ACADEMIC SENATE
CSU BAKERSFIELD

***EC Approved: October 28, 2025***

# Academic Senate: Executive Committee

AGENDA – Extra Meeting
TUESDAY, OCTOBER 28, 2025
*10:00 A.M. – 11:30 AM*

**Location:** BPA Conference Room 134
**Zoom Link:** https://csub.zoom.us/j/85981842316?pwd=M2QqHBl2e0S3BPLhSFGMavtTVfDYbA.1

**Members:** M. Danforth (Chair), D. Solano (Vice-Chair), D. Thien (Provost), C. Lam (ASCSU Senator), N. Michieka (ASCSU Senator), T. Tsantsoulas (AAC Chair), L. Kirstein (AS&SS Chair), A. Grombly (BPC Chair), Z. Zenko (FAC Chair), and K. Van-Grinsven (Senate Analyst).

1. Call to Order

2. Announcements and Information
   - A. Chancellor's Office Guidance on Lower-Division General Education Exceptions (handout)
     - i. ASCSU Resolution: AS-3737-25 (handout)
   - B. Senate Guests:
     - i. Upcoming:
       - a. November 6 – GE Director, 2024-2025 GECCo Report, and Kris Grapendorf, The President's Commission
     - ii. Future:
       - a. J. Watkins – Center for Accessibility and Essential Needs
       - b. K. De Young – Facilities

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

4. Approval of Minutes
   - A. October 21, 2025 (deferred)

5. Continued Items **(Time Certain: 10:30 AM)**
   - A. AS Referral Log (see BOX folder; handout)
     - i. AAC (T. Tsantsoulas)
     - ii. AS&SS (L. Kirstein)
     - iii. BPC (A. Grombly)
     - iv. FAC (Z. Zenko)
       - a. Pending Referral: Sixth-year Lecturer Review (carry-over from 2024-2025; Hold for taskforce report)
   - B. Provost Report (D. Thien)
     - i. Academic Administrator Searches:
       - a. SSE Interim Associate Dean Appointment
     - ii. Academic Administrator Reviews:

a. AVP for Enrollment Management (Not conducted; 2024-2025)

C. Reports and Recommendations
   i. Task Force for Periodic Evaluation (Hold; waiting for report)
   ii. Criteria for Proposing New Schools Taskforce (Hold; waiting for report)
D. ASI Resolution: SB 104 ASI and Shared Governance (handout) (Scheduled to come to EC 11/4)
E. Calendar Committee – A. Grombly, BPC Chair (handout)
F. Add "Statements of the Senate" Process to governing documents – EC

6. New Discussion Items **(Time Certain: 10:45)**
   A. Elections and Appointments (D. Solano) (table)
      i. IRPA Appointment
   B. Term limits for Department Chairs, FHAC members and other committees – FAC
      i. FHAC Term Limits discussed at Summer Senate Retreat_ 2025-05-21 (in BOX)
   C. Inventory of AI and other automated software (handout) – AS&SS
   D. Process for appointing academic Acting MPPs – Handbook Change – FAC
   E. Clarify Post-Tenure Review with Promotion (handout) – FAC
   F. Policies on Approval of Course Coding Changes (handout) – AAC, FAC and AS&SS (?)
   G. Department Name Change Request for HD-CAFS (handout) – AAC
   H. New Degree Program Proposal – Environmental Science- AAC and BPC (handout)
   I. Items from Provost Council (handout)
      i. Software costs
      ii. SOCI modality
      iii. Email limits for faculty
   J. Develop formal policy for General Faculty to bring a resolution to the Senate– EC
   K. Addition: Discussions and Feedback from Advising Council
   L. Handbook and Bylaws Project – EC (See Box folder for handouts)
      i. Updating Schools to Colleges
      ii. Updating all references to quarters
      iii. Standing Committees Composition:
         a. Clarify Handbook language about staff positions being non-MPP staff
         b. AS&SS Composition: Associate Dean of Undergraduate and Graduate Studies is not actually listed in the bylaws as an ex-officio member of AS&SS.
      iv. Director of Assessment: Review position (Handbook 105.2 and 305.6.)
      v. Council of Academic Deans: Review Composition and name (Handbook 105.2)
      vi. Public Affairs Committee: Committee in handbook but not bylaws (Handbook 107.1. Standing Committees of the Academic Senate). Discussion on if we want to create the committee or not.
      vii. Review committees listed (Handbook 107)
      viii. Update TEAC Description: Currently lists old college names (H&SS, SOE, and NSM) (Handbook 201.5)
      ix. Update reference to Associate Vice President for Academic Affairs- association with Academic Advising and review other duties (Handbook 104.2.1)
      x. Update position titles in 309.9 (Handbook 309.9)
      xi. Update all references to the AVP of Enrollment Management- distinguish the VP of Strategic Enrollment Management from the new AVP of Enrollment Management
      xii. Bylaws Section IV.A.4 Annual reports from committees- limit to specific committees?
      xiii. Review and update the Standing Committees ex-officio positions due to the re-organization of university

xiv. Changes to bylaws that were approved by previous resolution but never posted (clarifying the edition of Robert's Rules of Order).

xv. Q2S Lingering Issues:
   a. Deadline issue for stating one's intent to seek promotion to full professor
   b. Discussions about whether we should change the Handbook to require classroom observations for tenured faculty.

xvi. Section 103.1 Statewide Organization Structure still states 23 CSU campuses- remove number?

7. Agenda Items for Senate (deferred)

**Topic:** CO Guidance on Lower-Division GE Exceptions

**Katherine Van Grinsven**

**From:** Melissa Danforth
**Sent:** Tuesday, October 21, 2025 4:03 PM
**To:** Senate Executive Committee Group
**Subject:** Fw: Guidance | Lower-Division General Education Exceptions
**Attachments:** guidance-LDGE-exceptions-2025.pdf

**Follow Up Flag:** Follow up
**Flag Status:** Flagged

FYI, this is going to be an issue for many programs.

Melissa

Get Outlook for iOS

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**From:** Elizabeth Adams <eadams6@csub.edu>
**Sent:** Tuesday, October 21, 2025 3:49:46 PM
**To:** Eduardo Montoya <emontoya2@csub.edu>; Karlo Lopez <klopez@csub.edu>; Lori Paris <lparis@csub.edu>; Amy Gancarz-Kausch <agancarz@csub.edu>; Steven Gamboa <sgamboa@csub.edu>; Tiffany Tsantsoulas <ttsantsoulas@csub.edu>; Melissa Danforth <mdanforth@csub.edu>
**Subject:** FW: Guidance | Lower-Division General Education Exceptions

Hi all,

FYI, see attached. We'll need to get this into our consideration of new undergraduate programs moving forward.

As Eduardo and I discussed this morning, Academic Programs will create a new form for GEMs to be in compliance with these new guidelines. All of our current programs are ok for now.

Elizabeth

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**From:** avpaa@lists.calstate.edu <avpaa@lists.calstate.edu>
**Date:** Tuesday, October 21, 2025 at 3:19 PM
**To:** communications for associate vice presidents of academic programs, academic affairs <avpaa@lists.calstate.edu>
**Cc:** Foster, Brent <bfoster@calstate.edu>, Moncada, Sarah <smoncada@calstate.edu>, Degrees <degrees@calstate.edu>
**Subject:** Guidance | Lower-Division General Education Exceptions

Sent by "Inouye, Caron" cinouye@calstate.edu

Dear AVPs,

Please find attached the **Guidance on Lower-Division General Education Exceptions**, which provides systemwide guidance on exceptions to CSU General Education Requirements and reflects the ASCSU recommendations regarding lower-division GE.

Academic Programs will be hosting two “office hours” via Zoom in the coming weeks to address any questions and will follow up with calendar invites shortly. Please forward the invitation to your campus interest holders.

- Thursday, November 6 from 1-2 PM
- Wednesday, November 12 from 11 AM – 12 PM

Please let us know if you have any questions or concerns.

Best wishes,

Caron

**Caron Inouye, Ph.D.**
Interim State University Dean, Academic Programs
The California Sta
401 Golden Shore | 6th Floor | Long Beach CA 90802
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The California State University
OFFICE OF THE CHANCELLOR

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# GUIDANCE

## LOWER-DIVISION GENERAL EDUCATION EXCEPTIONS

### I. Purpose

This document establishes systemwide guidance on exceptions to CSU General Education (GE) Requirements and reflects the Academic Senate of the CSU Recommendations Regarding Lower Division General Education (AS-3737-25/APEP). It does not apply to upper-division GE requirements. While issued as guidance, the principles outlined herein will be incorporated into a revised version of CSU Policy 1100, effective fall 2027.

Exceptions are defined broadly as any authorized deviation from CSU GE Requirements. Historically, authorized GE exceptions have included GE transfer admission waivers, GE subject area exemptions, and GE substitutions. Beginning fall 2027, the only lower-division GE exceptions permissible will be GE substitutions.

### II. Guiding Principles

- All CSU students are expected to meet all GE learning outcomes and all lower-division GE (LDGE) unit requirements.
- Beginning fall 2027, all programs must eliminate blanket exemptions of LDGE areas and adhere to consistent substitution processes.
- Catalog rights are honored for students under prior approvals.

### III. Implementation

**A. GE Outcomes Assessment**

Each bachelor's degree program shall, as part of its regular campus program review cycle, provide a report demonstrating how GE learning outcomes are addressed and assessed within the program's curriculum. Programs may fulfill this requirement through program-specific assessment and/or by documenting participation in campus-wide GE assessment efforts.

**B. GE Substitutions**

LDGE substitutions shall be the only form of LDGE exception permitted. Substitutions (via single course or multi-course sequences) must be determined by the campus committee overseeing GE course approvals and require appropriate campus approvals. Substituted units shall not exceed the units required for the GE area.

LDGE substitutions must be:

1. systematically awarded in the student's degree audit,
2. transferable as course-based substitutions but not program substitutions if a student changes major after meeting the requirement,
3. published in the university catalog, and
4. noted in the degree roadmaps for the relevant programs.

## IV. Questions

Please direct any questions to Dr. Caron Inouye, Interim State University Dean of Academic Programs, at cinouye@calstate.edu.

**Academic Senate**
**of the**
**California State University**

**Recommendations Regarding Lower Division General Education**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) receive the recommendations of the Chancellor's General Education Advisory Committee referral on what was previously known as "exemptions and waivers"; and be it
2. **RESOLVED:** That the ASCSU explicitly acknowledge and support the following recommendations from that referral regarding lower division General Education:

LEARNING OUTCOMES

- All CSU students are expected to meet all lower-division GE (LDGE) unit requirements and learning outcomes.
    - All GE outcomes will be assessed.
    - All programs provide a GE outcomes assessment report covering included GE content with their normal, periodic campus-based program review.
    - Any justification for the ongoing need for GE substitution for the program should be evaluated and reported to the Chancellor's Office during the annual CSU Academic Master Plan process.
- Any student transferring without Cal-GETC certification shall complete the CSU GE requirements per Policy 1100 and local campus GE policy.

WAIVERS

- Prohibit LDGE transfer admission waivers and subject area exemptions for any program with an ADT and highly discourage these types of GE exceptions for non-ADT programs.
    - Admission waivers are not permissible, as high-unit STEM ADTs may now comprise 66 semester units.

SUBSTITUTIONS

- Allow LDGE substitutions.
    - Establish the process by which programs notify the Chancellor's Office and GEAC of the intention to implement any LDGE substitutions from fall 2025 and beyond.
    - LDGE substitutions are permissible (via single course or multi-course sequences), and these substitutions should be systematically awarded in the degree audit, transferable as course-based substitutions but not program substitutions if a student changes major after meeting the requirement, published in the university catalog, and shown in degree roadmaps for the program.

EXEMPTIONS

- Discontinue all existing GE exceptions from summer 2025 but allow for a "teach-out" period for programs to align to the new policy. Students

retain their GE catalog rights to approved GE exceptions recorded in the catalog

; and be it

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

CSU Board of Trustees
CSU Chancellor
California State Student Association (CSSA)
CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)
Academic Senate for the California Community Colleges
Intersegmental Committee of Academic Senates
California State Senate Education Committee
Assembly Higher Education Committee
Senate Education Committee

## Rationale

AB928 eliminated CSU GE Breadth (for transfer to the CSU) and IGETC (for transfer to both the CSU and the UC) because students found options and differential standards within GE across programs and systems to be confusing. GEAC constituted a committee to look at admissions requirement waivers relative to the GOLDEN FOUR (oral communication, written communication, critical thinking, quantitative reasoning) and for existing GE pattern substitutions and/or GE exemptions within various CSU programs. The GE recommendation committee produced the report included as Attachment A.

## Resolution Summary

The ASCSU endorses a set of recommendations based on a referral from the Chancellor's General Education Advisory Committee (GEAC) regarding what was

previously known as “exemptions and waivers.” These recommendations include the expectation that all students should achieve all lower division general education units and outcomes.

**Attachment A**

## GEAC RECOMMENDATIONS ON EXCEPTIONS FOR LOWER-DIVISION GENERAL EDUCATION

The California State University has a long-standing commitment to the liberal arts educational model. In this spirit, the General Education Advisory Committee (GEAC) believes that no student should be deprived of the rich educational experience that general education affords. GEAC therefore strongly urges that all CSU students, regardless of major, meet all GE learning outcomes and unit requirements.

GEAC's recommendations focus on three cases in which students may have followed a GE pattern that omitted course requirements in some of the GE areas specified in Title 5 and CSU policy related to general education. These three cases are:

- Substitutions (see Policy 1100, 2.2.5 Exceptions, section b):
    - Case 1: GE requirements are met with more advanced courses in the same subject area, OR
    - Case 2: GE requirements are met within the major.
- Exemptions (see Title 5, section 40508):
    - Case 3: One or more GE areas are not required to be fulfilled, as granted by the Chancellor, due to the unit requirements of the baccalaureate degree.

We also address the question of transfer admission waivers previously granted under IGETC or CSU GE Breadth for STEM that allowed students to complete 6 units of non-STEM coursework after transfer from community college to the CSU.

This document does not address upper-division GE requirements or the individual student waivers permissible under CSU policy on GE (Policy 1100, 2.2.5 Exceptions a) dealing with demonstrable hardship. The primary focus of these recommendations is to address concerns from AB928 related to Cal-GETC and subsequent changes to CSU GE.

BACKGROUND

Historically, high-unit degree programs have been able to request exceptions to their lower-division GE (LDGE) requirements, specifically for transfer students entering into approved high-unit majors (see Policy 1100, 2.2.5.b Exceptions). Given the changes to GE mandated under AB 928 and authorization under Title 5 (section 40508 ), as well the shifts over the past several years in the understanding and operationalization of the policy on GE exceptions, GEAC had created a set of recommendations which focused on clarifying and revising the policy and processes on what had broadly been referred to as GE exceptions that are congruent with the goal that all students fulfill the entire GE program package.

The GEAC annual report (2024-25) encouraged a comprehensive audit of all types of existing GE exceptions, including a survey of campus catalogs and records of prior Chancellor's Office authorizations. This GE audit was completed over Summer 2024. The summary findings were:

- Campuses reported information for 309 programs and subprograms with GE and/or 120-unit exceptions, and analysis included 191 main (parent) degree programs.
- Of the 191 degree programs, the most common GE exceptions were A3 Critical Thinking (21.3%), upper-division (UD) Area B Scientific Inquiry (16.6%), lower-division (LD) Area C Arts or Humanities (11.5%), and Area E Lifelong Learning and Self-Development (9.8%).
- About half of the programs were over 120 units, and most (about 70%) of these >120-unit programs also had GE exceptions.
- Most GE exceptions reported were course substitutions, e.g., a higher-level math course that was not GE-certified was used to satisfy B4.
- Only Chico (engineering), Fresno (business and engineering), and Long Beach (engineering) reported programs with GE exceptions, allowable by grant of the Chancellor per Title 5 section 40508, that were essentially GE area exemptions with no expectation that the GE outcomes would be assessed for the programs.
- Two campuses (San Marcos and Stanislaus) did not have any programs with GE and/or 120-unit exceptions.
- Not all campuses published their GE exceptions in their catalogs.

OVERVIEW OF RECOMMENDATIONS TO GEAC (May 2024):

The base recommendations of GEAC from its report from May 2024 and recent actions taken from these recommendations are summarized in the table below.

| **Recommendation from May 2024** | **Recent Action** |
|---|---|
| Emphasize that all CSU students are expected to meet all lower-division GE (LDGE) unit requirements and learning outcomes. | Retained |
| Perform a comprehensive audit of all types of existing GE exceptions, including a survey of campus catalogs and records of prior Chancellor's Office authorizations. | Performed |
| Prohibit LDGE transfer admission waivers and subject area exemptions for any program with an ADT[1] and highly discourage these types of GE exceptions for non-ADT programs. | Retained |
| Allow LDGE substitutions. | Retained |
| Discontinue all existing GE exceptions from summer 2025 but allow for a "teach-out" period for programs to align to the new policy. Students retain their GE catalog rights to approved GE exceptions recorded in the catalog | Retained |
| Establish the process by which programs notify the Chancellor's Office and GEAC of the intention to implement any LDGE substitutions from fall 2025 and beyond. | Supported |
| Emphasize that all programs provide a GE outcomes assessment report with their normal, periodic campus-based program review. The justification for the ongoing need for GE substitution for the program should be evaluated and reported to the Chancellor's Office during the annual CSU Academic Master Plan process. | Supported |

Updated GEAC recommendations for January 2025 are summarized in the table below.

| **Updated Recommendation** | **Notes** |
|---|---|
| All CSU students are expected to meet all lower-division GE (LDGE) unit requirements and learning outcomes. | No LDGE area exemptions. |
| All ADT transfers will have completed all of Cal-GETC requirements. | Per SB1440, AB928, and Cal-GETC standards. |
| Any student transferring without Cal-GETC certification shall complete the CSU GE requirements per Policy 1100 and local campus GE policy. | |
| All GE outcomes will be assessed. | Per CSU GE Requirements (Policy 1100) |
| Admission waivers are not permissible, as high-unit STEM ADTs may now comprise 66 semester units. | Per AB 2057, Ed Code 66749.81 (b)(2) |

| | |
|---|---|
| LDGE substitutions are permissible (via single course or multi-course sequences), and these substitutions should be<br><br>● Systematically awarded in the degree audit,<br>● Transferable as course-based substitutions but not program substitutions if a student changes major after meeting the requirement,<br>● Published in the university catalog, and<br>● Shown in degree roadmaps for the program. | |

FURTHER CONTEXT

GE Exceptions: Background and Definitions

“Exception” is the blanket term that has been used for any approved change to requirements, expectations, and/or standard processes associated with GE in the CSU. There are several types of officially recognized GE exceptions, and many exceptions have changed over time from the original intention and implementation. Thus, our collective understanding of GE exceptions and their distinctions has blurred. Below is a description of the types/categories of GE exceptions that exist in the CSU.

GE Transfer Admission Waiver

Historically, it has been possible for high-unit programs to request transfer admission waiver(s) for one to two of the “Golden 4” lower-division GE requirements of oral communication, written communication, critical thinking, or quantitative reasoning (most commonly A3 Critical Thinking and/or B4 Quantitative Reasoning). These GE exceptions allowed students to transfer into a program without Golden 4 completion.

It was also possible for a program to request the postponement of up to one course in lower-division CSU GE Area C and up to one course in lower-division CSU Area D (or IGETC equivalent) to post-transfer completion for authorized high-unit science majors under the “Sci-GETC” model, which was part of the now discontinued IGETC standards.

The new transfer GE package, Cal-GETC, was designed in response to AB928, which required that all students have the same transfer requirements. The old “Sci-GETC” was not carried into the new Cal-GETC pattern, given the focus of AB928 on a single GE pathway for transfer into the CSU or UC.

The elimination of “Sci-GETC” removed two potential problems. First, all transfer admission waivers were originally intended as postponements, and students were expected to complete these requirements after transfer. However, for some programs, these exceptions evolved into “blanket” subject area exemptions extended to all students in the major, i.e., first-time first-year students as well as transfers, with the expectation that all GE outcomes continued to be met within the program. Second, a program had to make room for the lower-division GE content in their post-transfer units (the “+60 post-transfer units” required for ADT-compliance). The original motivation for Sci-GETC, the 60 unit lower division limit, has been at least partially addressed by AB2057, which allows for 66 unit ADTs for STEM disciplines.

Second, in relation to transfer admission waivers for the “Golden 4” GE requirements, a student changing major post-transfer would often be additionally delayed in taking

upper division writing proficiency and or upper division GE courses/assessments due to the lack of having completed the “Golden 4”and thus potentially delaying graduation (depending on program characteristics).

GE Substitution

A GE substitution occurs when the units, content, and learning outcomes normally associated with a single course approved to meet a specific GE subject area requirement are instead met in a course in the same subject but generally at a higher level or across a sequence of courses, other major requirements, and/or other graduation requirements. For these substitutions, the point of assessment typically occurs during, and receipt of GE credit occurs after the completion of, for example, the last course in the sequence or a capstone experience.

This type of GE exception may already be authorized locally for specific campus programs. The Chancellor’s Office has not historically reviewed and tracked GE substitutions.[SR1]

GE Subject Area Exemption

GE Subject Area exemptions are granted by the Chancellor under the broad authority relating to campus requirements for degree programs conferred in Title 5 section 40508. These exceptions functionally allow for the elimination of one or more LDGE subject areas and the associated units and learning outcomes from an authorized high-unit major program. Thus, they are distinct from transfer admission waivers and GE substitutions, because there are no expectations that the exempted GE area content is

covered or that the learning outcomes are met and assessed in the program. The inventory of high-unit majors with these content area exceptions is documented on the above-mentioned Chancellor's Office website, although how accurately this website accounts for all GE subject area exemptions that are being permitted across the system is unclear. Furthermore, as mentioned previously, it is also unclear whether the authorized transfer admission waivers have morphed, in practice, into subject area exemptions for some programs.

**Topic:** ASI Resolution- SB 104 ASI and Shared Governance

## Katherine Van Grinsven

**From:** Melissa Danforth
**Sent:** Monday, September 15, 2025 1:58 PM
**To:** Katherine Van Grinsven
**Subject:** EC Agenda item - ASI resolution
**Attachments:** SB 104 - ASI and Shared Governance_encrypted_.pdf

Hi Katie,

Please add the attached ASI resolution to the EC agenda as new discussion item “ASI resolution: SB 104 ASI and Shared Governance”.

In addition to the Resolved section of the resolution, they ask the following in the signature block:

> “Acknowledgement:
> In the spirit of shared governance, and to show that you have read through this resolution and will commit to its contents, please sign below.”

This is something Senate as a whole will need to have a resolution on, as the Resolved section has several asks and EC cannot commit without the full Senate weighing in. EC will need to decide if such a resolution comes from EC or from the standing committee(s).

Melissa

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Dr. Melissa Danforth (she/they)
Chair, CSUB Academic Senate
PI, CSUB’s S-STEM Scholarship Program
Professor of Computer Science
Department of Computer & Electrical Engineering/Computer Science
California State University, Bakersfield
Website: https://www.cs.csub.edu/~melissa/

Updated: 10/27/25

# California State University, Bakersfield
# Academic Calendar
# 2026/2027

## Fall Semester, 2026

| | | |
|---|---|---|
| March 09 | . . . . . | **Academic Advising** for Continuing Students Begins (for Summer 2026 & Fall 2026) |
| April 06 | . . . . . | **Registration** for Continuing Students Begins (for Summer 2026 & Fall 2026) |
| May 01 | . . . . . | Orientation for Fall 2025 New Undergraduate Students Begins (for Fall 2026) |
| May 01 | . . . . . | Deadline to Apply for **Fall 2026** Graduation |
| May 18 | . . . . . | Last Day to Register to Vote for Primary Election |
| June 01 | . . . . . | **Academic Advising** for New Transfer Students Begins (for Fall 2026) |
| June 01 | . . . . . | **Registration** for New Transfer Students Begins (for Fall 2026) |
| June 01 | . . . . . | **Registration** for New Postbaccalaureate Students |
| June 02 | . . . . . | CA Statewide Primary Election |
| June 19 | . . . . . | **HOLIDAY** – Juneteenth – (Campus Closed) |
| June 29 | . . . . . | **Academic Advising** for First-Time First-Year Students Begins (for Fall 2026) |
| June 29 | . . . . . | **Registration** for New First-Time First-Year Students Begins (for Fall 2026) |
| August 17 | . . . . . | **ALL FACULTY DUE ON CAMPUS** |
| August 24 | . . . . . | **First Day of Classes** |
| September 02 | . . . . . | Last Day to Add Classes |
| September 02 | . . . . . | Last Day to Change between Audit and Letter Grading |
| September 07 | . . . . . | **HOLIDAY** – Labor Day – (Campus Closed) |
| September 21 | . . . . . | Census Day |
| September 21 | . . . . . | Last Day to Change between Credit/No-credit and Letter Grading |
| September 21 | . . . . . | Last Day to Withdraw from Classes without a "W" being recorded |
| September 25 | . . . . . | Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Spring 2027) |
| September 28 | . . . . . | **Academic Advising** for Continuing Students Begins (for Spring 2027) |
| October 15 | . . . . . | Campus-wide Emergency Evacuation Day |
| October 19 | . . . . . | Last Day to Register to Vote for the General Election |
| October 26 | . . . . . | **Registration** for Continuing Students Begins (for Spring 2027) |
| October 26 | . . . . . | Last Day for Department Chairs/Program Directors to Confirm All the Course Materials Have Been Ordered Through Campus Bookstore (for Spring 2027) |
| November 03 | . . . . . | CA Statewide General Election |
| November 11 | . . . . . | **HOLIDAY** – Veteran's Day – Campus Closed |
| November 13 | . . . . . | Last Day to Withdraw from Classes for a Serious and Compelling Reason |
| November 16 | . . . . . | **Academic Advising** for New Students Begins (for Spring 2027) |
| November 16 | . . . . . | **Registration** for New Students Begin (for Spring 2027) |
| November 23 – December 2 | . . . . . | SOCI Week (for both Online and Paper SOCIs) |
| November 25 | . . . . . | **No Classes** - Campus Open |
| November 26 – 27 | . . . . . | **HOLIDAY** - Thanksgiving - Campus Closed |
| December 04 | . . . . . | Deadline to Apply for **Spring 2027** Graduation |
| December 07 | . . . . . | **Last Day of Classes** |
| December 08 | . . . . . | Study / Reading Day |
| December 09 – 15 | . . . . . | Examination Period |
| December 11 | . . . . . | Last Day to Submit Completed Thesis / Dissertation |
| December 12 | . . . . . | Commencement |
| December 16 – 17 | . . . . . | Evaluation Days |
| December 18 | . . . . . | Grades Due |
| | | **Winter Break: December 19, 2025 - January 19, 2026** |

**Commented [AG1]:** Advised this starts the second week of July not in May. Is there a reason it's moved forward?

**Commented [AG2]:** Beginning or the end of the 2nd term prior?

**Commented [AG3]:** Is this going to be different? No update on this.

**Commented [AG4]:** Verify this date

**Commented [AG5]:** We lose 3 instruction days for Thanksgiving, so carry it over into the next week?

**Commented [AG6]:** No notes on how this is calculated except 2 terms prior.

**Commented [AG7]:** Second date is the day faculty are due back on campus. Verify once Spring term finalized.

Updated: 10/27/25

*In addition to our Fall Semester listed above, CSUB's **Extended Education** offers classes during **Winter Session**. The Session begins December 21, 2026, and ends January 14, 2026. **Call the Extended Education at (661) 654-2441** for detailed information regarding their course offerings and schedules.*

# California State University, Bakersfield
# Academic Calendar

## Spring Semester, 2027

| | | |
|---|---|---|
| September 28 | . . . . . | **Academic Advising** for Continuing Students Begins (for Spring 2027) |
| October 26 | . . . . . | **Registration** for Continuing Students Begins (for Spring 2027) |
| November 16 | . . . . . | **Academic Advising** for New Students Begins (for Spring 2027) |
| November 16 | . . . . . | **Registration** for New Students Begins (for Spring 2027) |
| December 04 | . . . . . | Deadline to Apply for **Spring 2027** Graduation |
| December 04 | . . . . . | Deadline to Apply for **Summer 2027** Graduation |
| January 18 | . . . . . | **HOLIDAY** – Martin Luther King, Jr. Day – Campus Closed |
| January 21 | . . . . . | **ALL FACULTY DUE ON CAMPUS** |
| January 25 | . . . . . | **First Day of Classes** |
| February 03 | . . . . . | Last Day to Add Classes |
| February 03 | . . . . . | Last Day to Change between Audit and Letter Grading |
| February 19 | . . . . . | Census Day |
| February 19 | . . . . . | Last Day to Change between Credit/No-credit and Letter Grading |
| February 19 | . . . . . | Last Day to Withdraw from Classes without a "W" being recorded |
| March 05 | . . . . . | Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Summer 2027 and Fall 2027) |
| March 08 | . . . . . | **Academic Advising** for Continuing Students Begins (for Summer 2027 & Fall 2027) |
| March 31 | | **HOLIDAY** - Cesar Chavez Day- Campus Closed |
| | | **Spring Semester Break: March 22, 2026 – March 28, 2026 (Easter is March 28, 2026)** |
| April 05 | . . . . . | Last Day for Department Chairs/Program Directors to Confirm All the Course Materials Have Been Ordered Through Campus Bookstore (for Summer 2027 and Fall 2027) |
| April 05 | . . . . . | **Registration** for Continuing Students Begins (for Summer 2027 and Fall 2027) |
| April 07 | . . . . . | Campus-wide Emergency Evacuation Day |
| April 16 | . . . . . | Last Day to Withdraw from Classes for a Serious and Compelling Reason |
| April 19 – 23 | . . . . . | SOCI Week (for both Online and Paper SOCIs) |
| May 03 | . . . . . | **Orientation** for New Undergraduate Students Begins (for Fall 2027) |
| May 03 | . . . . . | Deadline to Apply for Fall 2027 Graduation |
| May 14 | . . . . . | **Last Day of Classes** |
| May 15 – 21 | . . . . . | Examination Period |
| May 19 | . . . . . | Last Day to Submit Completed Thesis / Dissertation |
| May 22 | . . . . . | Commencement |
| May 24 – 25 | . . . . . | Evaluation Days |
| May 26 | . . . . . | Grades Due |
| May 31 | . . . . . | **HOLIDAY -** Memorial Day – Campus Closed |

## 2026/2027

**Commented [AG8]:** No details on specifically how this is calculated; discussion that these might not be required?

**Commented [AG9]:** Why not January 19th?

**Commented [AG10]:** Notes say week 8, which is March 15 - 21

**Commented [AG11]:** Was advised this is second week of July.

11/26/2024

# California State University, Bakersfield
# Academic Calendar 2026/2027

## Summer Session, 2027

### SS1: 10-Week Session

| | | |
|---|---|---|
| May 01 | . . . . . | **Orientation** for New Students Begin (Fall 2027) |
| June 01 | . . . . . | **ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS** |
| June 01 | . . . . . | **First Day of Classes** |
| June 01 | . . . . . | **Academic Advising** for New Transfer Students Begins (for Fall 2026) |
| June 01 – 05 | . . . . . | Schedule Adjustment Period |
| June 05 | . . . . . | Last Day to Add Classes |
| June 05 | . . . . . | Last Day to Change between Audit and Letter Grading |
| June 05 | . . . . . | Last Day of Schedule Adjustment Period (for Summer Session 1) |
| June 10 | . . . . . | Census Day |
| June 10 | . . . . . | Last Day to Change between Credit/No-credit and Letter Grading |
| June 10 | . . . . . | Last Day to Withdraw from Classes without a "W" being recorded |
| June 18 | . . . . . | **HOLIDAY** – Juneteenth – Campus Closed |
| June 29 | . . . . . | **Academic Advising** for New First Time First-Year Students Begins (for Fall 2026) |
| June 29 | . . . . . | **Registration** for First-Time First-Year Students Begins (for Fall 2026) |
| July 02 | . . . . . | **HOLIDAY** - Independence Day - Campus Closed |
| July 09 | . . . . . | Last Day to Withdraw from Classes for a Serious and Compelling Reason |
| July 30 | . . . . . | SOCI Period Begins (for both Online and Paper SOCIs) |
| August 05 | . . . . . | Last Day to Submit Completed Thesis/Dissertation |
| August 09 | . . . . . | **Last Day of Classes** |
| August 10 – 11 | . . . . . | Examination Period |
| August 12 | . . . . . | Grades Due |

### SS2: 5-Week Session

| | | |
|---|---|---|
| June 01 | . . . . . | **ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS** |
| June 01 | . . . . . | **First Day of Classes** |
| June 01 – 04 | . . . . . | Schedule Adjustment Period |
| June 04 | . . . . . | Last Day to Add Classes |
| June 04 | . . . . . | Last Day to Change between Audit and Letter Grading |
| June 04 | . . . . . | Last Day of Schedule Adjustment Period (for Summer Session 2) |
| June 10 | . . . . . | Census Day |
| June 10 | . . . . . | Last Day to Change between Credit/No-credit and Letter Grading |
| June 10 | . . . . . | Last Day to Withdraw from Classes without a "W" being recorded |
| June 17 | . . . . . | Last Day to Withdraw from Classes for a Serious and Compelling Reason |
| June 18 | . . . . . | **HOLIDAY** – Juneteenth – Campus Closed |
| June 24 | . . . . . | SOCI Period Begins (for both Online and Paper SOCIs) |
| July 01 | . . . . . | **Last Day of Classes** |
| July 02 | . . . . . | **HOLIDAY** - Independence Day - Campus Closed |
| July 06 – 07 | . . . . . | Examination Period |
| July 08 | . . . . . | Grades Due |

### SS3: 5-Week Session

| | | |
|---|---|---|
| July 06 | . . . . . | **ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS** |
| July 06 | . . . . . | **First Day of Classes** |
| July 06 – 10 | . . . . . | Schedule Adjustment Period |
| July 10 | . . . . . | Last Day to Add Classes |
| July 10 | . . . . . | Last Day to Change between Audit and Letter Grading |
| July 10 | . . . . . | Last Day of Schedule Adjustment Period (for Summer Session 3) |
| July 21 | . . . . . | Census Day |
| July 21 | . . . . . | Last Day to Change between Credit/No-credit and Letter Grading |
| July 21 | . . . . . | Last Day to Withdraw from Classes without a "W" being recorded |
| July 29 | . . . . . | Last Day to Withdraw from Classes for a Serious and Compelling Reason |
| July 30 | . . . . . | SOCI Period Begins (for both Online and Paper SOCIs) |
| August 05 | . . . . . | **Last Day of Classes** |
| August 10 – 11 | . . . . . | Examination Period |
| August 12 | . . . . . | Grades Due |

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

**Commented [AG1]:** Was told his was July

**Commented [AG2]:** 70% of instructional days puts this at July 16 or 19.

**Topic:** Inventory of AI and other automated software; High-Risk ADS Inventory

**From:** Melissa Danforth
**To:** Katherine Van Grinsven; Danielle Solano
**Subject:** FW: Notification: Annual Requirement – High-Risk ADS Inventory
**Date:** Wednesday, July 30, 2025 4:56:10 PM
**Attachments:** High-Risk Autonomous Decision-Making Systems in Higher Education.pdf

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Hi Katie and Dani,

We'll need to add this email and attachment to the Senate Exec agenda. The agenda should have a printout of the two links at the bottom of Chris's email.

And it should contain a link to the CSU page on faculty use of AI in instruction (it's not structured well enough to make a printout since it only allows you to expand one section at a time): https://genai.calstate.edu/communities/faculty/guidelines-faculty-regarding-ai-instruction

There's nothing in the Handbook about inventorying "automated grading or proctoring tools" outside of those provided by ITS directly, and I'm not sure we'd want to add anything beyond an informational note about this state law.

Perhaps we can discuss expanding the existing pending referral on faculty ethical use of AI tools to include a notification about this state law.

Melissa

---

**From:** Christopher Diniz <cdiniz@csub.edu>
**Sent:** Wednesday, July 30, 2025 4:30 PM
**To:** Dwayne Cantrell <dcantrell2@csub.edu>; Lori Blodorn <lblodorn@csub.edu>; Deborah Thien <dthien@csub.edu>; Melissa Danforth <mdanforth@csub.edu>; Jane Dong <jdong2@csub.edu>; Luis Vega <lvega@csub.edu>; Alicia Rodriquez <arodriquez@csub.edu>; Deborah Cours <dcours@csub.edu>; Jennifer Mabry <jmabry2@csub.edu>; Elizabeth Adams <eadams6@csub.edu>; Deborah Boschini <dboschini@csub.edu>; Sonya Gaitan <sgaitan@csub.edu>; Tommy Holiwell <tholiwell@csub.edu>; Christine Lopez <clopez23@csub.edu>; Tina Williams <twilliams@csub.edu>; Michelle Ponci <mpearce@csub.edu>; Sandra Bozarth <sbozarth2@csub.edu>; Emily Poole Callahan <epoole1@csub.edu>; EJ Callahan <ecallahan@csub.edu>; Hilda Nieblas Valenzuela <hnieblas@csub.edu>; Brooke Davis <bdavis42@csub.edu>
**Subject:** Notification: Annual Requirement – High-Risk ADS Inventory

Dear Colleagues,

As part of our responsibilities under California AB 302, CSU Bakersfield is required to annually inventory any high-risk automated or autonomous decision-making systems (ADS) used across campus. These systems assist or replace human decision-making in areas that significantly impact individuals' rights, opportunities, or access to services.

Examples of high-risk ADS include, but are not limited to:

- Admissions or hiring algorithms
- Predictive analytics for financial aid or enrollment
- Automated grading or proctoring tools
- Tools used in student discipline, housing, or behavioral monitoring
- AI systems used in talent acquisition or classification reviews

This message is for awareness only at this stage. If any systems in your area meet this definition, or if automated tools are being explored for such functions, please ensure they are brought to our attention.

Our Information Security Officer, Doug Cornell, may be following up to verify whether your area currently uses or does not use these systems as part of the annual review.

You can find additional background here:

- CA AB 302 – High-Risk ADS Bill Text — Refer to page 3 of PDF
- CDT FAQs on High-Risk ADS Reporting — Refer to page 6 of PDF
- Overview and Examples in Higher Education (PDF) is attached. — Refer to page 13 of PDF

This process does not prohibit the use of such systems. It ensures proper transparency, documentation, and human oversight as mandated by law.

Please feel free to reach out with any questions or to provide relevant information.

Thank you,

Christopher Diniz, MBA
Associate Vice President &
Chief Information Officer
Information Technology Services
(661) 654-3431

**California State University, Bakersfield**
9001 Stockdale Hwy, Mail Stop: 41LIB
Bakersfield, CA 93311

**https://its.csub.edu**
**https://twitter.com/itscsub**

**Topic:** Clarify Post-Tenure Review with Promotion

**Katherine Van Grinsven**

---

**From:** Melissa Danforth
**Sent:** Thursday, September 18, 2025 5:30 PM
**To:** Zachary Zenko
**Cc:** Danielle Solano; Katherine Van Grinsven
**Subject:** Re: FAC Updates and Referral Request

Hi Zack,

My unit has instructions in our unit criteria about what material should be included in a promotion to Full request, but that is likely not universal.

This may have something to do with the organization of Sections 305 and 306, since promotion to Full is technically post-tenure review with promotion, which is in multiple subsections of Sections 305 and 306. PTR is supposed to happen on a 5-year cycle, rather than a 6-year cycle, so that's where that particular disconnect in wording has occurred.

There is also a deadline issue in 305.3.3.a, because November 1 was the quarter-system deadline (when reviews happened in Winter quarter) and under semesters that deadline needs to be in Spring term instead. 305.3.3.b was updated to say the review happens in Fall, but the deadline in 305.3.3.a was never updated accordingly.

Katie, please add this to the EC agenda under the new discussion items as "Clarify post-tenure review with promotion".

Thanks,
Melissa

---

**From:** Zachary Zenko <zzenko@csub.edu>
**Date:** Thursday, September 18, 2025 at 1:22 PM
**To:** Melissa Danforth <mdanforth@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Subject:** FAC Updates and Referral Request

Hi Melissa,

FAC had a good meeting today and we discussed the Unit RTP Composition / PTR Committe Composition issues.

We have a draft of something that is now ready for DCLC feedback, and URC feedback, which the FAC would then consider to ensure that we are not missing anything major.

**I'll be reaching out to Elaine Correa and Charles Lam soon for DCLC feedback and URC feedback.**

There are definitely potential issues that can emerge, but we also do not think it is possible to have a handbook to address every potential scenario… so we do our best.

**New Referral Request**

During this discussion and going through various scenarios, we identified an area of confusion. An Assistant Professor going up for tenure submits their file in ~September, the beginning of the final probationary year. The WPAF includes everything prior to the submission date.

Then, when the Associate Professor gets reviewed for promotion to full professor, they submit their file in the 5th year of their current rank (305.3.3 indicates that promotion shall ordinarily occur at the beginning of the sixth year after appointment to their current rank).

Using me as an example…

I became an Associate Professor, effective Fall 2022. This is based on a file submitted in September 2021.

I will next submit a file in 2026-2027 academic year, for promotion to full professor.

Fall 2021-2022 - File submitted and under review for promotion in September of 2021.
2022-2023 - Associate Professor Year 1
2023-2024 - Associate Professor Year 2
2024-2025 - Associate Professor Year 3
2025-2026 - Associate Professor Year 4
2026-2027 - Associate Professor Year 5, file submitted for review for promotion.
2027 - Hopefully my first year as a Professor

As far as FAC, including Debbie, could tell, the Handbook is not clear that all materials since the prior file *submission* should be included. Section 305.5 (and is subsections) seems like a reasonable place for this. Currently, it seems that my achievements in Year 2021-2022, in my last year as an assistant professor, are not counted or may not be counted, depending on interpretation. Section 305.4.2.10 is another area for consideration. Appendix G may require review and updating.

Thank you,
Zack

**ZACHARY ZENKO, PH.D., FACSM, PAPHS**
He/Him/His
Associate Professor
Graduate Program Director, MS in Kinesiology
Department of Kinesiology
(661) 654-2799
Office: EDUC 149
Zoom Link

**Fall 2025 Office Hours**
Mondays: 2:30 to 3:30 pm
Tuesdays and Thursdays: 1:30 to 3:30 pm

or by appointment

**California State University, Bakersfield**
Mail Stop: 22 EDUC
9001 Stockdale Hwy
Bakersfield, CA 93311

**Essentials of Exercise and Sport Psychology: An Open Access Textbook**

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

I am a proud member of the California Faculty Association; if you are not already a proud member of CFA, join here.

**Katherine Van Grinsven** **Topic:** Policies on Approval of Course Coding Changes

**From:** Melissa Danforth
**Sent:** Thursday, September 25, 2025 3:31 PM
**To:** Katherine Van Grinsven
**Cc:** Danielle Solano
**Subject:** Re: DNP course coding

Hi Katie,

Let's call it "Policies on Approval of Course Coding Changes". This will cover other situations beyond changing the CS#, like changing the number of units in a class.

And I too had to Google to find the course classification number (CS#) guide, which looks identical to what I recall from Q2S:
https://www.csub.edu/academicprograms/_files/Course_Classification_Numbers.pdf

Once I knew the filename, I was able to find it on https://www.csub.edu/academicprograms/new-catalogandcurriculum-process-8-12-25.shtml but not on the older Academic Planning Manual page.

Melissa

---

**From:** Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Date:** Thursday, September 25, 2025 at 3:11 PM
**To:** Melissa Danforth <mdanforth@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>
**Subject:** RE: DNP course coding

New discussion item for EC? Topic title – course coding?

–

**KATHERINE VAN GRINSVEN**
She/her/hers
Senate Analyst
Office of the Academic Senate
Direct Line: (661) 654-3128
Office: BDC A 252

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

**www.csub.edu/senate**

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**From:** Melissa Danforth <mdanforth@csub.edu>
**Sent:** Thursday, September 25, 2025 2:04 PM
**To:** Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>
**Subject:** Re: DNP course coding

Hi Katie and Dani,

Since we don't have a policy on changing WTUs associated with a course, I told Elizabeth that we'll have to follow prior precedent, which is to have the NSME Curriculum Committee review and approve/deny the request.

We should add discussing if a policy needs to be developed for changing the WTUs associated with a course to the Senate EC agenda. That would be different than auditing/reviewing the current CS#'s to see if they comply with CSU policy, as there could be other reasons to change CS#'s beyond course caps.

Thanks,
Melissa

---

**From:** Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Date:** Wednesday, September 24, 2025 at 1:28 PM
**To:** Melissa Danforth <mdanforth@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>
**Subject:** RE: DNP course coding
Hi,

The referral only had a link to the BOX folder in the attachments. I opened up the link and it is a pretty large list of documents which were all uploaded in October 2023. The document you shared is dated November 2023, so I don't think it would be in the BOX folder, but I did look and didn't find anything. Here is the link in case you wanted to look:
https://csub.app.box.com/s/ingu47wfahx5vyxp3kifvolncq30h4q2

I found the "New Degree Program Proposal Form" (attached). I did see mention of a "Substantive Change Screening Form," but it looks like it was submitted in Summer 2023 (see page 71). I included some screenshots. It doesn't look like it is the same document, which was titled "WSCUC Substantive Change, November 2023." I know there was some back and forth between the subcommittees and the Nursing Department. Maybe it was sent over to AAC or BPC directly, and not uploaded to the folder? If it bypassed me, I would not have uploaded it to the referral folder. I am not sure.

Here are the screenshots from the *CSUB DNP Program Proposal with MOU* pdf:

j. Substantive Change Screening Form:

The WASC Senior College and University Commission Substantive Change Screening F
submitted in Summer 2023. See Appendix P. If a full Substantive Change Review is requ
the proposal will be submitted by no later than November 2023 to provide adequate time
review.

k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

CSU CIP: 51.3818
CSU Degree Program Code: 12033 Doctor of Nursing Practice

Page 71 of PDF

**Appendix P: WSCUC Screening Form**

Senior College and University Commission

# WSCUC Substantive Change Program Screening Form

**Directions:** Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval necessary prior to implementation. A determination on the necessity of review is made after submission the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

**Institution**: California State University, Bakersfield (CSUB)
**ALO Name and contact information**: Dr. Debra Jackson
**Date: 7/10/2023**
Proposed program name, modality, and CIP code:

Currently, the Department of Nursing (DON) at CSUB offers a Master of Science in Nursing, Family Nurse Practitioner (MSN/FNP) program, which is designed to prepare Family Nurse Practitioners for the region. However, the emerging national standards in Nurse Practitioner (NP education require a Doctor of Nursing Practice (DNP) degree for all entry level NPs by 2025. Unless CSU Bakersfield transitions its NP program to a DNP degree, our MSN/NP graduates m not be qualified to take national certification examinations and may be unable to compete with other DNP prepared graduates in the professional job market. Elevating our existing MSN/FNP a DNP program becomes a necessity. The DON is proposing two Doctor of Nursing Practice (DN degree programs:

- Post Baccalaureate Doctor of Nursing Practice Nurse Practitioner (DNP-NP) Program with Family Nurse Practitioner Concentration (DNP-NP).
  The purpose of the DNP-NP program is to produce doctorally prepared nurse practitioners t address the critical shortage of primary care providers in the region and to meet the emergin educational and scholarly standards for Nurse Practitioners. This three-year, eight- semester program is designed for registered nurses (RNs) who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, and who aspire to become doctorally prepared Nurse Practitioners. Currently, our DNP-NP program only offers the Family Nurse Practitioner (FN concentration.

–

**KATHERINE VAN GRINSVEN**
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Office: BDC A 252

**California State University, Bakersfield**
9001 Stockdale Hwy, Mail Stop: 20 BDC

**Topic:** Department Name Change- HD-CAFS

**Katherine Van Grinsven**

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**From:** Melissa Danforth
**Sent:** Wednesday, September 24, 2025 5:00 PM
**To:** Katherine Van Grinsven
**Cc:** Danielle Solano
**Subject:** FW: Dept of HD-CAFS name change request
**Attachments:** Department of HD_CAFS name change .docx

Hi Katie,

Here's an item for the EC agenda.

Melissa

---

**From:** Alexander Reid <areid2@csub.edu>
**Date:** Wednesday, September 24, 2025 at 4:39 PM
**To:** Melissa Danforth <mdanforth@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>, Elaine Correa <ecorrea1@csub.edu>, Elizabeth Adams <eadams6@csub.edu>
**Subject:** re: Dept of HD-CAFS name change request

Dear Melissa,

On behalf of the Department of Human Development and Child, Adolescent, and Family Studies, please accept our request for Senate Approval of our Department name change.

We consulted with Dr. Adams and our interest to begin the process of changing our Department name first with Senate approval and then we anticipate submitting a request to SSE Curriculum Committee to move forward with our degree name aligned with our Department name.

Please see attached for our name change approval request.
Please let me know if there is any additional information needed.

Thank you for your time.

Sincerely,

Alexander

Alexander Reid, Ph.D.
Associate Professor, Department of Human Development and Child, Adolescent and Family Studies
California State University Bakersfield

Department of Human Development and Child, Adolescent, and Family Studies (HD-CAFS)
Name Change Approval Request

Dear Colleagues,

On May 12 2022, the President of CSUB approved our request for a Department name change from Child, Adolescent, and Family Studies (CAFS) to Human Development and Child, Adolescent, and Family Studies (HD-CAFS). We were informed, however, that the 6-letter name would not work in PeopleSoft and we would need to have the name change be reflected on our degree. At this point, we would like to start with a name change from HD-CAFS to Human Development and Family Sciences (HDFS), which aligns with other CSU Departments in our field.

The Department of Human Development and Child, Adolescent, and Family Studies (HD-CAFS) faculty unanimously voted to change to Human Development and Family Sciences (HDFS).

The rationale for this name change was to service the diverse program strands in which our students seek a B.A. degree aligned with employment opportunities in the fields of Human Development, Resource Management, Teacher Education and Early Childhood and Family Sciences. Currently, our program description reads as follows:
*Program Options and Paths*
*Bachelor of Arts (B.A.) Degree in Child, Adolescent, and Family Studies This program is geared towards students interested in working with children and their families in any of the following settings: preschool, childcare center, case management, criminal justice, Head Start, and the Department of Human Services. Students will earn a B.A. Degree in Child, Adolescent, and Family Studies.*
To ensure that our students can apply for positions that cover the vast range of options available with a CAFS degree, we would like to ensure that our Department's name reflects the diverse areas for which we serve as a feeder program.
Additionally, it should be noted that 3 out of our 4 full time faculty members hold degrees covered under the area of Human Development. The size of our Department is small, and therefore we cover a range of areas that other CSU's have divided into separate departments. In alignment with other CSU's, our department name should include the Human Development area as well as the Family Sciences domain. In accordance with other CSU's, for consistency and disciplinary convention, the name change aligns with our other campuses:

CSU Sacramento (BS in Family Studies and Human Development)
CSU Monterey Bay (BA in Human Development and Family Studies)
CSU Long Beach (BA in Human Development)
CSU East Bay (BA in Human Development)

We propose HDFS as the 4-digit acronym for People Soft, in keeping with other institutions of higher education in the U.S.A. that offer the same degree. For example, Colorado State, Michigan State, University of Connecticut, Penn State, East Carolina University, Florida State, George Mason University, Georgia Southern, Indiana State, Kansas State, Iowa State, Mississippi State, and North Dakota State. All these institutions use HDFS as their acronym.

Once we have approval from the Senate for a Department name change, we will begin the process of aligning the Department name to the degree with submission to the SSE Curriculum Committee.

Bakersfield, CA 93311

**www.csub.edu/senate**



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**From:** Melissa Danforth <mdanforth@csub.edu>
**Sent:** Wednesday, September 24, 2025 10:49 AM
**To:** Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Cc:** Danielle Solano <dsolano@csub.edu>
**Subject:** FW: DNP course coding

Hi Katie,

Can you check the referral for the DNP program made to AAC and BPC to see if this document was included?

Thanks,
Melissa

---

**From:** Elizabeth Adams <eadams6@csub.edu>
**Sent:** Wednesday, September 24, 2025 10:44 AM
**To:** Melissa Danforth <mdanforth@csub.edu>; Tiffany Tsantsoulas <ttsantsoulas@csub.edu>
**Cc:** Heidi He <hhe@csub.edu>; Jane Dong <jdong2@csub.edu>
**Subject:** DNP course coding

Hi all,

I had a chance to speak with Dr. He today and it's clear to me that the course forms for the Didactic courses for the DNP were submitted with the incorrect C/S number. If you look at the attached WSCUC substantive change document on p.23, you'll see that they clearly intended those courses to have a 1.5 K factor, which is only associated with C-15.

What I'd like to suggest that either AAC or Senate be briefed on this and asked to approve a correction to the C/S number for these courses so that the faculty teaching them can get the appropriate compensation this term (and to prevent the current APDB errors). If that won't work, I'm open to other idea about how to solve this issue.

Elizabeth

**Katherine Van Grinsven**

**From:** Elizabeth Adams
**Sent:** Friday, October 3, 2025 4:09 PM
**To:** Melissa Danforth; Katherine Van Grinsven
**Subject:** Re: Degree proposal for Senate consideration

Hi—

The easiest way to do is to go to this link:
https://next-catalog.csub.edu/programadmin/

and enter 518 in the search box.

Their system really likes its own assigned numbers in search.

Elizabeth

---

**From:** Melissa Danforth <mdanforth@csub.edu>
**Date:** Friday, October 3, 2025 at 2:36 PM
**To:** Elizabeth Adams <eadams6@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Subject:** Re: Degree proposal for Senate consideration

Hi Elizabeth,

Yes, that would be helpful. At the very least, it will help the committees get familiar with the platform, even if they prefer to review the PDF.

Melissa

---

**From:** Elizabeth Adams <eadams6@csub.edu>
**Date:** Friday, October 3, 2025 at 2:34 PM
**To:** Melissa Danforth <mdanforth@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Subject:** Re: Degree proposal for Senate consideration

I downloaded the pdf from CIM but it can also be viewed in CIM. Do you want the link for EC?

---

**From:** Melissa Danforth <mdanforth@csub.edu>
**Date:** Friday, October 3, 2025 at 2:33 PM
**To:** Elizabeth Adams <eadams6@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
**Subject:** Re: Degree proposal for Senate consideration

Hi Elizabeth,

We'll add it to the EC agenda, but it may take us a while to refer it out.

And I assume this is in CIM from the format of the PDF, but just to confirm, is this something that should be routed through CIM? If so, we'll make sure the committees know that.

Melissa

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**From:** Elizabeth Adams <eadams6@csub.edu>
**Date:** Friday, October 3, 2025 at 2:02 PM
**To:** Katherine Van Grinsven <kvan-grinsven@csub.edu>, Melissa Danforth <mdanforth@csub.edu>
**Subject:** Degree proposal for Senate consideration

Hi—

NSME has approved the attached proposal for a new baccalaureate degree. I'm forwarding it your way for referral.

Elizabeth

# 49011 : ENVIRONMENTAL SCIENCE

## In Workflow

1. 310 - GEOL Curriculum Review (arathburn@csub.edu)
2. NSM Curriculum Committee (dgilliland@csub.edu)
3. NSM Dean Office (jdong2@csub.edu,klopez@csub.edu)
4. Academic Programs (eadams6@csub.edu)
5. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)

## Approval Path

1. Tue, 23 Sep 2025 22:41:22 GMT
   Anthony Rathburn (arathburn): Approved for 310 - GEOL Curriculum Review
2. Wed, 24 Sep 2025 22:53:01 GMT
   Denise Gilliland (dgilliland): Approved for NSM Curriculum Committee
3. Fri, 03 Oct 2025 18:20:46 GMT
   Jane Dong (jdong2): Approved for NSM Dean Office

## History

1. Sep 8, 2025 by Cindy Zuniga-Prado (czuniga-prado)
2. Sep 8, 2025 by Cindy Zuniga-Prado (czuniga-prado)

Date Submitted: Tue, 23 Sep 2025 22:15:58 GMT

### Viewing: 49011 : Environmental Science
### Last approved: Mon, 08 Sep 2025 18:44:40 GMT
### Last edit: Fri, 03 Oct 2025 18:20:26 GMT

Changes proposed by: Anthony Rathburn (001502085)

### Contact

**User ID**
000695916

**Proposer Name**
Anthony Rathburn

**Proposer E-mail**
arathburn@csub.edu

**Proposer Department**
Geology

### Program Information

**Program Type**
Bachelor of Science

**Propose Program Moratorium?**
No

**Effective Catalog**
2026-2027

**Effective Term**
Fall 2026

**College**
Natural Sciences, Mathematics, and Engineering

**Department**
Geology

**Program Title**
Environmental Science

**Program Code**
49011

**CIP Code**
30.4101 - 30.4101

**Academic Career**
Undergraduate

**Support Type**
State Support

**Delivery Format**
Hybrid

**Is the proposed program subject to WASC Substantive Change?**
No

## Program Overview and Rationale

**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.**

PURPOSE AND STRENGTHS
The purpose of the proposed BS in Environmental Science is to fill an important gap in science, technology, engineering, and mathematics (STEM) programs offered at CSUB, and to offer students the opportunity to obtain the interdisciplinary skills and knowledge necessary for employment infields related to environmental science. The BS in Environmental Science would be designed for students interested in environment-related issues, including water, energy, climate change, natural resources, and pollution. This degree program would focus on interdisciplinary, experiential learning in the natural sciences. The proposed program thus provides an essential, rigorous foundation in the scientific skills needed for environmental science careers. It also provides the greatest flexibility in elective courses of any environmental science program offered in California. This flexibility allows students to shape their coursework and experiences to reflect their interests and career goals.

FIT WITH INSTITUTIONAL MISSION OR LEARNING OUTCOMES
CSUB is the only public university within 100 miles, lying in the southern San Joaquin Valley in Bakersfield, the heart of Kern County. CSUB strives to be a model for supporting and educating students to become knowledgeable, engaged, innovative, and ethical leaders in the regional and global community. CSUB emphasizes its great value, student-faculty interactions, career opportunities, and community engagement. The proposed BS in Environmental Science will advance CSUB's mission, providing essential training and knowledge to students who will enter the workforce in a field critical to the future of southern California.

COMPELLING REASONS FOR OFFERING THIS PROGRAM AT THIS TIME
Environmental science issues will remain prominent in California's future, and will result in a significant need for highly trained scientists, educators, and policy-makers in environment-related fields. Many institutions in California already offer a bachelor's degree in environmental science, but CSUB is notably missing an environmental science degree, despite major environmental issues in Kern County regarding water, energy, and ecosystems. These local issues and other environmental issues throughout California are driving increasing demand for a well-prepared workforce. The proposed BS in Environmental Science at CSUB will prepare students for a wide range of available jobs relevant to their community. In addition, the personnel, courses, facilities, and equipment needed for the program all currently exist at CSUB. No new or additional resources are required to offer the program at this time.

**Program Description (i.e. Catalog Description)**

**Program Description**

The Department of Geological Sciences offers the Bachelor of Arts in Geology, the Bachelor of Science in Geology, the Master of Science in Geology, and the Bachelor of Science in Environmental Sciences. A minor in Geology is also available. Geology and Environmental Science encompass a broad array of studies focused on natural and physical sciences related to Earth and environmental issues and their impact on society. Our degree programs address geological and environmental topics related to the geosphere, biosphere, hydrosphere, and atmosphere through the development of fundamental knowledge and skills, with an emphasis on experiential learning. The curricula in the Geology and Environmental Science programs are designed to provide flexibility for interdisciplinary exploration that incorporates fieldwork, technical analysis, individual study, and research participation. Students are encouraged to take advantage of diverse opportunities to conduct fundamental and applied research with experienced research mentors using state-of-the-art scientific equipment.

CSUB is located in an excellent geographic region with convenient access to mountain ranges, valleys, rivers, deserts, oil fields, agricultural areas, nature conservancies, national parks, and the Pacific Coast.

At the completion of their Geology or Environmental Science degree program, students will have broad foundational knowledge and strong field and laboratory skills that provide them with the qualifications for professional employment as well as prepare them for continued academic studies in a graduate degree program.

Graduates with degrees in Geology or Environmental Science have excellent employment opportunities locally, across California, and elsewhere in the United States. These careers can be in government regulation, carbon management, minerals exploration, pollution remediation, energy and water resources, environmental consulting, hazard mitigation, land use planning, and conservation. The degree programs also provide a strong foundation for secondary school science teaching or graduate study in Geology and Environmental Science. Students planning on attending graduate school are advised to pursue a BS degree as the coursework typically represents the minimum coursework required for acceptance into a graduate program, including the Master of Science in Geology program at CSUB.

**Program Requirements**

| Code | Title | Units |
|---|---|---|
| **General Education Requirements** | | |
| Subject Area 1A: English Composition | | 3 |
| Subject Area 1B: Critical Thinking | | 3 |
| Subject Area 1C: Oral Communication | | 3 |
| Subject Area 2: Mathematical Concepts & Quantitative Reasoning [1] | | 0 |
| Subject Area 3A: Arts | | 3 |
| Subject Area 3B: Humanities | | 3 |
| Upper Division 3 Arts or Humanities: (3UD) [2] | | 3 |
| Subject Area 4: Social and Behavioral Sciences | | 3 |
| Upper Division 4 Social and Behavioral Sciences: (4UD) [2] | | 3 |
| Subject Area 5A: Physical Science [1] | | 0 |
| Subject Area 5B: Biological Sciences [1] | | 0 |
| Subject Area 5C: Laboratory [1] | | 0 |
| Upper Division 5 Science: (5UD) [1] | | 0 |
| Subject Area 6: Ethnic Studies | | 3 |
| *General Education Subtotal* | | *27* |
| **Campus Requirements** | | |
| First-Year Seminar (FYS) | | 2 |
| American Institutions: Government [4] | | 3 |
| American Institutions: History | | 3 |
| Junior Year Diversity Requirement (JYDR) | | 3 |
| Graduation Writing Assessment Requirement (GWAR) | | 3 |
| Capstone [1] | | 0 |
| *Campus Requirement Subtotal* | | *14* |
| **Major Requirements** | | |
| *Required Lower Division Courses* | | |
| GEOL 2010 | Physical Geology | 4 |
| GEOL 2020 | Introduction to Environmental Science | 4 |
| GEOL 2050 | Introduction to Soil Science | 4 |
| GEOL 2069 | Sustainable Energy and Environment | 3 |
| *Required Upper Division Courses* | | |
| GEOL 3010 | Fundamentals of Geochemistry | 4 |
| GEOL 3080 | Geomorphology | 4 |
| GEOL 4010 | Hydrogeology | 4 |
| GEOL 4050 | GIS for Natural Sciences | 4 |
| GEOL 4200 | Professional Development for BA-BS Students | 2 |
| GEOL 4928 | Senior Seminar for Environmental Science | 1 |
| ERM 4110 | Environmental Law I | 3 |
| INST 4200 | Electronic Legal Research Methods | 1 |
| Select a minimum of 20 units [3] | | 20 |
| **Required Cognates** | | |
| Complete 15 units of Cognates | | 15 |
| *Biology Cognate* | | |
| Select one of the following courses: | | |
| BIOL 2010 | Introductory Biology - Cells | |

| | | |
|---|---|---|
| BIOL 2110 | Introductory Biology - Animals | |
| BIOL 2120 | Introductory Biology - Plants | |
| Chemistry Cognate | | |
| Select one of the following courses (or equivalent): | | |
| CHEM 1000 | Foundations of Chemistry | |
| CHEM 1010 | Preparation for College Chemistry | |
| Mathematics Cognate | | |
| Select one of the following courses (or equivalent): | | |
| MATH 1060 | Precalculus II | |
| MATH 2010 | Calculus for the Biological and Chemical Sciences I | |
| MATH 2310 | Single Variable Calculus I for Engineers | |
| MATH 2510 | Single Variable Calculus I | |
| *Physics Cognate* | | |
| Select one of the following courses: | | |
| PHYS 2110 | College Physics I | |
| PHYS 2210 | Physics for Scientists and Engineers I | |
| *Major Subtotal* [4] | | *73* |
| **Additional Units Needed Towards Graduation** | | **6** |
| **Total Units** | | **120** |

[1]
- Some General Education requirements are covered within the major and cognates.
  - Subject Area 2, 5A, 5B, and 5C
- Some Campus Requirements are satisfied in the major and cognates.
  - Capstone

[2] General Education courses for Upper Division Areas 3 and Upper Division Area 4 that are particularly relevant to the Bachelor of Science in Environmental Sciences:
- Upper Division Areas 3 (3 units are required for GE)
  - COMM 3089 Communication and the Environment
  - ENGL 3268 Writing Nature: Literature and the Environment
  - HIST 3258 The American Environment
  - PHIL 3368 Environmental Philosophy
- Upper Division Area 4 (3 units are required for GE)
  - ECON 3418 Energy Economics and Policy
  - ECON 3508 Environmental Economics
  - SOC 4008 Society and the Natural Environment

[3]
- Select a minimum of 20 units in any combination of:
  - natural science (GEOL, BIOL, CHEM, PHYS), mathematics (MATH), engineering (ENGR), computer science (CMPS), or public health (PH) disciplines, with at least 12 units from upper division courses.
- Students should check with their advisors about prerequisites for interdisciplinary elective courses. GE courses are not acceptable as interdisciplinary electives. Courses required for the Environmental Science B.S. degree (including cognates) cannot be counted as interdisciplinary electives. A maximum of four (4) units of research may be applied toward interdisciplinary elective requirements.

[4] The minimum acceptable GPA for these 73 units is 2.0

[5] American Institution - Government (American & Constitutional Ideals) satisfies one course of the two required in Subject Area 4.

**Note:** One semester unit normally represents 50 minutes of lecture or 150 minutes of laboratory study. For every unit, students are expected to devote 2-3 hours of outside study per week.

## Program Learning Outcomes

**Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)**

PLO 1: Utilize the scientific method and integrate the fundamental principles of geology, biology, chemistry, and physics to address complex environmental issues.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 6. Goal 6: Students will develop a well rounded skill set.

**Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)**

PLO 2: Be able to work individually and collaboratively in the collection, organization, analysis, and interpretation of environmental datasets in both field and laboratory settings.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

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**Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)**

PLO 3: Recognize the interactions and feedbacks between human activities and the natural environment at the local, national, and global scales.

- 1. Goal 1: Critical reasoning and problem solving skills
- 3. Goal 3: Discipline-based and career knowledge
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

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**Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)**

PLO 4: Communicate effectively about environmental issues to both scientific and general audiences in written, oral, and visual formats.

- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 6. Goal 6: Students will develop a well rounded skill set.

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**Program Learning Outcome. Identify each PLO one by one (select the green "+" to add)**

PLO 5: Demonstrate interdisciplinary knowledge and skills appropriate for graduate school or a career in environmental science.

- 1. Goal 1: Critical reasoning and problem solving skills
- 2. Goal 2: Oral and written communication
- 3. Goal 3: Discipline-based and career knowledge
- 4. Goal 4: Numerical literacy
- 5. Goal 5: Students will become engaged citizens.
- 6. Goal 6: Students will develop a well rounded skill set.

---

## Learning Outcomes Display (show only)

| Course Code | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---|---|---|---|---|---|
| **GEOL 2010** | # | # | # | # | # |
| **GEOL 2020** | # | # | # | # | # |
| **GEOL 2050** | # | # | # | # | # |
| **GEOL 2069** | # | # | # | # | # |
| **GEOL 3010** | # | # | # | # | # |
| **GEOL 3080** | # | # | # | # | # |
| **GEOL 4010** | # | # | # | # | # |
| **GEOL 4050** | # | # | # | # | # |
| **GEOL 4200** | # | # | # | # | # |

| | | | | | |
|---|---|---|---|---|---|
| **GEOL 4928** | | | | | |
| **ERM 4110** | # | | # | # | # |
| **INST 4200** | # | | | # | # |
| **BIOL 2010** | # | # | | | # |
| **BIOL 2110** | # | # | | | # |
| **BIOL 2120** | # | # | | | # |
| **CHEM 1000** | # | # | | | # |
| **CHEM 1010** | # | # | | | # |
| **MATH 1060** | # | # | | | # |
| **MATH 2010** | # | # | | | # |
| **MATH 2310** | # | # | | | # |
| **MATH 2510** | # | # | | | # |
| **PHYS 2110** | # | # | | | # |
| **PHYS 2210** | # | # | | | # |

Download the Curriculum Map PDF from the CIM Program Homescreen

**Attach Curriculum Map**
Curriculum Map Matrix.pdf

**Attach 5 Year Assessment Plan**
Comprehensive Assessment Plan and 5-yr Schedule.pdf

**Does the program use courses offered by other programs?**
Yes

**Affected Departments**

| Department |
|---|
| Biology |
| Chemistry and Biochemistry |
| Mathematics |
| Physics and Engineering |
| Public Health |
| Economics |
| Computer & Electrical Engr & Computer Science |

**Attach letter of support from relevant department(s)**
Letters of support from relevant Departments .pdf

**The total number of units required for graduation (not just the total for the major):**
120

**Does this baccalaureate program require more than 120-semester units?**
No

**Does this program have any concentrations or emphasis planned under the proposed major?**
No

**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.**

NONE

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

3-yr Teaching Plan.pdf

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

0

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

The proposed BS in Environmental Science relies entirely on existing courses in Geology, as well as cognate courses in Chemistry, Biology, Physics, and Mathematics. Articulation agreements with local community college programs already exist for many of the lower division and cognate courses required for the BS in Environmental Science. Requests for credit based on community college coursework, when an articulation agreement is not in place, will be evaluated on a case-by-case basis. Additional articulation agreements will be negotiated with community college programs as appropriate and will follow existing campus procedures.

**Academic Roadmap Attachment**

Roadmaps Environmental Science.pdf

**Does this program change create new alignment with an ADT?**

No

**Is this program:**

Currently accredited

**Describe how accreditation requirements will be met, if applicable.**

No specialized accreditation is required for this program.

## Student Demand

**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.**

Included among other strong evidence for student interest in a BS in Environmental Science is the data from a similar program that was recently launched at the CSU campus closest to CSUB: CSU Northridge, 99 miles to the south of CSUB. The Department of Geological Sciences at CSU
Northridge started a BA in Environmental Science in Fall 2022. They proceeded to triple the number of majors in the department over the next three years, from 46 total majors in Geology (31), Geophysics (6), and Environmental Science (9) programs combined in Fall 2022, to 144 total majors (104 in the Environmental Science program) in Fall 2024. Applicants to the program increased from 75 in Fall 2022 to nearly 300 in Fall 2024. The enrollment data are shown in the figure below. The BS in Environmental Science at CSUB is anticipated to have similarly high student demand.

At CSUB, surveys of student interest in obtaining a degree in environmental science from CSUB were sent to dual enrollment geology classes at local high schools. Of the 121 dual enrollment students surveyed, 78 (64%) agreed or agreed strongly that they were interested in environmental issues, and 50 (41%) agreed or agreed strongly that they would consider an interdisciplinary major in environmental science. This indicates considerable interest in a BS in Environmental Science from the population of local high school students who are already taking courses to earn college credit. The same survey was distributed to students in GE Physical Geology and Natural Disasters courses at CSUB, most of whom were non-STEM majors. Of the 87 respondents (out of a total of 134 students in the courses), 62 (71% of the respondents, 46% of the total surveyed students) agreed or agreed strongly that they were interested in environmental issues, and 31 (36% of the respondents, 23% of the total surveyed students) agreed or agreed strongly that they would consider an interdisciplinary major in environmental science. This interest in the BS in Environmental Science even from students who have already chosen a different, non-STEM major suggests there will be substantial interest in students changing majors to join the program.

**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.**

As with most of the undergraduate degree programs at CSUB, the proposed BS in Environmental Science is designed to serve the local community by covering topics relevant to Kern County and California, as well as training students to enter a growing workforce. We intend to recruit primarily from the Kern County and broader southern California region. Recruitment activities will

build on successful approaches used for attracting a diverse community of students into the BS in Geology program. These activities include hosting department and university tours for students and their families; running a career day for local students to explore opportunities; public outreach events and activities, e.g., at local museums and at community events; giving presentations and Q&A opportunities at regional community colleges; and by networking and outreach through the Department of Geological Sciences' extensive dual-credit program at regional high schools. These activities are targeted to recruit from the regional population, which is composed of over 65% from minority backgrounds, primarily of Hispanic origins. Similar activities have been successful in growing a diverse student population within the Department of Geological Sciences and more broadly at CSUB. The demographics of the CSUB student population, including most CSUB STEM majors, generally reflect the demographics of the regional community.

**Describe professional uses of the proposed degree program.**

Graduates from the proposed BS in Environmental Science program will be well prepared for jobs in government, industry, and education. Professional roles for those with a comparable bachelor's degree in currently open job positions in California include environmental remediation, environmental historical preservation, water permitting, environmental data science and analytics, site assessment, ecological impact assessment, hydrogeology, health and safety, and more. All students graduating from this program will be generally prepared for a variety of available jobs.

We have built substantial flexibility in the elective courses a student can take for earning a BS in Environmental Science. The specific direction a student chooses to take with their elective courses will make additional, more specific types of jobs available to them. Students focusing on elective courses in Geological Sciences will be better suited for jobs in hydrology, land use, erosion, and hazards. Students taking elective courses in Biology will be better suited for jobs in ecosystem analysis, ecological impacts, and wildlife preservation. Students taking elective courses in Chemistry will be better suited for jobs in water quality and contamination issues. Students taking elective courses in Physics, Engineering, Mathematics, or Computer Science will be better suited for jobs in environmental data analytics and modeling.

All these job positions come from a search of open jobs in California for environmental scientists and related fields.

**Anticipated Student Demand (Majors)**

| | At Initiation | After 3 Years | After 5 Years |
|---|---|---|---|
| **Number of Majors (Annual)** | 10-20 | 50-100 | 100-150 |
| **Number of Graduates (Cumulative)** | 0 | 10-20 | 40-80 |

**Attach documentation as needed:**

Student demand graph.pdf

## Societal and Public Need for the Proposed Degree Major Program

**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.**

| Institution(s) |
|---|
| CSU Channel Islands (driving distance from CSUB: 119 mi) |
| Chico State (368 mi) |
| Cal State East Bay (256 mi) |
| Fresno State (117 mi) |
| Cal Poly Humboldt (549 mi) |
| Cal State Long Beach (139 mi) |
| CSU Monterey Bay (210 mi) |
| CSU Northridge (99 mi) |
| Sacramento State (287 mi) |
| Cal State San Bernardino (163 mi) |
| Cal State San Bernardino (163 mi) |
| San Diego State (251 mi) |
| San Francisco State (284 mi) |
| San Jose State (237 mi) |
| Cal Poly San Luis Obispo (123 mi) |

| |
|---|
| CSU San Marcos (213 mi) |
| Sonoma State (317 mi) |

**Describe differences between the proposed program and programs listed above.**

The proposed BS in Environmental Science is unique within the California State University system and more broadly across institutions in California. There are two primary features of the proposed program that set it apart from other similar programs:

• Focus on the geoscience aspects of environmental science. Many of the required courses in the proposed degree program are geological science courses (e.g., covering hydrogeology, soil science, geochemistry, energy issues). In contrast, the existing environmental science programs include geosciences but often focus more on the biological, chemical, and/or social science aspects of the field. To emphasize the focus on geoscience, CIP code 30.4101 (Environmental Geoscience) is suggested for the proposed program. According to nces.ed.gov, the only other institution in California using the Environmental Geoscience CIP code for their program is University of the Pacific.

• Flexible choice of interdisciplinary elective courses. Environmental science is an extremely broad, interdisciplinary, and applied field. The curricula for existing environmental science programs are likewise broad, but often include only a narrow suite of course offerings, limiting student choice and disciplines covered (see the previous point). However, having the option to explore a wider array of appropriate scientific topics related to environmental science beyond the core requirements can enhance student interest and result in a more broadly trained cohort. To accommodate the interests of as many students as possible and to generate a broadly trained workforce with a rigorous core of skills and training, the proposed program allows students to select from a wide list of elective courses in related fields. This program design allows students to customize their experience to best achieve their career goals, match their topical interests, and enhance their individual strengths, while having robust interdisciplinary qualifications for environmental science jobs and graduate programs.

Below is a comparison between the proposed program and those offered at other CSU campuses. For the sake of space, we only compare to the three nearest CSU campuses (see attached table on page 7 in attachments).

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

| Curricula |
|---|
| BA and BS in Geology; BS in Environmental Resource Management (Dr. Aaron Hegde, head of the BS in Environmental Resource Management program, provided a comparison between that program and the proposed program, demonstrating limited overlap; this comparison has been provided in as an attachment (5c). |

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

The Environmental Science Program Planning Committee reached out to community members to solicit their opinions and perspectives on the proposed program, as well as the potential for graduates of the program to be hired. Several positive responses were received, including the following:

“CalGEM hires many graduates from CSUB’s geology and engineering programs. In fact, more than 40% of the technical staff in CalGEM’s Bakersfield office hold degrees from these departments, and many more CSUB alumni work throughout our organization. We consistently see the value of CSUB’s educational programs in preparing students for science-based roles in public service.

The Department of Conservation (DOC), including CalGEM and other divisions, regularly hires Environmental Scientists and Environmental Planners. These are professional classifications within the State of California that require a bachelor’s degree in environmental science as a minimum qualification. A new Environmental Science degree from CSUB would make graduates eligible for these roles and provide a direct path into state service. These entry-level positions offer clear promotional pathways, making the degree a strong launching point for long-term careers in environmental protection, planning, and regulation. Additionally, depending on the electives selected, students in the proposed environmental science program can meet the educational qualifications to be hired as Engineering Geologists—a key role at CalGEM.

At CalGEM, our mission is to ensure that oil wells and underground injection projects are operated safely, in compliance with regulations, and in a way that protects public health, groundwater, and the environment. One of the biggest challenges we face is the implementation of the California Environmental Quality Act (CEQA), which requires environmental review and mitigation for energy development projects. Environmental Scientists and related professionals play a critical role in this work. Increasing the number of qualified environmental science graduates will help alleviate this bottleneck and support California’s broader climate and clean energy goals.

I support the creation of the BS in Environmental Science at CSUB and believe it will be a valuable addition to the region’s academic and professional landscape.”

Matthew Van Grinsven
Senior Oil and Gas Engineer
California Geological Energy Management

California Department of Conservation

“During my student-professional career (1989-current), I have been an officer or member of the San Joaquin Geological Society (GS), New Orleans GS, Houston GS, currently am president of the Los Angeles Basin GS, and happen to be president-elect of the Pacific Section of the American Association of Petroleum Geologists.

The creation of an Environmental Sciences BS program is an excellent idea. The need for such a program is manifest and the demand for the skills produced by it will only grow in the future. Land use, surface faulting, environmental remediation & clean up, site restoration, and advisory, just to name the low-hanging fruit, have been live issues in all the areas where we have lived and worked, in particular California.

An Environmental Sciences professional should have a seat at the table for the monumental task of the progressive abandonment and re-purposing of the vast tracts of land currently occupied partially or totally by oilfield operations. This mega project will break into public- and privately-funded efforts, will have innumerable issues to consider, and will take decades to complete. Re-use and re-purposing conversations are happening now as you're no doubt aware.

I am pleased to learn of this development and pledge to advocate for its development, specifically by getting the word out to my professional sphere of influence. I am excited for this planned program and especially for the general good that can come from its future graduates!”

Daniel Steward
Iron Horse Consulting

“Fifty years ago 7 CSUB science students participated in a 5 year Biology Baccalaureate, with an Environmental Studies Option....The quality of my life has been greatly improved by my following through with that program. The benefits go way beyond job entitlement.”

David Hanley
Adjunct Instructor, University of La Verne
KRPF Nature Center Volunteer

“Looking into Environmental Scientist classification/series [from the California government; calhr.ca.gov]...this new degree would allow graduates to apply to these jobs.”

Grant Obenshain
Senior Oil and Gas Engineer
California Department of Conservation

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

Workforce demand.docx

## Existing Support Resources for the Proposed Degree Major Program

**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.**

Department of Geological Sciences Faculty with primary Environmental Science responsibilities:

• Jason Cotton, Lecturer, MS Geology 2018, BSIT 2004, CSUB faculty since 2019, specializes in data science, geographic information systems

• Robert Crewdson, Lecturer, PhD Geophysics 1976, CSUB faculty since 1991, specializes in geology, geophysics, geochemistry, hydrogeology

• Anna Cruz, Assistant Professor, PhD Geosciences 2016, CSUB faculty since 2021, specializes in environmental geochemistry, paleoclimatology

• Larry Drennan, Lecturer, MS 1979, CSUB faculty since 2017, specializes in petroleum geology, unconventional resource development

• Junhua Guo, Professor, PhD Geology 2012, CSUB faculty since 2014, specializes in sedimentology, paleoclimatology, geohazards

• Matthew Herman, Associate Professor, PhD Geosciences 2017, CSUB faculty since 2020, specializes in geodynamics, seismology, plate tectonics, numerical modeling

• Melissa Frank, Lecturer, JD 2004, CSUB faculty since 2011, Assistant General Counsel – Government Affairs at The Wonderful Company

• Alyssa Kaess, Lecturer, MS Geology 2016, CSUB faculty since 2020, specializes in reservoir analysis, mineralogy, sedimentology

• William Krugh, Professor, PhD Geosciences 2008, CSUB faculty since 2012, specializes in surface processes, tectonics, geomorphology, structural geology

• Katie O'Sullivan, Associate Professor, PhD 2013, CSUB faculty since 2015, specializes in mineralogy, petrology, planetary geology, volcanology

• Anthony Rathburn, Professor, PhD Geology 1992, CSUB faculty since 2016, specializes in micropaleontology, biogeochemistry, oceanography

• Liaosha Song, Associate Professor, PhD Geology 2018, CSUB faculty since 2018, specializes in carbon and hydrogen storage, petrophysics, geochemistry

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

CSUB has adequate facilities in place to support the proposed BS in Environmental Science. The Department of Geological Sciences and affiliated groups maintain spaces for faculty and students to perform research and hold teaching activities that will be utilized for the proposed program. These include the following:

• Centers of Research Excellence in Science and Technology (CREST) Lab: Modern, multi-purpose lab space for meetings, sample analysis, and computation

• Other Multi-Purpose Labs: Two additional lab rooms contain space for discussions, talks, equipment, sample analyses, and more

• Sample Preparation Lab: Multi-user lab for the preparation and analysis of rock, mineral, and soil samples

• Crushing Lab: Lab for cutting, crushing, and grinding of rock samples to liberate constituent minerals and particles

• Computer Lab: Room with (recently refreshed) computers for teaching and research

• Individual Research Labs: Labs designed for specialized equipment and analyses

• California Well Sample Repository: Well samples and data for applied courses and research

• Environmental Study Area: Outdoor classroom and outreach area on CSUB campus

• Energy Innovation Building: Labs for water and energy research, to be completed in 2027

• Cold Room Core Facility: Archive for sediment cores, used for education and outreach

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

See the attached letters of support from the CSUB Library (Attachment 7c).

**Describe available academic technology, equipment, and other specialized materials.**

The Department of Geological Sciences at CSUB has the following technology, equipment, and materials that will be utilized for the proposed BS in Environmental Science:

• Zeiss Sigma 300 Field Emission Scanning Electron Microscope and Hitachi S3400N Variable Pressure Scanning Electron Microscope: chemical and microstructure characterization

• Panalytical Empyrean X-Ray Diffractometer: crystallographic and mineralogical analysis

• Rigaku Supermini200 X-Ray Fluorescence Analyzer: elemental characterization

• ICAP RQ Single-Quad Inductively Coupled Plasma Mass Spectrometer with ASX-560 Autosampler: isotopic and trace element analysis

• ABEM Terrameter SAS 300C Electrical Resistivity Meter: subsurface direct-current conductivity/resistivity analysis

• Emriver Em3 Stream Table with Adjustable Single-Tilt Base, K500 Advanced Flow Controller, and Color-Coded Media: teaching hydrologic processes including erosion, sediment transport, and deposition

• Wave Maker for Emriver Em3 Stream Table: teaching shoreline/wave processes including longshore drift, sediment delivery, and grain size sorting

• Augmented Reality Sandbox: teaching topography and surface flow processes

• Petrographic & Stereographic Microscopes: mineral, microstructural, and micropaleontological analysis

• Thin Section Lab: samples production for microscope analysis

• Computational Resources: workstations for high-performance computing tasks including image analysis, reservoir simulations, finite element modeling, and data inversion

• Geoscience Software: professional and research-grade GIS, petroleum reservoir, general computing, and other software

• Fossil Specimen, Rock, Mineral, and Map Collections

• Gilson Co. Direct Shear Machine: soil direct shear testing for quantification of soil mechanical properties

• Leica GS18 and GS18T Global Navigation Satellite System (GNSS) Receivers, Leica TS10 Manual Total Station, and Topcon Optical and Laser Levels: survey-grade equipment and software for precise geodetic positioning

• Sensefly eBee X Fixed Wing Unmanned Aerial System with Photogrammetric Camera: advanced 3D surface modeling

• DJI Mavic 2Pro Quadcopter Unmanned Aerial System: high-resolution photogrammetry

• Giddings Trailer Mounted Hydraulic Soil Sampling, Coring, and Drilling Machine: direct push and rotary drilling capabilities

• Malvern Mastersizer 2000: analysis of soil and sediment particle size distributions

• Worden Gravity Meter: subsurface density analysis

• Campus Water Well: hydrological teaching activities and research

• HP DesignJet T1700 PostScript Printer: map and poster printing

## Additional Support Resources Required

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

The proposed BS in Environmental Science program does not need additional faculty or staff support positions for program implementation. The program relies on existing courses taught by faculty in the Department of Geological Sciences, as well as cognate and elective courses already taught at CSUB. Letters of support from participating programs have been provided (Attachment 8a).

**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).**

The proposed BS in Environmental Science program does not require additional lecture or laboratory space at the time of program initiation. Additional lecture and laboratory space is not likely to be required to sustain the program over the next five years. The program review process will be used to plan for lecture and laboratory needs beyond the next five years.

**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.**

Letter from CSUB Librarian.pdf

**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 additional academic technology, equipment, or specialized materials will be needed to implement the program, and no additional materials will be needed after two years. All academic technology, equipment, and specialized materials needed for the program are already available.

## Self-Support Program Information

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

No

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

**The courses or program are primarily designed for career enrichment or retraining;**

No

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

No

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

No

**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;**

No

**For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.**

No

**Specify how all required EO 1099 self-support criteria are met.**

Not a self-supported program.

**The proposed program does not replace existing state-support courses or programs.**

No

**Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.**

No

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

**Student per-unit cost:**

0

**Number of units producing revenue each academic year:**

0

**Total cost a student will pay to complete the program:**

0

**Revenue**

| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|
| **Student Fees** | 0 | 0 | 0 | 0 | 0 |
| **Projected Attrition Numbers** | 0 | 0 | 0 | 0 | 0 |
| **Totals** | 0 | 0 | 0 | 0 | 0 |

**Additional Revenue Sources**

| | 1st Year | 2nd year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|
| **Grants** | 0 | 0 | 0 | 0 | 0 |
| **Other** | 0 | 0 | 0 | 0 | 0 |
| **Totals** | 0 | 0 | 0 | 0 | 0 |

**Direct Expenses**

| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|
| **Intstructional costs** | 0 | 0 | 0 | 0 | 0 |
| **Operational costs** | 0 | 0 | 0 | 0 | 0 |
| **Extended Education costs** | 0 | 0 | 0 | 0 | 0 |
| **Technology development and ongoing support** | 0 | 0 | 0 | 0 | 0 |
| **Totals** | 0 | 0 | 0 | 0 | 0 |

**Indirect Expenses**

| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|
| **Campus Partners** | 0 | 0 | 0 | 0 | 0 |
| **Campus reimbursement general fund** | 0 | 0 | 0 | 0 | 0 |
| **Extended Education overhead** | 0 | 0 | 0 | 0 | 0 |
| **Chancellor's Office overhead** | 0 | 0 | 0 | 0 | 0 |
| **Totals** | 0 | 0 | 0 | 0 | 0 |

## Additional Questions

**Is this program an accredited educator preparation program?**

No

**Do you want email notification when the course is fully approved?**

No

**Supporting Documentation**

ENVI New Degree Proposal w Attachments - FINAL.pdf
Environmental Science BS.pdf
Support letter for BS in Enviromental Science.pdf

Key: 518

**Katherine Van Grinsven** **Topic**: Possible Senate business from Provost Council

**From:** Melissa Danforth
**Sent:** Tuesday, October 7, 2025 9:01 PM
**To:** Zachary Zenko; Senate Executive Committee Group
**Subject:** RE: Possible Senate business from Provost's Council

Hi all,

When talking to Katie earlier, I realized I may have misheard when Chris said the current Qualtrics license cost, and maybe it was only a 10k increase, instead of the massive increase I thought I'd initially heard. In any case, the Tableau license renewal proposal is more than 3x the cost of the Qualtrics one, and talking to Chris, it sounded like he's asking for more budget to keep Qualtrics as academically necessary for the March 2026 renewal. That gives us time to discuss alternatives with a wider audience, if ITS can renew through March 2027.

For the online SOCIs, I only received the summary report for my summer online class. I did not receive the individual responses for Summer 2025, although looking further back, I did receive the individual responses for my Fall 2024 class. We'd requested that both the summary report and individual reports be returned to faculty members when we ok'd the new paper forms, but it looks like there are still issues to work out with that process.

Melissa

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**From:** Zachary Zenko <zzenko@csub.edu>
**Sent:** Tuesday, October 7, 2025 7:53 PM
**To:** Melissa Danforth <mdanforth@csub.edu>; Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
**Subject:** Re: Possible Senate business from Provost's Council

Hi all,

That is very concerning regarding Qualtrics. Dr. Marianne Wilson would know more, but I would estimate that about 80% of research with human participants (including graduate student research) involves Qualtrics. Maybe more. Most of my research would come to a halt.

Perhaps there are other options to explore, like different license types, or open source statistical analysis software (e g., JASP, Jamovi, r) instead of SPSS. I am not sure if that is a csub license or chancellor's office license.

Regarding online SOCIs, I thought ITS is now in the practice of sharing individual responses as well as the overall summaries?

Just some thoughts. I am sure some of this can wait as we address other pressing concerns.

Thank you

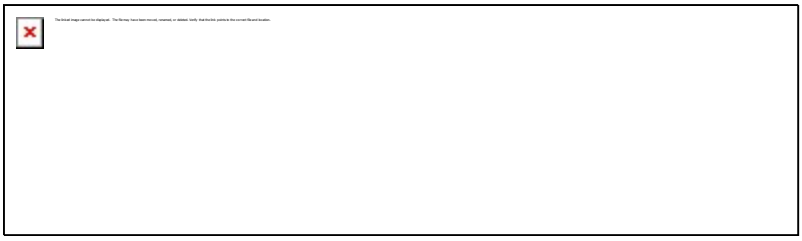
**ZACHARY ZENKO, PH.D., FACSM, PAPHS**
He/Him/His

Associate Professor
Graduate Program Director, MS in Kinesiology
Department of Kinesiology
(661) 654-2799
Office: EDUC 149
Zoom Link

**Fall 2025 Office Hours**
Mondays: 2:30 to 3:30 pm
Tuesdays and Thursdays: 1:30 to 3:30 pm
or by appointment

**California State University, Bakersfield**
Mail Stop: 22 EDUC
9001 Stockdale Hwy
Bakersfield, CA 93311

**Essentials of Exercise and Sport Psychology: An Open Access Textbook**



I am a proud member of the California Faculty Association; if you are not already a proud member of CFA, join here.

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**From:** Melissa Danforth <mdanforth@csub.edu>
**Sent:** Tuesday, October 7, 2025 3:45 PM
**To:** Senate Executive Committee Group <executivecommittee@CSUB.onmicrosoft.com>
**Subject:** Possible Senate business from Provost's Council

Hi all,

I just came out of Provost's Council and there were several items we'll need to discuss in future EC meetings to see if a referral is needed.

SOCI modality:
Paper SOCIs are becoming increasingly expensive, both in terms of costs for purchasing the materials and people-hours in processing the materials. I said that online SOCIs aren't a substitute for paper SOCIs since the individual responses are not preserved. ITS will look into the SOCI report to see if they can generate the individual responses along with the summary. There was also discussion about the low response rate for online SOCIs, and how that would need to be addressed.

Rising software costs:

Multiple software packages up for renewal are having drastic increases in costs. The full group primarily discussed Qualtrics, which is quadrupling in costs for the March renewal. I spoke with Chris afterwards and he also said that the costs for Slack and Tableau are going up. Along with this would probably need to be a discussion with the Library about database costs.

Email limits:
I spoke with Chris after the meeting, and he said that students are limited to 50 recipients on an email, but there are no limits for faculty members. Chris said the idea has been brought up before to address cybersecurity concerns (such as someone's account being compromised and use to mail out spam), but there was push-back on limiting how many recipients could be on an email from a faculty member. We discussed certain cases where a faculty member might need to email a large group, such as emailing a large class or all students in a specific major. For the later, Chris was open to ITS creating mailing lists for students in each major, similar to what they have created for colleges to facilitate academic administrator reviews.

On a purely informational front, WASC did change their accreditation standards to remove DEI language. And there have been some inconsistencies with how ASCs have done schedule build (putting specific section information into myCSUB), which includes inconsistencies in overriding the default CS#, so they're looking into providing more training for ASCs in this area.

Melissa

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Dr. Melissa Danforth (she/they)
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