

CSU Bakersfield Graduate Program Director Handbook

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Graduate program directors at CSU Bakersfield

Graduate program directors oversee MA, MS, and doctoral programs

CSUB also offers several types of post-baccalaureate programs, including graduate degrees, secondary baccalaureates, and credential programs. These programs may also be overseen by graduate directors, especially if there is overlap or a pipeline between credential and graduate programs within a unit. The material below focuses on directors of graduate degree (MA, MS, and doctoral) programs at CSUB.

Graduate (MA/MS/Doctoral) and Credential Programs (as of 2025-2026)

(* = external accreditation/licensure/certified programs)

Programs	Sponsor	Campus and/or Modality	Modality
Graduate Programs			
Biology, MS	NSME	Bakersfield	Face-to-face
Computer Science, MS (not yet admitting students)	EEGO	Bakersfield	Face-to-face
*Counseling Psychology, MS	SSE	Bakersfield	Face-to-face
Doctor of Education in Educational Leadership (EDD)	SSE	Bakersfield	Face-to-face
*Educational Administration, MA (EDAD)	SSE	Bakersfield & Antelope Valley	Face-to-face
Educational Counseling, MS	SSE	Bakersfield	Face-to-face
Education, Curriculum and Instruction, MA	EEGO	Bakersfield & Antelope Valley	Face-to-face, Online
English, MA	A&H	Bakersfield	Face-to-face
Geology, MS	NSME	Bakersfield	Face-to-face
Health Care Administration, MS (MSCHA)	BPA	Bakersfield	Face-to-face
History, MA	A&H	Bakersfield	Face-to-face
Kinesiology, MS (MSK)	EEGO	Bakersfield	Face-to-face
*Master of Business Administration (MBA)	BPA	Bakersfield	Face-to-face, Online
*Master of Public Administration (MPA)	BPA	Bakersfield	Face-to-face
*Master of Social Work (MSW)	SSE & EEGO	Bakersfield and Antelope Valley	Face-to-face
*Nursing, MS (MSN) (no new students admitted)	NSME	Bakersfield	Face-to-face
Doctor in Nursing Practice (DNP) (Master of Science Nursing to Doctor of Nursing Practice [MSN-DNP]; Doctor of Nursing Practice - Family Nurse Practitioner [DNP-FNP]) (students to be admitted for Fall 2025)	NSME	Bakersfield	Face-to-face
Spanish, MA	A&H	Bakersfield	Face-to-face
*Special Education, MA	SSE	Bakersfield & Antelope Valley	Face-to-face

Service Credentials			
Administrative Services Credential-preliminary (Educational Administration)	SSE	Bakersfield and Antelope Valley	Face-to-face, Online synchronous
Pupil Personnel Services Credential-clear (School Counseling)	SSE	Bakersfield	Face-to-face
Teaching Credentials			
Multiple Subject-preliminary	SSE	Bakersfield and Antelope Valley	Face-to-face
Education Specialist-preliminary (Mild Moderate Support Needs; Extensive Support Needs)	SSE	Bakersfield and Antelope Valley	Face-to-face
Single Subject-preliminary (Agriculture, Art, Business, English, Health, Home Economics, Industrial and Technology Education, Math, Music, Physical Education, Biology, Science, Social Science, World Languages)	SSE	Bakersfield and Antelope Valley	Face-to-face

First steps: Things to know before you begin

Selection and appointment of a Graduate Program Director

Procedures for Graduate program director selection and review are outlined in [University Handbook](#) Section 312 (**Appendix A: Graduate Program Director Responsibilities, Selection, and Review**). During this process, it is important for units and/or programs and potential new graduate directors to fully articulate and document the expectations for the position. Additionally, potential graduate directors should consider the support (AT or stipend) that they may require and ensure that this is included within the appointment letter. Some considerations regarding the responsibilities and expectations for graduate directors are outlined below.

Graduate director responsibilities for *all* programs

- Overseeing and processing student applications (or oversee the committee that reviews) and coordinating with admissions regarding decisions
- Ensure yearly that CalStateApply and University Catalog requirements are aligned and notify Graduate Admissions of any changes
- Maintaining program records (especially culminating experience documentation), potentially in collaboration with the program ASC/advisor/graduate program coordinator
- Tracking, reviewing, and approving student progress through the degree (GRA1, GRA2, GRA3, ...)
- Handling academic probation and dismissal processes
- Overseeing and coordinating program assessment
- Coordinating the review of program faculty for graduate faculty standing and maintaining an up-to-date list of graduate program faculty (**Appendix B: Graduate Faculty Qualifications and Review**)
- Work with graduate faculty to ensure program maintains graduate-level rigor and high program quality
- Completing an annual program report (uploaded to TaskStream)
- Maintaining up-to-date catalog copy and degree roadmaps
- Participation in outreach and recruitment events, program information sessions, and other university-organized events designed to engage with prospective students
- Attend and participate in New Student Orientation for graduate programs
- Representing the program on the Graduate Studies Committee and serving on one of the standing sub-committees
- Serving as the primary faculty advisor for graduate students
- Review graduate student petitions and grievance forms (or oversee the committee that reviews)
- Setting the culture and professional expectations for the program
- Offering motivation, inspiration, and vision in support of graduate studies

Graduate directors may have additional special responsibilities for your program

- Overseeing and coordinating program accreditation
- Overseeing program 5-year review (if this occurs within a director's 3-year term)
- Classroom observations for graduate faculty and graduate courses
- Course scheduling and selection of course instructors
- Evaluation and tracking of graduate faculty standing (graduate faculty criteria)
- Budget oversight or input

- Working with unit staff, including ASC support or professional advisors
- Booking rooms and scheduling for culminating experience presentations
- Chairing a graduate program committee for your program (admissions, appeals, grievance review)
- Evening responsibilities for programs offering evening/night courses
- Summer and winter session responsibilities
- Coordination with Antelope Valley course offerings and students
- Graduate webpage maintenance
- Applying for and managing grants in support of student experience and program development
- Coordinate with a program graduate committee
- Other?

Structure delineating roles and coordination between the unit/department chair and graduate director

The relationship between the unit chair and program graduate director are program specific with considerable variation across campus. Units/programs should develop a clear organization structure that outlines the roles and responsibilities for each of these positions. Broadly, the relationship between these positions, who-reports-to-who, and how responsibilities are divided differ depending on if a unit is graduate-only or if both undergraduate and graduate programs are offered within the unit. Regardless of the structure of a particular unit, new graduate directors should ensure that reporting and responsibilities are clearly designated between the positions of unit chair and program graduate director.

- In graduate-only units, the role of the director is often a support position to the chair, and it is important for graduate directors to clarify reporting structure and responsibilities.
- In units offering both undergraduate and graduate programs, the graduate director is often more autonomous and serves as the “chair” of the graduate program while the unit chair oversees the undergraduate programs.
- Some programs utilize a graduate program committee and it may also be advantageous to also clarify the roles and relationship between the graduate program director and graduate program committee.

Graduate director support

Graduate director support (assigned time) is currently negotiated by each director with their college academic dean. Summer stipends for graduate directors with summer responsibilities (advising, admissions, etc.) may also be available. Discussing prior support with current or recent graduate directors may better equip faculty graduate directors to request an equitable level of academic year (WTU) and potential summer (stipend) support. Support variation between programs is at least partially linked to different program sizes and enrollments, but may also be tied to differing responsibilities for directors between programs.

Transition plan and checklist for incoming graduate directors

- Ensure that all forms, webpages, fact sheets, etc. have been updated to reflect new director and contact information
- Establish a clear start date for the new director.
- Continuity of notes, program data, record keeping coordinated between directors and recent/past copies of program reviews, IRPA data, assessment, etc. are transitioned to new director
- Submit requests to ensure new director has access and proper (edit) privileges for all necessary electronic portals (OnBase, TaskStream, Box Folders, CalStateApply, Decision form, and others as may be appropriate to specific programs)
- Update program information, director name, and contact with the Graduate Student Center and

the appropriate academic administrator (the Associate Dean of Graduate and Undergraduate Studies or equivalent) to ensure program is receiving emails and updates related to graduate activities

- Passwords to program social media accounts shared
- Meet with college dean and unit chair to negotiate support and expectations for new director

Graduate program policies and organizational structure

Oversight

The academic administrator in the role equivalent to the Associate Dean of Graduate and Undergraduate Studies (AD-GUS) works closely with the academic Deans and the Graduate Studies Committee in overseeing application of the policies and procedures pertaining to graduate courses and programs, and the progress of graduate students from application to graduation. (Note, the AD-GUS position was discontinued during AY2024-2025. During the next academic year the future title and responsibilities for this position will be developed).

Graduate policies are developed and reviewed by the **Graduate Studies Committee** (*University Handbook 107.3*) and the standing sub-committees of this group. Rules of Governance for the “Graduate Studies Committee” (107.3) which oversees graduate curricula and academic programs have been developed and implemented (Graduate Studies Committee: [Rules of Governance](#)). The activity of this committee and the Division of Graduate programs fall within the mission and goals of the Division of Graduate Programs ([Appendix C: Mission and goals of the Division of Graduate Program](#)).

Graduate program directors are appointed as members of the Graduate Studies Committee by virtue of their positions, and other graduate program relevant faculty, staff, and administrative positions are also members of this committee. The committee develops graduate policies, reviews and approves graduate division language in the catalog, and oversees numerous graduate student programs, awards, and support services. In recent years, this committee has informally been termed both the Council of Graduate Coordinators (pre-2018) and the Council of Graduate Program Directors (2018-2023), but there is now a concerted effort to consistently use formal university terminology.

There are three permanent standing sub-committees that serve under the Graduate Studies Committee. One of these is the permanent (standing) “Graduate Policies and Curriculum” subcommittee. This subcommittee was created as part of a multi-year taskforce to develop a centralized policy checklist to assist graduate programs with compliance with relevant policies, recommendations, and regulations, and to develop a centralized and agreed upon campus framework that specified how CSUB would interpret and apply these policies. The current policy checklist document was approved by the Graduate Studies Committee on April 28, 2021 ([Appendix D: Graduate Program Checklist](#)). Other subcommittees were formalized later and include “Graduate Student Support Services,” “Graduate Student Honors, Awards, and Research,” and “Recruitment, Admissions, Standing, & Graduation.” The roles and responsibilities of each of these committees are articulated within the Graduate Studies Committee: Rules of Governance.

Graduate programs must meet the regulations and requirements of several offices and organizations

- CSU Bakersfield (President, Deans, Academic Senate, Graduate Studies Committee, University Handbook, University Catalog, etc.)
- The State of California
- Title 5. Education ([California Code of Regulations](#))
- Academic Policies of the CSU ([link](#)) and newly developed policies ([link](#))
- Policies established by the legislature, CSU Board of Trustees, and CSU Chancellor (coded memoranda, AA, AAP, Executive orders – EO)
- Recommendations from the CSU-wide Academic Senate ([AS-CSU](#))
- [WSCUC](#) policies for accreditation
- Federal education policies through the Higher Education Act and associated programs and policies

- Additional requirements as stipulated by external accreditation agencies for specific programs

Academic programs and operations

The “Division of Graduate Studies” section of the [University Catalog](#) contains information and policies that apply to students within our graduate programs. Also included in the catalog are the **University Learning Outcomes for Graduate Programs**, a statement of the University-wide graduate mission, and learning objectives of the graduate degree programs. These are important principles and policies that cover all graduate programs on our campus.

Role of the college dean versus Academic Affairs

Administrative oversight of graduate programs generally falls to the Office of Academic Affairs and the administrative position that is equivalent to that of the Associate Dean of Graduate and Undergraduate Studies (AD-GUS). This includes the AD-GUS, or equivalent, serving as director of the Graduate Student Center, reviewing academic petitions for graduate programs, and participating as the relevant administrator handling graduate program grievances ([University Handbook](#) Appendix D). The role of the AD-GUS, or equivalent, versus college deans is less clear for some other processes, and in some cases fall directly to the college dean (such as for Graduate Director performance review). Ultimate oversight of graduate programs resides with the AVP Academic Affairs, who also serves as the campus Dean of Academic Programs ([University Handbook](#) 201.3).

Oversight of non-stateside programs (i.e., programs operated through Extended Education & Global Outreach)

For programs run through Extended Education & Global Outreach (EEGO), which has a separate dean, staff, and reporting structure, it is not clearly specified how oversight of these programs fits within state-wide structures. In general, these programs are handled in a manner that follows the structure indicated by their academic discipline. However, financial aid services, admissions, etc. processes and support may all differ for these programs relative to stateside programs and these should be clearly articulated for programs and student.

Budget, finances, and administrative support: Questions that may be relevant for your program

- Do you know if your graduate program is solvent? How many students in the program and/or courses would be required to maintain solvency?
- How many students can be admitted each term? Is program size set or variable each term based on applicant pool and number?
- Do you have a budget for program activities and support?
- What activities will be completed by your administrative (ASC) support, such as student coding and admissions, and what will you be expected to complete?
- Is there budget transparency for your program/unit, such that you know where the operating expenses that are generated from student enrollments, FTES, number of majors, etc. is spent?
- Budget for events and outreach?

The Academic Life Cycle for students in your program: From application to graduation

Recruitment, promotion, and outreach

There are numerous opportunities for grants, outreach, grad fairs, career fairs, etc. Programs may have differing expectations for what you may be expected to attend. Programs vary greatly in their student recruitment efforts. The CSUB University Outreach Office coordinates outreach and recruitment efforts, but much of the focus is on undergraduate programs: <https://www.csub.edu/outreach/>. Many programs would like recruitment assistance and would like to have more formal opportunities to networking within our local community.

The International and Graduate Admission Officer, Kimberly Carmona, can provide recruitment assistance through the Center for Special Admissions and International Affairs. For collaboration and recruitment of your graduate program, you can contact graduaterecruitment@csub.edu.

Admissions criteria, processing, and support

Graduate students apply through Cal State Apply. <https://www.calstate.edu/apply>

The use of both OnBase and Peoplesoft is required for admissions review and processing. Training in these programs and processes is currently offered to new graduate directors by Martha Manriquez in the Graduate Student Center. A guide has been developed and is available as a reference file for Graduate Directors on the GSC webpage (<https://www.csub.edu/graduatestudentcenter/graduate-directors-resources>).

International admissions

International admissions is a unique process and graduate directors don't deal with many parts of the review and handling of international applications. There is an international student office to assist with this and international students should work with this office: <https://www.csub.edu/isp>.

Graduate program data and tracking

Documenting and tracking progress through the degree is essential to our graduate programs and ensures that we are able to make data-based program decisions. Student standing codes have been established by the State of California as: GRA1 (Conditionally classified), GRA2 (Classified), and GRA3 (Graduate Candidate), GRAP (Students conditionally admitted to a graduate program who must take one or more undergraduate classes before beginning graduate level courses). Only students classified as GRA2 or higher may enroll in 6000-level coursework. Only students who have advanced to candidacy (GRA3) are eligible to conduct their culminating experience and apply for graduation. In many programs, internal forms and processes are used for students to apply for and/or be reviewed for changes in their graduate standing at specific milestones within the degree program. Updating of student codes occurs in PeopleSoft (myCSUB) and oversight of this process is the responsibility of the Graduate Director. Administrative support may be available in some programs to assist with the updating of student standing.

There are additional considerations and policies that are relevant in tracking program data and accurately monitoring and reporting student life cycle progress within degree programs. This include consideration of:

- Time-to-degree averages within programs and student DNF or program dropout rates
- Program time-limits for the completion of degree milestones
- Special issues that apply to 4+1 programs

- Support of special student populations, for instance, what percent of graduate students are full time versus part-time within a program? For programs with many part time students, students may need special advising and support related to limitations and restrictions on parttime student services and financial aid.

Appeals, petitions, leaves of absence, etc.

There are several university policies that affect graduate student appeals, grievances, petitions, etc. Most of the processes are described in the Campus Catalog within the Graduate Division section information: <https://catalog.csub.edu/policies-procedures/academic-policies/graduate/division-graduate-studies/>. Additional relevant forms relating to course substitutions and independent study courses are available through the Registrar: <https://www.csub.edu/registrar/records>.

At the graduate level, many processes are initiated by the Graduate director and require their action and regular monitoring of student performance. This includes:

- Academic Probation for Graduate Students
- Academic Disqualification for Graduate Students

The Graduate Studies Center maintains a list and links to relevant graduate academic forms:

<https://www.csub.edu/graduatestudentcenter/forms-catalog.shtml>

For several programs that require adherence to ethical and professional standards in addition to academic/GPA standards, these processes can be initiated for non-academic violations provided that requirements and standards are well documented. Documentation of standards and expectations is particularly important for the programs that deal with health and privacy information.

Curriculum development and review

Managing catalog content and course changes falls within the duties of the graduate director. For your program, consider the following:

How does the curriculum get developed and altered?

Who maintains and updates catalog copy?

What is the program workflow for maintaining program resources, fact sheets, flyers, webpage, etc.?

How often are the curriculum and catalog reviewed to ensure currency?

Curriculum committee review process currently runs through college committees, but this poses problems when reviewers are not familiar with graduate-specific requirements. A longer-term consideration for the university is the development of a graduate-specific track for graduate course and curricular review.

Program review and accreditation (if applicable)

Annual program reports are typically completed by the graduate director, but may be completed by the chair. Directors should ensure that they are reviewing current IRPA reports for data trends and accuracy. Do you know the dates of past reviews and upcoming deadlines? New directors should request copies of recent past reports and reviews. For programs undergoing accreditation review, responsibilities and expectations for the director should be clearly delineated.

Program reviews (vs unit reviews)

It is important to carefully plan and conduct program reviews, focusing on the unique mission, goals, and challenges of graduate programs. Some units merge their undergraduate and graduate program reviews into a single 'unit review' but this is not recommended. The (often) greater number of undergraduate program students may remove focus from the graduate program and obscure some of the unique requirements of graduate education. It is recommended that graduate programs be considered as separate entities from undergraduate programs that may be housed within the same unit.

Assessment and program standards

Graduate directors are responsible for overseeing program assessment activities and reporting these activities and results (TaskStream). Ideally, assessment activities are developed and completed by all graduate faculty within the program and are designed to be informative tools in the maintenance of an effective and rigorous graduate program.

Alumni tracking

There is no current general tool available to graduate directors to track alumni, but programs should consider ways to implement alumni tracking and outreach. As lead data manager for the program, graduate directors are equipped to contact students prior to their graduate to ensure that contact information is available post-graduation.

There is much room for improvement in alumni tracking and information sharing university wide. Graduate faculty may want to discuss establishing a general exit survey for graduate students. This could also be developed through or in partnership with other departments/divisions at CSUB. Some graduate programs do this particularly well, and discussion among programs would be a valuable step in expanding these efforts.

Graduate student support and resources

Graduate Student Center

There are myriad events, workshops, resources, and references available through the Graduate Student Center. These are regularly updated and both directors and students should be encouraged to regularly consult this page: <https://www.csub.edu/graduatestudentcenter/graduate-studies>

Financial aid

Many graduate students receive financial aid. Some of the common questions include:

How many units to full time?

What do students need to do to qualify?

How does scholarship/stipend support impact financial aid? Who do we contact? Who should students contact?

Workshops on this are also offered each semester for students through the GSC.

Library

Librarians are assigned by discipline and can be a critical resource for graduate students:

Do you know your librarian?

Do students know how to access resources?

Who to ask for assistance?

The library also is responsible for the storage and filing of program documents, especially the submission of theses and dissertations: <https://csulibguides.com/etd>

Graduate student grants, fellowships, and scholarships

GSC list: <https://www.csub.edu/graduatestudentcenter/funding-opportunities-resources>

GRaSP information: <https://www.csub.edu/grasp/StudentResearchSupport/index.html>

Graduate student assistants (GAs and TAs)

Programs that offer GAs and TAs may wish to develop policies related to equity. There may also be special considerations/policies that are in effect for students who work on campus

Basic needs

<https://www.csub.edu/basicneeds>

Additional considerations

In several meetings with Graduate Directors, the following subjects were discussed, and these represent additional considerations and topics for graduate directors.

Management skills to be a successful director

Strategic planning
Data management
Data-informed planning
Program mission and vision
Student professional development and placement

Conflict resolution and disputes

Conflicts within programs will arise: Student-advisor, faculty-faculty, student-staff, etc.
How are graduate directors equipped to address/handle human conflicts?
Formally addressing professional relationships: Are you prepared/able to refer individuals to appropriate resources and references, value statements?
How to deliver bad news fairly and kindly?
Skills for conflict resolution and negotiations

Faculty development

Developing systems for feedback on faculty mentor performance
Graduate student surveys to assess program and mentor performance
Classroom observations for graduate courses
How do you train/prepare faculty to mentor and advise graduate students?
Potential to develop FTLC connections at the graduate-instruction level
Unique skills required for graduate mentors and teachers

Setting the culture of a program

Graduate culture!!!
What courses does a graduate director “have” to teach? How do you ensure fair and equitable checkpoints and support for all students?
How do you develop and set program culture?
Offering motivation, inspiration, and vision for your program
Leadership (vision) v. managing (operations)

Program values and professional conduct

Advising students on professional norms and expectations
Professional society memberships for students and participating faculty
Planning for a career and lifetime of self-evaluation and improvement. How do we prepare students to recognize and sell their strengths? How are we preparing them to recognize and address weaknesses?

Appendices

Appendix A: Graduate Program Director Responsibilities, Selection, and Review

(University Handbook, Accessed March 2023)

312 DEPARTMENT CHAIRS, PROGRAM CHAIRS, AND GRADUATE PROGRAM DIRECTORS (Revised 07-17-19)

312.1 Duties and Responsibilities

(Cross-referenced in Section 104.2.4.1 and 104.2.4.2)

Chairs and graduate program directors report to their deans and are responsible for instructional services and, in the case of department chairs, departmental personnel. They administer curriculum and academic programs consistent with the policies established for the university, the college, and the department. Chairs and directors also have major teaching responsibilities, which vary with the size and complexity of the department or program. On all major decisions, they consult with their respective faculty. (Revised 07-17-19)

312.2 Criteria for Selection and Review

Ordinarily, only full-time tenured and tenure-track faculty are eligible to serve as chairs or directors, and such faculty are selected from within the department or program. Deans and departments or programs may, after consultation with each other, determine that other individuals should be considered for selection as chairs or directors. When hiring faculty from outside the University to serve as chair or director, a department may recommend credit for previous service. Criteria for the selection and review of chairs or directors include the following, ranked in order of their importance: (Revised 07-17-19)

- A. The ability to create and maintain an educational environment that supports effective teaching, helpful student advising, and productive faculty scholarship;
- B. The ability to conduct official business and meet deadlines;
- C. The ability to work cooperatively and effectively with students, faculty, staff, and the administration in achieving program, department, college, and university goals;
- D. The ability to efficiently administer the budget, if applicable; (Revised 07-17-19)
- E. Thorough knowledge of curriculum and academic programs; and
- F. An understanding of university, college, and department or program policies and procedures.

Departments or programs may develop additional criteria when deemed appropriate; these must be established at the time of appointment or reappointment.

312.3 Selection and Appointment Procedures

The appropriate dean shall request that the department or program faculty vote to recommend one or more persons for the position of chair or director. In addition, the dean shall offer the opportunity for the faculty to convey individual, confidential advice, orally or in writing. The dean's evaluation and the faculty's recommendation shall be forwarded to the P&VPAA, who shall then appoint the chair or director. The offer of appointment shall specify the criteria, including but not limited to those outlined in section 312.2 above, by which the administration will evaluate the performance of the

chair or director. Chairs or directors are expected to serve no more than two (2) consecutive three-year terms. (Revised 07-17-19)

312.4 Annual Feedback Meeting

The dean shall meet with the chair or director at least annually to provide feedback regarding the Criteria specified at the time of appointment. This feedback may, but is not required to, include data from the faculty of the department or program, except in the third year, when data from the faculty shall be considered in accordance with section 312.5 below. (Revised 07-17-19)

312.5 Review

During the third year, all chairs and directors, including those in their final year of service as chair or director and those who are retiring shall be reviewed by the department or program faculty. The dean shall meet with the Department to discuss how they wish to proceed with the review. In preparation for the review, chairs and directors may, at their own initiative, submit to the department faculty and the dean a brief self-evaluation of their performance for the period under review. In addition, the appropriate dean shall offer the opportunity for all faculty of the department or program to give individual, confidential advice, orally or in writing. This review shall assess the chair's or director's effectiveness based on the criteria established at the time of appointment. The review must occur during the spring term of the third year.

The department shall submit its written review of the chair or director to the chair or director and to the college dean by April first (1st) of that year. The dean and department chair or director shall then meet to discuss the report and state of the department by April 15th. The dean's third year evaluation and the review by the department or program faculty then shall be forwarded to the P&VPAA.

Appendix B: Graduate Faculty Qualifications and Review

308.7 GRADUATE FACULTY

308.7.1 Graduate Faculty definition, criteria, and evaluation

The title of Graduate Faculty is a formal designation defining the faculty responsible for maintaining the program curricula, quality and standards of teaching, and mentoring within a graduate program. Programs offering graduate degrees shall develop qualification criteria and a policy for periodic evaluation for appointment of Graduate Faculty. Only designated Graduate Faculty may serve as the primary supervisor/advisor of a graduate student's culminating experience (see Graduate Program Checklist). Other qualified faculty may teach graduate courses if approved by the Graduate Faculty of the program. Criteria for appointment and renewal of appointment as Graduate Faculty is primarily dependent upon demonstrated current expertise and active practice in the discipline of the relevant graduate program. A term of Graduate Faculty appointment shall not exceed five years, with review required for reappointment. There is no limit to the number of terms a Graduate Faculty may serve.

Graduate Faculty qualification criteria and policy for periodic evaluation for appointment shall follow the areas included below. Without altering the scope of the areas listed below, programs/units shall interpret and elaborate these areas in order to assess the eligibility of a faculty member for appointment as Graduate Faculty within their unit/program. Qualification criteria and the evaluation process shall meet the following:

- a. Graduate Faculty are selected from among the tenured and tenure-track faculty from the program/unit in which the graduate degree is to be conferred. At the discretion of programs/units, emeritus faculty from the program/unit in which the degree is to be conferred may also be considered for appointment as Graduate Faculty. For interdisciplinary programs and/or for faculty holding a relevant terminal degree but within a different unit, faculty from other units with relevant areas of expertise may also be selected as Graduate Faculty.
- b. Faculty must be evaluated based on activities and productivity from only the most recent 5-year period.
- c. Graduate programs shall develop an evaluation process for the submission and review of Graduate Faculty appointment requests. Faculty may request review or re-review at any time, which may occur in less than a five-year cycle for faculty not currently part of the Graduate Faculty.
- d. Criteria shall set minimum expectations for qualification to a faculty appointment to Graduate Faculty, including the following:
 - i. Maintaining/holding a discipline-specific Ph.D. or other appropriate terminal degree related to the graduate degree program in which the Graduate Faculty will serve.
 - ii. Relevant professional experience and activity within the last 5 years, including with professional societies and organizations, maintenance of professional practice and connections, and evidence of the ability to model appropriate professional and academic behaviors.

- iii. Relevant, and on-going research, scholarship, and creative activities, including the demonstration of significant recent professional peer-reviewed products and/or publications. Criteria related to this area shall be the most rigorous and extensive area of review.
- iv. Demonstrated involvement of students in research, scholarship, and creative activities.
- v. Programs may add additional areas of evaluation as may be required by disciplinary standards, accreditation requirements, or degree certification requirements.
- e. In the event that a graduate program/unit does not have current approved Graduate Faculty evaluation criteria, evaluation shall be based upon the most current criteria required for promotion within the unit under their criteria for RTP evaluation. Evaluation for Graduate Faculty standing shall be based on only the most recent 5-years of activity at the time of review. Rank is not an acceptable basis for Graduate Faculty appointment evaluation.
- f. Graduate Program Directors shall maintain documentation of faculty evaluations, including the duration of current appointments for all Graduate Faculty. Graduate Program Directors are responsible for ensuring that Graduate Faculty serve for no more than 5-years before being evaluated for re-appointment.
- g. At the beginning of each academic year, the relevant Graduate Program Director shall forward to the Associate Dean of Graduate and Undergraduate Studies (AD-GUS), or the equivalent administrator, an up-to-date list of all faculty within the relevant graduate program currently appointed as Graduate Faculty.

308.7.2 Graduate Faculty criteria approval and revision

Unit/program Graduate Faculty criteria shall be formally reviewed at least once every five (5) years. Any unit/program faculty may propose changes in unit/program evaluation criteria at any time. After approval by a majority vote of all Graduate Faculty of the relevant graduate program, changes in the Graduate Faculty criteria shall be forwarded to the AD Graduate and Undergraduate Studies (AD-GUS), or equivalent, and the AVP Academic Affairs (AVP AA) for review and approval. In the event that approval is not granted, the AD-GUS and AVP-AA shall state why approval was not granted, and this information shall be forwarded to the Graduate Studies Committee. In the event that the differences cannot be resolved, the AVP-AA shall request the Graduate Studies Committee to arbitrate and to determine a resolution.

308.7.3 Graduate Faculty appeal of decision

In the event that a faculty member is evaluated and declined appointment as Graduate Faculty they may request a re-evaluation by Graduate Faculty from outside their unit. They shall forward their request, including current unit/program Graduate Faculty criteria, a personal narrative outlining how they meet these criteria, and an up-to-date CV reflecting activity from the most recent 5-years to the AD Graduate and Undergraduate Studies (AD-GUS), or the equivalent administrator. An *ad hoc* committee consisting of a minimum of 5 Graduate Faculty selected from the members of the Graduate Studies Committee will be assembled by the AD-GUS, or the equivalent administrator, to evaluate the faculty's qualifications and make an appointment decision. This committee shall not include any members from the unit/program of the faculty requesting re-evaluation.

Appendix C: Mission and goals of the Division of Graduate Program

The mission of the Division of Graduate Programs at CSUB is to prepare students with discipline-specific intellectual skills for employment or continuing education. Through post baccalaureate programs, the graduate division provides all students numerous opportunities to achieve academic excellence; explore diverse ideas; develop a passion for higher learning; and engage with graduate faculty and the community (approved 10/27/2014).

Our goals (approved March 9, 2015) are to:

1. Provide campus-wide leadership in graduate student affairs and academic policies.
 - a. Serve as a primary resource for faculty, program and department Chairs, and Deans on all policies related to graduate studies
 - b. Provide information to prospective students about available educational opportunities
 - c. Maintain and facilitate accurate data tracking, recording, and data utilization for evidence based decision-making
2. Develop and sustain a graduate culture with a sense of purpose, direction, and cohesiveness.
 - a. Maintain a graduate level identity that is evident in the University catalog and website; and department publications
 - b. Organize student events that emphasize the unique and distinct nature of graduate studies compared to undergraduate studies
 - c. Provide a 'one-stop shop' to support graduate students with admission, development, retention, and graduation needs
 - d. Create a dedicated space for graduate students to gather and work on group activities
3. Ensure that all graduate programs are current and meet high quality standards and demonstrate student learning.
 - a. Respond to regional, state, and national needs by developing new post baccalaureate certificates and degree programs
 - b. Develop University-wide learning outcomes for all graduate programs
 - c. Review completed theses, comprehensive examinations, and special projects to insure that all culminating experiences across programs demonstrate high academic standards
 - d. Conduct periodic program reviews incorporating feedback from external reviewers to improve program quality
4. Build an inclusive community of scholars dedicated to the quest for new knowledge and higher learning both within and outside the classroom.
 - a. Utilize course and program assessment results to improve student learning
 - b. Promote scholarship that is mutually beneficial to the university and community
 - c. Provide increased opportunity for joint faculty – student research and other projects
 - d. Enhance graduate level internship and leadership opportunities

Appendix D: Graduate Program Checklist

Reviewed and approved by the Graduate Policies and Curriculum subcommittee of the Graduate Studies Committee (formerly Council of Graduate Directors) on 12/1/2020.

Reviewed by the Graduate Studies Committee on 3/2/2021 and approved on 4/28/2021.

Graduate Program Checklist

A checklist outlining State of California, CSU, EO, and CSUB regulations and policies regarding graduate program culminating experiences and associated requirements for the format, evaluation, and storage/recording for graduate program documentation related to culminating experiences.

Program policy requirements related to Culminating Experience development, oversight, and evaluation:

Graduate faculty:

- Criteria are developed for designation of graduate faculty and a policy for periodic review is in place;
- Graduate faculty are selected from among the tenured and tenure-track faculty from the department/program/unit in which the degree is to be conferred;
- At the discretion of departments/programs/units and based on their formal criteria and policy for periodic review, emeritus faculty from the department/program/unit in which the degree is to be conferred may also be considered for Graduate faculty standing;
- Criteria must set minimum expectations for scholarly activity and productivity and may be more rigorous than standard departmental criteria for tenured or tenure-track faculty;
- Graduate faculty may serve for a limited term (max 5-year) prior to re-evaluation; and
- Only Graduate faculty may serve as a student's Graduate Committee Chair.

Graduate Committees:

- Each student has a Graduate Committee for the development and evaluation of their Culminating Experience.
- Graduate Committees must be comprised of a **minimum of three members**;
- Graduate Committee membership must include a **majority of Graduate faculty** from the department/program/unit in which the degree is to be earned;
- Policy is developed on Graduate Committee member selection:
 - In some programs requiring a culminating thesis or dissertation, students may select the members of their Graduate Committee in consultation with their advisor (provided that individuals meet committee membership requirements), and
 - In some programs requiring a culminating project or examination, Graduate Committee membership may be decided by the program; and
- Graduate Committee membership must be approved by both the graduate program director and the department chair.

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- _____ Culminating experiences must be classified as one of the following products (California Code of Regulations, Title 5, Division 5, Chapter 1, Subchapter 2, Article 7, (b), (3)):
- (1) thesis/dissertation,
 - (2) project, or
 - (3) comprehensive examination.

Culminating experiences checklists:

See individual checklists below for each type of culminating experience. Graduate programs should have policies and procedures in place that meet these requirements.

● **Thesis/Dissertation**

Proposal development and project oversight:

- _____ Graduate Committee Chair (advisor) is assigned to assist the student with their thesis/dissertation proposal and project.
- _____ A Graduate Committee (**with a minimum of 3 members and a majority of Graduate faculty**) is formally assigned to the student and project, overseeing the development, progress, and completion of the student culminating experience.
- _____ The Graduate Committee is responsible for:
 - _____ determining the feasibility and merit of the proposal/plan;
 - _____ reviewing the proposal/plan;
 - _____ familiarizing the student with university policies concerning the handling of dangerous materials, laboratory and fieldwork safety, and maintenance of standards of quality, ethics, and professional performance;
 - _____ reviewing and approving the methodology and any instrument or questionnaire used in data collection; and
 - _____ ensuring that the student project/proposal is reviewed and approved by the appropriate campus-level committee (e.g., IRB or IACUC).
- _____ Students are only permitted to proceed with their proposed project after approval from their Graduate Committee.
- _____ Policies are in place to **document formal approval of a student's plan or proposal** from the Graduate Committee, signifying that the student has permission to proceed with the study as outlined in the proposal or plan.
- _____ **A copy of the student's approved proposal/plan should be retained by the program.**

Format and content:

- _____ The thesis/dissertation represents a written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s).
- _____ The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.
- _____ **The format of all theses/dissertations must meet the technical requirements established by the university as well as any specific program requirements.**

Evaluation and documentation:

- _____ An oral defense and/or public presentation of the thesis/dissertation is required;
- _____ The Graduate Committee shall determine the final approval of the thesis or dissertation;

- _____ The Graduate Committee shall evaluate the adequacy of the bibliography/literature cited to ensure that theses/dissertations adequately represent the state of knowledge on a topic, represent student expertise in their chosen area of specialty, and fairly present the research of others;
- _____ The Graduate Committee evaluates the culminating experience to determine if it meets university standards;
- _____ Successful completion of the culminating experience and the conferral of a program degree are dependent on **majority approval** from the Graduate Committee and may only be conferred with their **documented approval**;
- _____ **Certification for the completion** of the culminating experience must be provided prior to graduation and the awarding of the graduate degree through:
 - (1) designation of culminating experience course credit, or
 - (2) an alternative acceptable form of reporting to the Evaluations Office and the Office of Academic Programs;
- _____ In consultation with the other members of the Graduate Committee, the chair shall determine the final grade and/or assigning of complete credit for the culminating experience. The Graduate Committee Chair is responsible for accurately reporting the grade/completion status agreed upon by the Graduate Committee; and
- _____ **All final and approved theses/dissertations must be formally filed electronically with the CSUB Library.**

● Project

Project development and oversight:

- _____ Graduate Committee Chair (advisor) is assigned to assist student with their culminating project/activity plan;
- _____ A Graduate Committee (**with a minimum of 3 members and a majority of Graduate faculty**) is formally assigned to the student and project, overseeing the development, progress, and completion of the student culminating experience;
- _____ The Graduate Committee, when appropriate and related to the project, is responsible for:
 - _____ determining the feasibility and merit of the proposal/plan,
 - _____ reviewing the proposal/plan,
 - _____ familiarizing the student with university policies concerning the handling of dangerous materials, laboratory and fieldwork safety, and maintenance of standards of quality, ethics, and professional performance,
 - _____ reviewing and approving the methodology and any instrument or questionnaire used in data collection, and
 - _____ ensuring that the student project/proposal is reviewed and approved by the appropriate campus-level committee (e.g., IRB or IACUC).
- _____ Students are only permitted to proceed with their proposed project after a favorable determination has been made by their Graduate Committee;
- _____ Policies are in place to **document formal approval** of a student's plan or project proposal from the Graduate Committee, signifying that the student has permission to proceed with the project as outlined in the proposal or plan; and
- _____ **A copy of the student's approved proposal/plan should be retained by the program.**

Format and content:

- _____ The project demonstrates originality and independent thinking, appropriate form and organization, and an academic rationale; and
- _____ **The finished project must be described and summarized in a written abstract that includes the**

project's significance, objectives, methodology, and conclusion or recommendation(s).

Evaluation and documentation:

- _____ An oral defense and/or public presentation of the project is required;
- _____ The Graduate Committee shall determine the final approval of the project;
- _____ The Graduate Committee evaluates the culminating experience to determine if it meets university standards;
- _____ Successful completion of the culminating experience and the conferral of a program degree are dependent on **majority approval** from the Graduate Committee and may only be conferred with their **documented approval**;
- _____ Certification for the completion of the culminating experience must be provided prior to graduation and the awarding of the graduate degree through:
 - (1) designation of culminating experience course credit, or
 - (2) an alternative acceptable form of reporting to the Evaluations Office and the Office of Academic Programs;
- _____ In consultation with the other members of the Graduate Committee, the chair shall determine the final grade and/or assigning of complete credit for the culminating experience. The Graduate Committee Chair is responsible for accurately reporting the grade/completion status agreed upon by the Graduate Committee; and
- _____ **Projects/project abstracts shall be submitted to the CSUB library or retained by the program.**

● **Comprehensive Examination**

Examination preparation:

- _____ Graduate Committee Chair (advisor) is assigned to assist student with their culminating experience planning;
- _____ A Graduate Committee (**with a minimum of 3 members and a majority of Graduate faculty**) is formally assigned to the student and oversees the completion of the student culminating experience;
- _____ The Graduate Committee is responsible for:
 - _____ developing and administering the comprehensive examination, and
 - _____ assisting students in preparation for comprehensive examinations.

Format and content:

- _____ The comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter; and
- _____ The results of the examination evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation.

Evaluation and documentation:

- _____ The Graduate Committee shall determine the final approval of the comprehensive examination;
- _____ The Graduate Committee evaluates the culminating experience to determine if it meets university and professional standards;
- _____ Successful completion of the culminating experience and the conferral of a program degree are dependent on **majority approval** from the Graduate Committee and may only be conferred with their **documented approval**;
- _____ Certification for the completion of the culminating experience must be provided prior to graduation and the awarding of the graduate degree through:
 - (1) designation of culminating experience course credit, or

(2) an alternative acceptable form of reporting to the Evaluations Office and the Office of Academic Programs;

_____ In consultation with the other members of the Graduate Committee, the chair shall determine the final grade and/or assigning of complete credit for the culminating experience. The Graduate Committee Chair is responsible for accurately reporting the grade/completion status agreed upon by the Graduate Committee; and

_____ **A record of the examination questions and responses shall be retained by the respective graduate program.**