

ACADEMIC SENATE: EXECUTIVE COMMITTEE

AGENDA

TUESDAY, DECEMBER 6, 2022

10:00 A.M. – 11:25 A.M.

LOCATION: BPC 134 AND VIDEO CONFERENCE

<https://csub.zoom.us/j/89221483688?pwd=QllyS25SemtaTTlyemJwaVZzeFB5UT09&from=addon>

1. CALL TO ORDER
2. ANNOUNCEMENTS, INFORMATION AND WELLNESS CHECK
 - a. Announcements:
 - i. Honorary Doctorate Nominations (**handout**)
 - ii. Campus Wide Calls- Various appointments need (M. Danforth) (**handout**)
 - iii. K. Van Grinsven - Maternity Leave
 - b. Information:
 - i. Spring 2023 General Faculty Meeting- tentatively set for Friday, Feb. 3.
3. APPROVAL OF AGENDA (Time Certain: 10:05 AM)
4. APPROVAL OF MINUTES
5. CONTINUED ITEMS
 - a. AS Log (**handout**)
 - i. AAC (J. Tarjan)
 - ii. AS&SS (E. Correa)
 - iii. BPC (C. Lam)
 - iv. FAC (M. Rees)
 - b. Provost Update (V. Harper)
 - i. Modality Shifting Guidance (**handout**)
 - ii. Rationale for Director of Advising (**handout**)
 - c. Office hours flexibility - FAC
6. NEW DISCUSSION ITEMS (Time Certain: 10:45 AM)
 - a. Curriculum/Catalog Changes Processes
 - b. Concentration and Emphasis – AAC (**handout**)
 - c. GECCo
 - d. Standing Committee Bylaws change – (Section IV) - BPC
 - i. Chair Election Statement of Interest (J. Tarjan’s suggestion) – EC
 - ii. Two-years on Senate requirement
 - iii. Structure of BPC

- iv. Strike “at least” (J. Tarjan’s suggestion)
 - v. Term limits
- e. Evaluation of Academic Administrators – Handbook 311.1 (**handout**)
- f. Campus Modality Philosophy – Handbook Appendix
- g. Order of Business – Bylaws change (Section III. A.)
- h. RTP – clarify handbook language for 3-year Lecturers and PTR Committee – FAC
- i. RTP- 2nd Year RTP Review and whether or not 1st year is to be included in the review
- j. Sabbatical Eligibility Language – Handbook?
- k. Proposal for emphasis in Biochemistry B.S. – AAC (HOLD) (**handout**)
- l. School/ College Creation Policy Holder [SEEC to issue report]
- m. Elections and Appointments – M. Danforth
 - i. General Studies (GST) Review Committee
 - ii. HIPs taskforce [RES212212] 5th resolve- composition discussion
 - iii. U-wide RTP criteria taskforce (equity) (HOLD)
 - iv. Faculty Fourth attempt to fill position turns to EC appointment – Handbook Change
 - v. Committee proliferation
- n. Carry-over from 2021-2022 Annual Report (Possible New Referrals)
 - i. Honorary Doctorate – Handbook Change
 - ii. Committee on Professional Responsibility (CPR) Constitution; academic integrity for faculty –FAC
 - iii. RES 212234 CSUB Faculty Retention and Tenure Density Priority – (HOLD- pending action from President)
- o. Resolution on CCC baccalaureate degrees [AB 927] – EC
- p. Course Drop Policy – AAC
- q. Dean Professional Development [Orientation] – FAC
 - i. Responsiveness
 - ii. Understanding/following the Handbook
 - iii. Understanding/following the CBA
 - iv. Supporting (not undercutting) chairs
- r. Exam Modality for Flex Classes – AAC and AS&SS
- s. Cultural Taxation Award Criteria and Review Committee Structure – BPC and FAC (HOLD- check with Provost on if award still exists)
- t. Policies: Reimbursement Rate, and Professional Development Funding (**handout**) (HOLD- check with Provost)
- u. Strategic Plan Group data gathering instrument(s) - BPC
- v. Investment Divestiture - BPC

7. AGENDA ITEMS FOR SENATE MEETING

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

ACADEMIC SENATE

AGENDA

THURSDAY, FEBRUARY 2, 2023

10:00 A.M. – 11:30 A.M.

WILL NEED TO BE UPDATED LOCATION: TBA AND ZOOM VIDEO CONFERENCE

<https://csub.zoom.us/j/86276576714?pwd=bVFjVzdDSG1HekJnZDQzck45Y0NxQT09&from=addon>

- A. Call to Order
 - B. Approval of Minutes
 - C. Announcements and Information
 - a. President Zelezny's Report (**Time Certain: 10:10 AM**).
 - b. Elections and Appointments- M. Danforth.
 - D. Approval of Agenda (**Time Certain: 10:05 AM**)
 - E. Reports
 - a. Provost's Report
 - b. ASCSU Report
 - c. Committee Reports: (*Minutes from AAC, AS&SS, BPC and FAC to be posted on the Academic Senate webpage*).
 - i. ASI Report- C. Vollmer
 - ii. Executive Committee- M. Danforth
 - iii. Academic Affairs Committee (AAC)- J. Tarjan (*attached*)
 - iv. Academic Support & Student Services Committee (AS&SS)- E. Correa (*attached*)
 - v. Budget and Planning Committee (BPC)- C. Lam (*attached*)
 - vi. Faculty Affairs Committee (FAC) – M. Rees (*attached*)
 - vii. Staff Report- S. Miller
 - F. Resolutions (**Time Certain: 10:45 AM**)
 - a. Consent Agenda
 - b. New Business
 - c. Old Business
 - G. Open Forum (**Time Certain: 11:15 AM**)
 - H. Adjournment
8. ADJOURNMENT

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

Academic Affairs Committee (AAC): John Tarjan/Chair, meets 10:00 am in BDC 134 and/or via Zoom video conference. Dates: 9/1, 9/15, 9/29, 10/13, 10/27 , 11/10, 11/17, 1/26, 2/9, 2/23, 3/9, 3/23, 4/13, and 4/27						
Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 #02 Department Formation Criteria Revision	Complete	AAC, BPC, and FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution. RES 222308- Department Formation Criteria.	11/03/2022	11/14/2022	11/15/2022
4/26/22	2021-2022 #45 Academic Programs Assessment Quality Feedback	Complete	AAC Whether committee be formed, or whether to include task in School Curriculum Committee duties. RES 222304 – Reconstitution of the Campus Assessment Team	10/20/2022	10/31/2022	11/2/2022
6/1/22	2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	HOLD while discussed in EC_ 8/30/22	AAC, BPC, and FAC Whether one person serving as ombudsperson is enough funding to support Ombudsperson position; Ways the Committee on Professional Responsibility works with the Faculty Ombudsperson.			
8/29/22	Removal of courses from catalog: GST 1030, GST 1040, GST 1160, and GST 2400	Complete	AAC, acting as university curriculum committee Reviews the rationale for remove and then sends memo to Senate. Completed 9/15/2022.	n/a	n/a	n/a
9/9/22	Removal of courses from catalog: GST 1050, 1400, 1410 and to update the degree requirement for BA in Interdisciplinary Studies w/ concentration in WGSS	Complete	AAC, acting as university curriculum committee Reviews the rationale for removal and update and then sends memo to Senate. Completed 9/15/22 w/ memo.	n/a	n/a	n/a
9/28/2022	2022- 2023 #08 GVAR Exam and/or Course Requirement	Complete	AAC Generate a statement in response to memo from Chancellor’s Office re GVAR Exam and/or course requirement. RES 222305 – GVAR Concerns	10/20/2022	10/31/2022	
11/2/2022	2022-2023 #11 GVAR Committee Structure	Sent to AAC; IP	AAC Address the question of the GVAR committee structure; consider who to report to, role in approving GVAR courses and committee composition.			

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

11/2/2022	2022-2023 #12 A2 and A3 Skills Reinforcement in AI History and AI Government	Sent to AAC	AAC Design of the AIMS GE program; consider removing A2 pre-requisites for AIH and A3 pre-requisites for AIG.			
11/9/2022	2022-2023 #13 Proposal to add minor in Environmental Sustainability	Sent to AAC; IP	AAC Review the proposal to add a minor in Environmental Sustainability to the Environmental Resource Management (ERM) Program. IP; AAC sent response requesting additional information.			
11/9/2022	2022-2023 #14 Proposal to add a minor in Public Health	IP ; approved by senate	AAC Review the proposal to add a minor in Public Health. RES 222313- Approval of Minor in Public Health	12/1/2022		
11/9/2022	2022-2023 #15 New FYS Course for Business Majors	Sent to AAC	AAC Review the proposal for a new FYS course BPA 1028 for Business majors.			

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

Academic Support and Student Services (AS&SS): Elaine Correa/Chair, meets 10:00 am via Zoom video conference.

Dates: 9/1, 9/15, 9/29, 10/13, 10/27, 11/10, 11/17, 1/26, 2/9, 2/23, 3/9, 3/23, 4/13, and 4/27

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
10/19/21	2021-2022 #28 Academic Testing Center Exploratory Sub-Committee	Carryover; IP	AS&SS Reference RES 202123. Form sub-committee & include AVP EM, Director Testing Center, ASI & provide path <i>IP: Request send back to subcommittee 11/1/22.</i>			
9/8/2022	2022-2023 #07 Advising Task Force Recommendations	IP; Sent to AS&SS and BPC revised 9/15/22	AS&SS and BPC Address and consider taskforce report recommendations; consider current advising structure and whether to accept all recommendations, a few of them, or if other recommendations are needed. <i>IP: AS&SS and BPC Joint mtg scheduled 11/17/22.</i>			
10/17/2022	2022-2023 #10 Knowmia Replacement Project	IP; approved by Senate	AS&SS Address and consider replacement options for Knowmia Techsmith video media management service; consider FTLC/ITS report and evaluation and expected timeline of implementation. RES 2223010- Knowmia Replacement Project	12/1/2022		

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

Budget and Planning Committee (BPC): Charles Lam/Chair, meets 10:00 am in SCI III-100 and/or via Zoom video conference.
Dates: 9/1, 9/15, 9/29, 10/13, 10/27, 11/10, 11/17, 1/26, 2/9, 2/23, 3/9, 3/23, 4/13, and 4/27

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8/24/21	2021-2022 #02 Department Formation Criteria Revision	Complete	AAC, BPC, and FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution. RES 222308- Department Formation Criteria.	11/03/2022	11/14/2022	11/15/2022
6/1/22	2022-2023 #01 Time Blocks and Space Utilization	IP; 8/26/22	BPC The need to reconsider Time Blocks for classes. <i>IP: still being discussed.</i>			
6/1/22	2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	HOLD; discussing in EC 8/30/22	AAC, BPC, and FAC Whether one person serving as ombudsperson is enough; funding to support Ombudsperson position; Ways the Committee on Professional Responsibility works with the Faculty Ombudsperson.			
8/23/22	2022-2023 #05 Reclassify Assistant VP of IRPA to Associate VP of IRPA	IP; 8/30/22	BPC The need to reclassify Assistant VP of IRPA to Associate VP of IRPA per Dr. Harper's request. <i>IP: HOLD- pending position description.</i>			
8/26/22	2022-2023 #06 Addendum to Academic Calendar 22-23	Complete	BPC Addendum to change campus evacuation date from April 4 to April 11 when campus is open RES 222303- Addendum to Academic Calendar- sent to Senate 9/8/22	9/8/2022	9/20/2022	9/30/2022
9/8/2022	2022-2023 #07 Advising Task Force Recommendations	IP; Sent to AS&SS and BPC revised 9/15/22	AS&SS and BPC Address and consider taskforce report recommendations; consider current advising structure and whether to accept all recommendations, a few of them, or if other recommendations are needed. <i>IP: AS&SS and BPC Joint mtg scheduled 11/17/22.</i>			
9/28/2022	2022-2023 #09 Addendum to the Academic Calendar 22-23	HOLD; Sent to BPC 9/28/22	BPC Addendum to add federal holiday Juneteenth as a campus holiday. <i>*Email from C. Lam- not yet an approved CSU holiday 10/4/22.- HOLD</i>			

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

11/09/2022	2022-2023 #17 Academic Calendar 2023-2024	IP; Approved by Senate	BPC Address the Academic Calendar 2023-2024 as presented by the Calendar Committee. RES 222314- Adoption of Academic Calendar 2023-2024	12/1/2022		

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

Faculty Affairs Committee (FAC): Mandy Rees/Chair, meets 10:00 am in UA Conference room and via Zoom video conference.
Dates: 9/1, 9/15, 9/29, 10/13, 10/27, 11/10, 11/17, 1/26, 2/9, 2/23, 3/9, 3/23, 4/13, and 4/27

Date	Item	Status	Action	Approved by Senate	Sent to President	Approved by President
8/24/21	2021-2022 #02 Department Formation Criteria Revision	Complete	AAC, BPC, and FAC The need to clarify and extend the current department formation procedures. Task Force sent recommendations to EC 12/1/ 2021. See EC Agenda 12/7/21. See 3/1 Minutes EC drafts resolution. RES 222308- Department Formation Criteria.	11/03/2022	11/14/2022	11/15/2022
-	2019-2020 #08 Honorary Doctorate – Handbook Change	Carry-over from 3 AYs	FAC refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED			
8/31/21	2021-2022 #20 Accessibility of Instructional Materials	Carryover;	FAC Identify owner and maintainer of textbook master list, specify policies for adopting a textbook.			
9/21/21	2021-2022 23 Faculty Hall of Fame Selection Process Change	Carryover; IP	FAC Whether selection process should move to FHAC; whether time conflict with Faculty Awards, data transfer			
10/19/21	2021-2022 #27 Composition of Search and Screening Committees – Handbook Change	Complete	FAC Handbook 309.5: clarify candidate eligibility, add “General Faculty”, reconstitute committee > 18 months. RES 222301- Composition of Search and Screening Committees.	9/22/2022	10/6/2022	10/6/2022
3/1/22	2021-2022 #39 The Personnel Action File (PAF) and the Working Personnel Action File (WPAF) – Handbook Change	IP; Approved by Senate	FAC Whether the PAF or WPAF is the official file...flow chart of levels of involvement. RES 222309- Personnel Action File (PAF) and the Working Personnel Action File (WPAF)	12/1/2022		
3/1/22	2021-2022 #40 Digitizing the Performance Review Process	Carryover;	FAC Access, process, CFA & HR perspective, training of chairs & deans.			
3/1/22	2021-2022 #41 Sixth-year Lecturer Review – Handbook Change	Carryover; IP	FAC Purpose and outcome(s) of the Sixth-year Lecturer Review, etc.			

ACADEMIC SENATE LOG – NOVEMBER 3, 2022

			<i>IP; still discussing and reviewing handbook.</i>			
6/1/22	2022-2023 #02 Academic Integrity Campaign- Ombudsperson and Committee on Professional Responsibility	HOLD discussing in EC 8/30/22	AAC, BPC, FAC Whether one person serving as Faculty Ombudsperson is enough; funding to support position; ways the committee Professional Responsibility works with the Faculty Ombudsperson.			
8/29/22	2022-2023 #03 Holding Exams on the Last Day of Class	8/30/22	FAC Identifying the time of the final exam data collection challenges, possible solution, whether there are adequate resources, potential consequences.			
8/29/22	2022-2023 #04 Scheduling Office Hours Policy	Complete	FAC Whether changes need to be made to the existing office hours policy MEMO- No change to existing policy; Report in materials for 9/8/2022 AS meeting.	n/a	n/a	n/a
11/16/2022	2022-2023 #16 GST Instructor Classroom Observations	Sent to FAC	FAC Whether deferment of classroom observations GST and FYS instructors who do not have home departments should be considered.			



California State University, Bakersfield
Division of Academic Affairs

Guidance Title: ~~Spring 2022~~ Modality Shifting Guidance

Guidance Number: AA.22.009~~XXX~~

Policy Status: ~~Approved~~ Revised - Draft

Affected Units: Academic Schools, Departments, and Programs
Office of Academic Programs

Commented [DB1]: Having a new policy each semester creates additional work and conveys a more temporary and changeable approach than is intended. I suggest a general policy that we revise as needed.

Overview: This revised guidance is in response to ~~the rapidly changing environment relating to ongoing instructional challenges posed by~~ COVID-19 and its related variants. The University must do all that it can to guard the health and safety of students, faculty and staff, while preserving instructional integrity. The campus is also mindful that upon registration students create plans for their study including childcare, drive time, etc. The University endeavors to respect that planning by students.

Commented [DB2]: We need to get into chronic maintenance mode instead of crisis mode.

The chart below provides guidance as to which modality can shift and in which direction shifts are permissible once registration has begun.

(S1) Zoom Class	(S2) Flex Class or ITV Class
<ul style="list-style-type: none"> - Modality can be shifted to (A1) Asynchronous with permission of School Dean - Cannot change modality to (FTF), (S2) Flex, or ITV 	<ul style="list-style-type: none"> - Modality can be shifted to either (S1) Zoom or (A1) Asynchronous with permission of School Dean
(A1) Asynchronous	(FTF) Face-to-Face
<ul style="list-style-type: none"> - Cannot change modality 	<ul style="list-style-type: none"> - Modality can be shifted to (S1) Zoom, (S2) Flex, or (A1) Asynchronous with permission of School Dean

Principles:

- We place student success and academic excellence at the center of all we do.
- Shifting the modality of a course has a potential impact on student learning, attendance, and progression towards graduation.
- ~~3)~~ We cannot add scheduled class meeting times to courses that have been scheduled as asynchronous. Therefore, A1 courses cannot be modified.
- ~~2)~~ ~~4)~~ We cannot add Face-to-Face components to courses that have been scheduled as virtual. Therefore, A1 and S1 courses cannot be changed to S2, ITV, or FTF.
- ~~3)~~ ~~5)~~ We should avoid changing courses with real-time interactive components to asynchronous when possible. Therefore, S1, S2, ITV and FTF courses should not be changed to A1 unless there is a compelling need.
- ~~4)~~ ~~6)~~ Any campus level decision to suspend in-person instruction would be made by the President.

Commented [DB3]: This is actually quoted from the statement introducing CSUB's Core Values. Explicitly stating this provides an appropriate foundation. Starting with this may raise concerns, but that is all the more reason to start with this (and maybe say it far more often).

Commented [DB4]: I think this also adds clarity to why there are rules and the Dean's permission is required.

Related Policy from University Handbook:

203.1 Revisions in Course Content and New Courses

Faculty shall teach all courses in accordance with officially approved course descriptions. Significant changes in course content and the creation of new courses require the approval of the school curriculum committee or, in the case of an interschool program, the approval of the Academic Affairs Committee. Online and hybrid offerings must be approved by the department or program based on a documented rationale consistent with Distributed Learning Policy, not solely based on instructor preference. (Revised July 2, 2020)

Summary: ~~A~~ Before registration begins, a faculty member's ~~request~~ proposal to change a course's modality ~~is~~ must be reviewed at the department level. Once a course has students enrolled, permission to change modality must be obtained from the School Dean according to this Modality Shifting Guidance document.

Date Submitted to Policy Portal: ~~1/6/2022~~ XX/XX/XXXX

Commented [DB5]: Changing from "request" to "proposal" better frames the process as a curricular decision, which is what this guidance should reinforce.

Commented [DB6]: General comment: I thought about trying to clarify that this policy was not addressing the phenomenon of faculty requesting all-online schedules for their own convenience/preferences, but it is very difficult to capture that without crossing into CBA territory or discussing accommodations for medical disability.

Attachment: Concentration and Emphasis

From: Andreas Gebauer <agebauer@csub.edu>
Date: Thursday, November 10, 2022 at 4:59 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Sarah Forester <sforester@csub.edu>
Subject: Concentration and Emphasis definition and application

Dear. Dr. Hegde,

I would like to bring to your and the senate executive committee's attention an issue that has recently been raised. The Department of Chemistry and Biochemistry has been informed by Dr. Debra Jackson, AVP Academic Affairs, that all the concentrations that are approved with the B.S. in Chemistry and the B.S. in Biochemistry do not meet the criteria in the Academic Planning Manual for Concentrations and hence must be changed to emphasis. Further investigation revealed that the definitions listed in the Academic Planning Manual are based on the senate resolution RES027 (see attached). The problem with this is that some concentrations were approved after this resolution was adopted. Others should not be affected because the resolution indicates that no change is required for concentrations that existed at that time with the chemistry degree.

Specifically,

1. B.S. Chemistry Certified by the American Chemical Society - approved before 2000, RES027 indicates no change
2. B.S. Chemistry with a Concentration in Management and Marketing - reviewed by senate and approved in 2011
3. B.S. Chemistry with a Concentration in Occupational Safety and Health Management.- reviewed by senate and approved in 2012
4. B.S. in Biochemistry with a Concentration in Food Science - reviewed by senate and approved in 2013

While a change of mind can always occur, in this case it should occur at the academic senate level. Thus, if any of the current concentrations have to be changed to emphases, this process has to be driven by the senate. While I was on the senate during at least some of the time these events occurred, I cannot recall any discussion that indicated that a conflict between proposed concentrations and existing Academic Planning Manual rules exists. At issue is also why they were approved as concentrations in the first place.

I ask that the academic senate considers this issue, not just in the narrow application to chemistry/biochemistry concentrations, but in a broader sense of how to resolve these discrepancies across campus. It is my understanding that the push to change concentrations to emphases affects a great number of programs, for example all the BABS concentrations and originates with the attempt to clean up campus data and establish data integrity. It may be appropriate to change our campus definition of concentration and emphasis (since this is

defined by the campus) to have the policy reflect actual application, rather than forcing an across campus change of concentrations to emphases and make the curriculum fit the policy.

Thank you for your attention to this matter.

Andreas

Dr. Andreas Gebauer
Professor of Chemistry
General Education Faculty Director
General Education Assessment Coordinator
California State University Bakersfield

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CONCENTRATIONS and EMPHASES
2010-2011 RES027*

AAC

RESOLVED: that the Academic Senate recommend that the President approve the Policy on “Concentrations and Emphases”

Rationale: The University does not now have a standing policy on Concentrations, Emphases, Options, or Tracks. This has led to a variety of definitions and uses of these terms. The recommended policy provides clarification of each of these categories and thus guidance to students and the university community about their meaning and use.

The basic idea is to use the term “**Concentration**” when the different curriculum choices within the degree requirements are quite different (share a small set of required courses), and to use the term “**Emphasis**” when the different choices are not very different (share many required courses).

This policy is intended to be implemented by program faculty when editing their catalog copy for the 2013-2015 Catalog. Curriculum Committees will review the edited copy and disputes will be resolved by the Academic Affairs Committee (as the University Curriculum Committee). Proposals for new Concentrations or Emphases will follow this policy.

A quick look at the 09-11 Catalog shows the following:

ANTH has three Emphases - NO CHANGE
ART has three Emphases that become Concentrations – CHANGE
COMM has Options that become Emphases – CHANGE
MUSIC has Emphases – NO CHANGE
PHIL has Tracks that become Emphases – CHANGE, and a Concentration – NO CHANGE
POLYSCI has Concentrations that become Emphases – CHANGE
RELST has Tracks that become Concentrations – CHANGE
SOC has Concentrations- NO CHANGE
CHEM has Concentration – NO CHANGE
COMPSCI has Tracks that become and Emphasis and a Concentration – CHANGE
MATH has Tracks that become Concentrations – CHANGE

*Referral No. 2010-2011 00027

Approved by the Academic Senate on May 19, 2011

Sent to the President for approval on May 26, 2011

Approved by the President on June 13, 2011

California State University, Bakersfield

CONCENTRATIONS and EMPHASES

INTRODUCTION

California State University, Bakersfield is authorized to award to its students a limited set of academic degrees. Those currently authorized include the BA, BS, MA, MS, MBA, MPA, MSA, and MSW. Students pursuing these degrees must complete all requirements for graduation.

A degree is awarded after the student has successfully completed the specified number of units required for the degree. For undergraduate degrees, these include the university-wide requirements (CSUB 101, General Education, American Institutions, GRE, GEAR) and requirements for the major and, if required, the minor. For graduate degrees, these include course requirements and a culminating activity such as a thesis or exam.

In addition to a set of core courses, many programs offer some sort of formal specialization or emphasis within the basic degree program that appears on the student transcript and diploma. At CSUB, these are **Concentrations** and **Emphases**.

In contrast to these formal Concentrations and Emphases, some programs may have **advising tracks** used for a set of recommended courses suited for a general purpose. An example might be recommended courses for students planning to apply to graduate school, or choices of elective courses that focus on some particular topic. These advising tracks do not carry any formal title or designation in the University Catalog, nor do they appear on the student's transcript or diploma. They are purely advisory in the choices of elective courses.

CONCENTRATIONS and EMPHASES

Degree pathways within a major are designated as concentrations or emphases, as determined by the size of the core requirements that they share with the remaining degree pathways. The *common core* is defined as common set of required coursework or common set of required electives taken by all students obtaining the degree.

Baccalaureate Degrees

Concentration

Degree pathways within a major are designated as concentrations when their differences are large. This is determined by comparing the size of the core requirements within each concentration, a common set of required coursework or common set of required electives. When the common core consists of fewer than 36 quarter units for a B.A. and 55 quarter units for a B.S., the set of alternative requirements is referred to as a concentration within the major. Concentrations will appear on transcripts and diplomas.

Emphasis

Degree pathways within a major are designated as emphases when their differences are small. Where the common core for a major is more than 36 quarter units for the B.A. or more than 55 quarter units for the B.S., the set of alternative requirements is referred to as an emphasis. Emphases will appear on transcripts and diplomas.

Master's Degrees

Concentrations

Degree pathways within a Masters Degree are designated as concentrations when their differences are great. When the common core for a Master's Degree consists of **fewer** than 50% of the required number of units, the set of alternative requirements is referred to as a Concentration within the Masters Degree. Concentrations will appear on transcripts and diplomas.

Emphasis

Degree pathways within a Masters Degree are designated as emphases when their differences are small. When the common core for a Master's Degree consists of **greater** than 50% of the required number of units, the set of alternative requirements is referred to as an emphasis within the Masters Degree. Emphases will appear on transcripts and diplomas.

APPROVAL PROCESS

As with any degree program, concentrations and emphases require full review through School Curriculum Committees, the Academic Senate, and the President. Notification of the Chancellor's office is required but approval is not.

Katherine Van Grinsven

To: Aaron Hegde; Jaimi Paschal
Cc: Debra Jackson; Tommy Holiwell
Subject: RE: Plan SubPlan project spreadsheet for Senate Exec Committee

From: Aaron Hegde <shegde@csub.edu>
Sent: Thursday, November 17, 2022 1:46 PM
To: Jaimi Paschal <jpaschal@csub.edu>; Katherine Van Grinsven <kvan-grinsven@csub.edu>
Cc: Debra Jackson <djackson9@csub.edu>; Tommy Holiwell <tholiwell@csub.edu>
Subject: Re: Plan SubPlan project spreadsheet for Senate Exec Committee

Thanks, Jaimi.

We will discuss this further at EC and act accordingly. Will let you know how we proceed.

Aaron

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Chair and Professor, Economics
Director, ERM Program
Co-Director, Grimm Family Center for AGBS

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

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CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

From: Jaimi Paschal <jpaschal@csub.edu>
Date: Tuesday, November 15, 2022 at 4:15 PM
To: Aaron Hegde <shegde@csub.edu>, Katherine Van Grinsven <kvan-grinsven@csub.edu>
Cc: Debra Jackson <djackson9@csub.edu>, Tommy Holiwell <tholiwell@csub.edu>
Subject: Plan SubPlan project spreadsheet for Senate Exec Committee

Aaron,

Thank you for inviting Debra and I to the Senate Executive Committee meeting today to discuss data integrity as it pertains to the way Concentrations/Emphasis (subplans) are listed in our systems. I've attached the

spreadsheet where Debra and our team worked on identifying mismatching subplan types. The columns highlighted in yellow (I've filtered the spreadsheet but sometimes Excel un-filters when emailed) are the subplans where the Catalog and PeopleSoft system do not match the definitions approved by Senate in 2013. The spreadsheet also contains columns indicating whether the degree is a BS or BA, how many common units are shared between the subplan and core coursework, and what subplan type the degree should be. We've included a tab in the spreadsheet to display the Senate Resolution definitions in semester units as they are depicted in the Academic Planning Manual. Please let me know if you have any questions. I am happy to meet.

Jaimi

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CONCENTRATIONS and EMPHASES
2010-2011 RES027*

AAC

RESOLVED: that the Academic Senate recommend that the President approve the Policy on “Concentrations and Emphases”

Rationale: The University does not now have a standing policy on Concentrations, Emphases, Options, or Tracks. This has led to a variety of definitions and uses of these terms. The recommended policy provides clarification of each of these categories and thus guidance to students and the university community about their meaning and use.

The basic idea is to use the term “**Concentration**” when the different curriculum choices within the degree requirements are quite different (share a small set of required courses), and to use the term “**Emphasis**” when the different choices are not very different (share many required courses).

This policy is intended to be implemented by program faculty when editing their catalog copy for the 2013-2015 Catalog. Curriculum Committees will review the edited copy and disputes will be resolved by the Academic Affairs Committee (as the University Curriculum Committee). Proposals for new Concentrations or Emphases will follow this policy.

A quick look at the 09-11 Catalog shows the following:

ANTH has three Emphases - NO CHANGE
ART has three Emphases that become Concentrations – CHANGE
COMM has Options that become Emphases – CHANGE
MUSIC has Emphases – NO CHANGE
PHIL has Tracks that become Emphases – CHANGE, and a Concentration – NO CHANGE
POLYSCI has Concentrations that become Emphases – CHANGE
RELST has Tracks that become Concentrations – CHANGE
SOC has Concentrations- NO CHANGE
CHEM has Concentration – NO CHANGE
COMPSCI has Tracks that become and Emphasis and a Concentration – CHANGE
MATH has Tracks that become Concentrations – CHANGE

*Referral No. 2010-2011 00027

Approved by the Academic Senate on May 19, 2011

Sent to the President for approval on May 26, 2011

Approved by the President on June 13, 2011

California State University, Bakersfield

CONCENTRATIONS and EMPHASES

INTRODUCTION

California State University, Bakersfield is authorized to award to its students a limited set of academic degrees. Those currently authorized include the BA, BS, MA, MS, MBA, MPA, MSA, and MSW. Students pursuing these degrees must complete all requirements for graduation.

A degree is awarded after the student has successfully completed the specified number of units required for the degree. For undergraduate degrees, these include the university-wide requirements (CSUB 101, General Education, American Institutions, GRE, GVAR) and requirements for the major and, if required, the minor. For graduate degrees, these include course requirements and a culminating activity such as a thesis or exam.

In addition to a set of core courses, many programs offer some sort of formal specialization or emphasis within the basic degree program that appears on the student transcript and diploma. At CSUB, these are **Concentrations** and **Emphases**.

In contrast to these formal Concentrations and Emphases, some programs may have **advising tracks** used for a set of recommended courses suited for a general purpose. An example might be recommended courses for students planning to apply to graduate school, or choices of elective courses that focus on some particular topic. These advising tracks do not carry any formal title or designation in the University Catalog, nor do they appear on the student's transcript or diploma. They are purely advisory in the choices of elective courses.

CONCENTRATIONS and EMPHASES

Degree pathways within a major are designated as concentrations or emphases, as determined by the size of the core requirements that they share with the remaining degree pathways. The *common core* is defined as common set of required coursework or common set of required electives taken by all students obtaining the degree.

Baccalaureate Degrees

Concentration

Degree pathways within a major are designated as concentrations when their differences are large. This is determined by comparing the size of the core requirements within each concentration, a common set of required coursework or common set of required electives. When the common core consists of fewer than 36 quarter units for a B.A. and 55 quarter units for a B.S., the set of alternative requirements is referred to as a concentration within the major. Concentrations will appear on transcripts and diplomas.

Emphasis

Degree pathways within a major are designated as emphases when their differences are small. Where the common core for a major is more than 36 quarter units for the B.A. or more than 55 quarter units for the B.S., the set of alternative requirements is referred to as an emphasis. Emphases will appear on transcripts and diplomas.

Master's Degrees

Concentrations

Degree pathways within a Masters Degree are designated as concentrations when their differences are great. When the common core for a Master's Degree consists of **fewer** than 50% of the required number of units, the set of alternative requirements is referred to as a Concentration within the Masters Degree. Concentrations will appear on transcripts and diplomas.

Emphasis

Degree pathways within a Masters Degree are designated as emphases when their differences are small. When the common core for a Master's Degree consists of **greater** than 50% of the required number of units, the set of alternative requirements is referred to as an emphasis within the Masters Degree. Emphases will appear on transcripts and diplomas.

APPROVAL PROCESS

As with any degree program, concentrations and emphases require full review through School Curriculum Committees, the Academic Senate, and the President. Notification of the Chancellor's office is required but approval is not.

Attachments: Evaluation of Academic Administrators- Handbook 311.1

Background:

In August 2021, Beth Bywaters interpreted the language of Handbook 311.1 as the call for faculty on Academic Administrator Review Committee (AARC) Provost to be early in Fall '21 semester; the first academic year after the Provost's May 2020 hire. Upon mentioning the Fall '21 formation the AARC to Dee Dee Price, she shared her interpretation, having served as coordinator of many AARCs:

The AARC for Provost would be formed in the Spring of his second year after hire. That would be this semester.

Here is some clarifying language which conforms to the timing and practice of the Academic Administrator Review Committee.

311.1 General Guidelines

Each academic administrator shall be evaluated according to these procedures at three-year intervals. The **first** review **process** should be initiated early in fall semester after their initial hire. **The Academic Administrator Review Committee (AARC) is formed in the following Spring of the administrator's second year.** The President or the President's designee prepares the schedule of the evaluations.

The President may, if he or she believes it is appropriate, call for an evaluation of an individual before a scheduled evaluation.

The supervisor, after consulting with the administrator being evaluated, is responsible for developing the categories to be used for evaluating a director, dean, or academic vice president.

(Revised 12-01-16)

Please consider whether these suggestions go to the EC for discussion and referral.

Attachment: Proposal for emphasis in Biochemistry B.S. Program- AAC

From: [Aaron Hegde](#)
To: [Debra Jackson](#)
Cc: [Katherine Van Grinsven](#)
Subject: Re: Proposal for emphasis in Biochemistry B.S. program
Date: Tuesday, November 8, 2022 3:13:43 PM

Thanks.

DR. S. AARON HEGDE, PHD

Chair, Academic Senate
Chair and Professor, Economics
Director, ERM Program

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: BDC 20
Bakersfield, CA 93311

shegde@csub.edu

Schedule Appointment: <https://app.acuityscheduling.com/schedule.php?owner=20625205>



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

From: Debra Jackson <djackson9@csub.edu>
Date: Tuesday, November 8, 2022 at 2:39 PM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: RE: Proposal for emphasis in Biochemistry B.S. program

Yes, I confirmed with Dr. Forester before sending it to the Provost for approval.

DEBRA L. JACKSON, Ph.D.

She/her/hers
Associate Vice President for Academic Affairs
Dean of Academic Programs
(661) 654-3420

California State University, Bakersfield

9001 Stockdale Hwy, Mail Stop: 22 EDUC
Bakersfield, CA 93311

<http://www.csub.edu/academicprograms>



From: Aaron Hegde <shegde@csub.edu>
Sent: Tuesday, November 8, 2022 2:23 PM
To: Debra Jackson <djackson9@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Re: Proposal for emphasis in Biochemistry B.S. program

Thank you, Dr. Jackson.

I assume the Biochemistry faculty are on board with this being an emphasis?

Aaron

DR. S. AARON HEGDE, PHD
Chair, Academic Senate
Chair and Professor, Economics
Director, ERM Program

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

shegde@csub.edu

Schedule Appointment: <https://app.acuityscheduling.com/schedule.php?owner=20625205>



From: Debra Jackson <djackson9@csub.edu>
Date: Tuesday, November 8, 2022 at 7:54 AM
To: Aaron Hegde <shegde@csub.edu>
Cc: Katherine Van Grinsven <kvan-grinsven@csub.edu>
Subject: Proposal for emphasis in Biochemistry B.S. program

Dear Dr. Hegde,

The Department of Chemistry and Biochemistry has proposed a new concentration within the B.S. in Biochemistry degree. This proposal was approved by the NSME Curriculum Committee on October 6, 2022 and by Dr. Karlo Lopez, Associate Dean of NSME, on October 20, 2022. Please see attached documents.

When reviewing the documents, I noticed that the proposed subplan qualifies as an emphasis rather than a concentration. With Dr. Harper's consent on November 8, 2022, I request that this proposal be considered for approval as an *emphasis* within the B.S. in Biochemistry degree.

Thank you,
Debra

DEBRA L. JACKSON, Ph.D.

She/her/hers

Associate Vice President for Academic Affairs

Dean of Academic Programs

(661) 654-3420

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CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Proposal of New Courses in Chemistry, CHEM 2110, 2240, 3110, 3908 and 3948

1. Proposed Changes (additions in bold and italicized, deletions in strike through):

CHEM 2110 Foundations of Quantitative Chemical Analysis (3)

This is an introduction to the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include common analytical instrumentation, statistics for error and data analysis, various chemical equilibria systems including acid-base and electrochemistry, discussions on ionic strength, activity, and multiple connected chemical equilibria systems, and various electrochemistry topics including redox reactions, titrations, potentiometry, and electrolysis. Theoretical concepts learned in the lecture will be supported by the application of concepts in the laboratory. Prerequisite: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher. 100 minutes of lecture/discussion and 150 minutes of laboratory per week. (2 units lecture 1 unit lab)

CHEM 2240 Foundations of Bioinorganic Chemistry (3)

This course introduces core concepts of inorganic chemistry focusing on metals and selected nonmetals in biology. This includes oxidation-reduction reactions, acid-base chemistry, coordination chemistry, periodicity, bioinorganic thermodynamics, symmetry, crystal and ligand field theory, and fundamental transition metal chemistry as it applies to biological systems. Pre-requisite: A C or better in CHEM 1000 or equivalent. 150 minutes of lecture/discussion per week.

CHEM 3110 Advanced Quantitative Chemical Analysis (3)

This course is a continuation of the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include solubility and complex formation equilibria, polyprotic acid-base systems, gravimetric and titrimetric methods, advanced discussions on activity and multiple connected equilibria, and a foundation for the use and theory of spectrophotometric and separation instrumentation. The chemical laboratory methods will include various analytical techniques with a focus on precision and accuracy of experimental data. Prerequisites: A grade of C or better in CHEM 2110 and be a Chemistry or Biochemistry Major or Chemistry Minor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

CHEM 3908 Seminar in Chemical Literature (3)

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the chemical literature, reading, and writing an academic research paper on a chemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4908. This course satisfies the SELF and

GWAR requirements of the CSUB GE Program. Prerequisite: At least 90 units, completion of area A2, and a grade of C or better in CHEM 2900, and 3600, and one of the following: CHEM 3100 or 3310 or 4200.

CHEM 3948 Seminar in Biochemical Literature (3)

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the biochemical literature, reading, and writing an academic research paper on a biochemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4948. This course satisfies the SELF and GWAR requirements of the CSUB GE Program. Prerequisite: At least 90 units, completion of area A2, and a grade of C or better in CHEM 2940, and 3400, and one of the following: 3100 or 3310 or 3500.

2. Resource Implications.

The introduction of CHEM 2110 and 3110 will reduce resource requirements. This is because they replace the current offerings of CHEM 2100 (3 units of lecture, 1 unit of lab) and 3100 (3 units of lecture and 2 units of lab) which are offered in alternating semesters. The new sequence totals 4 units of lecture (2 each for CHEM 2110 and 3110) and 2 units of lab (1 each for both courses). Thus, WTU needs are lowered by 1 WTU of lecture and 2 WTU for lab annually.

CHEM 2240 and CHEM 2200 will be offered in alternate semesters. Thus, the new course will add only 1 WTU to the annual schedule. Similarly, CHEM 3908 and 3948 will replace the existing CHEM 3900 and 3940 in the curriculum, thus adding 1 WTU each to the annual schedule. Taken together, these new courses that are needed for the chemistry and biochemistry programs to stay ACS certified will add 3 WTU to the annual schedule.

As a package, these changes will be WTU neutral while enabling the department to introduce the long-desired ACS certified B.S. in Biochemistry degree.

3. Curriculum Implications and Rationale

CHEM 2110 and 3110 will replace the CHEM 3100 in the chemistry and biochemistry curriculum. Ever since we went to semesters, students were and are struggling in CHEM 1100 as this is a two unit course covering a lot of material by necessity. Since CHEM 1100 is also a service course to a number of other departments, an increase of units of this course is not really feasible. Therefore, the department decided to change the distribution of course content, introducing a lower division Quantitative Chemical Analysis course. Currently, chemistry majors complete 5 units of lecture and 2 units of laboratory in the Analytical chemistry sequence (2 units of CHEM 1100, 3 units of lecture and 2 units of lab with CHEM 3100). This change will add 1 unit of lecture to the sequence (2 units

of lecture of CHEM 1100, 2 units lecture and 1 unit of lab each for CHEM 2110 and 3110). This change will take pressure of CHEM 1100 and improve student success rates in that course. It is also required to enable the department to introduce the new concentration of "ACS certified" with the B.S. in Biochemistry. ACS certification requirements require at least 3 units of lecture at the foundational level. With the current available courses, that would require this new degree to include CHEM 3100 at 5 units a unit count the new degree cannot accommodate within the available 120 units. The current CHEM 2100 is a service course used by CLS majors. The new CHEM 2110 will be fully suitable for the same purpose (thus becoming a major and service course), while reducing the units for student pursuing CLS by 1 unit.

CHEM 2240 is designed for the B.S. in Biochemistry degree program and urgently needed for the new ACS concentration. ACS rules require three lecture units of foundational instruction in inorganic chemistry. CHEM 2200 is only 2 units, thus the ACS degree requires students to complete CHEM 4200 as well, adding not 1 but 3 further units to the degree program. With this course, fundamental ideas of inorganic chemistry will be introduced using a biological approach. The course is designed to provide students with all the knowledge needed to continue into CHEM 4200 if they wish to choose this course as an elective.

The two literature courses, CHEM 3908 and CHEM 3948, are designed in response to the new requirement by the Chancellor's Office to discontinue requiring the GVAR exam but rather have students complete a GVAR course. This would add 3 units to all chemistry and biochemistry degree programs. By incorporating the SELF component of the GE program into the current course content of CHEM 3900 and 3940, the stringent writing requirements for a GVAR course can be met. The addition of the SELF material requires the increase of units by 1 from the existing courses. Once the new courses are approved, they will replace the existing courses in a similar fashion to CHEM 4908 and 4948 replacing CHEM 4900 and 4940 (which occurred in 2017).

While very similar in content, both CHEM 3908 and CHEM 3948 are needed, one each of the chemistry and the biochemistry degree program.

This change will add 1 unit rather than 3 units to all existing chemistry and biochemistry degrees, which can be accomplished due to available "free elective" units in all major options.

4. *Request for Approval New Course/Course Changes.*

See attached.

5. *Final version of the catalog copy*

CHEM 2110 Foundations of Quantitative Chemical Analysis (3)

This is an introduction to the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include common analytical instrumentation,

statistics for error and data analysis, various chemical equilibria systems including acid-base and electrochemistry, discussions on ionic strength, activity, and multiple connected chemical equilibria systems, and various electrochemistry topics including redox reactions, titrations, potentiometry, and electrolysis. Theoretical concepts learned in the lecture will be supported by the application of concepts in the laboratory. Prerequisite: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher. 100 minutes of lecture/discussion and 150 minutes of laboratory per week. (2 units lecture 1 unit lab)

CHEM 2240 Foundations of Bioinorganic Chemistry (3)

This course introduces core concepts of inorganic chemistry focusing on metals and selected nonmetals in biology. This includes oxidation-reduction reactions, acid-base chemistry, coordination chemistry, periodicity, bioinorganic thermodynamics, symmetry, crystal and ligand field theory, and fundamental transition metal chemistry as it applies to biological systems. Pre-requisite: CHEM 1000 or equivalent. 150 minutes of lecture/discussion per week.

CHEM 3110 Advanced Quantitative Chemical Analysis (3)

This course is a continuation of the theory and practice of quantitative analytical chemistry and analytical laboratory techniques. Topics include solubility and complex formation equilibria, polyprotic acid-base systems, gravimetric and titrimetric methods, advanced discussions on activity and multiple connected equilibria, and a foundation for the use and theory of spectrophotometric and separation instrumentation. The chemical laboratory methods will include various analytical techniques with a focus on precision and accuracy of experimental data. Prerequisites: A grade of C or better in CHEM 1100 and 1001 and MATH 1050 or higher and be a Chemistry or Biochemistry Major or Chemistry Minor. 100 minutes of lecture/discussion and 150 minutes of laboratory per week.

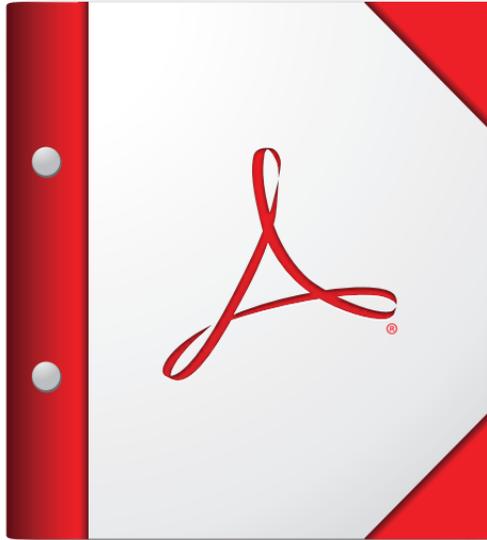
CHEM 3908 Seminar in Chemical Literature (3)

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the chemical literature, reading, and writing an academic research paper on a chemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course must be completed before enrolling in CHEM 4908. This course satisfies the SELF and GEAR requirements of the CSUB GE Program. You must be a senior and have completed either CHEM 3100, 3310, 3400 or 3610 to enroll in this course.

CHEM 3948 Seminar in Biochemical Literature (3)

Students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching the biochemical literature, reading, and writing an academic research paper on a biochemical topic. One-third of the course focuses on disciplined inquiry leading to self-discovery and self-knowledge. Courses contain frequent reading and writing assignments. 150 minutes of lecture/discussion. This course

must be completed before enrolling in CHEM 4948. This course satisfies the SELF and GWAR requirements of the CSUB GE Program. You must be a senior and have completed either CHEM 3100, 3310, 3400 or 3610 to enroll in this course.



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Attachment: Policies: reimbursement Rate, and Professional Development Funding



California State University, Bakersfield Division of Academic Affairs

Policy Title: PROVOST Direct Reports Professional Development Funding

Policy Status: DRAFT

Affected Units

Provost's Council, Provost's Direct Reports

Policy Statement

Professional Development is a critical component of CSUB's success. By investing in people, CSUB internally grows its base of talent.

For professional development expenses above \$500, the Provost must provide written authorization to his/her direct reports before any professional development expense is incurred. A professional development expense would be a workshop or training series designed to enhance an individual's skill or competence. Importantly, regular travel for conference meetings etc. are not included within the scope of this policy.

Consultations

Provost's Council

Approved Date

TBD

Effective Date

TBD

Date Submitted to Policy Portal

TBD