ACADEMIC SENATE
CSU BAKERSFIELD

EC approved: November 18, 2025

Academic Senate: Executive Committee

AGENDA

TUESDAY, NOVEMBER 18, 2025

10:00 A.M. – 11:30 AM

Location: BPA Conference Room 134
Zoom Link: https://csub.zoom.us/j/88091986667?pwd=GOSakqXvulfaZihtNxTsAFBYwWqAJs.1&jst=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. Senate Guests:
     - i. Upcoming:
       - a. December 4 – The President's Commission; Co-Chair Kris Grapendorf
     - ii. Future- Spring 2026:
       - 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 28, 2025 (handout)
   - B. November 4, 2025 (handout)

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. Referral 2025-2026 34_Review of the Report and Recommendations from the Task Force for Periodic Evaluation of Temporary Faculty (handout)
   - B. Provost Report (D. Thien)
     - i. Academic Administrator Searches: (updated rosters - handout)
     - ii. Academic Administrator Reviews: (updated rosters - handout)
   - C. Reports and Recommendations
     - i. Criteria for Proposing New Schools Taskforce (Hold; waiting for report)

D. ASI Resolution: SB 104 ASI and Shared Governance (Hold; waiting for ASI's revisions)
E. Calendar Committee – A. Grombly, BPC Chair
F. Add "Statements of the Senate" Process to governing documents – EC

6. New Discussion Items **(Time Certain: 10:45)**
   A. Academic Master Plan – AAC and BPC (handout)
   B. Academic Calendar Fall 2026 through Summer 2027 – BPC (handout)
   C. Elections and Appointments (D. Solano) (handout)
      i. Appointments Needed:
         a. All-University Teacher Education Advisory Committee (TEAC)
         b. Taskforce to Develop Guidelines for Faculty Use of Artificial Intelligence
         c. Exceptional Service Award Committee
   D. Participation in Senate/campus-wide committees by MPPs
   E. Expanding Academic Administrator Review to dotted line reports to Academic Affairs (Handbook 311.2)
   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. Items from Provost Council (handout)
      i. SOCI modality
      ii. Email limits for faculty
   I. Develop formal policy for General Faculty to bring a resolution to the Senate– EC
   J. Items from Advising Council
      i. OnBase vs. Runner Connect
      ii. CSU-wide Degree Audit and Planner Tool – AS&SS?
      iii. Faculty advising holds
   K. New Degree Program Proposal – Environmental Science- AAC and BPC (handout)
   L. New Degree Proposal for Bachelor of Science in Mechanical Engineering – AAC and BPC (handout)
   M. New Degree Proposal for Bachelor of Arts in Human Development and Family Studies – AAC and BPC (handout)
   N. Development of a Senate Recording Retention Policy for recordings that are intended to develop Minutes
   O. Request from ITS to be added to AS&SS (handout) – AS&SS and FAC?
   P. 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)

8. Adjournment

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2025-2026 Academic Senate: Referral and Resolution Log

Updated: November 3, 2025

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
		Waiting for Taskforce report; HOLD		Criteria for the creation of schools; waiting for task force report (end of Fall 2025). **Update:** Yangsuk Ko (chair) estimates report to be done by last meeting of Fall 2025; December 8, 2025.		Handbook			
9/15/2025	2025-2026 14 Proposal for Public Personnel Services Credential	Sent to subcommittee/s	AAC and BPC	Review and approve the proposal for a Pupil Personnel Services Credential in Advanced Educational Studies.		-			
11/7/2025	2025-2026 33 Academic, Curricular, and	Sent to subcommittee/s	AS&SS	AS&SS discuss academic, curricular, and student support software needs with ITS. Consider: Consulting with ITS about rising software costs for academic, curricular, and student support software, and assisting ITS with determining acceptable replacements and/or non-renewals; Whether AS&SS (via bylaws change), another existing committee (such as ITC), or a new committee (created by resolution), should serve as the shared-governance consultants with ITS for software					
11/7/2025	2025-2026 34 Review of the Report and Recommendations from the Task Force for Periodic Evaluation of Temporary Faculty	Sent to subcommittee/s	FAC	FAC review the submitted report and recommendations from the Task Force for Periodic Evaluation of Temporary Faculty. Consider: Which recommendations for changes to the Handbook, if any, should be formally adopted; The impact of the report and recommendations on other referrals and resolutions . *Carry over referral 2021-2022 #41,* 2023-2024 #03 and 2024-2025 #06		Handbook			
9/2/2025	2025-2026 03 Academic Policies and Academic Advising in SASEM	Sent to subcommitee/s	AAC and AS&SS	To discuss shared governance with respect to the academic policies and advising housed in the Division of Strategic Enrollment Management **Expanded Carry-over of:** 2024-2025 #31 Academic Policies House in the Registrar's Office and 2024-2025 #25 Academic Advising Structure and Report; RES 242518 Academic Advising Structure as an Academic Endeavor		-			
9/2/2025	2025-2026 04 Time Blocks	Sent to subcommitee/s	BPC	The need to reconsider Time Blocks for classes. During discussion, consider how to address meeting patterns that are not visualized in RES 1314059, whether the 50 minutes M/W/F time blocks are sufficient for pedagogical reasons, overlap between current time blocks of different types, effects of time blocks on space utilization. **Carry over referral:** 2023-2024 #04 and 2024-2025#10 Time Blocks		-			
9/4/2025	2025-2026 06 Proposal to Elevate the Concentration of Computer Information Systems (CIS) to a Degree Program	Sent to subcommitee/s	AAC and BPC	Review the proposal to elevate the Computer Science Computer Information Systems (CIS) Concentration to a new Degree Program.		-			
9/4/2025	2025-2026 07 Proposal to Rename the Computer Science Information Security Concentration	Sent to subcommitee/s	AAC and BPC	Review the proposal to rename the Computer Science Information Security Concentration to Computer Science Cybersecurity Concentration.		-			
9/4/2025	2025-2026 08 Proposal to Change the MS in Computer Science from Self-support to Stateside Support	Sent to subcommitee/s	AAC and BPC	Review the proposal to Change the MS in Computer Science from Self-support to Stateside Support.		-			
9/15/2025	2025-2026 10 Proposal for New Minor in Medical Spanish	Sent to subcommitee/s	AAC and BPC	Review and approve the proposal for a New Minor in Medical Spanish; Department of Modern Languages and Literatures.		-			
9/15/2025	2025-2026 11 Proposal for New Minor in Creative Writing	Sent to subcommitee/s	AAC and BPC	Review and approve the proposal for a New Minor in Creative Writing; Department of English.		-			
9/15/2025	2025-2026 15 Proposal for New Minor_HD-CAFS_Early Childhood Development (ECD)	Sent to subcommitee/s	AAC and BPC	Review and approve the proposal for 2025-2026 15_Proposal for New Minor in Early Childhood Development; Department of Human Development and Child, Adolescent and Family Studies (HD-CAFS		-			
9/16/2025	2025-2026 16 Catalog Language Inconsistency with Title V	Sent to subcommitee/s	AAC	Review the inconsistencies between CSUB Academic Catalog language and Title V requirements with respect to upper-division units required for BS degree completion.		-			
9/17/2025	2025-2026 18 Special Review Committee for Anthropology	Sent to subcommitee/s	AAC and BPC	Review and address the recommendations provided by the Special Review Committee for Anthropology with respect to the proposed discontinuation of the Anthropology MA and BA programs.		-			
9/29/2025	2025-2026 19 Teaching Modality	Sent to subcommitee/s	AAC and FAC	Review and discuss section 203 "Instructional Policy" of the University Handbook, particularly the sub-sections related to course modality and online and hybrid courses. Section 303.1also has references to online teaching		Handbook 203 and 303.1			
9/29/2025	2025-2026 20 Disqualification and Readmission Policies	Sent to subcommitee/s	AAC and AS&SS	Review and discuss the policies related to academic disqualification and readmission to the university.		-			
9/29/2025	2025-2026 21 Policy on Use of Informational Banner Space in Canvas	Sent to subcommitee/s	AS&SS	Discuss developing a policy on what information can be posted to the banner space on Canvas.		-			
10/7/2025	2025-2026 22 President's Cabinet Structure and Officers of the University-Handbook Change	Sent to subcommitee/s	FAC	Update section 103.2.3 and 104 of the University Handbook to be consistent with the current structure of the President's Cabinet, President's direct reports, and other officers of the University.		Handbook 103.2.3 and 104			
10/14/2025	2025-2026 23 PERC Timing Concerns	Sent to subcommitee/s	AAC and AS&SS	Investigate the timing of the Post-Enrollment Requirements Checking (PERC) report generation.		-			
10/14/2025	2025-2026 24 First-Year Seminar (CSUB 1029) Concerns	Sent to subcommitee/s	AAC and FAC	Investigate concerns related to the curricular content and oversight of First-Year Seminar (CSUB 1029) and the assignment of instructors for CSUB 1029.		-			
10/29/2025	2025-2026 25 Inconsistency with Previous Handbook Changes to Unit Committee Evaluations	Sent to subcommitee/s	FAC	FAC to review the two resolutions from 2022-2023 related to section 305.6.3 Evaluation and Recommendation by the Unit Committee of the University Handbook. During your discussion, please consider the following: Any language from RES 222309 that may have been accidentally excluded from RES 222335 and will need to be incorporated in the handbook; Incorporating recommendations from this referral with recommendations for referral 2025-2026 05 Unit RTP Committees.		Handbook 305.6.3			
10/29/2025	2025-2026 26 Inventory of Automated Decision-making Software for the Classroom	Sent to subcommitee/s	AS&SS	Inventory of AI and other automated software; A new state law requires CSU campuses to inventory automated decision-making systems. It was suggested that ATI-IM also participate		-			
10/29/2025	2025-2026 27 Handbook Policies on Acting and Interim MPPs	Sent to subcommitee/s	FAC	FAC to review the University Handbook sections, 309.7 through 309.11, regarding appointments of interim administrators. During your discussion, please consider the following: Whether language should be added to define the title "Acting" and provide guidelines for appointing and length of term; Whether the consultation processes for interim appointments should be clarified with respect to entities that are consulted prior to appointment and renewal.		Handbook 309.7 through 309.11			

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Updated: November 3, 2025

2025-2026 Academic Senate: Referral and Resolution Log

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bylaws Change	Approved by Senate	Sent to President	Approved by President
10/29/2025	2025-2026 28 Term Limits for Department Chairs and Program Directors	Sent to subcommitee/s	FAC	FAC to review the term limit language in section 312.3 Selection and Appointment Procedures of the University Handbook, specifically relating to department chairs, program chairs, and program directors		Handbook 312.3			
11/3/2025	2025-2026 31 Clarify Handbook Language Related to Faculty Reviews	Sent to subcommitee/s	FAC	FAC to review the Handbook language pertaining to timelines for Post-Tenure Review (PTR) and WPAF length for all faculty reviews. During your discussion, please consider the following: The language in Handbook section 305.4.2.10 "RTP File" related to expected contents and maximum length for the following types of reviews… Multiple timeline issues with Handbook section 305.3.3 "Promotion of Tenured Faculty"		Handbook 305.3.3 and 305.4.2.10			
11/3/2025	2025-2026 32 Clarification of Unit Criteria for Faculty Review	Sent to subcommitee/s	FAC	FAC to review the Handbook language related to Unit RTP, PTR and PEF Criteria. During your discussion, please consider the following: The following Handbook sections related to Unit Criteria, including any changes made in RES 252610 "Unit RTP and PTR Composition": 305.4.2.4 "Unit RTP Criteria," 306.2.2 "Criteria for Periodic Evaluation of Faculty," 306.3 "Post-Tenure Review, " Definition of "exceptional" for Early Promotion at different ranks (i.e. Assistant to Associate and Associate to Full), Developing a checklist of required criteria elements to assist units in revising their Unit Criteria		Handbook			
9/15/2025	2025-2026 13 Proposal for New Concentration NPM_Nonprofit Management	**RES 252613 IP**	AAC and BPC	Review and approve the proposal for a New Concentration in Nonprofit Management (NPM) in the Master of Public Administration (MPA) degree.	**RES 252613** Concentration in Healthcare Administration in MPA Degree *(1st reading 11/6/25)*	-			
9/15/2025	2025-2026 12 Proposal for New Concentration HCM_Healthcare Administration	**RES 252612 IP**	AAC and BPC	Review and approve the proposal for a New Concentration in Healthcare Administration (HCM) in the Master of Public Administration (MPA) degree.	**RES 252612** Concentration in Nonprofit Management in MPA Degree *(1st reading 11/6/2025)*	-			
9/4/2025	2025-2026 09 Proposal for New Minor in Applied Mathematics	**RES 252611 IP**	AAC and BPC	Review the proposal for New Minor in Applied Mathematics.	**RES 252611** Minor in Applied Mathematics *(1st reading 11/6/2025)*	-			
9/2/2025	2025-2026 05 Unit RTP Committees	**RES 252610 IP**	FAC	For FAC to review the University Handbook sections related to Unit RTP Committees. Handbook 305.6.1, 301.6.4 **Revised Referral** 2024-2025 #34 Unit RTP Committees and PAF Content; drafted RES 242557 (not approved by Senate)	**RES 252610** Unit RTP and PTR Composition *(1st reading 11/6/2025)*	Handbook 305.6.1, 301.6.4			
9/2/2025	2025-2026 01 Clarify ASCSU Lecturer Electorate Procedures	**RES 252609 IP**	FAC	Clarify ASCSU Lecturer Electorate Procedures. During your discussion, please consider the following: whether non-tenure track, non-teaching faculty can be eligible; what term the elected representative serves on CSUB Academic Senate; encoding the nomination and election procedures in CSUB Senate Bylaws or University Handbook. **Carry-over referral:** 2024-2025 #36 Clarify ASCSU Lecturer Electorate Procedures	**RES 252609** Clarifying ASCSU Lecturer Electorate Procedures *(1st reading 11/6/2025)*	-			
9/16/2025	2025-2026 17 Sabbatical Application Process	**RES 252608 IP**	FAC	Review the handbook guidelines on sabbatical applications. During your discussion, please consider: potential revisions to Sections 307.2 and 307.3 of the University Handbook; consistency with the Collective Bargaining Agreement for Unit 3; whether an application rubric should be developed.	**RES 252608** Sabbatical Rubric and Feedback *(1st reading 11/6/2025)*	Handbook 307.2, 307.3			
11/3/2025	2025-2026 29 Academic Calendar, Fall 2026 - Summer 2027	Draft in-progress	BPC	Approval of Academic Calendar, Fall 2026, Winter session, Spring 2027 and Summer 2027	**RES 2526XX** Academic Calendar Fall 2026 - Summer 2027 *(1st reading scheduled for 12/4/25)*	-			
11/3/2025	2025-2026 30 Academic Master Plan 2026-27 through 2035-36	Draft in-progress	AAC and BPC	Academic Master Plan; 2026-27 through 2035-36	**RES 2526XX** Academic Master Plan 2026-27 through 2035-36 *(1st reading scheduled for 12/4/25)*	-			
9/2/2025	2025-2026 02 Academic Degree Policies	Complete	AAC	Review the academic policies about double majors and double counting courses. Consider: Timeline for declaring a double major, double counting courses between the major and the minor, and double counting courses between both majors for a double major. **Carry-over referral:** 2024-2025 #37 Academic Degree Policies	**RES 252603** Double Major Policy Changes **RES 252604** Minor Policy Changes	-	**RES 2552603** approved 10/23/2025 **RES 252604**	10/31/2025 Send to President 11/17/2025	
9/11/2025	N/A	Complete	EC	Rename the Faculty Leadership and Service Award to "Jacquelyn Kegley Faculty Leadership and Service Award" in recognition of Dr. Kegley's decades of service to and leadership at CSUB, including her role in the creation of CSUB's Academic Senate and service as CSUB Senate Chair.	**RES 252601** Renaming of the Leadership and Service Award	Handbook 308.3.2	9/25/2025	10/6/2025	10/15/2025
9/23/2025	N/A	Complete	EC	AB 1400 of 2025 Opposition; Academic Senate of CSUB requests that the Governor of California veto Assembly Bill 1400 of 2025 Community colleges; Baccalaureate Degree in Nursing Pilot Program.	**RES 252602** Assembly Bill 1400 of 2025 Opposition	-	9/25/2025	10/6/2025	10/15/2025
10/7/2025	N/A	Complete	EC	RES 252605 Reaffirming Shared Governance and the University Handbook as Policy	**RES 252605** Reaffirming Shared Governance and the University Handbook as Policy	Handbook	10/23/2025	10/31/2025	
10/21/2025	N/A	Complete	EC	Commendation for CSUB CAMP and HEP Programs	**RES 252607** Commendation for CSUB CAMP and HEP Programs	-	10/23/2025	10/31/2025	
10/7/2025	N/A	Complete	EC	RES 252606 Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics	**RES 252606** Call for a CSU Chancellor's Office Investigation Regarding Recent Incidents in Athletics	-	11/6/2025	Send to President 11/17/2025	

ACADEMIC SENATE
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2025-2026 REFERRAL #34

Review of the Report and Recommendations from the Task Force for Periodic Evaluation of Temporary Faculty

Date: November 7, 2025

From: Melissa Danforth, Academic Senate Chair

To: Zachary Zenko, Faculty Affairs Committee (FAC) Chair

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on August 26, 2025, the Academic Senate Executive Committee requested that Faculty Affairs Committee review the submitted report and recommendations from the Task Force for Periodic Evaluation of Temporary Faculty.

During your discussion, please consider:

- Which recommendations for changes to the Handbook, if any, should be formally adopted through the Senate resolution process
- The impact of the report and recommendations on other referrals and resolutions currently before FAC.

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

Thank you.

Attachments: (1) Executive Summary for PEF Taskforce, (2) Final Edits for PEF Taskforce.

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The Taskforce for Periodic Evaluation of Temporary Faculty's Report

Submitted to the Academic Senate on November 4, 2025

Committee Members:

Lindsay Nelson-Burkert (Committee Chair)

Jessica Williamson

Dirk Horn

Jenny Andreotti

Danielle Dodenhoff

Michele Engel

Deborah Boschini

Jackie Kegley (*retired during committee work*)

The proposed revisions were approved by the taskforce (majority vote) on November 3, 2025

Charge to the Taskforce

The Faculty Affairs Committee proposed the formation of a taskforce to improve clarity within the University Handbook, particularly within Section 306, which outlines the general provisions for periodic evaluation of lecturers. The taskforce was also asked to consider whether the current six-year lecturer review process should be cumulative. The goal was to ensure that evaluation procedures for temporary faculty are both fair and transparent, while maintaining alignment with the Collective Bargaining Agreement (CBA) and established University policies.

Overview of the Review Process

The taskforce met several times during both Spring and Fall semesters of 2025. Committee members reviewed existing language in Section 306, along with related sections of the faculty handbook and the CBA. Committee members then consulted with department chairs and members of administration to strengthen their understanding of the existing language and to pinpoint vague and confusing areas. The committee then created and administered a survey to faculty to better understand their experiences and concerns with the evaluation process. The results helped identify areas where the language or procedures needed clarification or revision. We approached these recommendations with the shared goal of honoring the intent of the existing policies while clarifying areas that were vague and have led to much confusion in the past. This summary of revisions with rationale should be reviewed alongside the *Final Edits for PETF Taskforce* document submitted with this summary.

Summary of Revisions to Section 306 with rationale

The taskforce's primary revisions to section 306 focus on the structure and flow of the periodic evaluation procedures, clarity on criteria regarding SOCIs, the creation of Section 306.2.3 *Review Process for Temporary Faculty Applying for 3-year Appointments*, and the creation of a grouping table to provide a clear visual reference outlining the evaluation procedure for temporary faculty in each group. Other minor edits, not mentioned in this summary, were made to the handbook language to improve grammar, punctuation and clarity. Those can also be found in the supporting document mentioned above.

<u>306.2.1.c</u>

The first noticeable change was to reduce the number of review cycles listed in the handbook (306.2.1.c). After consultation with Dee Dee Price and Deborah Boschini, it was agreed upon

that having two cycles of review in spring is no longer needed after converting from the quarter to semester system. We removed area 302.1.d *Spring Semester PEF Cycle* from the handbook. We also recommend that the *Spring RTP Cycle* be renamed to the *Spring Review Cycle*, as this has caused much confusion in the past with both temporary faculty as well as department chairs.

306.2.2.a

In section 306.2.2.a, it states that evaluation criteria "shall be made available to the faculty member." However, the language does not specify who is responsible for providing this information. The committee recommends adding that the criteria be "provided by the department chair." This small but important change ensures that all faculty members receive the evaluation criteria and know from whom that criteria should be provided by.

306.2.2.e-h

The committee found the current handbook sections to be slightly unorganized. We suggest the reordering of the structure of section 306.2.2, particularly the sections covering each group (e-h). The committee also recommends changing the language pertaining to SOCIs. In appendix G of the handbook, *Contents and Organization of the RTP file (WPAF),* it states that "student evaluations of teaching (SOCI) for all courses taught during the probationary period must be included," which we believe should hold true for temporary faculty as well. These faculty are not evaluated on areas of scholarly or service work, with teaching being their main area of review. The committee believes it is important to include all SOCIs for every course taught since the previous review, as these provide the primary evidence of teaching effectiveness and are central to the faculty's performance evaluation.

While the committee acknowledges that SOCIs reflect student opinions that can at times be biased or unfair, when considered collectively, the full set of SOCIs provides a more balanced and reliable picture of teaching performance than a sample of two courses (stated in the previous handbook language). Averaging the result across all courses helps ensure that occasional outlier comments or scores from a small number of dissatisfied students does not disproportionately influence the overall evaluation.

The committee added the SOCI statement to all groups except Group 5. Group 5 faculty are not required to create a Periodic Evaluation File (PEF) and are evaluated at the discretion of the department chair, appropriate administrator, or the department or equivalent unit. This evaluation is based on the faculty member's Personnel Action File (PAF). Section 301.6.5 of the

University Handbook outlines the contents of the PAF, which includes the log sheet, access sheet, employment history, current vita, periodic evaluations, reprimands, and other material.

However, the committee raised the question of what materials a temporary faculty member in Group 5 would have in their PAF if they have never been required to create an RTP or periodic evaluation file. It appears that in some cases the PAF may only contain previous evaluations completed by the chair, with no opportunity for the faculty member to contribute additional materials or context.

To address this concern, the committee suggests adding language to the end of section 306.2.2.h stating that "*the department chair shall inform the temporary faculty members in Group 5 that they have the right to submit material into their PAF (in accordance with CBA 11.2) for evaluation, although it is not required. The chair shall provide RTP criteria as guidance, should the faculty member choose to add material, and shall give the faculty member reasonable time to do so (such as 14 or 21 days) prior to the evaluation of the file*."

If this or similar language is adopted, the committee also recommends that it be added in Group 5's column of the grouping table, identifying the materials that may be included in the evaluation file.

306.2.2.k

The committee recommends changes to the language in Section 306.2.2.k. It was created to address the inconsistencies with temporary faculty in group 4. The CBA states that "part-time temporary faculty unit employees appointed for two or more semesters or three quarters, regardless of a break in service, shall be evaluated in accordance with the periodic evaluation procedure. Such evaluations shall include student evaluations of teaching performance for those with teaching duties, evaluations by appropriate administrators and/or department chair, and an opportunity for peer input as defined in provision 15.2 from the department or equivalent unit." Seeing as group 4 needs a full review, but it can be by department chair or appropriate administrator, or from a unit committee, we felt it important to state that departments have discretion in selecting their evaluation method for temporary faculty in group 4. For example, the Department of Criminal Justice has a lecturer as chair, therefore the chair cannot evaluate lecturers with the same temporary appointment. A unit committee is responsible for the evaluation of group 4 lecturers in their department. However, most other departments may have the chair evaluate faculty in group 4. We believe this will clear up confusion when department chairs attempt to identify who should review temporary faculty in group 4.

306.2.3

The creation of Section 306.2.3 was one of the primary changes assigned to the taskforce. After careful discussion, the committee concluded that the six year review should **not** be cumulative. Our reasoning rests on the understanding that these faculty members have already undergone an evaluation in each of the previous five years.

The suggested language was drafted with *current* peer observations, teaching materials, syllabi, and SOCIs needed, with current being all courses taught since the last review period. The committee believes that if a temporary faculty member has consistently received satisfactory ratings over the previous five years, there is little justification for a new committee to re-examine those same materials. In cases where the temporary faculty has received an unsatisfactory review, they would still be required to address it appropriately in the subsequent review, which still remains possible under our proposed approach. Additionally, all previous evaluation letters from both the unit committee and the dean will remain part of the review file for consideration during the six year review.

The committee also believes that eliminating the requirement to review all materials from the past five years will help promote greater consistency and fairness across evaluation cycles. Under a cumulative model, it would be possible for a faculty member to be deemed satisfactory by a unit committee in any individual year (i.e., year 3), only for a six year review committee to later judge their performance during those same years as unsatisfactory. By focusing each review on the most recent period, the evaluation process becomes more coherent and equitable, while also reinforcing the importance of a careful and thorough review by the unit committee or chair for every year the temporary faculty member is evaluated.

The committee suggests a minimum of one sample of current teaching materials (assignment, exam/assessment, lecture, etc.) for each course taught. We wish to note that this is a minimum suggested requirement, and each department may require additional material within their RTP criteria. It proved difficult to make a suggestion for required material when each department has different methods for teaching evaluation, so the language in this section is intended as minimal guidance, with the anticipation that each department may require more. This is why the committee has added the language "Departments may require additional reasonable criteria (current grade distributions, current graded assignment, current sample lab assignments, etc.) that shall be communicated no later than 14 days after the first teaching day of the semester."

Grouping Table

The final recommendation from the committee is to include a grouping table within the handbook to offer a clear, visual reference outlining the evaluation procedures for each group of temporary faculty. The committee has developed this to make it easier for both faculty and reviewers to understand the process. We suggest the table be added into the handbook, just prior to Section 306.2.3, or be referenced in this section and added as an appendix.

Recommendations to the Academic Senate

The taskforce respectfully recommends that the Academic Senate approve the proposed revisions to Section 306 of the University Handbook. These changes improve clarity and transparency, align with the CBA, and promote a fair evaluation process for temporary faculty. We believe the revised section better serves our faculty and administrators by providing a clear and consistent framework for evaluations across the University.

306 PROCEDURES FOR PERIODIC EVALUATION OF FACULTY

Periodic evaluations are required for temporary faculty and tenured faculty who are undergoing post-tenure review.

306.1 Approval of Procedures
The President shall approve periodic evaluation procedures after consideration of recommendations from the appropriate faculty committee(s). Unit procedures may vary but shall include student evaluations of teaching performance, peer review(s), and administrative review(s).

306.2 Periodic Evaluation of Temporary Faculty

306.2.1 General Provisions
a. Periodic evaluation is required for all temporary faculty appointed by the same department in two or more semesters, full or part-time, regardless of a break in service. For the purpose of this section, temporary faculty with multiple appointments in different departments shall be evaluated based on their service in each department separately. For purposes of evaluation only, these faculty are categorized in the following groups:

Group 1: Temporary faculty, full or part-time, in their first year of a one-year appointment.

Group 2: Temporary faculty, full or part-time, holding 3-year appointments pursuant to Article 12.12 of the collective bargaining agreement.

Group 3: Temporary faculty, full or part-time, holding a one or multiple year appointment, not in Group 1 or 2.

Group 4: Temporary faculty, full or part-time, who do not hold a one or multiple year appointment, but who have taught in 2 or more semesters since last undergoing periodic evaluation.

Group 5: Temporary faculty, ~~faculty,~~ full or part-time, who do not hold a one or multiple year appointment, and who have taught in fewer than 2 semesters since last undergoing periodic evaluation.

b. The P&VPAA annually establishes timelines for the periodic evaluations, after considering recommendations from relevant faculty committees. The timelines shall specify the dates by which the Periodic Evaluation File (PEF) is to be ready for review and the dates by which each level of review is to have completed its work.

c. There ~~are two~~is one periodic evaluation cycle~~s~~ for temporary faculty during each

academic year:

1. Spring RTP cycle – which begins spring semester – review of temporary faculty requiring review that are not in Group ~~1~~ 5.

~~d. Spring semester PEF cycle – review of temporary faculty in Group 1.~~

d. Applicable unit RTP criteria shall be used at each level of review for each faculty.

e. All deliberations and recommendations pursuant to this section shall be confidential.

f. Only the affected faculty, unit review committee members, and appropriate administrators shall have access to the periodic evaluation documents.

306.2.2 Criteria for Periodic Evaluation of Faculty

a. For temporary teaching faculty, evaluations shall focus on teaching performance. For temporary faculty with non-teaching duties, including temporary librarians and counselors, evaluations shall focus on the performance of assigned duties, which may include teaching. ~~Evaluation~~Department and University criteria and procedures shall be ~~made available~~provided by the department chair to the faculty member no later than 14 days after the first day of instruction of the academic term.

b. In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for probationary faculty, and as enumerated in Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.

c. Evidence of service and scholarly activity that is included in the file should be addressed. However, if service and/or scholarly activity are not part of the temporary faculty member's assigned duties, omission of such evidence is acceptable.

d. The temporary faculty member, with advice and direction from the unit chair, shall be responsible for the preparation of a Periodic Evaluation File (PEF). The temporary faculty shall insert appropriate materials to document teaching or other performance. In selecting the documents, the temporary faculty should refer to Appendix G Contents and Organization of the RTP File (WPAF), and to Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.

e. Temporary faculty in Group~~s~~ 1 shall be reviewed during the Spring RTP Cycle of their first-year appointment. Such faculty shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught in the fall semester of their first one-year appointment. ~~, 3 or 4 shall submit SOCIs in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Temporary faculty in Group 3 or 4 shall be reviewed yearly during the spring RTP cycle.~~

Commented [LN1]: We recommend changing this language to "Spring Review Cycle" to avoid confusion between RTP and PEF.

Commented [LN2]: As suggested above, we recommend making the change from *Spring RTP Cycle* to *Spring Review Cycle* throughout this handbook section

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Commented [LN3]: All SOCIs for all courses taught during probationary period can be found in Appendix G - Contents and Organization of RTP file. We recommend reinforcing it with each group in this section. The previous handbook language in this section said "faculty shall submit SOCIs for a minimum of two classes each year since the most recent review." We recommend removing that language. Lecturers are evaluated on teaching only, so it seems warranted to have all SOCIs reviewed.

f. Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a review in the first or second year. Group 2 will be reviewed during the Spring RTP Cycle. Such faculty shall prepare their PEF in adherence to their department RTP criteria and include ~~submit~~ all SOCIs for all courses taught since the last review period. ~~a minimum of two classes each year since the most recent review. The review will occur during the Spring RTP cycle.~~

g. ~~A unit committee elected by the department faculty from the tenured faculty shall review the PEF for faculty in groups 1 – 3, and prepare a report on the faculty's performance. The report shall be placed in the PEF. For temporary faculty in Group 4 only, a written review may be conducted solely by the chair or other appropriate administrator, and placed in the PEF.~~ Temporary faculty in Groups 3 & 4 shall be reviewed during the Spring RTP Cycle. Such faculty shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period.

h. ~~The responsible school dean shall review the PEF for temporary faculty in Groups 1 – 3, and prepare a report on the faculty member's performance. The report shall be placed in the PEF.~~Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit.

i. ~~Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, the appropriate administrator, or the department or equivalent unit. The faculty member may request that an evaluation be performed.~~A unit committee elected by the department faculty from the tenured faculty shall review the PEF for faculty in groups 1-3 and prepare a report on the faculty's performance. The report shall be placed in the PEF.

j. ~~Successful periodic evaluations do not automatically result in range elevations.~~The responsible school dean shall review the PEF for temporary faculty in Groups 1-3 and prepare a report on the faculty member's performance. The report shall be placed in the PEF.

k. Temporary faculty in Group 4 can be reviewed by the department chair and/or the appropriate administrator, with an opportunity for peer input as defined in section 15.2 of the CBA by the department chair or equivalent unit. Departments have discretion in selecting their preferred evaluation methods for temporary faculty in Group 4 in accordance with the CBA.

l. Successful periodic evaluations do not automatically result in range elevations.

For information on range elevations, see Section 314.

306.6.2.3 Review Process for Temporary Faculty Applying for 3-year Appointments

Commented [LN4]: See above

Commented [LN5]: We moved this section to improve the flow of the document. We suggest completing all group sections first prior to addressing unit committees.

Commented [LN6]: See above

Commented [LN7]: Since there is no PEF due, what contents are added to their PAF for the chair to review? Perhaps some language can be added here that mentions:

"the chair shall inform temporary faculty members in Group 5 that they have the right to submit material into their PAF (in accordance with CBA 11.2) for evaluation, although it is not necessary. The chair shall provide RTP criteria as guidance, should the faculty member choose to add material. The chair shall give the faculty member reasonable time to do so (14 days?) prior to the chair evaluating the file."

We feel this language allows for some material to be placed into the file from the faculty member, especially if they have never been reviewed and the file has minimal material.

Commented [LN8]: This language in the first sentence is pulled from CBA 15.24. We suggest it is listed here. It seems it leaves room for department discretion. For instance, the criminal justice department chair is a lecturer and cannot review other temporary faculty, so a unit committee is created for all temporary faculty in Group 4 who need reviewed. Other departments may simply have all evaluations for Group 4 done by the chair.

a. Temporary faculty employed during the prior academic year, and who possess six or more years prior service to the campus shall be offered a three-year temporary appointment following an evaluation. This evaluation process shall include: all previous evaluation letters from the department unit RTP committees, all previous evaluation letters from the dean, a *current peer observation, current sample teaching materials (including at least one of the following per course taught: assignment, exam/assessment, lecture, etc.), current syllabi, and current student evaluations (SOCIs). Departments may require additional reasonable criteria (current grade distributions, current graded assignment, current sample lab assignments, etc.) that shall be communicated no later than 14 days after the first teaching day of the semester.

1. *_current refers to all courses taught since the previous evaluation, including intersession courses (i.e., Summer and Winter)._

b. A unit committee elected by the department faculty from the tenured faculty shall review the file materials and make a recommendation for the three-year contract.

c. The responsible school dean shall review the PEF and prepare a report on the ~~faculyt~~ faculty member's performance. The report shall be placed in the PEF.

Group	Definitions **306.2.1.a General Provisions**	Handbook review periods **306.2.1.c General Provisions**	Reviewed by **306.2.2.h.i.j.k**	Materials Required **306.2.2.e.f.g.h**
1	Temporary faculty, full or part-time, in their first year of a one-year appointment.	Temporary faculty in Group 1 shall be reviewed during the Spring RTP Cycle of their first year.	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The report shall be placed in the PEF. The responsible school dean shall review the PEF and prepare a	**306.2.2.e** Temporary faculty in Groups 1 shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught in the fall semester of their first one-year appointment.

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Commented [LN9]: This is listed as a minimum suggestion with "at least one" stated. We understand departments may require more material and feel this language leaves it open for them to do so.

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Commented [LN10]: The rational for creating a file that contains only the current contents since previous review is there is no need to create a cumulative file if all previous years have been reviewed. If the temporary faculty member has received satisfactory ratings for the previous 5 years, there is little reason for a new committee to re-examine those earlier materials. In cases where the temporary faculty has received an unsatisfactory review, they would still be required to address it appropriately in the subsequent review, which remains possible under our proposed approach. The committee understands the discrepancy this will create with probationary faculty going up for tenure and needing a 6 year file, but this is different as those probationary faculty were not reviewed each of the five previous years.

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Commented [LN11]: The committee has created a table to help clarify the process of periodic evaluation. We suggest it be included here, or as an appendix and referenced in this section.

			report on the faculty member's performance. The report shall be placed in the PEF.	
2	Temporary faculty, full or part-time, holding 3-year appointments pursuant to Article 12.12 of the collective bargaining agreement.	Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a review in the first or second year. Group 2 will be reviewed during the Spring RTP Cycle.	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The report shall be placed in the PEF. The responsible school dean shall review the PEF and prepare a report on the faculty member's performance. The report shall be placed in the PEF.	**306.2.2.f** Temporary faculty in Group 2 shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period.
3	Temporary faculty, full or part-time, holding a one or multiple year appointment, not in Group 1 or 2.	Temporary faculty in Group 3 shall be reviewed yearly during the Spring RTP cycle.	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The report shall be placed in the PEF. The responsible school dean shall	**306.2.2.g** Temporary faculty in Group 3shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period.

			review the PEF and prepare a report on the faculty member's performance. The report shall be placed in the PEF.	
4	Temporary faculty, full or part-time, who do not hold a one or multiple year appointment, but who have taught in 2 or more semesters since last undergoing periodic evaluation.	Temporary faculty in Group 4 shall be reviewed during the Spring RTP cycle.	Temporary faculty in Group 4 can be reviewed by the department chair and/or the appropriate administrator, with an opportunity for peer input as defined in section 15.2 of the CBA by the department chair or equivalent unit.	**306.2.2.g** Temporary faculty in Group 4 shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period.
5	Temporary faculty, full or part-time, who do not hold a one or multiple year appointment, and who have taught in fewer than 2 semesters since last undergoing periodic evaluation.	Prior to hiring for a future semester.	Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, prior to hiring for a future semester.	**306.2.2.h**
Notes:				306.2.2b: In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for

				probationary faculty, and as enumerated in Faculty Handbook section 306.2.2.d In selecting the documents, the temporary faculty should refer to Appendix G Contents and Organization of the RTP File (WPAF), and to Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness. All SOCIs for all courses taught since last review period should be included in the employee's current review file. This includes winter intersession and summer courses should those SOCIs be available. If SOCIs have been administered in a course, it should be included in the current file. Previous review cycle SOCIs do not need to be included in current review file.

End of Section 306

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a.

Group	Definitions **306.2.1.a General Provisions**	Handbook review periods **306.2.1.c General Provisions**	Reviewed by **306.2.2.g.h.i.j.k**	Materials Required **306.2.2.e.f.g.h**
1	Temporary faculty, full or part-time, in their first year of a one-year appointment.	Temporary faculty in Group 1 shall be reviewed during the Spring PEF cycle. Spring RTP Cycle of their first year.	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The report shall be placed in the PEF. The responsible school dean shall review the PEF for temporary faculty in Groups 1, 2, and 3, and prepare a report on the faculty member's performance. The report shall be placed in the PEF.	**306.2.2.e** Temporary faculty in Groups 1 shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught in the fall semester of their first one-year appointment. , 3 or 4 shall submit SOCIs in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. All SOCIs for all courses taught since the last review period in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation.
2	Temporary faculty, full or part-time, holding 3-year appointments pursuant to Article 12.12 of the collective bargaining agreement.	Temporary faculty in Group 2 shall be reviewed only in their third year, unless the temporary faculty member or the President requests a	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The	**306.2.2.f** Temporary faculty in Group 2 shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period. SOCIs for a minimum of two classes each year since the most recent review. The review

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		review in the first or second year. Group 2 will be reviewed during the Spring RTP Cycle.	report shall be placed in the PEF. The responsible school dean shall review the PEF for temporary faculty in Groups 1, 2, and 3, and prepare a report on the faculty member's performance. The report shall be placed in the PEF.	will occur during the Spring RTP cycle. All SOCIs for all courses taught since last review period should be included in the employee's current review file. This includes winter intersession and summer courses should those SOCIs be available. If SOCIs have been administered in a course, it should be included in the current file. Previous review cycle SOCIs do not need to be included in current review file.
3	Temporary faculty, full or part-time, holding a one or multiple year appointment, not in Group 1 or 2.	Temporary faculty in Group 3 or 4 shall be reviewed yearly during the Spring RTP cycle.	A unit committee elected by the department faculty from the tenured faculty shall review the PEF for the faculty and prepare a report on the faculty's performance. The report shall be placed in the PEF. The responsible school dean shall review the PEF for temporary faculty in Groups 1, 2, and 3, and prepare a report on the faculty member's performance. The report shall be placed in the PEF.	**306.2.2.**ge Temporary faculty in Groups 1, 3 or 4 3shall prepare their PEF in adherence to their department RTP criteria and include all SOCIs for all courses taught since the last review period. submit SOCIs in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. All SOCIs for all courses taught since the last review period in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation.
4	Temporary faculty, full or part-time, who do not hold a	Temporary faculty in Group 3 or 4 shall be reviewed yearly	For temporary faculty in Group 4 only, a written review may be	**306.2.2.**ge Temporary faculty in Group 4 shall prepare their PEF in adherence to their department RTP criteria and

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	one or multiple year appointment, but who have taught in 2 or more semesters since last undergoing periodic evaluation.	during the Spring RTP cycle.	conducted solely by the chair or other appropriate administrator, and placed in the PEF. Temporary faculty in Group 4 can be reviewed by the department chair and/or the appropriate administrator, with an opportunity for peer input as defined in section 15.2 of the CBA by the department chair or equivalent unit.	include all SOCIs for all courses taught since the last review period. s 1, 3 or 4 shall submit SOCIs in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation. All SOCIs for all courses taught since the last review period in accordance with during the fall semester, prior to the beginning of the evaluation process for the first established departmental policy and for a minimum of two classes for each year taught since their last periodic evaluation.
5	Temporary faculty, full or part-time, who do not hold a one or multiple year appointment, and who have taught in fewer than 2 semesters since last undergoing periodic evaluation.	Prior to hiring for a future semester.	Temporary faculty in Group 5 shall be evaluated at the discretion of the department chair, prior to hiring for a future semester.	306.2.2.h All SOCIs for all courses taught since the faculty member's last review period should be includ in the employee's current revie file. This includes winter intersession and summer cours should those SOCIs be available SOCIs have been administered a course, it should be included the current file. Previous review cycle SOCIs do not need to be included in current review file.
Notes:				306.2.2b: In the evaluation of the teaching performance of temporary faculty, departments should use the same criteria and processes as used for probationary faculty, and as

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Commented [LN12]: Perhaps we can add the proposed language above on 306.2.2.h:

"the chair shall inform temporary faculty members in Group 5 that they have the right to submit material into their PAF (in accordance with CBA 11.2) for evaluation, although it is not necessary. The chair shall provide RTP criteria as guidance, should the faculty member choose to add material. The chair shall give the faculty member reasonable time to do so (14 days?) prior to the chair evaluating the file."

				~~enumerated in Faculty Handbook section~~ ~~306.2.2.d In selecting the documents, the temporary faculty should refer to Appendix G Contents and Organization of the RTP File (WPAF), and to Faculty Handbook section 305.4.2.6, Evaluation of Teaching Effectiveness.~~ ~~All SOCIs for all courses taught since last review period should be included in the employee's current review file. This includes winter intersession and summer courses should those SOCIs be available. If SOCIs have been administered in a course, it should be included in the current file. Previous review cycle SOCIs do not need to be included in current review file.~~

Academic Administrator Search and Screening Committees

2025-2026

University Handbook: 309 Search and Screening Procedures for Administrators; 309.5. Composition of the Search and Screening Committees for Academic Administrators positions.

Search and Screening Committee - Dean of the College of Social Sciences and Education				
		Name	**Department**	**Term**
Four (4) Full-time Tenured SSE Faculty Members	1	Zachary Zenko	Kinesiology	Duration of Search; 2025-2026
	2	Kyle Susa	Psychology	
	3	Kristina LaGue	Teacher Education	
	4	Adam Sawyer	Liberal Studies	
One academic administrator appointed by the Provost in consultation with EC.		Alicia Rodriquez	Dean; AH	
One student selected by ASI		Marcos Ramirez	ASI	
One staff member jointly selected by the Provost and EC		Lisa Rey	College Analyst; SSE	

Status: *Senate work is complete; Provost Office to convene the committee.*

Search and Screening Committee - Associate Vice-President for Academic Affairs and Dean of Academic Programs			
	Name	**Department**	**Term**
One (1) AH Full-time Tenured Faculty Member	Joseph Florez	Philosophy and Religious Studies	Duration of Search; 2025-2026
One (1) BPA Full-time Tenured Faculty Member	Di Wu	Finance/ Accounting	
One (1) NSME Full-time Tenured Faculty Member	Charles Lam	Mathematics	
One (1) SSE Full-time Tenured Faculty Member	Gitika Commuri	Political Science	
One (1) Full-time Tenured Librarian	Ying Zhong	Web Services Librarian; Library	
One (1) Department Chair, elected by General Faculty	Jeff Mofitt	Kinesiology	
One (1) college dean appointed by Provost in consultation with EC	Deborah Cours	Dean of BPA	
One (1) student selected by ASI	Anthonio Reyes	ASI President	
One (1) staff member jointly selected by Provost and EC	Deisy Mascarinas	ASC; Office of the AVP for Academic Affairs and Dean of Academic Programs	

Status: *Senate work is complete; Provost Office to convene the committee.*

Updated: K. Van Grinsven, 11/06/2025

Academic Administrator Review Committees (AARCs)

2025-2026

References:

- University Handbook – 311 Evaluation of Academic Administrators
- Provost Website: https://www.csub.edu/provost/evaluation-academic-administrators.shtml

Academic Review Committee (AARC) – Deborah Cours, Dean, College of Business and Public Administration		
Membership Qualifications:	**Name**	**Department**
Three (3) Tenured BPA Faculty Members	John Stark	Management/ Marketing
	Di Wu	Finance/ Accounting
	Chandra Commuri	Public Policy and Administration
Provost VPAA selects a college Dean	Jane Dong	Dean; NSME
Provost VPAA selects fifth member	Valari Kirkbride	College Analyst; BPA

Academic Review Committee (AARC) - Karlo Lopez, Associate Dean, College of Natural Sciences, Mathematics, and Engineering			
Membership Qualifications:	**Name**		**Department**
Three (3) Tenured NSME Faculty Members	1	Charles Lam	Mathematics
	2	Dani Solano	Chemistry and Biochemistry
	3	Heidi He	Nursing
Provost VPAA selects a college Associate Dean	Lori Paris		Associate Dean; BPA
Provost VPAA selects fifth member	Maria Chavez		Administrative Coordinator; NSME

Academic Review Committee (AARC) - Rhonda Dawson, Associate Dean, Extended Education and Global Outreach		
Membership Qualifications:	**Name**	**Department**
One (1) AH Tenured Faculty Member *(reverted to at-large)*	Chandra Commuri	Public Policy and Administration
One (1) BPA Tenured Faculty Member	Aaron Hegde	Economics
One (1) NSME Tenured Faculty Member *(reverted to at-large)*	Gloria Dikeogu	Library
One (1) SSE Tenured Faculty Member *(reverted to at-large)*	Zachary Zenko	Kinesiology
One (1) At-Large Tenured Faculty Member	Alice Hays	Teacher Education
Provost VPAA selects member of the Provost's Council	Emelia Reed	ASI Executive Vice President
Provost VPAA selects sixth member	Karlo Lopez	NSME Associate Dean

Updated: K. Van Grinsven, 11/05/2025

Academic Administrator Review Committee (AARC) - Dwayne Cantrell, AVP Enrollment Management		
Membership Qualifications:	**Name**	**Department**
One (1) Tenured Faculty Member from AH	Mandy Rees	Music and Theatre
One (1) Tenured Faculty Member from BPA	Di Wu	Accounting/ Finance
One (1) Tenured Faculty Member from NSME	Charles Lam	Mathematics
One (1) Tenured Faculty Member from SSE	Alem Kebede	Sociology
President or Provost shall select a member of the Provost Council	Isabel Sumaya	AVP for GRaSP
President or Provost shall select a sixth member of the committee	Provost waiting for a response.	ASI

***Status:** 6th member needed; Provost to select.*

Topic: Policies on Approval of Course Coding Changes

Katherine Van Grinsven

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

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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
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: 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

Topic: Department Name Change- HD-CAFS

Katherine Van Grinsven

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.

Topic: Items from Provost Council

Katherine Van Grinsven

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

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

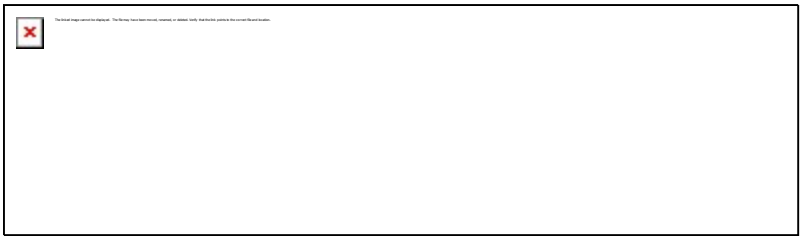
ZACHARY ZENKO, PH.D., FACSM, PAPHS
He/Him/His

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.

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

--
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/

Topic: New Degree Proposal - Environmental Science

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

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.

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.

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.

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

Topic: New Degree Proposal- BS Mechanical Engineering

Katherine Van Grinsven

From: Melissa Danforth
Sent: Monday, October 27, 2025 5:14 PM
To: Elizabeth Adams; Katherine Van Grinsven
Subject: Re: BS Mechanical Engineering proposal for Senate consideration

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Elizabeth,

Is Jane wanting this available for Spring 2027 applicants in CSU Apply? I don't think that timeline will be feasible. CSUApply for Spring term usually opens in August of the preceding year, but needs to be active a few months before that for CSU Apply to pick it up (I forget the exact turn-around time).

I don't see this making its way through all the way through Chancellor's Office approval by Spring. Maybe there's a waiver to recruit while waiting for CO approval though. Even Fall 2027 will be a tight turn-around time, given that it will open on CSUApply in October 2026.

The mention of ABET though makes me wonder if NSME Curriculum Committee evaluated the degree with respects to the ABET curriculum requirements for a Mechanical Engineering program. They are different than the requirements for an Engineering program, and not really something Senate should be having to check (other than to ask if the lower levels confirmed compliance).

Melissa

From: Elizabeth Adams <eadams6@csub.edu>
Date: Monday, October 27, 2025 at 4:43 PM
To: Melissa Danforth <mdanforth@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: BS Mechanical Engineering proposal for Senate consideration

Hi—

The BS in Mechanical Engineering has passed the NSME processes and is ready for referral to Senate/Standing Committees.

Jane Dong did let me know that the ABET accreditation would benefit from this proposal being available to new transfer students in Spring 2027. I don't know how realistic it is for the proposal to be approved this term, but wanted to let you know of her request to expedite.

https://next-catalog.csub.edu/programadmin/

Proposal 09101

Elizabeth

09101: BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING (BSME)

In Workflow

1. 806 - PHEN Curriculum Review (zliu3@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. Senate Approval (mdanforth@csub.edu,kvan-grinsven@csub.edu)
6. President (vharper@csub.edu,kvan-grinsven@csub.edu)
7. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)

Approval Path

1. Thu, 16 Oct 2025 17:22:13 GMT
   Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
2. Fri, 17 Oct 2025 17:06:47 GMT
   Denise Gilliland (dgilliland): Rollback to 806 - PHEN Curriculum Review for NSM Curriculum Committee
3. Fri, 24 Oct 2025 01:02:26 GMT
   Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
4. Fri, 24 Oct 2025 16:28:29 GMT
   Denise Gilliland (dgilliland): Rollback to 806 - PHEN Curriculum Review for NSM Curriculum Committee
5. Fri, 24 Oct 2025 23:49:00 GMT
   Zhongzhe Liu (zliu3): Approved for 806 - PHEN Curriculum Review
6. Mon, 27 Oct 2025 16:18:16 GMT
   Denise Gilliland (dgilliland): Approved for NSM Curriculum Committee
7. Mon, 27 Oct 2025 23:20:02 GMT
   Jane Dong (jdong2): Approved for NSM Dean Office

New Program Proposal

Date Submitted: Tue, 14 Oct 2025 22:11:13 GMT

Viewing: 09101 : Bachelor of Science in Mechanical Engineering (BSME)

Last edit: Mon, 27 Oct 2025 23:19:45 GMT

Changes proposed by: Tat Acharya (001517152)

Contact

User ID
001517152

Proposer Name
Tat Acharya

Proposer E-mail
tacharya@csub.edu

Proposer Department
Physics and Engineering

Program Information

Program Type
Bachelor of Science

Effective Catalog
2026-2027

Effective Term
Spring 2027

College
Natural Sciences, Mathematics, and Engineering

Department
Physics and Engineering

Program Title
Bachelor of Science in Mechanical Engineering (BSME)

Program Code
09101

CIP Code
14.1901 - 14.1901

Academic Career
Undergraduate

Support Type
State Support

Delivery Format
Fully Face-to-Face

Is the proposed program subject to WASC Substantive Change?
Yes

Explain
Dr. Elizabeth Adams will submit the Substantive Change Screening Form.

WASC Proposal Attachment
WASC declaration.docx

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.

The proposed B.S. Program in Mechanical Engineering is designed to meet the increasing demand for mechanical engineers by the local industries in Kern County and beyond. The educational objective of the program is to prepare students with baccalaureate degrees in mechanical engineering, who will fill in positions involving roles and responsibilities in the government agencies, education, and local industries, including but not limited to sustainable and conventional energy (e.g. petroleum), power, construction, aerospace, agriculture, and public health.

Within the B.S. degree program in Mechanical Engineering, the students will (a) build and develop strong technical expertise in areas of thermal-fluid sciences, mechanical systems, and material sciences, (b) assess the broader impacts of their technical knowledge on economic, environmental, societal, and ethical issues in engineering, (c) learn to effectively communicate with peers, supervisors, clientele, vendors, decision makers, and administrators, (d) commit to lifelong learning, and (e) engage in post-baccalaureate endeavors including engineering practice and/or graduate studies. The educational objectives of the program align with California State University, Bakersfield's institutional mission of providing high-quality, accessible education promoting student success and intellectual development, while fostering community engagement and contributing to regional growth.

In addition to the growing need for mechanical engineers in the region, the baccalaureate degree program will attract many students in Kern County who are unable to leave the region. The CSU campuses closest to Bakersfield that offer a baccalaureate degree program in mechanical engineering are the following: (a) California State University, Northridge (CSUN), which is 95 miles away and will require a student from Bakersfield to drive for 2 hours each way depending on traffic. (b) California State University, Fresno (CSU-Fresno), which is 110 miles away from Bakersfield, and will require a student to drive for 2.5 hours each way depending on traffic. The baccalaureate degree program in mechanical engineering at CSUB will therefore attract many students that are interested in pursuing a mechanical engineering degree but are unable to travel to campuses outside of Bakersfield. In addition, the baccalaureate degree program in mechanical engineering will help students build valuable connections with the local industries and will foster workplace learning.

The establishment of a dedicated mechanical engineering program at CSUB is essential to distinguish and strengthen the academic identity of this discipline within the broader engineering curriculum. While the current engineering program closely mirrors a mechanical engineering degree, the proposed program introduces three new core courses and several specialized electives that will

deepen students' understanding and technical proficiency in key areas of mechanical engineering. Cross-listing existing courses will ensure efficient resource utilization, while the new additions provide a more focused and industry-relevant education. This formal recognition of mechanical engineering as a standalone program will enhance the university's ability to meet ABET accreditation standards, attract high-achieving students, and respond more effectively to the workforce needs of Kern County and surrounding regions.

Program Description (i.e. Catalog Description)

The Bachelor of Science degree program in Mechanical Engineering will educate and train students in areas of thermal and fluid sciences, mechanical systems, and material sciences. The program involves courses designed to develop and strengthen fundamental skills in advanced mathematics including calculus and differential equations, physics, and chemistry. Students will also build hands-on skills in experimentation, scientific computing, numerical simulations, and design and fabrication, through course laboratory assignments and the senior year capstone design project. Finally, the program will also help students learn and develop communication and public speaking skills.

Program Requirements

Code	Title	Units
General Education Requirement		
Subject Area 1A: English Composition		3
Subject Area 1B: Critical Thinking [1]		0
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) [1]		0
Subject Area 4: Social and Behavioral Sciences [1]		0
Upper Division 4 Social and Behavioral Sciences: (4UD) [1]		0
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		*15*
Campus Requirements		
First-Year Seminar (FYS) [2]		0
American Institutions: Government		3
American Institutions: History		3
Junior Year Diversity & Reflection (JYDR)		3
Graduation Writing Assessment Requirement (GWAR) [2]		0
Capstone [2]		0
Campus Requirement Subtotal		*9*
Major Requirements		
Lower Division		
MECH 1618	Introduction to Engineering I [2,3]	2
MECH 1628	Introduction to Engineering II [2,3]	2
MECH 2350	Engineering Graphics [3]	2
MECH 2110	Analytic Mechanics, Statics [3]	3
MECH 2140	Materials Science and Engineering [3]	4
MECH 2070	Electric Circuits [3]	4
MECH 2120	Analytical Mechanics, Dynamics [3]	3
MECH 2130	Mechanics of Materials [3]	3
Upper Division		
MECH 3300	Engineering Modeling and Analysis [3]	3
MECH 3110	Thermodynamics [3]	4
ECE 3340	Control Systems	4
MECH 3310	Numerical Methods and Applications in Engineering [3]	3
MECH 3120	Fluid Mechanics [3]	4
MECH 3400	Manufacturing Processes	2
MECH 4610	Thermodynamics II	3
MECH 4110	Heat Transfer [3]	4

MECH 4120	Machine Design [3]	4
MECH 4900	Senior Design Project A [3]	2
MECH 4918	Senior Design Project B [1,2,3]	3
Electives		
Select 5 units from the following list of electives		5
MECH 3450	HVAC System Design	
MECH 4500	Computational Fluid Dynamics	
MECH 4700	Special Topics in Engineering [3]	
MECH 4800	Research Participation [3]	
MECH 4260	Economics of Engineering Design [3]	
Cognates		
CHEM 1000	Foundations of Chemistry	3
MATH 2510	Single Variable Calculus I	4
MATH 2520	Single Variable Calculus II	4
CHEM 1001	Foundations of Chemistry Laboratory	2
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2220	Physics for Scientists and Engineers II	4
MATH 2533	Multivariable and Vector Calculus	4
MATH 2540	Ordinary Differential Equations	4
PHIL 3318	Professional Ethics [1,2]	3
Additional Units Needed Towards Graduation		**0**
Total Units		**120**

1 Some General Education requirements are covered within the major by the standard requirement or General Education Modification (GEM). The GEM used in MECH program is the approved GEM used in the ENGR program, which is as follows:
General Education Modifications (GEMS)
- The required Physics courses (PHYS 2210 (https://catalog.csub.edu/search/?P=PHYS%202210) Physics for Scientists and Engineers I or PHYS 2220 (https://catalog.csub.edu/search/?P=PHYS%202220) Physics for Scientists and Engineers II) or CHEM 1000 (https://catalog.csub.edu/search/?P=CHEM%201000) Foundations of Chemistry will satisfy Subject Area 5A. CHEM 1001 (https://catalog.csub.edu/search/?P=CHEM%201001) Foundations of Chemistry Laboratory will satisfy Subject Area 5C.
- Subject Area 1B is satisfied through the following courses: PHYS 2210 or PHYS 2220 or MECH/ENGR/ECE/PHYS 2070.
- Subject Area 5B is satisfied through the following courses: MECH 2140 or MECH 3120 or MECH 4110.
- Subject Area 4 is satisfied by American Institution - Government (American & Constitutional Ideals) or is also met through EAC/ABET Criterion 3 (Student Outcomes) outcome 2 or outcome 4. Outcome 2 is met through MECH/ENGR 4900. Outcome 4 is met through MECH/ENGR 4918.
- Any of the required calculus courses (MATH 2310 (https://catalog.csub.edu/search/?P=MATH%202310) Single Variable Calculus I for Engineers or MATH 2320 (https://catalog.csub.edu/search/?P=MATH%202320) Single Variable Calculus II for Engineers or MATH 2510 (https://catalog.csub.edu/search/?P=MATH%202510) Single Variable Calculus I or MATH 2520 (https://catalog.csub.edu/search/?P=MATH%202520) Single Variable Calculus II or MATH 2533 Multivariable and Vector Calculus or MATH 2540 Ordinary Differential Equations) will satisfy Subject Area 2.
- Upper Division Area 4 is met through EAC/ABET Criterion 3 (Student Outcomes) outcomes 2 or 4. Outcome 2 is met through MECH/ENGR 4900. Outcome 4 is met through MECH/ENGR 4918.
- Upper Division Area 5 is satisfied through the following courses: MECH 3110 or MECH 3120 or MECH 3300 or MECH 3310 or MECH 4110, or MECH 4120.
- PHIL 3318 (https://catalog.csub.edu/search/?P=PHIL%203318) Professional Ethics must be taken and will satisfy Upper Division Area 3.

2 Some Campus Requirements are covered within the major.
- MECH 1618 Introduction to Engineering I and MECH 1628 Introduction to Engineering II satisfy the FYS requirement for entering Freshmen
- GWAR is satisfied with the completion of PHIL 3318 Professional Ethics Course.
- Capstone is satisfied with the completion of MECH 4918 Senior Design Project B.

3 These courses are cross listed with Engineering (ENGR) courses.

Program Learning Outcomes

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

PLO #1: Succeed in the mechanical engineering industry or continue for a position in academia through technical competence, effective communication, leadership skills, and teamwork.

- 1. Goal 1: Critical reasoning and problem solving skills
- - 1.A Ability to read critically
- 1.B Ability to write critically
- 1.C Ability to speak critically
- 1.D Ability to think critically
- 1.E Capacity for life-long learning
- 1.F Critical Problem Solving
- 3. Goal 3: Discipline-based and career knowledge
- - 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 3.C Career preparation and planning
- 4. Goal 4: Numerical literacy
- - 4.A Mathematical calculations and estimation skills
- 4.B Quantitative reasoning skills.
- 4.C Apply quantitative reasoning skills to the real world

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

PLO#2: Maintain a lifelong interest in learning for professional and personal development.

- 3. Goal 3: Discipline-based and career knowledge
- - 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 3.C Career preparation and planning
- 5. Goal 5: Students will become engaged citizens.
- - 5.A Engage in university and community activities
- 5.B Interpersonal skills
- 5.C Knowledge of self
- 5.D Responsibility in group settings
- 5.E Ability to work independently
- 6. Goal 6: Students will develop a well rounded skill set.
- - 6.A Possess and demonstrate an ethical framework
- 6.B Understanding of cultural and ethnic diversity.
- 6.C Research methods/analysis/technology for problem solving
- 6.D Interdisciplinary knowledge

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

PLO#3: Practice mechanical engineering in a manner that is ethically responsible and consistent with regulatory and social concerns.

- 6. Goal 6: Students will develop a well rounded skill set.
- - 6.A Possess and demonstrate an ethical framework

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

SLO #1
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

1a Use calculus and differential equations to solve complex engineering problems
1b Use physical concepts and laws to solve complex engineering problems
1c Identify and describe a complex engineering problem

- 1. Goal 1: Critical reasoning and problem solving skills
- - 1.D Ability to think critically
- 1.F Critical Problem Solving
- 4. Goal 4: Numerical literacy
- - 4.A Mathematical calculations and estimation skills

- 4.B Quantitative reasoning skills.
- 4.C Apply quantitative reasoning skills to the real world

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

SLO#2
An ability to apply engineering design to produce solutions that meet specific needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

2a. Follow systematic and logical design procedures and define specifications to meet project requirements. Implement, validate, and meet design goals.
2b. Evaluate different alternatives for a design taking into consideration public health, safety, and welfare.

- 3. Goal 3: Discipline-based and career knowledge
- • 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.A Possess and demonstrate an ethical framework

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

SLO#3 An ability to communicate effectively with a range of audiences

3a Write quality technical reports or term papers
3b Prepare and deliver well-organized presentations
3c Respond and discuss relevant questions during oral presentations

- 2. Goal 2: Oral and written communication
- • 2.A Writing Skills
- 2.B Oral presentation skills
- 2.C Competence in information management
- 2.D Computer literacy

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

SLO#4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

4a Identify ethical issues involved in a professional setting. Discuss related codes of ethics such as NSPE code of ethics.
4b Follow safety standards and procedures
4c Discuss the impact of engineering solutions on society and the environment
4d Discuss the economic impact and constraints of engineering solutions

- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.A Possess and demonstrate an ethical framework

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

SLO#5 An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

5a Divide a project into manageable tasks and balance the load among team members.
5b Participate in group meetings, meet deadlines, and achieve project goals.

- 5. Goal 5: Students will become engaged citizens.
- • 5.B Interpersonal skills
- 5.C Knowledge of self
- 5.D Responsibility in group settings
- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.D Interdisciplinary knowledge

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

SLO#6 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.

6a Design and setup experiments and follow specified procedures. Perform measurements and collect data.
6b Analyze data, discuss results, and compare them against theory.

- 1. Goal 1: Critical reasoning and problem solving skills
- • 1.F Critical Problem Solving
- 4. Goal 4: Numerical literacy
- • 4.A Mathematical calculations and estimation skills
- 4.B Quantitative reasoning skills.
- 4.C Apply quantitative reasoning skills to the real world
- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.C Research methods/analysis/technology for problem solving

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

SLO#7 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

7a Find relevant information about a topic of interest from a wide collection of sources.
7b Be involved in professional activities such as organizations, seminars, and conferences.

- 1. Goal 1: Critical reasoning and problem solving skills
- • 1.E Capacity for life-long learning
- 3. Goal 3: Discipline-based and career knowledge
- • 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.D Interdisciplinary knowledge

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
MECH 1618										
MECH 1628										
MECH 2350										
MECH 2110										
MECH 2140	#		#							
MECH 2070										
MECH 2120										
MECH 2130										

MECH 3300										
MECH 3110	#									
ECE 3340										
MECH 3310										
MECH 3120	#									
MECH 3400	#									
MECH 4610										
MECH 4110			#							
MECH 4120	#									
MECH 4900	#	#	#							
MECH 4918	#	#	#							
MECH 3450										
MECH 4500										
MECH 4700										
MECH 4800										
MECH 4260										
CHEM 1000										
MATH 2510										
MATH 2520										
CHEM 1001										
PHYS 2210										
PHYS 2220										
MATH 2533										
MATH 2540										

PHIL 3318										

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

1Curriculum Map-rev1.docx

Attach 5 Year Assessment Plan

2five-year assessment plan-rev2.docx

Does the program use courses offered by other programs?

Yes

Affected Departments

Department
Mathematics
Computer & Electrical Engr & Computer Science
Chemistry and Biochemistry

Attach letter of support from relevant department(s)

DepartmentSupportLetter_ElectricalEngineering.pdf
Mech_Eng_Degree program_F25_signed_Chemistry.pdf
ME_LetterSupport_Mathematics.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.

MECH 3400: Manufacturing Processes (2), MECH 3450 HVAC System Design (3), MECH 4500 Computational Fluid Dynamics (2).

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

3 Proposed course offering plan with teaching assignments-rev2.docx

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

29

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

Roadmaps are attached here.

Academic Roadmap Attachment

4Academic Roadmaps-rev4.docx

For a new program - does this program align with an ADT?

No

Does this program change create new alignment with an ADT?

No

Is this program:

Subject to accreditation

Describe how accreditation requirements will be met, if applicable.

We will apply for ABET accreditation in January 2029. It is currently accredited under WSCUC.

Anticipated Date of Accreditation

2029

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.

Student surveys were conducted at Kern High School District and at the local community colleges.

Till now, the survey circulated in Kern High School District has been responded to by 147 students and approximately 66 % of the students suggested that they would be interested in joining the baccalaureate degree program in mechanical engineering if it was offered by CSUB.

The survey conducted among community college students has been responded to by 10 students with 80% indicating that they would be interested in joining the baccalaureate degree program in mechanical engineering at CSUB.

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

When planning the mechanical engineering program, issues of diversity and access were central considerations to ensure an inclusive and equitable environment. The program incorporates several strategies to promote diversity and widen access. Targeted recruitment campaigns will be implemented, including outreach initiatives aimed at feeder community colleges, partnerships with community organizations, and high schools through open house and college night events. CSUB engineering is not impacted, allowing for the admission of students from diverse backgrounds, experiences, and challenges. To further support underrepresented students, the program will establish mentorship initiatives, peer support networks, and leverage the CSUB resources for students which are designed to foster an inclusive community and provide necessary academic and social support. Financial barriers will be addressed through scholarships (currently NSME has an S-STEM grant) and financial aid targeted at students from diverse socioeconomic backgrounds, ensuring economic constraints do not hinder access. Additionally, the curriculum will be designed to incorporate diverse perspectives related to engineering challenges, promoting cultural competency and inclusivity. Efforts will also be made to create a welcoming environment through inclusive policies. The program commits to continuous evaluation by regularly reviewing recruitment, retention, and support strategies through data collection and feedback, ensuring ongoing improvement and responsiveness to the needs of diverse applicant pools. Through these comprehensive steps, the program aims to foster a diverse, equitable, and accessible environment where all qualified prospective candidates can succeed and contribute to the new program in mechanical engineering.

Describe professional uses of the proposed degree program.

Graduates of the proposed Bachelor of Science in Mechanical Engineering program at CSU Bakersfield will be well prepared for diverse and high-demand roles across multiple industries. With strong foundational knowledge in thermodynamics, mechanics, materials, fluid systems, and control systems, future graduates will be equipped to work in engineering design, analysis, testing, manufacturing, and operations.

Career opportunities span across traditional and emerging sectors vital to Kern County and Southern California economies, including, but not limited to energy (oil, gas, and renewables), water systems, agriculture technology, aerospace, and transportation. The curriculum also supports pathways to Professional Engineer (PE) licensure and graduate studies in engineering, applied sciences, or business administration.

Potential job outcomes include, but are not limited to:
- Mechanical Engineer
- Design Engineer
- Manufacturing Engineer
- Systems Engineer
- Energy Systems Engineer
- HVAC Engineer
- Product Development Engineer
- Engineering Analyst
- Maintenance Engineer
- Quality Assurance Engineer
- Aerospace Engineer
- Plant Engineer
- Mechatronics or Automation Engineer

• Research and Development Engineer
• Water Resource Engineer
• Thermal Systems Engineer

Additionally, graduates may eventually qualify for leadership roles such as:
• Project Manager
• Technical Sales Engineer
• Engineering Consultant
• Operations Manager

This degree also provides the academic foundation necessary to pursue the Fundamentals of Engineering (FE) exam and eventually obtain a PE license, which enhances career advancement and credential recognition in California and nationwide.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	45	105	135
Number of Graduates (Cumulative)	0	15	45

Attach documentation as needed:

5Anticipated Student Demand.docx

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)
Cal Poly San Luis Obispo
Cal Poly Pomona
Cal State Long Beach
Cal State LA
CSU Northridge
Chico State
Sacramento State
San Diego State
Cal State Fullerton
Cal State East Bay
Cal Maritime

Describe differences between the proposed program and programs listed above.

The proposed Bachelor of Science in Mechanical Engineering at CSUB is not currently offered at CSUB nor at any other public or private institution within immediate proximity to the Bakersfield region. The nearest CSU campus offering a comparable program is California State University, Northridge (CSUN), located approximately 100 miles southeast of Bakersfield—well outside daily commuting range for most students.

While other CSU campuses such as Cal Poly San Luis Obispo, Cal Poly Pomona, and CSU Los Angeles offer accredited mechanical engineering degrees, these institutions are located more than 100 miles away, limiting access for students from Kern County and surrounding areas. Similarly, while community colleges such as Bakersfield College offer preparatory coursework in engineering, they do not provide a pathway to a full baccalaureate degree in mechanical engineering without requiring transfer.

Given the significant regional demand in Bakersfield for mechanical engineers in the energy, agriculture, manufacturing, and water infrastructure sectors, the absence of a local program places an undue burden on students seeking this career path. The proposed program at CSUB will provide affordable, accessible, and high-quality mechanical engineering education to a traditionally underserved region, while also meeting the growing workforce needs of Bakersfield and Kern County.

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

Curricula
B.S. Engineering

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

The letters are attached. We have support from what company and they specialize in?

Provide applicable workforce demand projections and other relevant data.

Workforce Demand Projections.docx
CSUB Letter of Support_ME Program_WZI.pdf
CSUB Letter of Support_ME Program_CRC.pdf

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.

Tathagata Acharya PhD, Mechanical Engineering, 2014
Galina Dzyubenko PhD, Physics, 1986
Gyeong Sung Kim PhD, Mechanical Engineering, 2022
Yize Li PhD, Physics, 2009
Zhongzhe Liu PhD, Chemical Engineering, 2014
Krishna Prasai PhD, Physics, 2013
Dayanand Saini PhD, Petroleum Engineering 2011
Karim Salehpoor PhD, Mechanical Engineering 2007

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

A. Offices, Classrooms, and Laboratories

The following are the details of the facilities that are available to the B.S. degree program in mechanical engineering at CSUB:

Offices: All full-time faculty members have an office in the Science III building on the CSUB main campus (Bakersfield), while adjunct faculty members have shared offices. The offices provide privacy for meetings and advising sessions with students. Each office has a computer connected to the campus network, allowing faculty access to most software applications required for teaching and faculty research and development. In addition, dedicated offices are available to the department's administrative support coordinator and instructional support technician.

Classrooms: The department does not have sole control of any classrooms, but these are allocated centrally by the Office of Academic Scheduling. Therefore, program classes are scheduled across the campus. All classrooms are "smart" because they are equipped with a network computer and a projector.

Laboratory facilities. The department does not have dedicated computer laboratories. However, the program has access to several computer laboratories across campus that are shared with other departments to teach computer-based laboratories. Table 8 shows the details of these facilities:

In addition, the department keeps a cart with laptops (17 Dell Latitude 6500 and 5 Dell Latitude E5430) running MS Office, MATLAB, NI MultiSim. The cart is rolled into regular laboratories as needed.

The department has scheduling control of the facilities listed below for instructional laboratory courses. Faculty can authorize the use of engineering laboratories outside of class time. However, the faculty must inform the department staff of (a) the list of allowed students and (b) any safety restrictions on access outside of class time, such as requiring an instructional student assistant (CSUB's equivalent of a T.A.) to be present.

EC 102. This is a Properties of Materials laboratory. The room has fume hoods, 223 water, and drains.

EC 103. This is a faculty research laboratory. This room has a Particle Image Velocimetry (PIV) apparatus in addition to a flow rig which can be used for senior design projects within MECH 4900 and MECH 4918.

EC 201. This laboratory is shared with the Department of Computer and Electrical Engineering and Computer Science (CEE/CS). They will teach ECE 3370 Power Systems and MECH/ENGR/ECE 1618, 1628 Introduction to Engineering I & II Activities there. The Department of Physics and Engineering will teach MECH/ENGR/ECE 1618, 1628 Introduction to Engineering I & II Activities, and MECH/ENGR/ECE 2070 Electric Circuits.

EC 202. This is a faculty research laboratory. In addition, certain elective courses may be taught here. The room has fume hoods, water, and drains.

SCI III 106. This room is shared with the Department of CEE/CS. This lab contains remote sensors and calibration instruments.

SCI II 177. Presently this room is being used as the laboratory for ENGR 3120 Fluid Mechanics, which will be cross-listed with MECH 3120.

Fab Lab. This is used by students to aid in their (both freshman and senior) projects. The CSUB Fab Lab is part of the Fab Foundation network. All labs in the network must contain a standard set of hardware and software, at a minimum; items such as a computer-networked controlled (CNC) router, 3D printers, laser cutters, vinyl cutters, milling machine, laptop computers, various circuit boards, and circuitry items, soldering guns, CNC sewing machine, and multiple corresponding software packages. The Fab Lab is staffed by a Fab Lab Specialist, three paid interns, and eleven unpaid interns.

Storage. The department has a storage container ("sea train") where equipment can be stored. Equipment for courses not being taught during a particular term can be stored for optimal use of lab space.

B. Computing Resources

The department does not have specific, dedicated computer resources; however, students in the program will have access to the following resources:

SCI III 324. Mechanical Engineering majors will have access to the CEE/CS Tutoring Center. This is a walk-in lab with twenty-two Linux computers (sixteen Dell Precision T3400 224 and six Dell Optiplex 360) which are available for student use, even if they are not seeking tutoring. The CEE/CS Tutoring Center is open for computer use Monday – Thursday from 8:00am to 5:30pm and on Fridays from 8:00am – 3:30pm.

WSL Computer Lab A. This is a large area in the library with 11 Apple iMacs 21.5, and 68 Dell Optiplex 3030 AIO computers. These are general-purpose computers with internet access with MS Office, and MATLAB. It is available to students 7 AM-10 PM, Monday through Thursday, 7 AM - 5 PM on Friday, 9 AM - 5 PM Saturday, and 11 AM -7 PM on Sundays.

Computer maintenance is done through the campus ITS Department on an as-needed basis and during campus breaks for upgrades and maintenance. The ITS personnel are solely responsible for handling (i.e., installation and updates) any new software applications needed for instruction purposes. Minor servicing is done through the ITS Help Desk and student employees. Most of these minor service needs are usually addressed remotely from the Help Desk.

Wi-Fi is available throughout the campus. Students can access the network with a NetID provided by the university.

C. Guidance

Every lab course starts with safety training. Students are required to undergo this training on the first day of the lab and sign a document indicating that they did so. The instructor also fills out a corresponding form. This training requirement applies to all students, including those working on research with a faculty mentor and high school students participating in summer research programs. These records are audited by the NSME Lab Safety Coordinator every term and kept by the department's Instructional Support Technician for three years. Students learn how to use the laboratory equipment under the guidance and supervision of a faculty member during the lab session of the associated course. Students are taught the proper inspection and control procedures before being allowed to work with the equipment to ensure the safe operation and handling of the equipment.

All Fab Lab users are required to complete the CSUB Fab Lab safety orientation workshop and comply with all CSUB Fab Lab safety rules (a copy of which is posted in the CSUB Fab Lab) before using any CSUB Fab Lab equipment. The Fab Lab Director or other available staff members conduct these orientations as needed, and a signed CSUB Fab Lab User

See supporting documents for details.

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

The Walter W. Stiern Library opened in 1994 and is the largest building on the California State University, Bakersfield campus. The 150,000-square-foot building houses nearly half a million volumes and provides electronic access to more than 30,000 periodical titles via its hundreds of computer terminals. The library is managed and operated by 29 staff members and faculty librarians.

On the main floor, students can check out books, laptop computers, and iPads, obtain research help from a librarian at the reference desk, borrow reserve materials, or use the reference computers to access resources. The library's users check out more than 200,000 physical and electronic books per year on average. The Interlibrary Loan Department, which performs more than 15,000 borrowing and

lending transactions per year, is located on the first floor, as are the reference, California History, Multicultural, First Year Experience, and law collections. The Resource Sharing Department, which performs more than 4,000 borrowing and lending transactions per year, is located on the first floor, as are the reference, juvenile, California History, Multicultural, career and student success, law, and popular reading collections.

The 2nd floor contains the library's extensive collection of print periodicals. The 3rd and 4th floors house the primary book collections. Computer Science, Engineering, and other technology-related books are located on the 4th floor. Texts related to general Engineering number 634 in-print books and 101 in-print journals. Texts related to Computer Engineering, Electronic Engineering, and Electronics number 1401 in-print books and 466 in-print journals. This circulation collection is the most extensive academic book collection in the southern San Joaquin Valley. Group and individual study rooms are also found on these floors.

Ten full-time Librarians, all of whom hold advanced degrees in library science, on average, answer more than 500 reference questions per week at the reference desk. They also provide online reference assistance through the 24-hour Question Point service and offer in-depth help to students through the Individual Research Assistance Program. There is a tenured Full Librarian assigned to the engineering subject area. Services provided by the Librarian include consultation with students and faculty, both in-person and online, and orientation programs.

Access to the library's collection and electronic resources is provided online via the library's homepage: library.csub.edu. From the homepage, CSUB users can connect to eBooks, research databases and reference resources. All these resources can be accessed off campus by CSUB students and faculty. Faculty and staff have access to materials from across all 23 campuses of the California State University via the system-wide shared library catalog, OneSearch, and the system-wide resource sharing system, CSU+. CSUB users may access a huge collection of electronic engineering books via O'Reilly, ProQuest Academic Complete, and EBSCOhost eBook collections, which are also accessible in OneSearch. Periodical databases, such as EBSCOhost, ScienceDirect, IEEE Xplore Digital Library, ACM Digital Library, ASABE Technical Library, and OnePetro are a few of the 196 different databases CSUB students have access to. These databases cover a wide spectrum of subject areas and provide citations up to full text articles. Users can access over 5000 Engineering journals through the subscribed databases. These databases cover a broad spectrum of engineering areas and provide citations up to full-text articles. Users can access over 5000 engineering journals through these databases. Online reference resources such as Gale eBooks Library allow users to search from anywhere, anytime.

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

Students enrolled in the baccalaureate degree program in mechanical engineering will benefit from a wide range of academic technology, equipment, and specialized materials which are as follows:

A. Classroom Technology:
• Smart and Flex Classrooms: These are classrooms equipped with built-in computers, projectors, and easy to control panels.
• Zoom-ready Flex Rooms: These rooms will allow hybrid teaching with remote participation.
• S2 Hybrid Classrooms: These rooms will include cameras and microphones to capture both instructors and students for synchronous hybrid teaching.

B. Computer Laboratories:
• General Use Laboratories: These are open to all students and are equipped with standard software such as Microsoft Office, Zoom, and Adobe Acrobat.
• Program Specific Computer Laboratories: These labs are equipped with software such as the following:
o AutoCAD: Mechanical engineering software used widely in the industry for engineering drawing and drafting
o SolidWorks: Mechanical engineering software useful for 3D drawing and solid dynamics.
o MATLAB: Widely used programming and computing software used by engineers
o Mathematica: Programming and computing software used by engineers
o ANSYS Fluent: State-of-the-art and industry standard computational fluid dynamics (CFD) software
• Statistical and Data Analysis: SPSS, R, R-Studio, SAS
• Virtual Computer Laboratory: This is a virtual lab with standard software and engineering software, available to students remotely, and from anywhere.

C. Media and Video Tools:
• Panopto: A video-on-demand platform for uploading and sharing course-related videos within the campus.
• Instructional Television (ITV): Used for distance learning.
• Live Audio/Video Event Support: Available for campus events, including equipment rental and technical staffing.

D. CSUB Information Technology Support: The Information Technology Services (ITS) department at California State University, Bakersfield (CSUB) plays a central role in supporting the university's digital infrastructure and academic mission

Additional Support Resources Required

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

We have adequate faculty and staff to initiate the program. As the program grows, we may request hiring new faculty members.

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).

We will have our energy innovation building. However, what we have presently is adequate to initiate the program.

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.

7Librarian Report.docx

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.

The NSME Dean's Office has acquired industry donations to establish a machine shop within the first two years after initiation.

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 applicable.

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

Yes

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

Yes

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?

Yes

Supporting Documentation

8Supporting Documents-rev2.docx
csu-new-degree-proposal-for department faculty_finalized-REV18.docx
BSME New Program Proposal Letter copy.docx
Support letter for BS in ME (NSME Dean).pdf

Reviewer Comments

Denise Gilliland (dgilliland) (Fri, 17 Oct 2025 17:06:47 GMT): Rollback: Please make changes based on Curriculum Committee 1st reading.

Denise Gilliland (dgilliland) (Fri, 24 Oct 2025 16:28:29 GMT): Rollback: Please make small corrections recommended by the Curriculum Committee on 10/24/2025. Thank you!

Denise Gilliland (dgilliland) (Mon, 27 Oct 2025 16:17:47 GMT): https://csub.box.com/s/0mzyai37o848bbeepakmgf7uy8hk9esx

Key: 520

HDFS_BA_B: HUMAN DEVELOPMENT AND FAMILY SCIENCES - BA

In Workflow

1. 801 - HCAF Curriculum Review (ecorrea1@csub.edu)
2. SS&E Curriculum Committee (mszolowicz@csub.edu)
3. SS&E Dean Office (lvega@csub.edu,agancarz@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. Wed, 01 Oct 2025 18:48:19 GMT
   Elaine Correa (ecorrea1): Approved for 801 - HCAF Curriculum Review
2. Wed, 05 Nov 2025 18:28:11 GMT
   Michael Szolowicz (mszolowicz): Approved for SS&E Curriculum Committee
3. Mon, 10 Nov 2025 18:19:47 GMT
   Amy Gancarz-Kausch (agancarz): Approved for SS&E Dean Office

History

1. Jul 29, 2025 by cladmin-sgafrick

New Program Proposal

Date Submitted: Wed, 01 Oct 2025 16:43:50 GMT

Viewing: HDFS_BA_B : Human Development and Family Sciences - BA

Last approved: Tue, 29 Jul 2025 12:42:07 GMT

Last edit: Wed, 01 Oct 2025 16:43:48 GMT

Changes proposed by: Alexander Reid (001962584)

Contact

User ID
001962584

Proposer Name
Alexander Reid

Proposer E-mail
areid2@csub.edu

Proposer Department
Human Dev. & Child, Adolescent, & Family Studies

Program Information

Program Type
Bachelor of Arts

Propose Program Moratorium?
No

Effective Catalog
2026-2027

Effective Term
Fall 2026

College
SSE

Department
Human Dev. & Child, Adolescent, & Family Studies

Program Title
Human Development and Family Sciences - BA

Program Code
HDFS_BA_B

CIP Code
19.0701 - 19.0701

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.

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 are in the process of changing our dept name from HD-CAFS to Human Development and Family Sciences (HDFS), which aligns with other CSU Departments in our field.

To align the name of our degree with our department, we propose to change the name of our program to Human Development and Family Sciences (HDFS).

The rationale for this name change is 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.

Our program currently offers classes across the lifespan (i.e., Infancy to Older Adulthood), thus the degree name of “Child and Adolescent” fails to reflect the diverse areas and population groups our program studies. Accurately representing our program through the title and CIP code of the degree ensures that our students can apply for positions that cover the vast range of options available within our field.

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 use HDFS as their acronym.

Program Description (i.e. Catalog Description)

Disclaimer: Due to substantial changes in credential legislation and degree programs in the State of California, please check with an official Human Development and Family Sciences (HDFS) advisor for current information.

Program Description

The Bachelor of Arts degree in Human Development and Family Sciences (HDFS) at California State University, Bakersfield provides breadth and depth in the scientific study of child, adolescent, and adult developmental domains. The program focuses on the biological, cognitive, psychological, and sociological foundations of learning from infant development, through adolescent growth, and adult behavior. The program design is based on contemporary learning theories, application of ethics and values, research methods and diverse family systems/approaches, with practical applications in disciplines that require direct interaction with children and families.

Mission Statement

The Human Development and Family Sciences (HDFS) program offers learners specialized knowledge that enhances their skills and abilities to work and advocate in partnerships that foster healthy children, supportive family networks, and interactive community relationships. A social constructivist approach to learning is reinforced in the academic activities that result in superior educational preparation for teachers, parents, and community professionals. The mission of the program is to develop well prepared, highly skilled individuals who can envision, interact, and respond to the needs of diverse populations within the local, regional, national, and global community.

Program Requirements

The Bachelor of Arts Degree with a major in Human Development and Family Sciences (HDFS) requires a minimum of 120 units which consists of courses for the HDFS major as well as other university-wide general education graduation requirements. Students pursuing a HDFS major must complete the pre-requisite classes

Course List

Code	Title	Units
CAFS 1100	Introduction to Child, Adolescent & Family Studies	3
CAFS 2000	Fundamentals in Developmental Theory	3
MATH 1209	Statistics in the Modern World	3
or PSYC 2018	Introduction to Statistical Methods in Psychological Research	
or SOC 2208	Introduction to Statistics in the Social Sciences	

which is part of the General Education Requirements. The HDFS major course requirements consist of 51 units. Students will need to complete 21 additional units (courses may be Minor courses or graduate school prerequisites) to earn the required credit units needed for graduation. All HDFS majors must hold a current certificate in First Aid and Adult, Child, and Infant CPR upon graduation. Students are expected to maintain a grade of “C-” or higher in all HDFS courses to count towards graduation.

Course List

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 [4]		0
Subject Area 3A: Arts		3
Subject Area 3B: Humanities		3
Upper Division 3 Arts or Humanities: (3UD)		3
Subject Area 4: Social and Behavioral Sciences		3
Upper Division 4 Social and Behavioral Sciences: (4UD) [4]		0
Subject Area 5A: Physical Science		3
Subject Area 5B: Biological Sciences		3
Subject Area 5C: Laboratory		1
Upper Division 5 Science: (5UD)		3
Subject Area 6: Ethnic Studies		3
General Education Subtotal		*34*
Campus Requirements		
First-Year Seminar (FYS)		2
American Institutions: Government [6]		3
American Institutions: History		3
Junior Year Diversity & Reflection (JYDR)		3

Graduation Writing Assessment Requirement (GWAR)		3
Capstone [5]		0
Campus Requirement Subtotal		*14*
Major Requirements		
Prerequisites to the Major		
CAFS 1100	Introduction to Child, Adolescent & Family Studies	3
CAFS 2000	Fundamentals in Developmental Theory	3
MATH 1209	Statistics in the Modern World	3
or PSYC 2018	Introduction to Statistical Methods in Psychological Research	
or SOC 2208	Introduction to Statistics in the Social Sciences	
Core Courses		
CAFS 2080	Child, Family, and Community	3
CAFS 2500	Child Health, Safety, and Nutrition	3
CAFS 3110	Infant and Toddler Development	3
CAFS 3140	School Aged and Adolescent	3
CAFS 3500	Child Guidance, Supervision and Support	3
CAFS 4000	Introduction to Research Methods	3
CAFS 4100	Research, Assessment and Evaluation of Children and Families	3
CAFS 4908	Senior Seminar and Capstone	3
CAFS 3800	Multiple Perspectives on the Importance of Play	3
or CAFS 3550	Adulthood and Aging	
CAFS 3650	Risk and Resilience in Children	3
or CAFS 3560	Aging and the Family	
Major Electives		
Select two of the following: [1]		6
CAFS 1050	Practicum in Early Childhood Education	
CAFS 1250	Teaching in a Diverse Society	
CAFS 2100	Observation of Children	
CAFS 2200	Curriculum, Procedures, and Laboratory Experience for the Child	
CAFS 2300	Curriculum, Procedures, and Laboratory Experience in the Elementary School	
CAFS 2400	Introduction to Administration of Child and Family Programs	
CAFS 2620	Philosophy for Children	
CAFS 2800	Multicultural Children's Literature	
Select two of the following: [2]		6
CAFS 3200	Individual and Family Development in Diverse Cultures	
CAFS 3600	Parenting and Family Relations	
CAFS 3620	P4C: Practicum	
CAFS 4140	Advanced Practicum	
CAFS 4200	Advanced Techniques for Working in Child and Family Programs	
CAFS 4300	School, Community, and Family Collaborations	
CAFS 4400	Advanced Practicum for Adult Education and Supervision	
Major Subtotal		*51*
Additional Units Needed Towards Graduation [3]		**21**
Total Units		**120**

Footnotes

[1] Select two lower division courses

[2] Select two upper division courses

[3] Additional Units are needed to meet the 120 units graduation requirement.

[4] Area 2 is met through prerequisite coursework in the major.

Note: The following 3 courses are needed to meet the core requirements for CCTC Child Development Associate Teacher Permit.

Course List

Code	Title	Units
CAFS 2000	Fundamentals in Developmental Theory	3
CAFS 2080	Child, Family, and Community	3
CAFS 2200	Curriculum, Procedures, and Laboratory Experience for the Child	3
Total Units		**9**

Note: The following 3 courses are needed to meet the core requirements for CCTC Child Development Master Teacher Permit.

Program Learning Outcomes

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

1. Goal 1: Critical reasoning and problem solving skills
1.A Ability to read critically
1.B Ability to write critically
1.C Ability to speak critically
1.D Ability to think critically
1.E Capacity for life-long learning
1.F Critical Problem Solving
2. Goal 2: Oral and written communication
2.A Writing Skills
2.B Oral presentation skills
2.C Competence in information management
2.D Computer literacy
3. Goal 3: Discipline-based and career knowledge
3.A Knowledge in the major discipline
3.B Ability to apply knowledge of discipline
3.C Career preparation and planning
4. Goal 4: Numerical literacy
4.A Mathematical calculations and estimation skills
4.B Quantitative reasoning skills.
4.C Apply quantitative reasoning skills to the real world
5. Goal 5: Students will become engaged citizens.
5.A Engage in university and community activities
5.B Interpersonal skills
5.C Knowledge of self
5.D Responsibility in group settings
5.E Ability to work independently
6. Goal 6: Students will develop a well rounded skill set.
6.A Possess and demonstrate an ethical framework
6.B Understanding of cultural and ethnic diversity.
6.C Research methods/analysis/technology for problem solving
6.D Interdisciplinary knowledge

- 1. Goal 1: Critical reasoning and problem solving skills
- - 1.A Ability to read critically
- 1.B Ability to write critically
- 1.C Ability to speak critically
- 1.D Ability to think critically
- 1.E Capacity for life-long learning
- 1.F Critical Problem Solving
- 2. Goal 2: Oral and written communication
- - 2.A Writing Skills
- 2.B Oral presentation skills
- 2.C Competence in information management
- 2.D Computer literacy
- 3. Goal 3: Discipline-based and career knowledge
- - 3.A Knowledge in the major discipline
- 3.B Ability to apply knowledge of discipline
- 3.C Career preparation and planning
- 4. Goal 4: Numerical literacy
- - 4.A Mathematical calculations and estimation skills

- 4.B Quantitative reasoning skills.
- 4.C Apply quantitative reasoning skills to the real world
- 5. Goal 5: Students will become engaged citizens.
- • 5.A Engage in university and community activities
- 5.B Interpersonal skills
- 5.C Knowledge of self
- 5.D Responsibility in group settings
- 5.E Ability to work independently
- 6. Goal 6: Students will develop a well rounded skill set.
- • 6.A Possess and demonstrate an ethical framework
- 6.B Understanding of cultural and ethnic diversity.
- 6.C Research methods/analysis/technology for problem solving
- 6.D Interdisciplinary knowledge

Learning Outcomes Display (show only)

Course Code	PLO 1

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map
Current Curriculum Map.pdf

Attach 5 Year Assessment Plan
5 year report working document draft 2016-2022 (final)(2).pdf

Does the program use courses offered by other programs?
No

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.
n/a

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

Please specify the total number of prerequisite units required for the major. Note: The prerequisites must be included in the total program unit count.
9

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.
no change

Academic Roadmap Attachment
Placeholder.docx

For program revision - does this change negatively impact the alignment with the current ADT?
No

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.

Program currently accredited.

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.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our 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.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our program.

Describe professional uses of the proposed degree program.

This program is currently offered. Our Department is requesting a change to the degree name and CIP code to reflect the current courses and training offered in our program.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	350	380	410
Number of Graduates (Cumulative)	80	270	500

Attach documentation as needed:

Placeholder.docx

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)
Sacramento State
CSU Monterey Bay
Cal State Long Beach
Cal State East Bay

Describe differences between the proposed program and programs listed above.

Similar programs.

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

Curricula
n/a

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

no change

Provide applicable workforce demand projections and other relevant data.

Placeholder.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.

Dr. Elaine Correa, Ph.D. - Chair and Professor
Dr. Alexander Reid, Ph.D. - Associate Professor
Dr. Tzu-Fen Chang, Ph.D. - Associate Professor
Dr. Anna Catalan, Ph.D. - Full-time Lecturer

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

No change

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

No change

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

No change

Additional Support Resources Required

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

no change

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

no change

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.

Placeholder.docx

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 change

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;

Yes

Explain:

Our program will continue to serve as a feeder program to the teaching credential programs.

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;

Yes

Explain:

The current program does offer a selection of online courses.

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.

no change

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.

Yes

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?
Yes

Supporting Documentation
Placeholder.docx

Key: 49

Topic: Request from ITS to be added to AS&SS

Katherine Van Grinsven

From: Melissa Danforth
Sent: Thursday, November 6, 2025 12:15 PM
To: Katherine Van Grinsven
Cc: Danielle Solano; Leslie Kirstein
Subject: FW: Request for ex-officio, non-voting membership on AS&SS (memo attached)
Attachments: Request for ex-officio membership memo - signed.pdf

Hi Katie,

We just received this request from ITS to add a non-voting ITS position to AS&SS.

I think this needs to be a separate referral from the software referral, as it would require a bylaws change for AS&SS, whereas the software referral might or might not result in a bylaws change, depending on which body AS&SS feels is most appropriate for ITS to consult on academic software.

Please add it to the EC agenda as a new discussion item titled "Request from ITS to be added to AS&SS".

Thanks,
Melissa

From: Christopher Diniz <cdiniz@csub.edu>
Date: Thursday, November 6, 2025 at 12:05 PM
To: Melissa Danforth <mdanforth@csub.edu>
Cc: Ydalia Lucio <ylucio2@csub.edu>, Leslie Kirstein <lkirstein@csub.edu>
Subject: Request for ex-officio, non-voting membership on AS&SS (memo attached)

Dear Dr. Danforth,

I am writing to share the attached memo requesting an appointment as an ex officio, non-voting member of the Academic Support and Student Services Committee (AS&SS). The intent is to formalize an ITS liaison to support the committee's work, particularly the inventory of automated decision-making systems and the integration of technology into student success and support functions, while preserving the committee's independent governance role.

If you are amenable, please advise on the next steps. I am happy to attend a meeting to answer any questions.

I appreciate your consideration.

-Chris

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

California State University, Bakersfield

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD | Information Technology Services

TO: Dr. Melissa Danforth, Chair, Academic Senate

CC: Dr. Leslie Kirstein, Chair, Academic Support and Student Services Committee (AS&SS)

FROM: Christopher Diniz, MBA, AVP and CIO, Information Technology Services

DATE: November 6, 2025

RE: Request for Ex-Officio, Non-Voting Membership on the Academic Support and Student Services Committee

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Dear Dr. Danforth,

I am writing to respectfully request consideration for appointment as an ex-officio, non-voting member of the Academic Support and Student Services Committee (AS&SS) on a standing basis.

Given the committee's recent and ongoing engagement with areas that closely intersect with Information Technology Services (ITS), including the inventory of automated decision-making systems, use of Canvas banner messaging, and the integration of technology in student success and support functions, I believe a formal liaison role would strengthen communication, transparency, and responsiveness between ITS and the Academic Senate.

My intent is not to influence deliberations or votes, but rather to serve as a resource to the committee by:

- Providing background or clarification on ITS systems and processes when questions arise.
- Offering a direct channel for faculty and staff to submit technology-related issues or concerns; and
- Collaborating on technology components that support student learning, accessibility, and communication.

This ex-officio participation would ensure timely coordination on matters where Senate policy intersects with campus technology infrastructure while preserving the committee's independent governance function.

I appreciate your consideration of this request and remain committed to strengthening collaboration between the Senate and Information Technology Services in support of CSUB's academic mission.

With appreciation,

Christopher Diniz, MBA
Associate Vice President and Chief Information Officer
Information Technology Services