
Certified Public Accountants

April 25, 2019

Professor Benjamin Bae
Department of Accounting and Finance
California State University, Bakersfield

Dear Professor Bae:

On behalf of Brown Armstrong, I would like to offer our continued support and encouragement of CSUB’s implementation of a Masters of Science in Accounting (MSAcc) program as soon as possible. Since 2014, California requires a minimum of 150 units for all CPAs to obtain licensure. As a local firm, we are increasingly focused on hiring students that have an advanced degree focused in the academic areas that will provide more value to our profession. A more technical and professionally-oriented MSAcc program would add increased value for students entering a competitive market in the workforce, and therefore, those are the types of candidates we pursue. Those students who present the most accomplishments with the requirements satisfied are the most attractive to any employer. Currently, for the Bakersfield marketplace, a significant amount of candidates that are entering the accounting industry do not have a master’s degree as they may not have the access or opportunities even though many have the desire to and therefore, have a competitive disadvantage compared to those that have achieved an MSAcc.

It is our strong desire to see students have the opportunity to continue to stay in Bakersfield to pursue a MSAcc rather than seek alternatives elsewhere. Overall, this would strengthen their alumni ties to CSUB and present more opportunities to your students. We continue to hire students with a BS in Business Administration – Accounting, however most are required to supplement their education to obtain the 150 units and are unprepared for the rigorous work schedule, additional studies, and preparation for the Uniform CPA Exam. Brown Armstrong has offered scholarships to CSUB’s accounting students for many years and will continue to offer scholarships to students in pursuit of a MSAcc.

With no program at CSUB designed to provide the full 150 units to accounting students, we are forced to devote resources to recruit graduates from other areas such as CSU, Fullerton, Northridge, San Diego, and private institutions such as Cal Poly–San Luis Obispo, Azusa Pacific University, Loyola Marymount, and Golden Gate University, that currently offer such programs. However, we find the long-term potential for these candidates is limited due to the lack of ties to our community. We strongly support the implementation of such a program here in Bakersfield and look forward to partnering with you to make it a great success.

We appreciate the opportunity to share our thoughts and value our relationship with you. Please do not hesitate to contact me if you have further questions.

Sincerely,

BROWN ARMSTRONG
ACCOUNTANCY CORPORATION

Ryan L. Nielsen
Principal
December 4, 2018

Prof. Benjamin Bae
Department of Accounting and Finance
California State University, Bakersfield
9001 Stockdale Highway

Dear Professor Bae:

As you consider a Master of Science in Accounting (MSACC) at California State University, Bakersfield (CSUB), we strongly encourage you to proceed with this process as soon as possible.

CSUB as the only public four-year university in Bakersfield with a well-respected graduate accounting program can further enhance the local accounting industry expertise and credibility. In addition, a master program will assist with the student’s additional year, required to sit for the exam given the California state requirements of 150 semester hours to qualify for the CPA exam.

Due to the interdisciplinary nature of public sector governmental accounting, there is an urgent need for a Master of Science in Accounting that includes a mix of governmental accounting, public policy and public administration. The need for students with the advanced knowledge of government accounting, ethics and fraud examination has never been greater. An undergraduate accounting program does not adequately cover these areas. Students will be interested in the MSA Program because they know they will have the knowledge and expertise to be successful in the job market.

We urge you to pursue this program with diligence and expediency. The university, the students, and the future of the accounting profession depend upon the best programs to grow and succeed.

Sincerely,

Elsa T. Martinez, CPA
Sr. CAO Manager
Budget, Finance & Compliance

Nancy M. Lawson, CFE
Assistant County Administrative Officer
Budget, Finance & Compliance
December 26, 2018
Professor Benjamin Bae
Department of Accounting and Finance
California State University, Bakersfield

Dear Professor Bae:

I am writing today to offer continuing support and encouragement for the development of a Master of Science in Accounting Program at California State University, Bakersfield (CSUB).

CSUB continues to be a significant partner to Wells Fargo in our pursuit of outstanding entry-level talent. It is my strong desire that CSUB continue to be among the top universities for accounting graduates, and I believe that a masters program is vital to your continued success. Virtually there is no other four year university in Bakersfield that offers accounting masters programs in response to the State’s 150 semester hour requirement for CPA certification. CSUB may well be behind the curve in developing their program, and it is virtually assured that the absence of a masters program at CSUB will eventually have an adverse impact on the quality of students attending your program.

I therefore urge you to move forward with the development of this program. Please let me know if I can be of any assistance in this process. You have my whole-hearted support.

Sincerely,

Amir Zabani

Together we'll go far
Prof. Benjamin Bae  
Department of Accounting and Finance  
California State University, Bakersfield  
9001 Stockdale Highway

Dear Professor Bae:

As you consider a Master of Science in Accounting (MSACC) at California State University, Bakersfield (CSUB), I strongly encourage you to proceed with this process as soon as possible.

CSUB is the only public four year university in Bakersfield with a good reputation of undergraduate accounting programs. It seems to me that offering the Master program will add value to the student’s additional year required to sit for the exam (given the California state requirements of 150 semester hours to qualify for the CPA exam).

In order for the students to be competitive in the job market today they need every opportunity to advance their education and pass the CPA exam. For profit and not for profit organizations are looking for this. Students will be interested in the Master programs in Accounting because they know they will have a much higher chance of getting a good job in their career after graduation. CSUB needs this program to stay competitive and attract more Accounting students.

I urge you to pursue this program with diligence and expediency. The University, the students, and the future of the accounting profession depend upon the best programs to grow and succeed.

Good luck with this process.

Sincerely,

Melanie Rosa, CPA
Feb. 7, 2019

To: Paul Newberry, Interim Chair of Accounting and Finance
    Benjamin Bae, Professor of Accounting
    CC: Johanna Alexander, BPA Librarian
        Amanda Gombrly, Collection Development Librarian

From: Curt Asher, Dean of University Library

Re: Report on Library Resources for the Master of Science in Accounting (MSA) Program Proposal

I have reviewed the report from Johanna Alexander, BPA Librarian, regarding current library resources supporting the Master of Science in Accounting (MSA) proposal. I agree with her assessment:

"The Library’s current resources and budget will support the MSA general accounting proposal. If any additional or future resources were requested, BPA or the campus would have to commit to fully fund such resources including annual subscription costs plus price increases generally ranging from 3 to 5 percent per year. The Library does not have funding to support any additional or future resources."
### MS Accounting - 15 Students
**Program Budget**  
Division of Extended Education and Global Outreach  
*4-TERM, 32-UNIT, 18-MONTH PROGRAM*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Cost</td>
<td>$18,600</td>
<td>$588,000</td>
</tr>
<tr>
<td>Cohort Enrollment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Number of Program Units</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Registration Fee Per Unit</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/EGO/Program Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5% Chancellor Office</td>
<td>$7,200</td>
<td></td>
</tr>
<tr>
<td>2.5% State Controller's Office</td>
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</tr>
<tr>
<td>15% ED1000 General Fund</td>
<td>$43,200</td>
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</tr>
<tr>
<td>40% EBGO Division Overhead</td>
<td>$115,200</td>
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<tr>
<td>2.5% Reserve for Market Downturns</td>
<td>$7,200</td>
<td></td>
</tr>
<tr>
<td>2.0% Disability Services</td>
<td>$5,760</td>
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</tr>
<tr>
<td>2.0% Marketing</td>
<td>$5,760</td>
<td></td>
</tr>
<tr>
<td>1.0% Technology Refresh</td>
<td>$2,880</td>
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</tr>
<tr>
<td>1.0% New Program Development Fund</td>
<td>$5,640</td>
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</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$296,157</td>
<td>$9,493,760</td>
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</table>

**NET Income** ($357,373)

#### Faculty Salaries and Benefits - based on 2322 calculation

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
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<tbody>
<tr>
<td>2019</td>
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</tr>
<tr>
<td>Faculty Salaries and Benefits (2322)</td>
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<tr>
<td>1.5% Academic Coordinator</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
<td>$70,107</td>
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</tbody>
</table>

#### School Revenue Reimbursement

| 8% BPA Revenue Share Reimbursement | $29,040 |

**TOTAL Expenditures** ($296,157)

**NET Income** ($357,373)

---

### MS Accounting - 20 Students
**Program Budget**  
Division of Extended Education and Global Outreach  
*4-TERM, 32-UNIT, 18-MONTH PROGRAM*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Cost</td>
<td>$18,600</td>
<td>$372,000</td>
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<tr>
<td>Cohort Enrollment</td>
<td>20</td>
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<tr>
<td>Number of Program Units</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Registration Fee Per Unit</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/EGO/Program Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5% Chancellor Office</td>
<td>$9,600</td>
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<td>2.5% State Controller's Office</td>
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</tr>
<tr>
<td>15% ED1000 General Fund</td>
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<tr>
<td>40% EBGO Division Overhead</td>
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<tr>
<td>2.5% Reserve for Market Downturns</td>
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<tr>
<td>2.0% Disability Services</td>
<td>$7,680</td>
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<tr>
<td>2.5% Marketing</td>
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<tr>
<td>1.0% Technology Refresh</td>
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<td>1.0% New Program Development Fund</td>
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<td><strong>Total Expenditures</strong></td>
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<td>$875,800</td>
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**NET Income** ($11,296)

#### Faculty Salaries and Benefits - based on 2322 calculation

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
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</thead>
<tbody>
<tr>
<td>2019</td>
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<tr>
<td>Faculty Salaries and Benefits (2322)</td>
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<td>1.5% Academic Coordinator</td>
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<td><strong>Total Expenditures</strong></td>
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</tbody>
</table>

#### School Revenue Reimbursement

| 8% BPA Revenue Share Reimbursement | $30,720 |

**TOTAL Expenditures** ($272,640)

**NET Income** ($11,296)

---

### MS Accounting - 30 Students
**Program Budget**  
Division of Extended Education and Global Outreach  
*4-TERM, 32-UNIT, 18-MONTH PROGRAM*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
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</thead>
<tbody>
<tr>
<td>Overall Program Cost</td>
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<td>Number of Program Units</td>
<td>31</td>
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</tr>
<tr>
<td>Registration Fee Per Unit</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/EGO/Program Expenses</td>
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<td></td>
</tr>
<tr>
<td>2.5% Chancellor Office</td>
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</tr>
<tr>
<td>15% ED1000 General Fund</td>
<td>$86,400</td>
<td></td>
</tr>
<tr>
<td>40% EBGO Division Overhead</td>
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<tr>
<td>2.5% Reserve for Market Downturns</td>
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<tr>
<td>2.0% Disability Services</td>
<td>$11,320</td>
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</tr>
<tr>
<td>2.5% Marketing</td>
<td>$14,400</td>
<td></td>
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<tr>
<td>2.0% Technology Refresh</td>
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<td>3.0% New Program Development Fund</td>
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**NET Income** ($4,685)

#### Faculty Salaries and Benefits - based on 2322 calculation

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<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3248</td>
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<td></td>
</tr>
<tr>
<td>1.5% Academic Coordinator</td>
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</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$119,883</td>
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</tr>
</tbody>
</table>

#### School Revenue Reimbursement

| 8% BPA Revenue Share Reimbursement | $60,080 |

**TOTAL Expenditures** ($582,160)

**NET Income** ($4,685)

---

### MS Accounting - 40 Students
**Program Budget**  
Division of Extended Education and Global Outreach  
*4-TERM, 32-UNIT, 18-MONTH PROGRAM*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (per student)</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>Cohort Enrollment</td>
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<td></td>
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<tr>
<td>Number of Program Units</td>
<td>31</td>
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</tr>
<tr>
<td>Registration Fee Per Unit</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/EGO/Program Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5% Chancellor Office</td>
<td>$18,600</td>
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</tr>
<tr>
<td>2.5% State Controller's Office</td>
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</tr>
<tr>
<td>15% ED1000 General Fund</td>
<td>$111,600</td>
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</tr>
<tr>
<td>40% EBGO Division Overhead</td>
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</tr>
<tr>
<td>2.5% Reserve for Market Downturns</td>
<td>$18,600</td>
<td></td>
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<tr>
<td>2.0% Disability Services</td>
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</tr>
<tr>
<td>2.5% Marketing</td>
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</tr>
<tr>
<td>2.0% Technology Refresh</td>
<td>$14,880</td>
<td></td>
</tr>
<tr>
<td>2.0% New Program Development Fund</td>
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</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$735,685</td>
<td>$2,936,660</td>
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</table>

**NET Income** ($23,915)

#### Faculty Salaries and Benefits - based on 2322 calculation

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (per student)</th>
<th>Total (32 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5% Academic Coordinator</td>
<td>$4,500</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$119,883</td>
<td>$3,595,440</td>
</tr>
</tbody>
</table>

#### School Revenue Reimbursement

| 8% BPA Revenue Share Reimbursement | $90,520 |

**TOTAL Expenditures** ($735,685)

**NET Income** ($23,915)
### Request for Approval New Course/Course Change

<table>
<thead>
<tr>
<th>Crse ID# (1)</th>
<th>Crse Subj</th>
<th>Crse #</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Class APDB Mapping Value</th>
<th>Hegis</th>
<th>Course Title (this field in PeopleSoft only allows for 30 spaces)</th>
<th>CLEV</th>
<th>Grading Basis</th>
<th>Test Codes, Student Groups and/or Pre-requisites</th>
<th>Corequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE attributes remove or continue</th>
<th>ACTION: title change, unit change, add a requisite, change grade basis, add new course etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5000</td>
<td>1</td>
<td>None</td>
<td>C04-Lecture</td>
<td>05021</td>
<td>Fundamentals of Accounting</td>
<td>03</td>
<td>N Graduate standing</td>
<td>None</td>
<td>Repeatable</td>
<td>None</td>
<td>Create new course (see attached degree proposal and memo)</td>
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<tr>
<td>ACCT 6100</td>
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<td>None</td>
<td>C04-Lecture</td>
<td>05021</td>
<td>Accounting Information Systems &amp; Data Analytics</td>
<td>03</td>
<td>N Graduate standing</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Create new course (see attached degree proposal and memo)</td>
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<tr>
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<td>C04-Lecture</td>
<td>05021</td>
<td>Data Analytics and Computer Applications for Accounting</td>
<td>03</td>
<td>N Graduate standing</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>Create new course (see attached degree proposal and memo)</td>
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<tr>
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<td>C04-Lecture</td>
<td>05021</td>
<td>Business Tax and Research</td>
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<td>N Graduate standing</td>
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<td>None</td>
<td>None</td>
<td>Create new course (see attached degree proposal and memo)</td>
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<td></td>
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</tr>
<tr>
<td>ACCT 6650</td>
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<td>C04-Lecture</td>
<td>05021</td>
<td>Auditing and Financial Statements</td>
<td>03</td>
<td>N Graduate standing</td>
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<td>None</td>
<td>None</td>
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<tr>
<td>ACCT 6670</td>
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<td>05021</td>
<td>IT Auditing</td>
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<td>N Graduate standing</td>
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<td>None</td>
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<tr>
<td>ACCT 6800</td>
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<tr>
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<td>C04-Lecture</td>
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<td>Classified graduate student status or permission of instructor</td>
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<td>None</td>
<td>None</td>
<td>Create new course (see attached degree proposal and memo)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Submit form to your School Dean's Office. You will be notified by Academic Scheduling when course(s) have been entered/updated in PeopleSoft*
Please confirm (✓) that the following are included in the degree proposal:

___ ✓ Board of Trustees Academic Master Plan approval date

___ ✓ Date Substantive Change Program Screening Form was submitted to WSCUC (WASC)

Substantive change required: yes _____ no _____ (Form can be found in Appendix C).

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

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

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

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

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

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

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

List all courses and unit counts that are prerequisite to the major:
See admissions course requirements and classified graduate student course requirements in Appendix A – Catalog Copy.

___ n/a Title 5 minimum requirements for bachelor’s degree have been met, including:

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

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

___ ✓ Title 5 requirements for proposed master’s degree have been met, including:

✓ minimum of 30 semester units of approved graduate work are required

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

✓ maximum of 6 semester units are allowed for thesis or project

✓ Title 5 requirements for master’s degree culminating experience are clearly explained.
√ for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

√ For self-support programs:
(in conformance with EO 1099 and EO 1102)

√ specification of how all required EO 1099 self-support criteria are met

√ the proposed program does not replace existing state-support courses or programs

√ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

√ explanation of why state funds are either inappropriate or unavailable

√ a cost-recovery program budget is included*

√ student per-unit cost is specified

√ total cost for students to complete the program is specified

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

Student per-unit cost
Number of units producing revenue each academic year
Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)
  Student fees
  Include projected attrition numbers each year
  Any additional revenue sources (e.g., grants)

Direct Expenses
  Instructional costs – faculty salaries and benefits
  Operational costs – (e.g., facility rental)
  Extended Education costs – staff, recruitment, marketing, etc.
  Technology development and ongoing support (online programs)

Indirect Expenses
  Campus partners
  Campus reimbursement general fund
  Extended Education overhead
  Chancellor’s Office overhead

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

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

This proposal is to add a new degree in (title) Master of Science in Accounting (MSAcc) effective (term) Spring 2021 (degree codes may be found on the CO website www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

☐ On the Academic Master Plan  ☐ Fast track proposal  ☐ Pilot degree program

Originating Department or Individual: ACCT & FIN Byoung (Benjamin) Bae

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

Signature: Byoung Bae date: 2/6/20

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

Chair Signature: Byoung date: 2/7/20

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

Dean Signature: A. Cameron date: 2/10/20

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

AVP Signature: date:

Date of Senate Approval: Date of President Approval:

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

Date: February 5, 2020

To: Academic Affair Committee

From: Seung B. Bach, Ph.D.

Subject: Master of Science in Accounting (MSAcc) Proposal

This memorandum is to inform that, on January 22, 2020, the Department of Accounting and Finance met and approved Master of Science in Accounting (MSAcc) program as a new degree program offered from the department.
Program Description
The Department of Accounting and Finance offers a graduate program leading to a Master of Science in Accounting degree. The purpose of the Master of Science in Accounting (MSAcc) is for graduates to be accounting experts and also have analytical skills in financial statement analysis. Students with such training are in demand in professions such as industry, government, and the public accounting sector.

The program educational objectives are to prepare graduates who:
1. Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
2. Demonstrate professional presentation and communication skills.
4. Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills)
5. Demonstrate professional ethics and integrity.

PROGRAM ADMINISTRATION

Program Director
The Program Director makes decisions, in consultation with the department, regarding student admission and classification, petitions from students in the program, and course offerings. The Program Director is responsible for approving each student’s Plan of Study, approving changes in student status such as advancement to Candidate status, overseeing advising for students in the program, and coordinating other program administrative tasks in consultation with the Accounting and Finance Department Chair. The Program Director also serves as the faculty liaison between the program and EEGO.

Advising
The School is dedicated to meeting the needs of our individual students. Students should schedule an appointment with the MSAcc Director to discuss individual background, experiences, goals, and objectives so that a program of study can be developed to best meet the student’s academic and career needs. It is recommended that each student meet with the MSAcc Director during pre-registration to enroll in classes for each subsequent semester and to discuss their progress in general.

Capstone Experience
Students in the program need to finish a Culminating Project for the requirement of capstone experience.

Students are expected to prepare and present a learning portfolio. It includes the individual oral project presentation or written project report. The culminating applied research project experience is a key element of the master’s degree program. It is designed as an “applied research inquiry” experience that supports the scientific inquiry process and application. It promotes the use of critical thinking skills to evaluate relevant accounting information from both the literature and hands-on research experiences, combined with the practitioners’ knowledge and expertise, to then enhance business decision making. Overall, such an examination encourages development of accounting professionals with research skills and the ability and expectation to directly contribute to the accounting literature and improve accounting and business decisions.

Any project involving human subjects research, either through direct measurement or from secondary sources, must have a human subjects protocol reviewed and approved by the CSUB Institutional Review Board (IRB). Any project
involving non-human animals must have their research or educational protocol reviewed and approved by the CSUB Institutional Animal Care and Use Committee (IACUC).

APPLICATION AND ADMISSIONS PROCESS

Application for the Master of Science in Accounting
Persons seeking a Master of Science in Accounting must apply to both the university and the MS Accounting graduate program for admission to this specific graduate program. Students will be admitted into the program with either conditionally classified status or classified status, depending on their prior academic preparation in accounting. In order to apply to the program, students must submit their application packet to the Division of Extended Education and Global Outreach (EEGO) including:

1. A completed application and the application fee;
2. Statement of purpose: Summarize your career objectives, experience and reason for interest in this degree program.
3. Resume: A resume including education, employment, extracurricular/community activities, publications, if any, and memberships.
4. Letters of recommendation: Two (2) confidential letters from a professor or manager/supervisor.
5. Official transcripts from each college or university attended;
6. An official GMAT score (GRE may be substituted with prior approval of the Director);
7. If required, an official TOEFL score or an official IELTS score.

Admissions Requirements for the Master of Science in Accounting
The following criteria must be met for a student to be admitted to the Master of Science in Accounting program:

• 4-Year Bachelor's Degree in accounting *
• 3.0+ Overall GPA (Recommended)
• GMAT Score of 500+ (GRE 152+ may be substituted)
• If required, the TOEFL with 213 Computer/550 Paper/80+ Internet Based or IELTS with a 6.5+

*Other related disciplines with sufficient knowledge of accounting related degree and certificate need the program director’s approval.

Conditional admission:
A student who may not meet all the requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted conditionally if the program director determines that he or she satisfactorily meets the professional, scholastic or other standards for admission to the graduate degree curriculum.

GRADUATE STUDENT CLASSIFICATION

Classified Graduate Student
Acceptance as a Classified Graduate Student indicates that space is available in the program for the student and that the student has met the minimum academic preparation requirements for the program, as follows:

1. An earned 4-Year Bachelor’s Degree in accounting
2. An undergraduate GPA of at least 3.0 in the last 60 semester units or 90 quarter units of course work.
3. GMAT Score of 500+ (GRE may be substituted)

Conditionally Classified Graduate Student
Applicants who do not meet the requirements for Classified Graduate Student status may be provisionally admitted to the MS Accounting program as a Conditionally Classified Graduate Student if, in the judgement of the Program Director, the applicant has potential to successfully complete all remaining requirements for Classified Graduate status within a reasonable timeframe. The remaining requirements and the timeframe will be determined by the Program Director and will be specified in the admissions letter. Upon successful completion of all requirements (or approved substitutions for remaining coursework), the student can apply for full acceptance to the program as a Classified Graduate Student. Failure to satisfactorily complete all requirements within the specified timeframe will result in dismissal from the program.
Note: Conditionally Classified Graduate Students may not enroll in more than 10 semester units of coursework for graduate credit prior to advancing to Classified Graduate Student status.

Advancement to Candidate Status
Advancement to Candidate status indicates that the student has completed at least 20 semester units (30 quarter units) within the student’s approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining degree requirements within one calendar year. Students will be advanced to Candidate status when they have met the following criteria:

1. Completion of all requirements for Classified Graduate Student status.
2. Approval of the student’s Plan of Study by the Program Director.
3. Completion of at least 20 semester units (30 quarter units) towards the Master of Science in Accounting degree with a graduate GPA of at least 3.0 and grades of “B-” or better in all graded courses on the approved Plan of Study.
4. Approval of the culminating project:
   - Approval of the student’s Project by the student’s Project Advisor and the Program Director.
5. Certification by the student’s Project Advisor that the student will satisfactorily complete their capstone option within one calendar year.

PROGRAM REQUIREMENTS

Graduation Writing Assessment Requirement (GWAR)
The California State University system requires all degree candidates to demonstrate upper division writing competency before the degree can be conferred. Students who do not meet the GWAR Waivers for Graduate Students guidelines as specified in the Academic Information and Division of Graduate Programs sections of the CSUB Catalog are required to satisfy GWAR prior to the end of the first semester of the program.

Time Limits
Time limits have been set for completion of requirements at each level of status. For students admitted as Conditionally Classified Graduate Students, advancement to Classified Graduate Student status must be accomplished in the timeframe specified in the admissions letter. Advancement to Candidate status must be accomplished within three calendar years of achieving Classified Graduate Student status. The three-year limit may be extended upon approved petition to the Program Director. All requirements, and graduation, must be completed within five calendar years of admission to the program. The five-year limit may be extended upon approved petition to the Program Director.

Requirements for the Master of Science in Accounting (32 total units)

1. Core Courses (28 units)
   - ACCT 5000 Fundamentals of Accounting
   - ACCT 6100 Accounting Information Systems & Data Analytics
   - ACCT 6300 Business Tax and Research
   - ACCT 6400 Financial Statement Analysis & Firm Valuation
   - ACCT 6500 Accounting Ethics
   - ACCT 6600 Fraud Examination
   - ACCT 6650 Auditing and Financial Statements
   - ACCT 6700 Government & Non-profit Accounting
   - ACCT 6800 International Accounting
   - ACCT 6900 Advanced Managerial Accounting

2. Culminating Project (1 unit)
   - ACCT 6980 Culminating Project

3. Elective Courses (3 units)
   Electives are available in the following courses:
   - ACCT 6150 Data Analytics and Computer Applications for Accounting
   - ACCT 6670 IT Auditing
   - ACCT 6770 Selected Topics

Graduation Requirements
The university will confer the degree upon the fulfillment of the following requirements:
1. Completion of all required courses according to an approved Plan of Study with a GPA of 3.0 or better.
2. Completion of all graded courses on the approved Plan of Study with a grade of “B-” or better.
3. Satisfactory completion of the student’s capstone option (Project):
   Project: Satisfactory completion of the project and project documentation, including any revisions required by the student’s Project Committee or the Program Director.
This course covers concepts and principles underlying financial and managerial accounting, including the basic accounting model, underlying assumptions and conventions. It also includes an overview of the transaction cycles. In addition, this course covers introduction and examination of cost concepts, product costing systems, and cost-volume-profit analysis.

REQUIRED TEXT AND COURSE MATERIALS:

PROGRAM LEARNING OBJECTIVES:
• Demonstrate basic knowledge of the functional areas of accounting and external business environment.
• Demonstrate complex problem-solving skills in accounting.

COURSE THEMES AND LEARNING OBJECTIVES
By the end of the semester, the student should be able:
• explain, analyze, and interpret fundamental accounting concepts.

CLASS PROCEDURES AND ASSIGNMENTS:

ELECTRONIC DEVICES. YOU MUST COMPLETELY SHUT OFF YOUR CELL PHONE AND PAGERS DURING CLASS. If your cell phone rings or vibrates or your pager goes off during class your class grade will be reduced by 5%.

ACADEMIC INTEGRITY
Ethics and values are very important in the world of business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is not unaware that some college students have values that are unacceptable to them. Accountants often must function with a healthy dose of skepticism and the instructor will do the same as your professor.
EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to a general lowering of the ethical standards of the University and contributes to the deception of potential employers and other academic institutions. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial to face, but it is an important part of your ethical obligation as a student. If you are aware that another student is violating the ethical standards in class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. University recommended sanctions for academic integrity violations will be imposed. Consult the student handbook for additional information.

Homework:
Online problems and questions as homework and quizzes will be assigned. The purpose of the assignment is to give you some practice on the materials presented in each chapter. Completing the assignment will give you a better understanding of specific topics and how the information is used in recording and presenting financial information. Doing the homework is crucial to your overall performance in this course.

ASSIGNMENTS AND COURSE GRADING

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<thead>
<tr>
<th></th>
<th>points</th>
<th>weight</th>
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<td>Online Quizzes</td>
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<td>Online Homework</td>
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<tr>
<td>Attendance/Participation</td>
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<td>Midterm Exam 2</td>
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<tr>
<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Final letter grades for the course

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<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90% to 92</td>
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<tr>
<td>B+</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>83% to 86%</td>
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<tr>
<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C+</td>
<td>77% to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% to 76%</td>
</tr>
<tr>
<td>D+</td>
<td>67% to 69%</td>
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<tr>
<td>D</td>
<td>63% to 66%</td>
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<tr>
<td>D-</td>
<td>60% to 62%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>
**ATTENDANCE, EXAM, AND MAKE-UP POLICIES**

**Attendance/Tardiness:**
The concept of regular, punctual class attendance is fundamental to the educational process. Each student is expected to attend and arrive on time for all classes. If you come in after the attendance has been taken, it is your responsibility to inform the instructor at the end of the class period. Your attendance will be noted only if you notify the instructor before you exit the classroom. Arriving late for class or leaving early is unacceptable. Two instances of either of these will count as one absence. Absences are excused only when evidenced by written documentation.

**Examinations:**

1. There will be two examinations and a comprehensive final examination. Examinations will consist of true/false, and multiple-choice questions.

2. Examination dates are known in advance; therefore, **under no circumstances will make-up examinations be offered.** A grade of zero will be given for examinations missed. If you miss one examination only under emergency situations which must be evidenced by written documents, the points for that exam will be assigned to the final examination.

3. You may use simple calculators during exams; however, you may not share your calculator with other students. You may not use your smart phone calculator.

**RIGHTS AND RESPONSIBILITIES**

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution. For further information, word search “Policies on the rights of individuals” in the “Policies and Regulations” section of the online CSUB Catalog.

Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

To request academic accommodations due to a disability, contact the Office for Services with Disabilities (SSD) as soon as possible. Present the instructor with an accommodations letter from SSD as soon as possible to receive accommodations. Do a word search for "Services for Students with Disabilities" in the “Student Services” section of the online CSUB Catalog for further information.
IMPORTANT DATES:

Last day to withdraw without a "W" being recorded (no justification required):
Last day to withdraw (requires a serious and compelling reason):
Last Day of Classes:
Date/Time for Final Exam:
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Introduction to Financial Accounting</td>
<td>Refer to the course websites.</td>
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<td>2</td>
<td>Chapter 2</td>
<td>Preparing Financial Statements</td>
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<td>3</td>
<td>Chapter 3</td>
<td>Adjusting Accounts</td>
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<td>4</td>
<td>Chapter 3 continued</td>
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<td>5</td>
<td>Chapter 4</td>
<td>Statement of Cash Flows (indirect method only)</td>
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<td>6</td>
<td>Chapter 4 continued</td>
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<td>7</td>
<td>EXAM 1</td>
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<td>7</td>
<td>Chapter 5</td>
<td>Analyzing and Interpreting Financial Statements</td>
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<tr>
<td>8</td>
<td>Chapter 6 continued</td>
<td>Reporting Revenues and Receivables</td>
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<tr>
<td>8</td>
<td>Chapter 6</td>
<td>Reporting Expenses and Inventory</td>
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<tr>
<td>9</td>
<td>Chapter 7</td>
<td>Reporting Long-Term Assets (tangible)</td>
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<tr>
<td>10</td>
<td>Chapter 7</td>
<td>Reporting Long-Term Assets (intangible)</td>
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<tr>
<td>11</td>
<td>Chapter 8</td>
<td>Current and Long-Term Liabilities</td>
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<tr>
<td>12</td>
<td>Chapter 9</td>
<td>Current and Long-Term Liabilities</td>
<td></td>
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<tr>
<td>13</td>
<td>EXAM 2</td>
<td></td>
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<tr>
<td>13</td>
<td>Chapter 11</td>
<td>Stockholders’ Equity</td>
<td></td>
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<tr>
<td>14</td>
<td>Chapter 13</td>
<td>Introduction to Managerial Accounting</td>
<td></td>
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<tr>
<td>14</td>
<td>Chapter 14</td>
<td>Cost Behavior, Cost Estimation, and Cost Drivers</td>
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<tr>
<td>15</td>
<td>Chapter 15</td>
<td>Cost-Volume-Profit Analysis</td>
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<tr>
<td>15</td>
<td>Chapter 16</td>
<td>Relevant Costs and Special Decision-making</td>
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<tr>
<td>16</td>
<td>Chapter 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM (Comprehensive)</td>
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</table>
ACCT 6100 Accounting Information Systems & Data Analytics

This course covers information system concepts and theory, with an emphasis on internal controls. It includes the collection and processing of accounting information, internal control aspects of accounting systems, systems life cycle in an accounting framework, and the interface of accounting systems, databases, and computer technology. This course also covers a theoretical and practical understanding of core business analytic concepts and techniques.

REQUIRED TEXT AND COURSE MATERIALS:

MSAcc PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- **Demonstrate complex problem-solving skills in accounting.** Students will be able to think critically and use quantitative methods to solve business problems. Priority areas: selecting appropriate methods to frame problems and decisions (design), calculating accurately (calculation), and effectively summarizing and analyzing qualitative and quantitative data (analysis).

- **Demonstrate advanced knowledge of the functional areas of accounting and external business environment.** Students will be able to apply functional knowledge to solve business problems. Specifically, the Accounting Information System and Data Analytics is addressed (see Course Themes and Course Learning Objectives for specifics).

- **Demonstrate professional ethics and integrity.** Students will be able to identify and make ethical decisions. Priority areas: identifying ethical dilemmas, identifying stakeholders and
considering their interests and perspectives, formulating alternatives from ethical perspectives, making recommendations after thoughtful reflection.

**COURSE THEMES AND COURSE LEARNING OBJECTIVES**
By the end of the semester, the student will be able to:

- Explain business processes and accounting information flows in these processes
- Analyze risk and control issues arising in business processes and transactions
- Summarize accounting system documentation
- Applying data analytics tools, such as Excel, Access and Tableau, to solve complex business problems in AIS
- Compare different enterprise database and information systems

**CLASS PROCEDURES AND ASSIGNMENTS:**

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

**ACADEMIC INTEGRITY:**
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent. Some of the ethical standards for ACCT6100 are listed below.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to the deception of potential employers and other academic institutions and is not allowed. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial, but it is an important part of your ethical obligation as a student. If you are aware of another student violating the ethical standards in any ACCT6150 class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a
grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

**ASSIGNMENTS AND COURSE GRADING**

<To be completed by the individual instructor; program-level common language or assignments may be adopted in the future. Program-level learning outcomes assessments must be embedded as scheduled.>

**ATTENDANCE, EXAM, AND MAKE-UP POLICIES**

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

**OTHER RIGHTS AND RESPONSIBILITIES**

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution. For further information, word search “Policies on the rights of individuals” in the “Policies and Regulations” section of the online CSUB Catalog.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

To request academic accommodations due to a disability, contact the Office for Services with Disabilities (SSD) as soon as possible. Present the instructor with an accommodations letter from SSD as soon as possible to receive accommodations. Do a word search for "Services for Students with Disabilities" in the “Student Services” section of the online CSUB Catalog for further information.

**IMPORTANT DATES:**

- Holidays (CSUB closed):
- Last day to withdraw without a "W" being recorded (no justification required):
- Last day to withdraw (requires a serious and compelling reason):
- Last Day of Classes:
- Date/Time for Final Exam:
## TENTATIVE COURSE SCHEDULE: <for example, ...

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<th>WEEK</th>
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<tr>
<td>1</td>
<td>Chapter 1 &amp; 2</td>
<td>Introduction to AIS and Transactions, ERP</td>
<td>Refer to Pearson Website</td>
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<td>2</td>
<td>Chapter 2 &amp; 3</td>
<td>Transactions, ERP and System Documentation</td>
<td>Group Project Announcement</td>
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<td>3</td>
<td>Handout</td>
<td>Excel and Data Analytics</td>
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<td>Chapter 5</td>
<td>Fraud</td>
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<td>Chapter 6</td>
<td>Computer Fraud</td>
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<td>6</td>
<td>Chapter 7</td>
<td>Controls</td>
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<td><strong>EXAM 1</strong></td>
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<td>Chapter 12</td>
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<td>Chapter 13</td>
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<td>Data Governance and Technology</td>
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<td>Handout</td>
<td>Tableau and Data Analytics</td>
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<td>Emerging Technologies and Data Analytics</td>
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<td>16</td>
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<td>16</td>
<td>FINAL EXAM &lt;include date and time&gt;</td>
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<td>Group Project</td>
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ACCT 6150 Advanced Data Analytics and Computer Applications for Accounting

Course Meetings

| Days/Times of Class Meetings: TBD | Classroom: TBD |

Instructor Information

| Name: TBD | Dept/Dept Office: Acct & Fin / BDC 215A |
| Phone Numbers: TBD | Office Hours: TBD |
| Email Address: TBD | Instructor Office Location: TBD |

ACCT 6150 Advanced Data Analytics and Computer Applications for Accounting

Based on a theoretical and practical understanding of core business analytic concepts and techniques, this course covers hands-on practice in applying these techniques to real-world accounting problems using business analytic software tools. This course also covers some computer applications relevant to accounting.

REQUIRED TEXT AND COURSE MATERIALS:


MSAcc PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- **Demonstrate complex problem-solving skills in accounting.** Students will be able to think critically and use quantitative methods to solve business problems. Priority areas: selecting appropriate methods to frame problems and decisions (design), calculating accurately (calculation), and effectively summarizing and analyzing qualitative and quantitative data (analysis).

- **Demonstrate professional presentation and communication skills.** Students will be able to present their research findings in accounting projects in a professional fashion. Communication skills will be enhanced.

COURSE THEMES AND COURSE LEARNING OBJECTIVES

By the end of the semester, the student will be able to:
• Explain, analyze, and interpret fundamental accounting concepts
• Present and defend interpretation of accounting research data

CLASS PROCEDURES AND ASSIGNMENTS:

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

ACADEMIC INTEGRITY:
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent. Some of the ethical standards for ACCT6150 are listed below.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to the deception of potential employers and other academic institutions and is not allowed. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial, but it is an important part of your ethical obligation as a student. If you are aware of another student violating the ethical standards in any ACCT6150 class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

ASSIGNMENTS AND COURSE GRADING

<To be completed by the individual instructor; program-level common language or assignments may be adopted in the future. Program-level learning outcomes assessments must be embedded as scheduled.>
ATTENDANCE, EXAM, AND MAKE-UP POLICIES

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

OTHER RIGHTS AND RESPONSIBILITIES

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution. For further information, word search “Policies on the rights of individuals” in the “Policies and Regulations” section of the online CSUB Catalog.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To request academic accommodations due to a disability, contact the Office for Services with Disabilities (SSD) as soon as possible. Present the instructor with an accommodations letter from SSD as soon as possible to receive accommodations. Do a word search for "Services for Students with Disabilities" in the “Student Services” section of the online CSUB Catalog for further information.

IMPORTANT DATES:

Holidays (CSUB closed):
Last day to withdraw without a "W" being recorded (no justification required):
Last day to withdraw (requires a serious and compelling reason):
Last Day of Classes:
Date/Time for Final Exam:
**TENTATIVE COURSE SCHEDULE:**  
<for example, ...>

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Introduction to Data Analytics and Big Data</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2</td>
<td>Big Data History</td>
<td>Group Project Announcement</td>
</tr>
<tr>
<td>3</td>
<td>Handout</td>
<td>Excel and Data Analytics</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3</td>
<td>Trends in Big Data</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chapter 4</td>
<td>Strategy and Business Applications of Big Data</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Chapter 5</td>
<td>Big Data Platforms and Operating Tools</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Chapter 6</td>
<td>Big Data End User and Accounting Tools</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 7</td>
<td>Examples of Big Data</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 8</td>
<td>Big Data in the Accounting Department</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Chapter 9</td>
<td>Ethics and Privacy With Big Data</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Handout</td>
<td>Data Mining for Accountants 1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Handout</td>
<td>Data Mining for Accountants 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Handout</td>
<td>Advanced Excel Application</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Handout</td>
<td>ERP Systems</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Presentation</td>
<td>Group Presentation</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Study day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM</td>
<td>&lt;include date and time&gt;</td>
<td>Group Project</td>
</tr>
</tbody>
</table>

**Note:** The final exam date and time should be included.
COURSE ACCT 6300 Business Taxation & Accounting Research
Spring 20XX

Subject to change

<table>
<thead>
<tr>
<th>Course Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days/Times of Class Meetings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: TBA</td>
</tr>
<tr>
<td>Phone Numbers: TBA</td>
</tr>
<tr>
<td>Email Address: TBA</td>
</tr>
</tbody>
</table>

Course Purpose
This course covers the US federal income taxation of business entities and related research. The primary objective is to develop a general understanding of the legal and administrative structure of the tax law that applies to for-profit businesses of various types, and how taxation rules differ from financial accounting standards. Students are introduced to tax research using the Internal Revenue Code, Treasury regulations and other authorities. Students are also expected to do related accounting research using FASB and SEC rules and regulations.

REQUIRED TEXT AND COURSE MATERIALS:
Federal Taxation 2020 Corporations (MyAccountingLAB ETEXT Acc)
Authors: Timothy J. Rupert, Kenneth E. Anderson
Published: Pearson Education
ISBN: 9780135205716

Internal Revenue Code (available online)
Internal Revenue Service Regulations (available online)
Financial Accounting Standards Board – Accounting Standards Codification (available by department subscription)
U.S. Securities and Exchange Commission (available online)

LEARNING OBJECTIVES:
Demonstrate:
- Understanding of Corporate tax matters
- Understanding of related accounting research matters
- Advanced knowledge of corporate transactions as effected by both tax and accounting rules.
- Ability to apply tax and accounting research skills to realistic case situation
- Professional presentation and communication skills.
CLASS PROCEDURES AND ASSIGNMENTS:

ELECTRONIC DEVICES. Be considerate of others – not to be used during exams.

ACADEMIC INTEGRITY
Ethics and values are very important in the world of business. We will consider ethical issues related to taxation and accounting throughout this course. Ethical issues are also relevant to classroom behavior. See (reference to be added) for University Policy.

EXAMS AND QUIZZES. All exams and quizzes are to be the exclusive work of the individual student. Transfer of exam or quiz content is an ethic violation.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Each student has an ethical obligation to report to the instructor any violation of academic ethical standards.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. The instructor may issue a grade of “F” on the assignment, exam, quiz, or course for any such violation. This is in addition to any University sanctions. Consult the student handbook for additional information (insert link).

GROUP CASE STUDY – PAPER AND PRESENTATION
Students may self-select groups of not more than 4. A Case will be provided by the instructor. Assignment is to apply the information from this course to the case situation, prepare a 5-page paper, and a 10-minute presentation.

Homework:
Online problems and questions as homework and quizzes will be assigned.

ASSIGNMENTS AND COURSE GRADING

GRADING The course grade will be assigned using the following weighting:
Attendance 5%
Homework assignments (Pearson MyLab) 10%
Chapter Pre-tests (Pearson MyLab) 5%
Chapter End-tests (Pearson MyLab) 10%
Mid-term exam 1 15%
Mid-term exam 2 15%
Case Study -- Paper 10%
Case Study – Presentation 10%
Final exam 20%

Course grades will be assigned based on total percentages achieved during the term, using the following
scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90% to 92</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% to 69%</td>
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<tr>
<td>D</td>
<td>63% to 66%</td>
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<tr>
<td>D-</td>
<td>60% to 62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

ATTENDANCE, EXAM, AND MAKE-UP POLICIES

Attendance/Tardiness:
Each student is expected to attend and arrive on time for all classes.

Examinations:

1. There will be two examinations and a comprehensive final examination. Examinations will consist of true/false, and multiple-choice questions.

2. Examination dates are known in advance so makeup exams will be rare. For emergency situations (evidenced by written documentations), alternatives are up to the instructor and may include adding the points for that exam to the final examination.

3. Exams will be closed book – and one page (8½x11”) of your own notes may be used.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To request academic accommodations due to a disability, contact the Office for Services with Disabilities (SSD) as soon as possible. Present the instructor with an accommodations letter from SSD as soon as possible to receive accommodations. (Insert link to University disability accommodation information)

IMPORTANT DATES:

Last day to withdraw without a "W" being recorded (no justification required):
Last day to withdraw (requires a serious and compelling reason):
Last Day of Classes:
Date/Time for Final Exam:
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER</th>
<th>TITLE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Tax Research -- and Accounting Research</td>
<td>Refer to the course websites.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1</td>
<td>--- continued</td>
<td>&quot;</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2</td>
<td>Corporate Formation and Capital Structure</td>
<td>&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3</td>
<td>The Corporate Income Tax</td>
<td>&quot;</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 4</td>
<td>Corporate Non-Liquidation Distributions</td>
<td>&quot;</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 5</td>
<td>Other Corporate Tax Levies</td>
<td>&quot;</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 6</td>
<td>Corporate Liquidating Distributions</td>
<td>&quot;</td>
</tr>
<tr>
<td>7</td>
<td><strong>EXAM 1</strong></td>
<td>Chapters 1-6 and Tax &amp; Accounting Research</td>
<td>&quot;</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 7</td>
<td>Corporate Acquisitions and Reorganizations</td>
<td>&quot;</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 8</td>
<td>Consolidated Tax Returns</td>
<td>&quot;</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 9</td>
<td>Partnership formation and Operation</td>
<td>&quot;</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 10</td>
<td>Special Partnership Issues</td>
<td>&quot;</td>
</tr>
<tr>
<td>11</td>
<td><strong>Exam II</strong></td>
<td>Chapters 7-10</td>
<td>&quot;</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11</td>
<td>S Corporations</td>
<td>&quot;</td>
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<td>14</td>
<td>Chapter 15</td>
<td>Administrative Procedures</td>
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<td>15</td>
<td></td>
<td>Case Study Presentations</td>
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</tr>
<tr>
<td>16</td>
<td></td>
<td><strong>FINAL EXAM (Comprehensive)</strong></td>
<td></td>
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</table>
ACCT 6650 Auditing and Financial Statements

Course Meetings

<table>
<thead>
<tr>
<th>Days/Times of Class Meetings</th>
<th>Classroom</th>
</tr>
</thead>
</table>

Instructor Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dept/Dept Office: Acct &amp; Fin / BDC 215A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Numbers:</td>
<td>Office Hours:</td>
</tr>
<tr>
<td>Email Address:</td>
<td>Instructor Office Location:</td>
</tr>
</tbody>
</table>

ACCT 6650 Auditing and Financial Statements
This course provides an in-depth study of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report. The emphasis is on attestation and assurance of reliability of financial statements. Students will learn auditing procedures to financial statement transaction cycles and practice audit sampling and testing techniques.


MSAce PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- Demonstrate advanced knowledge of the functional areas of accounting and external business environment. (PLO1)
- Demonstrate professional presentation and communication skills. (PLO2)
- Demonstrate professional ethics and integrity. (PLO5)
COURSE THEMES AND COURSE LEARNING OBJECTIVES
By the end of the semester, the student will be able to:

- Understand professional standards, the audit process, advanced auditing techniques
- Examine audit concepts and standards
- Apply audit procedures to financial statement transaction cycles
- Analyze the process for financial statement audits
- Examine the evaluations of a company’s internal control procedures and the controls specific to transaction cycles
- Analyze issues surrounding computer audit

CLASS PROCEDURES AND ASSIGNMENTS:

ACADEMIC INTEGRITY:
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

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ASSIGNMENTS AND COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam 1</td>
<td>20%</td>
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<tr>
<td>Midterm exam 2</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Case study</td>
<td>15%</td>
</tr>
<tr>
<td>Case presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>
Final letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>D</td>
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<td>D-</td>
<td>60% to 62%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**ATTENDANCE, EXAM, AND MAKE-UP POLICIES**

There will be two midterm exams in class and one comprehensive final exam in class. Detailed instructions will be announced in class. All exams are mandatory. If you have a conflict with the exam date/time, it is your responsibility to reschedule your other activities in order to take the exam at the scheduled time. Only in the case of a well-documented emergency or a school sanctioned event should an exam be missed. If you miss an exam and have a valid reason, it is your responsibility to contact the instructor immediately and a make-up exam should be completed within a week earlier or later.

**OTHER RIGHTS AND RESPONSIBILITIES**

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**IMPORTANT DATES:**

- Holidays (CSUB closed):
- Last day to withdraw without a "W" being recorded (no justification required):   Last day to withdraw (requires a serious and compelling reason):
- Last Day of Classes:
- Date/Time for Final Exam:
## TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Professional Standards and Professional Ethics</td>
</tr>
<tr>
<td>Week 2</td>
<td>Auditing Cash &amp; Financial Investments</td>
</tr>
<tr>
<td>Week 3</td>
<td>Auditing Accounts Receivable &amp; Revenue</td>
</tr>
<tr>
<td>Week 4</td>
<td>Auditing Inventories &amp; Cost of Goods Sold</td>
</tr>
<tr>
<td>Week 5</td>
<td>Auditing Accounts Payable &amp; Liabilities</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Auditing Debt and Equity Capital</td>
</tr>
<tr>
<td>Week 8</td>
<td>Auditing Operations &amp; Completing the Audit</td>
</tr>
<tr>
<td>Week 9</td>
<td>Internal Control</td>
</tr>
<tr>
<td>Week 10</td>
<td>Internal Control in an Information Technology Environment</td>
</tr>
<tr>
<td>Week 11</td>
<td>Audit Sampling- Tests of Controls</td>
</tr>
<tr>
<td>Week 12</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 13</td>
<td>Audit Sampling- Substantive Testing</td>
</tr>
<tr>
<td>Week 14</td>
<td>Auditing Historical Financial Information</td>
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<tr>
<td>Week 15</td>
<td>Internal, Operational and Compliance Auditing</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
This course covers an introduction to IT auditing, emphasizing the concepts through exercises and case studies. It includes knowledge of basic IT audit concepts. Emphasis is on IT auditing applications supporting key business processes with the assessment of IT risk and the evaluation of IT general controls.

**REQUIRED TEXT AND COURSE MATERIALS:**
South-Western

**PROGRAM LEARNING OBJECTIVES:**
- Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
- Demonstrate professional presentation and communication skills.
- Demonstrate professional ethics and integrity.

**COURSE THEMES AND LEARNING OBJECTIVES**
This course focuses on the use of computerized techniques in the audit of financial statements and in evaluating the company’s IT system as part of that audit. As business continues towards a more substantial reliance upon the capabilities of information systems, it becomes increasingly important for auditors to understand information systems and how they relate to financial and general organizational controls. Upon completion of this course students will be able to apply IT techniques to the audits of financial statements. This course presumes prior exposure to general audit concepts including internal control and a general knowledge of information systems.

By the end of the semester, the student should be able:
- apply fundamental principles to accounting research;
- present and defend interpretation of accounting research data;

**CLASS PROCEDURES AND ASSIGNMENTS:**
ELECTRONIC DEVICES. YOU MUST COMPLETELY SHUT OFF YOUR CELL PHONE AND PAGERS DURING CLASS. If your cell phone rings or vibrates or your pager goes off during class your class grade will be reduced by 5%.

ACADEMIC INTEGRITY
Ethics and values are very important in the world of business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is not unaware that some college students have values that are unacceptable to them. Accountants often must function with a healthy dose of skepticism and the instructor will do the same as your professor.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to a general lowering of the ethical standards of the University and contributes to the deception of potential employers and other academic institutions. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial to face, but it is an important part of your ethical obligation as a student. If you are aware that another student is violating the ethical standards in any ACCT2200 class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. University recommended sanctions for academic integrity violations will be imposed. Consult the student handbook for additional information.

Homework:
Online problems and questions as homework and quizzes will be assigned. The purpose of the assignment is to give you some practice on the materials presented in each chapter. Completing the assignment will give you a better understanding of specific topics and how the information is used in recording and presenting financial information. Doing the homework is crucial to your overall performance in this course.

Group Project:
Students will form a group consisting of 3 members. Details of the project will be discussed as scheduled. The purpose of the project is to apply the lessons learned in this course to a real company.

- Group members will provide an evaluation of their own and other group member’s performance for the group projects and assignments. If you do not turn in the group project, it will negatively affect your group project grade.
- Your individual point total may be adjusted downward up to 50 percent by receiving an unsatisfactory rating by your group members on your contribution, performance, and interaction within your group on one or more of the group assignments.
Group Member Firing Policy:
You will have the option of ‘releasing’ any member that your group deems not to have done their work. If your group votes to do this, you must inform the instructor immediately by email. The released member can then try to join another group. If the dismissed person can not find another group to join, she must complete all of the assignments to the best of her ability, and will still only have 80 percent as the maximum grade she can achieve. The depth she can achieve will be taken into account, but she has failed the group component.

ASSIGNMENTS AND COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>50</td>
<td>8.3%</td>
</tr>
<tr>
<td>Online Homework</td>
<td>50</td>
<td>“</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
<td>“</td>
</tr>
<tr>
<td>Group Project</td>
<td>100</td>
<td>16.7%</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>100</td>
<td>“</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>100</td>
<td>“</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final letter grades for the course

A  93% and above      D+  67% to 69%
A- 90% to 92           D  63% to 66%
B+ 87% to 89%          D-  60% to 62%
B  83% to 86%          F  Below 60%
B- 80% to 82%
C+ 77% to 79%
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<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER</th>
<th>TITLE</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>1. Auditing, Assurance, and Internal Control.</td>
<td>Refer to the course websites.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2</td>
<td>2. IT Governance.</td>
<td>&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4</td>
<td>4. System Security II--Data Management.</td>
<td>&quot;</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5</td>
<td>5. Systems Development and Program Change Procedures.</td>
<td>&quot;</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6</td>
<td>6. Overview of Transaction Processing and financial Reporting Systems.</td>
<td>&quot;</td>
</tr>
<tr>
<td>7</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 8</td>
<td>8. CAATTs for Data Extraction and Analysis.</td>
<td>&quot;</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 9</td>
<td>9. Application Controls and Substantive Testing I-The Revenue Cycle.</td>
<td>&quot;</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 10</td>
<td>10. Application Controls and Substantive Testing II--The Expenditure Cycle.</td>
<td>&quot;</td>
</tr>
<tr>
<td>10</td>
<td>Exam II</td>
<td></td>
<td>&quot;</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11</td>
<td></td>
<td>&quot;</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 12</td>
<td>12. Ethics, Fraud Schemes and Fraud Detection.</td>
<td>&quot;</td>
</tr>
<tr>
<td>15</td>
<td>Chapter 12</td>
<td></td>
<td>&quot;</td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM (Comprehensive)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


ACCT 6700 Government & Non-profit Accounting

<Semester, Year>

<table>
<thead>
<tr>
<th>Course Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days/Times of Class Meetings:</td>
</tr>
<tr>
<td>Classroom:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Dept/Dept Office: Acct &amp; Fin / BDC 215A</td>
</tr>
<tr>
<td>Phone Numbers:</td>
</tr>
<tr>
<td>Office Hours:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>Instructor Office Location:</td>
</tr>
</tbody>
</table>

ACCT 6700 Government & Non-profit Accounting
Provides an in-depth understanding of the unique environment, concepts, and procedures of governmental and non-profit accounting. Covers aspects of recording and reporting of financial transactions in public and not-for-profit organizations. Includes governmental and nonprofit auditing and financial condition analysis.


MSAcc PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- Demonstrate advanced knowledge of the functional areas of accounting and external business environment. (PLO1)
- Demonstrate professional presentation and communication skills. (PLO2)
- Demonstrate professional ethics and integrity. (PLO5)
COURSE THEMES AND COURSE LEARNING OBJECTIVES
By the end of the semester, the student will be able to:
- Describe the roles of GASB and FASB regarding the financial accounting and reporting for governments and not-for-profit entities
- Explain financial statements for state and local governmental and nonprofit entities, including the relationship between individual fund financial statements and government-wide statements.
- Apply concepts, methods, and activities used in governmental fund accounting, and not-for-profit accounting and reporting
- Understand how governmental and not-for-profit accounting is used in decision making on public policy
- Analyze basic audit issues related to audits of governmental and not-for-profit organizations

CLASS PROCEDURES AND ASSIGNMENTS:

ACADEMIC INTEGRITY:
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to the deception of potential employers and other academic institutions and is not allowed. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial, but it is an important part of your ethical obligation as a student. If you are aware of another student violating the ethical standards, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

ASSIGNMENTS AND COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Project</td>
<td>15%</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

100%
Final letter grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90% to 92%</td>
</tr>
<tr>
<td>B+</td>
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<tr>
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<tr>
<td>C</td>
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</tr>
<tr>
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</tr>
<tr>
<td>D+</td>
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</tr>
<tr>
<td>D</td>
<td>63% to 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% to 62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

ATTENDANCE, EXAM, AND MAKE-UP POLICIES

There will be two midterm exams in class and one comprehensive final exam in class. Detailed instructions will be announced in class. All exams are mandatory. If you have a conflict with the exam date/time, it is your responsibility to reschedule your other activities in order to take the exam at the scheduled time. Only in the case of a well-documented emergency or a school sanctioned event should an exam be missed. If you miss an exam and have a valid reason, it is your responsibility to contact the instructor immediately and a make-up exam should be completed within a week earlier or later.

OTHER RIGHTS AND RESPONSIBILITIES

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IMPORTANT DATES:

Holidays (CSUB closed):
Last day to withdraw without a "W" being recorded (no justification required): Last day
to withdraw (requires a serious and compelling reason):
Last Day of Classes:
Date/Time for Final Exam:
### TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Accounting and Financial Reporting for Governmental and Not-for-Profit Entities</td>
</tr>
<tr>
<td>Week 2</td>
<td>Principles of Accounting and Financial Reporting for State and Local Government</td>
</tr>
<tr>
<td>Week 3</td>
<td>Governmental Operating Statement Accounts: Budgetary Accounting</td>
</tr>
<tr>
<td>Week 4</td>
<td>Accounting for Governmental Operating Activities- Illustrative Transactions and Financial Statements</td>
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<tr>
<td>Week 5</td>
<td>Exam 1</td>
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<tr>
<td>Week 6</td>
<td>Accounting for General Capital Assets and Capital Projects</td>
</tr>
<tr>
<td>Week 7</td>
<td>Accounting for General Long-Term Liabilities and Debt Service</td>
</tr>
<tr>
<td>Week 8</td>
<td>Accounting for Business-Type Activities of State and Local Government</td>
</tr>
<tr>
<td>Week 9</td>
<td>Accounting for Fiduciary Funds</td>
</tr>
<tr>
<td>Week 10</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 11</td>
<td>Financial Reporting of State and Local Governments</td>
</tr>
<tr>
<td>Week 12</td>
<td>Not-for-Profit Organizations- Regulatory, Taxation, and Performance Issues</td>
</tr>
<tr>
<td>Week 13</td>
<td>Accounting for Colleges and Universities</td>
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<tr>
<td>Week 14</td>
<td>Accounting for Health Care Organizations</td>
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<tr>
<td>Week 15</td>
<td>Accounting and Reporting for the Federal Government</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
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</table>
COURSE ACCT 6800 International Accounting  
*Spring 20XX*

### Course Meetings

<table>
<thead>
<tr>
<th>Days/Times of Class Meetings:</th>
<th>Classroom: BDC</th>
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</thead>
</table>

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<table>
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<th>Name:</th>
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</thead>
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<tr>
<td>Phone Numbers:</td>
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</tr>
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<td>Email Address:</td>
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</tr>
</tbody>
</table>

This course introduces contemporary accounting theory and practice from an international perspective. Covers comparative accounting systems in various countries based on prevailing practice in the United States. Includes analysis of international accounting and auditing standards.

**REQUIRED TEXT AND COURSE MATERIALS:**
International Accounting, 5th Edition, 2020
By Timothy Doupnik and Mark Finn and Giorgio Gotti and Hector Perera
ISBN10: 1259747980
ISBN13: 9781259747984

**PROGRAM LEARNING OBJECTIVES:**
- Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
- Demonstrate professional presentation and communication skills.

**COURSE THEMES AND LEARNING OBJECTIVES**
This course examines International Financial Accounting Standards (IFRS), international accounting concepts, practices, and issues. The course compares and contrasts IFRS with US GAAPs. It focuses on the international accounting issues such as foreign currency translation, foreign currency exchange risk hedging, accounting standard harmonization, and consolidated financial reporting. The course discusses the global financial environment, foreign exchange market, foreign exchange risks, global financing and investment decisions.

By the end of the semester, the student should be able:
- apply fundamental principles to accounting research.
- present and defend interpretation of accounting research data.
- behave collegially and ethically working in research teams.

**CLASS PROCEEDURES AND ASSIGNMENTS:**

**ELECTRONIC DEVICES.** YOU MUST COMPLETELY SHUT OFF YOUR CELL PHONE AND PAGERS DURING CLASS. If your cell phone rings or vibrates or your pager goes off during class your class grade will be reduced by
ACADEMIC INTEGRITY
Ethics and values are very important in the world of business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is not unaware that some college students have values that are unacceptable to them. Accountants often must function with a healthy dose of skepticism and the instructor will do the same as your professor.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

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PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. University recommended sanctions for academic integrity violations will be imposed. Consult the student handbook for additional information.

Homework:
Online problems and questions as homework and quizzes will be assigned. The purpose of the assignment is to give you some practice on the materials presented in each chapter. Completing the assignment will give you a better understanding of specific topics and how the information is used in recording and presenting financial information. Doing the homework is crucial to your overall performance in this course.

Group Project:
Students will form a group consisting of 3 members. Details of the project will be discussed as scheduled. The purpose of the project is to apply the lessons learned in this course to a real company.

- Group members will provide an evaluation of their own and other group member’s performance for the group projects and assignments. If you do not turn in the group project, it will negatively affect your group project grade.
- Your individual point total may be adjusted downward up to 50 percent by receiving an unsatisfactory rating by your group members on your contribution, performance, and interaction within your group on one or more of the group assignments.

Group Member Firing Policy:
You will have the option of ‘releasing’ any member that your group deems not to have done their work. If your group votes to do this, you must inform the instructor immediately by email. The released member can then try to join another group. If the dismissed person can not find another group to join, she must complete all of the assignments to the best of her ability, and will still only have 80 percent as the maximum grade she can achieve. The depth she can achieve will be taken into account, but she has failed the group component.

ASSIGNMENTS AND COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>50</td>
<td>8.3%</td>
</tr>
<tr>
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<td>50</td>
<td>&quot;</td>
</tr>
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<td>&quot;</td>
</tr>
<tr>
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<td>16.7%</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>100</td>
<td>&quot;</td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>100</td>
<td>&quot;</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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</tbody>
</table>

Final letter grades for the course

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<tr>
<th>WEEK</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Introduction to International Accounting &amp;</td>
<td>Refer to the course websites.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2</td>
<td>Worldwide Accounting Diversity</td>
<td>&quot;</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3</td>
<td>International Convergence of Financial Reporting</td>
<td>&quot;</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4</td>
<td>International Convergence of Financial Reporting</td>
<td>Group formation due</td>
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<td>5</td>
<td>Chapter 5</td>
<td>International Financial Reporting Standards: Part I</td>
<td>&quot;</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6</td>
<td>Foreign Currency Transactions and Hedging Foreign Exchange Risk</td>
<td>&quot;</td>
</tr>
<tr>
<td>7</td>
<td>EXAM 1</td>
<td></td>
<td>&quot;</td>
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<tr>
<td>8</td>
<td>Chapter 7</td>
<td>Translation of Foreign Currency Financial Statements</td>
<td>&quot;</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 8</td>
<td>International Taxation</td>
<td>&quot;</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 9</td>
<td>International Transfer Pricing</td>
<td>&quot;</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 10</td>
<td>Management Accounting Issues in Multinational Corporations</td>
<td>&quot;</td>
</tr>
<tr>
<td>12</td>
<td>Exam II</td>
<td></td>
<td>&quot;</td>
</tr>
<tr>
<td>13</td>
<td>Chapter 11</td>
<td>Auditing and Corporate Governance: An International Perspective</td>
<td>&quot;</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 12</td>
<td>International Sustainability Reporting</td>
<td>&quot;</td>
</tr>
<tr>
<td>15</td>
<td>Chapter 12</td>
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<td>16</td>
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</table>
<Master Syllabus for ACCT 6900>

ACCT 6900 Advanced Managerial Accounting
<Semester, Year>

Course Meetings

<table>
<thead>
<tr>
<th>Days/Times of Class Meetings: TBD</th>
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Instructor Information

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<tr>
<th>Name: TBD</th>
<th>Dept/Dept Office: Acct &amp; Fin / BDC 215A</th>
</tr>
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<tr>
<td>Phone Numbers: TBD</td>
<td>Office Hours: TBD</td>
</tr>
<tr>
<td>Email Address: TBD</td>
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ACCT 6900 Advanced Managerial Accounting
This course introduces advanced cost concepts of managerial accounting using a quantitative analytical approach. Topics include costing systems, cost-volume-profit analysis, budgeting, cost control, and compensation with focus on management decision-making.

REQUIRED TEXT AND COURSE MATERIALS:

MSAcc PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- **Demonstrate advanced knowledge of the functional areas of accounting and external business environment.** Students will be able to apply functional knowledge to solve business problems. (see Course Themes and Course Learning Objectives for specifics).
- **Demonstrate professional presentation and communication skills.** Students will be able to present their research findings in accounting projects in a professional fashion. Communication skills will be enhanced.
- **Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills).** Students will be able to develop their leadership, interpersonal and team skills.

COURSE THEMES AND COURSE LEARNING OBJECTIVES
By the end of the semester, the student will be able to:
1. Explain, analyze, and interpret fundamental accounting concepts;
2. Apply fundamental principles to accounting research.

CLASS PROCEDURES AND ASSIGNMENTS:

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

ACADEMIC INTEGRITY:
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent. Some of the ethical standards for ACCT6900 are listed below.

EXAMS AND QUIZZES. All exams and quizzes (except group quizzes) must be the exclusive work of the individual student. Additionally, the transfer of information (in any way) about an exam or quiz to students who have not yet taken that exam or quiz is a serious violation and will be considered cheating.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to the deception of potential employers and other academic institutions and is not allowed. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial, but it is an important part of your ethical obligation as a student. If you are aware of another student violating the ethical standards in any ACCT6900 class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

ASSIGNMENTS AND COURSE GRADING

<To be completed by the individual instructor; program-level common language or assignments may be adopted in the future. Program-level learning outcomes assessments must be embedded as scheduled.>
ATTENDANCE, EXAM, AND MAKE-UP POLICIES

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

OTHER RIGHTS AND RESPONSIBILITIES

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution. For further information, word search “Policies on the rights of individuals” in the “Policies and Regulations” section of the online CSUB Catalog.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To request academic accommodations due to a disability, contact the Office for Services with Disabilities (SSD) as soon as possible. Present the instructor with an accommodations letter from SSD as soon as possible to receive accommodations. Do a word search for "Services for Students with Disabilities" in the “Student Services” section of the online CSUB Catalog for further information.

IMPORTANT DATES:

Holidays (CSUB closed):
Last day to withdraw without a "W" being recorded (no justification required):
Last day to withdraw (requires a serious and compelling reason):
Last Day of Classes:
Date/Time for Final Exam:
<table>
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<td>Group project handout.</td>
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<td>Chapter 4</td>
<td>Control System Tightness</td>
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<td>Chapter 5</td>
<td>Control System Costs</td>
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</tr>
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<td>6</td>
<td>Chapter 6</td>
<td>Designing &amp; Evaluating MCS</td>
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<td>EXAM 1</td>
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<td>8</td>
<td>Chapter 7</td>
<td>Financial Responsibility Centers</td>
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<td>9</td>
<td>Chapter 8</td>
<td>Planning and Budgeting</td>
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<td>10</td>
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<td>Incentive Systems</td>
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<td>11</td>
<td>Chapter 10</td>
<td>Financial Performance Measures &amp; Their Effects</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11</td>
<td>Remedies to the Myopia Problem</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chapter 12</td>
<td>Using Financial Results Control in the Presence of Uncontrollable Factors</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Chapter 13</td>
<td>Corporate Governance &amp; Boards of Directors</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Group Presentation</td>
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<tr>
<td>16</td>
<td>Study day</td>
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ACCT 6980 Culminating Experience

ACCT 6980 Culminating Experience

Culminating experiences in master’s degree programs can be thesis based, an exam or a project. For this program a culminating experience will be a project embedded within a guided experience in this course. A MS in ACCT Program Committee composed of three members will be formed for each student. At least two members will be from the faculty of the Accounting and Finance Department with the third decided according to CSUB policy. Each student will develop and submit an individually generated project for review by the Committee.

REQUIRED TEXT AND COURSE MATERIALS:
No specific text is required.

MSAcc PROGRAM LEARNING OBJECTIVES: This course addresses the following Program Learning Objectives:

- **Demonstrate professional presentation and communication skills.** Students will be able to present their research findings in accounting projects in a professional fashion. Communication skills will be enhanced.
- **Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills).** Students will be able to develop their leadership, interpersonal and team skills.

COURSE THEMES AND COURSE LEARNING OBJECTIVES

By the end of the semester, the student will be able to:

1) apply fundamental principles to accounting research;
2) present and defend interpretation of accounting research data;
3) behave collegially and ethically working in research teams.

CLASS PROCEDURES AND ASSIGNMENTS:

<To be completed by the individual instructor; program-level common language may be adopted in the future.>

ACADEMIC INTEGRITY:
Ethics and values are very important in business, non-profit, and government organizations. We will consider ethical issues related to accounting throughout this course. Ethical issues are also relevant to classroom behavior. Note that unless there is evidence to the contrary, the instructor will assume that you are an ethical student; however, the instructor is aware that cheating is prevalent. Some of the ethical standards for ACCT7000 are listed below.

Research Paper and Presentation. All the research paper and presentation must be the exclusive work of the individual student.

WHAT TO DO IF YOU KNOW THAT ANOTHER STUDENT IS VIOLATING THESE STANDARDS. Allowing another student to obtain course points by deceit contributes to the deception of potential employers and other academic institutions and is not allowed. Therefore, you have an obligation to take some action when you know that another student is violating the course’s academic integrity standards. This is a difficult ethical trial, but it is an important part of your ethical obligation as a student. If you are aware of another student violating the ethical standards in ACCT7000 class, it is your responsibility to inform the instructor.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS. CSUB policy stipulates that the instructor reports suspected cheating incidents (along with evidence) to the campus disciplinary officer and impose a grade sanction the instructor consider appropriate. For further information, word search “Academic Integrity” in the “Policies and Regulations” section of the online CSUB Catalog.

ASSIGNMENTS AND COURSE GRADING

<To be completed by the individual instructor; program-level common language or assignments may be adopted in the future. Program-level learning outcomes assessments must be embedded as scheduled.>

ATTENDANCE, EXAM, AND MAKE-UP POLICIES
OTHER RIGHTS AND RESPONSIBILITIES
Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution. For further information, word search “Policies on the rights of individuals” in the “Policies and Regulations” section of the online CSUB Catalog.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
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IMPORTANT DATES:
- Holidays (CSUB closed):
- Last day to withdraw without a "W" being recorded (no justification required):
- Last day to withdraw (requires a serious and compelling reason):
- Last Day of Classes:
- Date/Time for Final Exam:
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<td>Collect Data and Analyze</td>
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<tr>
<td>6</td>
<td>Write a research report</td>
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</table>
A. Proposed Course: Number and Title

**ACCT 5000 Fundamentals of Accounting**

B. Catalog Course Description (If syllabus already developed, please attach)

This course covers concepts and principles underlying financial and managerial accounting, including the basic accounting model, underlying assumptions and conventions. It also includes an overview of the transaction cycles. In addition, this course covers introduction and examination of cost concepts, product costing systems, and cost-volume-profit analysis.

C. Course Objectives and Degree Program Learning Outcomes

- explain, analyze, and interpret fundamental accounting concepts;

PLOs:
- Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
- Demonstrate complex problem-solving skills in accounting.

D. Course Topic Outline

See attached

E. Required Texts and Other Learning Materials

See attached

F. Rationale

a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.
This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

Both of basic financial and managerial accounting concepts are vital to subsequent accounting courses.

b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
A. Proposed Course: Number and Title

**ACCT 6100 Accounting Information Systems & Data Analytics**

B. Catalog Course Description (If syllabus already developed, please attach)

This course covers information system concepts and theory, with an emphasis on internal controls. It includes the collection and processing of accounting information, internal control aspects of accounting systems, systems life cycle in an accounting framework, and the interface of accounting systems, databases, and computer technology. This course also covers a theoretical and practical understanding of core business analytic concepts and techniques.

C. Course Objectives and Degree Program Learning Outcomes

- explain, analyze, and interpret fundamental accounting concepts;
- apply fundamental principles to accounting research;
- present and defend interpretation of accounting research data;

**PLOs:**

- Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
- Demonstrate complex problem-solving skills in accounting.
- Demonstrate professional ethics and integrity.

D. Course Topic Outline

**See attached**

E. Required Texts and Other Learning Materials

**See attached**

F. Rationale
a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.

This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

Accounting information systems, internal controls, and data analytics are so critical for reliability and relevance of accounting information.

b) Place in the Program of Study (core, elective, etc.)

Part of the core in the MSAcc program

c) Describe the market for the course

See the market demand section in the attached MSAcc proposal.

d) Prerequisites

Enrollment in the MSAcc program.

e) Impact

See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
School of Business and Public Administration
Course Description Format---New or Revised Course

Please address each area and submit to your Department. When approved by the Department, please send to the BPA ARCC.

A. Proposed Course: Number and Title

ACCT 6150 Advanced Data Analytics and Computer Applications for Accounting

B. Catalog Course Description (If syllabus already developed, please attach)

Based on a theoretical and practical understanding of core business analytic concepts and techniques, this course covers hands-on practice in applying these techniques to real-world accounting problems using business analytic software tools. This course also covers some computer applications relevant to accounting.

C. Course Objectives and Degree Program Learning Outcomes

- explain, analyze, and interpret fundamental accounting concepts;
- present and defend interpretation of accounting research data;

PLOs:
- Demonstrate professional presentation and communication skills.
- Demonstrate complex problem-solving skills in accounting.

D. Course Topic Outline
See attached

E. Required Texts and Other Learning Materials
See attached

F. Rationale
a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.
This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

Big data analytics, ERP systems, Excel skills, and accounting programs are in big demand in financial industries.

b) Place in the Program of Study (core, elective, etc.)
   An elective course in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
A. Proposed Course: Number and Title

ACCT 6300 Business Taxation & Accounting Research

B. Catalog Course Description (If syllabus already developed, please attach)

This course covers the US federal income taxation of business entities and related research. The primary objective is to develop a general understanding of the legal and administrative structure of the tax law that applies to for-profit businesses of various types, and how taxation rules differ from financial accounting standards. Students are introduced to tax research using the Internal Revenue Code, Treasury regulations and other authorities. Students are also expected to do related accounting research using FASB and SEC rules and regulations.

C. Course Objectives and Degree Program Learning Outcomes

- apply fundamental principles to accounting research;
- present and defend interpretation of accounting research data;

PLOs:
- Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
- Demonstrate professional presentation and communication skills.
- Demonstrate complex problem-solving skills in accounting.

D. Course Topic Outline

See attached

E. Required Texts and Other Learning Materials

See attached

F. Rationale
a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus. This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

Understanding tax structures and systems and doing tax research is crucial to accounting professionals.

b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
School of Business and Public Administration
Course Description Format---New or Revised Course

Please address each area and submit to your Department. When approved by the Department, please send to the BPA ARCC.

A. Proposed Course: Number and Title
   ACCT 6650 Auditing and Financial Statements

B. Catalog Course Description (If syllabus already developed, please attach)
   This course covers the fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report: Emphasis is on attestation and assurance of reliability of financial statements. It also covers IT auditing and the issues involved.

C. Course Objectives and Degree Program Learning Outcomes
   • explain, analyze, and interpret fundamental accounting concepts;
   • apply fundamental principles to accounting research;
   • present and defend interpretation of accounting research data;

   PLOs:
   • Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
   • Demonstrate professional presentation and communication skills.
   • Demonstrate professional ethics and integrity.

D. Course Topic Outline
   See attached

E. Required Texts and Other Learning Materials
   See attached

F. Rationale
   a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.
This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability
   N/A due to EEGO.

Form Approved by BPA ARCC 10/13/2017
School of Business and Public Administration
Course Description Format---New or Revised Course

Please address each area and submit to your Department. When approved by the Department, please send to the BPA ARCC.

A. Proposed Course: Number and Title
   ACCT 6670 IT Auditing

B. Catalog Course Description (If syllabus already developed, please attach)
   This course covers an introduction to IT auditing, emphasizing the concepts through exercises and case studies. It includes knowledge of basic IT audit concepts. Emphasis is on IT auditing applications supporting key business processes with the assessment of IT risk and the evaluation of IT general controls.

C. Course Objectives and Degree Program Learning Outcomes
   • apply fundamental principles to accounting research;
   • present and defend interpretation of accounting research data;

   PLOs:
   • Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
   • Demonstrate professional presentation and communication skills.
   • Demonstrate professional ethics and integrity.

D. Course Topic Outline
   See attached

E. Required Texts and Other Learning Materials
   See attached

F. Rationale
   a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.
This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.

b) Place in the Program of Study (core, elective, etc.)
   An elective course in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
School of Business and Public Administration

Course Description Format---New or Revised Course

Please address each area and submit to your Department. When approved by the Department, please send to the BPA ARCC.

A. Proposed Course: Number and Title
   ACCT 6700 Government & Non-profit Accounting

B. Catalog Course Description (If syllabus already developed, please attach)
   Provides an introduction to unique characteristics of governmental and non-profit accounting. Covers aspects of recording and reporting of financial transactions in public and not-for-profit organizations. Includes governmental and nonprofit auditing and financial condition analysis.

C. Course Objectives and Degree Program Learning Outcomes

   • explain, analyze, and interpret fundamental accounting concepts;
   • apply fundamental principles to accounting research;
   • present and defend interpretation of accounting research data;

   PLOs:
   • Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
   • Demonstrate professional presentation and communication skills.
   • Demonstrate professional ethics and integrity.

D. Course Topic Outline
   See attached

E. Required Texts and Other Learning Materials
   See attached

F. Rationale
   a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.
   This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.
b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.
A. Proposed Course: Number and Title

   ACCT 6800 International Accounting

B. Catalog Course Description (If syllabus already developed, please attach)

   Introduces contemporary accounting theory and practice from an international perspective. Covers comparative accounting systems in various countries based on prevailing practice in the United States. Includes analysis of international accounting and auditing standards.

C. Course Objectives and Degree Program Learning Outcomes

   - apply fundamental principles to accounting research;
   - present and defend interpretation of accounting research data;
   - behave collegially and ethically working in research teams;

   PLOs:
   - Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
   - Demonstrate professional presentation and communication skills.

D. Course Topic Outline

   See attached

E. Required Texts and Other Learning Materials

   See attached

F. Rationale

   a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.

   This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.
b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact

   See F above.

G. Faculty Resources Needed and Availability

   N/A due to EEGO.
A. Proposed Course: Number and Title
   **ACCT 6900 Advanced Managerial Accounting**

B. Catalog Course Description (If syllabus already developed, please attach)
   Introduces advanced cost concepts of managerial accounting using a quantitative analytical approach. Topics include costing systems, cost-volume-profit analysis, budgeting, cost control, and compensation with focus on management decision-making.

C. Course Objectives and Degree Program Learning Outcomes
   - explain, analyze, and interpret fundamental accounting concepts;
   - apply fundamental principles to accounting research;

   PLOs:
   - Demonstrate advanced knowledge of the functional areas of accounting and external business environment.
   - Demonstrate professional presentation and communication skills.
   - Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills)

D. Course Topic Outline
   See attached

E. Required Texts and Other Learning Materials
   See attached

F. Rationale
   a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.

   This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.
b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

   N/A due to EEGO.
A. Proposed Course: Number and Title

    ACCT 6980 Culminating Experience

B. Catalog Course Description (If syllabus already developed, please attach)

    Requires preparation and presentation of learning portfolio. It includes individual oral project presentation or written project report.

C. Course Objectives and Degree Program Learning Outcomes

    • apply fundamental principles to accounting research;
    • present and defend interpretation of accounting research data.
    • behave collegially and ethically working in research teams.

    PLOs:

    • Demonstrate professional presentation and communication skills.
    • Demonstrate the skills necessary to perform as an organizational leader (i.e. leadership, interpersonal and team skills)

D. Course Topic Outline

    See attached

E. Required Texts and Other Learning Materials

    See attached

F. Rationale

    a) Present rationale for the course or course change. Describe how the discipline addresses the course material at other universities and complete a review of identical or similar courses offered on this campus.

    This course is a new requirement in the MSAcc program which was approved by the Department of Accounting and Finance, and the ARCC and the BPA Dean.
Requires preparation and presentation of learning portfolio. It includes individual oral project presentation or written project report. The culminating applied research project experience is a key element of the master's degree program. It is designed as an “applied research inquiry” experience that supports the scientific inquiry process and application. It promotes the use of critical thinking skills to evaluate relevant accounting information from both the literature and hands-on research experiences, combined with the practitioners’ knowledge and expertise, to then enhance business decision making. Overall, such an examination encourages development of accounting professionals with research skills and the ability and expectation to directly contribute to the accounting literature and improves accounting and business decisions.

b) Place in the Program of Study (core, elective, etc.)
   Part of the core in the MSAcc program

c) Describe the market for the course
   See the market demand section in the attached MSAcc proposal.

d) Prerequisites
   Enrollment in the MSAcc program.

e) Impact
   See F above.

G. Faculty Resources Needed and Availability

N/A due to EEGO.