

Academic Affairs Committee Meeting
Thursday, January 22, 2026
10:00 - 11:30am
Humanities Office Building, Dean's Conference Room
Meeting Minutes

Members Attending: Heidi He (NSME – Vice Chair), Atieh Poushneh (BPA), Alice Hays (SSE),
Joe Ren (At-Large), Qiwei Sheng (At-Large), Jahyn Kim (At-Large), Marcos Ramirez (ASI VP University Affairs),
Elizabeth Adams (Academic Affairs), Eduardo Montoya (GE Faculty Director)

Absent: Eduardo Montoya, Atieh Poushneh, Tiffany Tsantsoulas

1. Welcome

- Dean Adams introduced Angelica Mendoza
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2. Approval of Minutes

a. 11.13.25: Qiwei motioned to approve the minutes, Joe Ren seconded, All in favor. Minutes are approved.

b. 11.20.25: Qiwei motioned to approve the minutes, Joe Ren seconded, All in favor. Minutes are approved.

2. Old Business

3. 2025-2026 REFERRAL #14: Proposal for Public Personnel Services_PPS_Credential

- This proposal has been retracted. The PPS credential was already approved and in the catalogue. (This was submitted twice, and it was already approved. It was an error in submission.)

4. 2025-2026 REFERRAL #15: Proposal for New Minor_Early Childhood Development_ECD

- Dr. Correa agreed to our suggestions for updated program description and course progression. The proposal is now with BPC.

5. 2025-2026 REFERRAL #08: Proposal to Change the MS in Computer Science from Self-support to Stateside Support

- Previous discussion from minutes: Concerned about low student demand, and information that was outdated.
- Joe talked about the degrees increased, and enrollment increased. Jahyn was concerned that they couldn't build the program with the self-support. Heidi is asking for updated student demand questions. Dean Adams talked about the national trend being that fewer students are enrolling in computer science programs. She and Dean Dong were just at a meeting

in Mojave and talking about the need for more folks with STEM degrees here. Heidi feels as though the student data is outdated. The data is not concrete enough. Heidi is asking to hear from Marcos. They need to do a feasibility study and a survey of local partners and their survey of the 200 or some students who graduated.

- We do know of demand in East Kern. Goal is to build a pipeline to these jobs. The jobs are out there, and we need to get some folks to attend.
- Once we turn it into state side, it is difficult to turn it back into self-study. This becomes a drain.
- Joe wonders about enrollment. Math is steady, NSME enrollment is fairly steady, but engineering and computer science is where the increases are showing.
- There is some logic behind the job market and demand, and they might impact the low-enrollment. We want to offer the option to have a computer science, but we need to see that there is such a demand.
- Recommendations: Run a feasibility survey with community partners, alumna about the need for this information. Can we also get some letters from relevant partners? Also, can we get a list of potential students for the program? What is the recruitment plan? For the data that is provided, can you ensure that it is current, and also provide the sources.

6. 2025-2026 REFERRAL #03: Academic Policies and Academic Advising in Student Affairs and Strategic Enrollment Management

- AS&SS has drafted a proposed joint resolution that the committee considered
- This proposal was not signed because of the word purview. General concerns about transitions from academic advising to student affairs and SASEM.
- The concern was about reduced faculty involvement and unclear reporting structure. Concern that advising could be changed without faculty input. Members agree that there is a need for clear policies to ensure clear governance between faculty and administration, especially in light of potential leadership changes.
- Jayhn motions to approve this joint resolution; Alice seconds; All in favor- Yes- Passed.

New Business

a. 2025-2026 #16: Catalog Language Inconsistency with Title 5

- Conflict between CSUB policy and Title 5 policy re: number of units required for degree.
- Dean Adams explanation: Title 5 said any Bachelor's had 40 upper division units. Our degrees reflected that. A few years ago, the Board of Trustees revised this and said a BA now requires 40 upper division, but not in the B.S. requirements.

- Considered administrative law. Board of Trustees can change it, but every campus has to comply with what is in it. This rule has worked its way into the catalog. 2 issues:
 - 1.) We have a more stringent requirement than Title 5. Currently, we are holding students to a more stringent requirement than Title 5. (Which is allowed) The question is: Do we want to? If we do, we probably want to have an explicit resolution that says we want 40 upper division units in all of our baccalaureate degrees.
 - 2.) Some programs will load units up into the lower division and create lots of pre-requisites for upper division courses. Some programs try to not articulate lower division courses, which means that when students transfer in, they have to start over. The heavier the lower-division is, the more likely the transfer students are going to run into trouble. They do graduate faster with higher GPAs, and there is no evidence that shows that students who start elsewhere are less prepared.
- Jahyn brings up that if they come with lower division from a CC, they can fail at the upper division. They want to put more in the lower division.
- At other universities, there are differences between BA and BS, but most of the CSU is consistent. Most other CSU's do have more than 40 upper division courses.
- If you offer a BA and a BS in the same field, they do have to have some differences. If you only have one, it is up to the faculty to determine what the content should be. CalGETC reduced the number of lower division units required. You can fit more into the lower division than you used to due to this change.
- If we require a lot of lower division that isn't in the CC pathways, then it slows students down. Why is this? If they don't have a strong foundation, it will be more difficult for students.
- Does the pre-requisite have to be a part of the 120 units? There is a long tradition of hidden pre-requisites. In Math, for example, Math 2222 is first requirement. In order to get to that, students need to have passed other math courses. It is not a required course in that major.
- Dean Adams will work with Tiffany on actually drafting something about this. Our general consensus is that we should keep all of our students with 40 upper division units for all bachelor degrees. The student representative does also agree.

b. 2025-2026 #19: Teaching Modality – Handbook Change

- The discussion centers around who gets to determine the modality of courses. Is this decided by Dean's or faculty?
- Dean Dong said the BPA starting next year is going to have their BPA available fully online, state-side at upper division level. They have approved an entire degree to be done online.
- Their accreditor does have some language about how much online and face to face can happen. It is probably worth revisiting. We have not said anything about modality since the pandemic. A lot of campuses require

courses to be specifically approved to be offered online. We've said that's a decision that departments can make typically.

- Our committee recommends that the Distributed Learning Committee revisits the Distributed Learning Policy.

5. Open Forum

- Jay motions to adjourn
- All in favor

11:22- meeting adjourned