ACADEMIC SENATE
CSU BAKERSFIELD

Academic Senate Meeting – Fall 2026

Thursday, November 5, 2026
10 AM – 11:30 AM
Agenda

Location: Dezember Leadership and Development Center, Room 409-411

Zoom Information:

Zoom Meeting ID: 811 3080 8590
Passcode: 674081

Senate Members: Chair M. Danforth, Vice-Chair T. Tsantsoulas, CSU Senator C. Lam, CSU Senator N. Michieka, AH Senator M. Palaiologou, AH Senator B. Moreno, BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein (virtual), NSME Senator A. Stokes, SSE Senator Z. Zenko, SSE Senator S. Roberts (virtual), AV Senator K. Holloway (virtual), At-Large Senator H. He, At-Large Senator A. Grombly, At-Large Senator A. Hays, At-Large Senator A. Lauer, At-Large Senator J. Deal, At-Large Senator R. Dugan, Lecturer Electorate Representative – D. Horn, Senator C. Zúñiga-Prado – Staff Representative, Senator N. Kaur – ASI President, Senator D. Cours – Dean Representative, VP AA & Provost D. Thein and Senate Analyst K. Van Grinsven.

Guests: A. Fiske, Athletics Director and I. Sumaya, AVP for GRaSP

I. Call to Order
   a. Tejon Tribal Land Acknowledgement
   b. Robert's Rules of Order
   c. Interruption Statement

II. Approval of Minutes
   a. October 22, 2026 (handout)

III. Announcements and Information
   a. President's Report – V. Harper **(Time Certain: 10:10 AM)** (handout)
      i. Introduction of Athletics Director, A. Fiske
   b. Updates on GRaSP Activities – I. Sumaya, AVP for GRaSP **(Time Certain: 10: 20 AM)** (handout)
   c. Elections and Appointments – T. Tsantsoulas (handout)
   d. Online SOCI Change Proposal from ITS (handout)
   e. Upcoming Events/ Information:
      i. Friday, November 6 - Service for Dr. Kim Flachmann
         1. 2 PM; Stockdale Country Club

ii. Friday, November 20 – Tenured & promoted Faculty Recognition
    1. 1:30 – 2: 30 PM; Albertson Room
iii. Saturday, December 12 - Fall Commencement
    1. 8:30 AM – SSE; 1:30 PM – AH, BPA, NSME
    2. Dignity Health Arena
    3. Contact: Commencement Team at commencement@csub.edu.

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

V. Reports
- a. Provost's Report – D. Thien **(Time Certain: 10:40 AM**) (handout)
- b. ASCSU Report – Senators Lam and Michieka
- c. ASI Report – Senator Kaur
- d. Staff Report – Senator C. Zúñiga-Prado
- e. Committee Reports:
  - i. Executive Committee – Vice-Chair Tsantsoulas (handout)
  - ii. Standing Committees:
    1. Academic Affairs Committee (AAC) – Senator Deal, Chair (handout)
    2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein, Chair (handout)
    3. Budget and Planning Committee (BPC) – Senator Wu, Chair (handout)
    4. Faculty Affairs Committee (FAC) – Senator Zenko, Chair (handout)
  - iii. CFA Report – Senator Horn, CFA Bakersfield (handout)

VI. Resolutions **(Time Certain: 10:50 AM)**
- a. Consent Agenda: no items.
- b. Old Business:
  - i. RES 262709 Academic Integrity – Handbook Changes – AS&SS (handout)
  - ii. RES 262708 Teaching Modality – Handbook Changes – AAC (handout)
  - iii. RES 262706 President's Cabinet and Academic Leadership – FAC (HOLD)
  - iv. RES 262707 Updates to University Handbook – EC (HOLD)
- c. New Business:
  - i. RES 262712 New Master of Science in Applied Analytics – AAC and BPC (handout)
  - ii. RES 262713 Academic Calendar 2027-2028, Summer 2028 – BPC (handout)
  - iii. RES 262711 Student Ombudsperson – Handbook Changes – FAC (handout)

VII. Open Forum **(Time Certain: 11:15 AM)**

VIII. Adjournment

DRAFT

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Office of the President

M E M O R A N D U M

DATE: November 3, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Vernon B. Harper Jr., Ph.D.
President

SUBJECT: President's Report –November 5, 2026

President Harper intends to discuss the following with the Academic Senate on Thursday, November 5, 2026.

- HACU
- Commission on Intercollegiate Athletics
- Introduction of Andy Fiske

c: Katherine Van Grinsven

Office of the President
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

661.654.2241 *csub.edu/president*

CALIFORNIA STATE UNIVERSITY BAKERSFIELD | Office of Grants, Research and Sponsored Programs

Senate Update

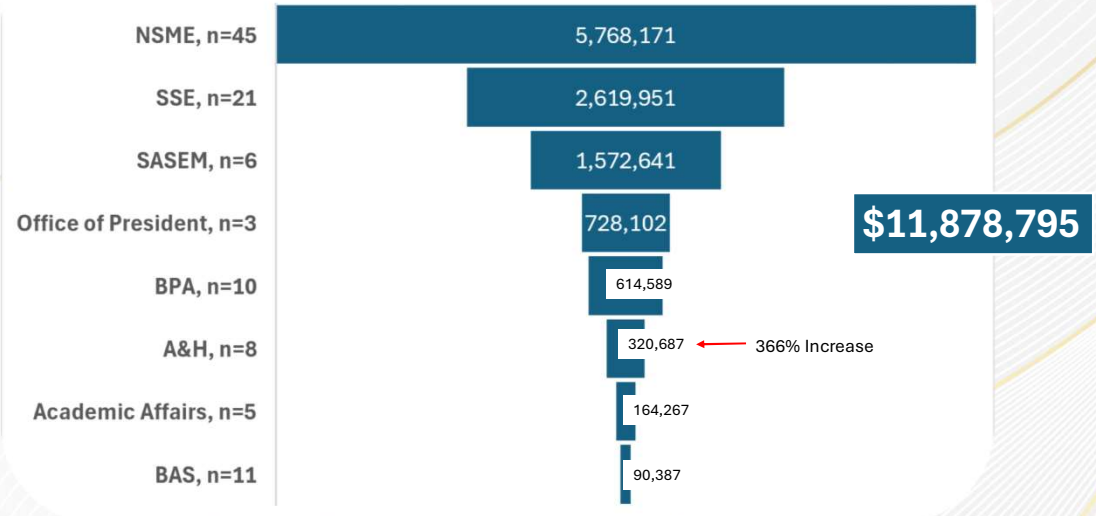
Fiscal Year 2025-2026

November 5, 2026

Isabel Sumaya
Associate Vice President,
Grants, Research & Sponsored Programs

1

2025-2026 Grant Revenue by College & Division



N= 109

2

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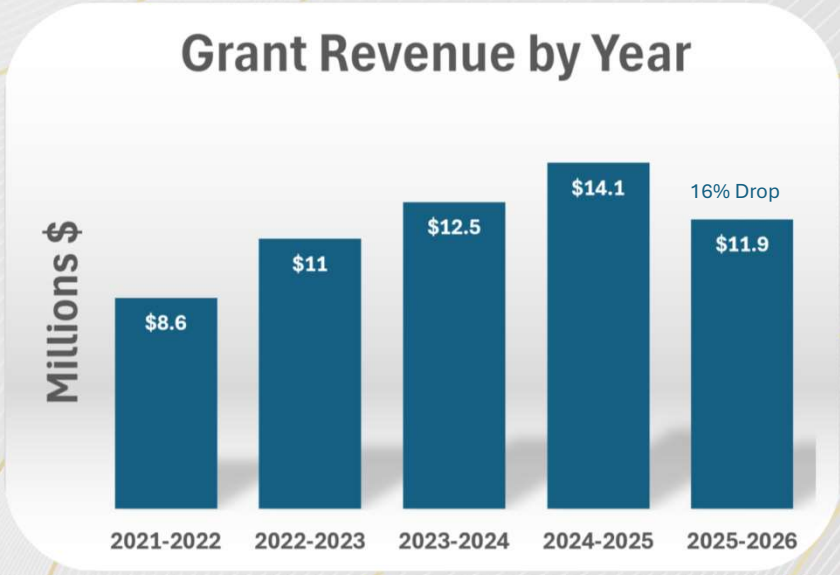
Although a drop from prior year still

38%

increase from Baseline 2021-2022

N=109 / PIs: 55

73% Faculty
15% Administration
13% Staff



3

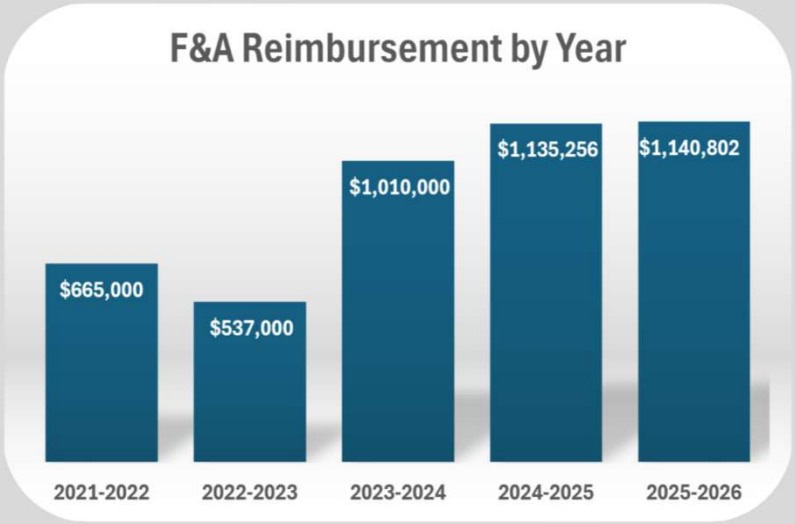
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72% increase from Baseline 2021-2022

Indirect Cost Recovery

40% Colleges
10% Departments
10% PIs
15% GRaSP
25% Provost

Recent Distributions
2024-2025:$375,000
2025-2026: $679,000
~1M



4

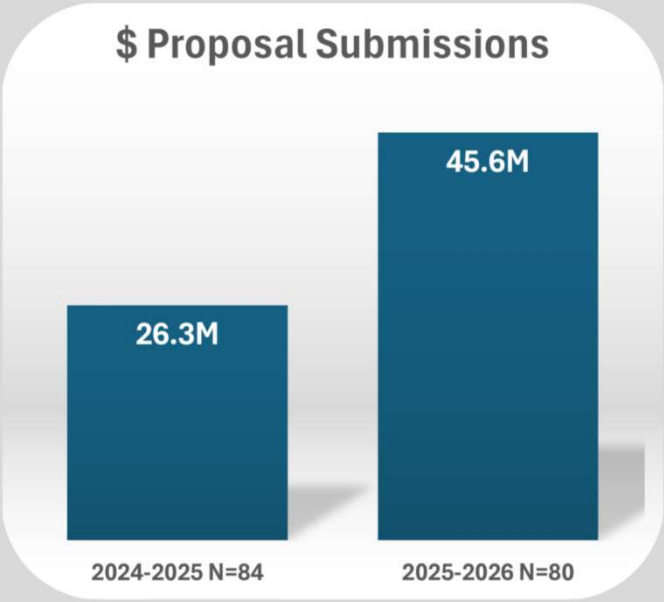
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Proposal Submissions



CSUB Success Rate 2025-2026:45% (44)

Compare to national averages: 10-30%



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Looking Forward: Some Big Awards in Qtr. 1 2026-2027

OFFICE OF GRANTS, RESEARCH AND SPONSORED PROGRAMS CSU BAKERSFIELD

TRIO: Talent Search
PI: Yvette Santana, SASEM
$5,000,000/$347,047(5 yrs.)

California Volunteers
PI: Katina Gilmore, CECE
$4,354,874/$569,024(16 mo.)

Jobs First
PI: Kristen Watson, BAS
$2,040,000/$(16 mo.)

Kern County Superintendent of Schools (KCSOS) x4
PI: Jane Dong, NSME
$1,00,000/$47,613 (24 mo.)



SIP Cooperative Arrangement Grant: Cultivating the Rural Agronomy Workforce: A Central Valley Transfer Pathway
PI: Aaron Hegde, BAS
$5,000,000 (5yrs.)

SIP Individual Development Grant: CATALYST: Cultivating Adaptive Teaching And Learning with AI-Supported Technologies
PI: Amin Malekmohammadi
$3,000,000 (5yrs.)

Elk Hills CO2 Storage Project (EHStore)
PI: Liaosha Song, NSME
$26,984,029/$1,061,387 (3 yrs.)

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CSU BAKERSFIELD

CSUB Grants Support Students in Big Ways

Student Impact



2025-2026

129
Students Employed on Funded Projects

$639,573
Salaries/Benefits Paid to Students on Funded Projects

$3,027,026
Stipends to Students

Added Value to Grant Writing

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CSU BAKERSFIELD

GRASP - Internal Programs & Support for Research

Programs	2024-2025	2025-2026	2026-2027	
Provost's Proposal Development Award (PDP)	N=3 $39,239	N=3 $42,822	N= 5 $55,256	15 WTUs
Provost's Scholars Award (PSA)	N=5 $57,158	N=5 $56,338	N= 3 $39,153	9 WTUs
Chancellor's Office Grant (COG)	N=10 $50,000	N=8 $47,633	N=4 $23,950	
TOTAL	N=18 $146,397	N=16 $146,793	N=12 $118,359	

Associate =4
Assistant =7
Lecturer =1

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Types of Reviews	2024-2025	2025-2026
Exempted from Full Board Review	72	64
Expedited Review	3	6
Standard Review (Full Board)	3	2
Waiver of Authorization (3PA)	1	2
External Investigator & Cooperatives	5	4
Section 118 Designation	0	0
NRRS	5	12
Limited Review	1	2
Total Activity for Submissions	**90**	**92**

2025-2026 HSIRB Membership

Scientific Concerns
Annie Boehning (Nursing)
Jessica Williamson, Chair (Psychology)
Brittany Sanchez (Kinesiology)
Zachary Zenko (Kinesiology)

Non-Scientific Concerns
Chris Livingston (Library)
Nate Olson (Philosophy)
John Stark (Management & Marketing)
Aaron Wisman, Vice Chair (Adv. Ed. Studies)

Community Concerns
Grant Herndon (KCSOS, Legal Counsel)
Laramee Lyda-Craft (Retired)

Consultants
Adam Turner, Prisoner Concerns

Alternates
Brenda Gooch
Juterh Nmah
Chandra Commuri
Marianne Wilson
Isabel Sumaya

Administrative Supoprt
Research Ethics Review Coordinator, Marianne Wilson
Research Compliance Analyst, Gwen Parnell

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CALIFORNIA STATE UNIVERSITY BAKERSFIELD | Office of Grants, Research and Sponsored Programs

FACULTY ADVISORY COMMITTEE FOR RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Committee Reports

Report on Research, Scholarship, and Creative Activity (RSCA) at California State University, Bakersfield (CSUB): Benefits, Support, Responsibilities, Challenges, and Recommendations (Approved: May 19, 2025)

Faculty Grant Submissions, Management, and Success at CSUB: Findings and Recommendations of the CSUB Faculty Advisory Committee for Research, Scholarship, and Creative Activities 2024-2025 (Approved: December 22, 2025)

Sponsor of the Faculty Writing Retreats
2025, N=58, 12 tenured, 20 tenure track, 6 lectures

Fund Faculty Research: Mini Grants
2025, N=13, ~100K

2025-2026 FAC 4 RSCA Membership

Matthew Herman, Chair, Department of Geology

Elaine Correa, Human Development, and Child, Adolescent, and Family Studies
Heidi He, Nursing
Joseph Florez, Religious Studies
Maryann Parada, Modern Languages & Literatures
Anna Jacobsen, Biology
Brandon Pratt, Biology
Brittney Beck, Teacher Education
Eduardo Montoya, Mathematics
Liaosha Song, Geology
Linh Bui, Public Health
Nyakundi Michieka, Economics

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New for 2026-2027

NORDP
National Organization of Research Development Professionals

Year 2 – 150K NSF Subaward
- Student Research Center
- Faculty RSCA Leadership Academy
- University RSCA Magazine

HR HANOVER RESEARCH

Professional Development Workshop Series
- Specialized workshops to meet our needs
- Self-paced modules
- Interactive, exercises, videos, resources to navigate the process
- Insider guidance

Atom

AI Cloud Platform for Research Development
- Discovery: learns each researcher, watches every funder, checks eligibility, and delivers the right opportunities straight to the inbox.
- Proposal: auto-builds a guide for every RFP, outlines each section, runs an AI proposal review against funder criteria.
- proposals reviewed and tracked.

KORDATA DYNAMICS

CSUB Serving as Clinical Trial Site
- Partnering with Kordata Dynamics
- 27-61, "Physiological Fingerprinting of Spinal Cord Stimulation Patterns"
- SOP Human Subjects Protection and Good Clinical Practice

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CSU BAKERSFIELD

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Thank You GRaSP Team!

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CSU BAKERSFIELD



Dr. Manuel Barrera
Director of Sponsored Programs Development



Dee Evans
Senior Grants Analyst



Gwen Parnell
Research Compliance Analyst IRB/IACUC



Nancy Gurrola
Administrative Support Coordinator



Alicia Valenzuela
Senior Grants Analyst



Irene Avila
Grants Analyst



Eidie Gonzalez
Grants Analyst



Marianne Wilson
Research Ethics Review Coordinator

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Change Proposal for Academic Senate: Online SOCI User Interface

Brian Chen, Deputy Chief Information Officer, Information Technology Services; October 28, 2026

Background

Feedback received from Dr. Sunjin Pak prompted this proposal to improve the Online SOCI user interface on mobile devices. We propose a minor change so that questions and response labels display consistently in portrait and landscape orientations. We request Academic Senate approval to implement this change.

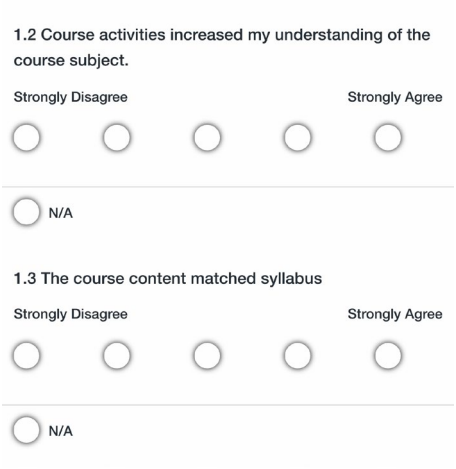
Issue and proposed change

The current portrait view labels only the endpoints of the rating scale, while the landscape view labels each response option. This difference may confuse participants. The proposed change displays individually labeled response options in both orientations, reducing ambiguity and providing a consistent presentation.

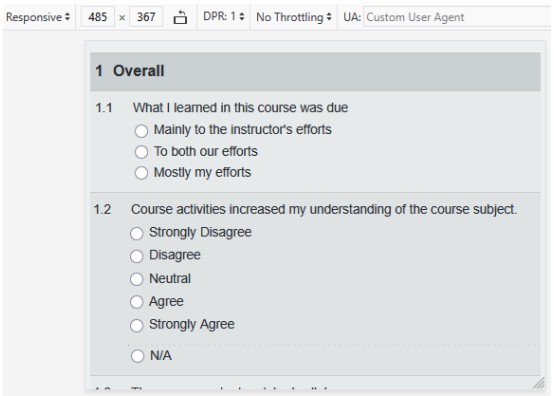
Before and after comparison

Before

Portrait

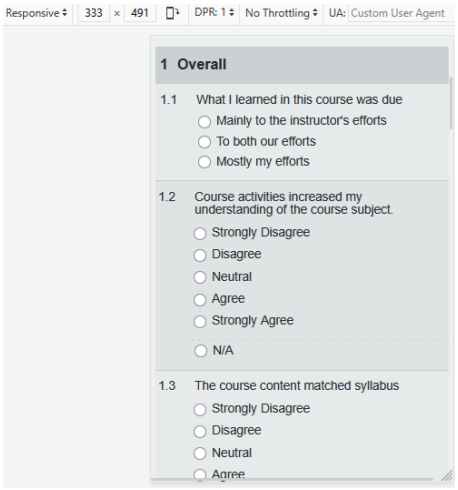


Landscape

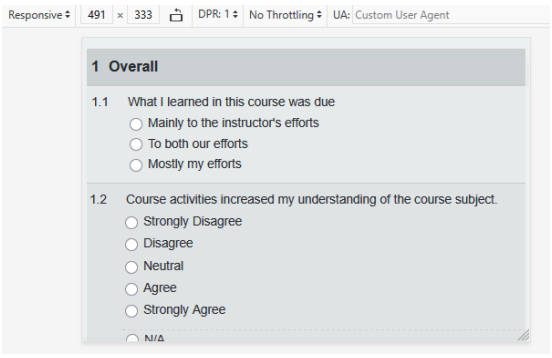


After

Portrait



Landscape



Original portrait screen capture courtesy of Dr. Sunjin Pak.

M E M O R A N D U M

DATE: November 4, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Deborah Thien, Ph.D.
Provost

SUBJECT: Provost's Report – November 5, 2026

Provost Thien intends to discuss the following with the Academic Senate on Thursday, November 5, 2026.

- Student Success Framework Meetings
- Ad Astra

c: Katherine Van Grinsven

Academic Affairs Committee (AAC)
Report to the Academic Senate

Thursday, October 29, 2026

Acting in its capacity as the interdisciplinary program's curriculum committee, AAC approved the proposed Bachelor of Science degree in Agronomy. The proposal will be forwarded to the Executive Committee for referral to the appropriate Senate standing committees. The committee subsequently approved Referral 2627 #04 – Proposal for a New Master of Science in Applied Analytics for submission to the Academic Senate for first reading. Chair Deal and BPC Chair Wu also drafted a joint resolution, which was approved by both committees.

Chair Deal presented feedback received from the Academic Senate during the first reading of Resolution 262708, concerning proposed revisions to Handbook Section 103.1.1. In response, the committee revised references to instructional modality (e.g., asynchronous online) to ensure consistency with the terminology used in the recently approved DLC resolution. The committee also added language addressing temporary changes in instructional modality due to exigent circumstances that may arise during an academic period. Finally, in response to feedback from a senator, the committee added a footnote referencing WASC accreditation standards regarding the development of fully online programs.

The committee then began its discussion of Referral 2627 #11 – Review of Handbook Appendix E. Members noted that this section of the handbook had not been substantially revised in approximately twenty years and determined that a comprehensive rewrite was necessary. Rather than making minor revisions to the existing language, committee members agreed to develop much of the section anew. Individual portions of the document were assigned to committee members to draft and revise. The proposed revisions will be reviewed and discussed at the next meeting.

Academic Support & Student Services Committee (AS&SS)

Report to the Academic Senate
Thursday, October 29, 2026

AS&SS did not receive any new referrals and did not meet this week.

Respectfully submitted,
Leslie Kirstein, Chair
Academic Support & Student Services Committee

CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

BPC Meeting Report — October 29, 2026

The Budget and Planning Committee (BPC) met on October 29, 2026, to discuss academic calendar updates, feedback from the campus budget forum, and the proposed Master of Science in Applied Analytics.

The committee reviewed the proposed 2027–2028 academic calendar, including break schedules, final examination periods, evaluation days, and grade submission deadlines. Discussion emphasized alignment with other CSU campuses, compliance with the academic work and instruction day requirements, and potential effects on students, housing, dining, and campus services. Members also discussed winter intersession scheduling and the need to clarify its funding model and financial aid implications.

The committee reviewed feedback from the recent campus budget forum, particularly student concerns about course availability, waitlists, and the relationship between budget allocations and instructional access. Discussion indicated that approximately $700,000 in additional instructional funding had helped address demand but remained insufficient to resolve all course bottlenecks. Faculty availability and specialized instructional needs, particularly in upper-division engineering courses, continued to constrain additional sections. Members emphasized stronger coordination across colleges, greater student involvement in scheduling discussions, and more timely access to enrollment and waitlist information.

The proposed Master of Science in Applied Analytics remained under Academic Affairs Committee review at the time of the meeting.

Report from the Faculty Affairs Committee

October 29th, 2026

At its October 29 meeting, the Faculty Affairs Committee (FAC) agreed in principle to proposed revisions to the HSIRB and IACUC provisions and planned to seek feedback from the AVP for GRaSP before finalizing the resolution. FAC approved advancing the Student Ombudsperson description to Academic Senate first reading with revisions. The committee also discussed clarifying classroom observation procedures, including observer eligibility, selection, file placement, and observations during periodic evaluation; no changes were adopted, and the Chair will prepare draft language for future discussion. The Chair introduced preliminary working drafts separating RTP and periodic evaluation provisions for optional committee review.

On November 2, following the FAC meeting, the Chair met with the AVP for GRaSP and invited the AVP for GRaSP and the Research Compliance Analyst to the next FAC meeting to discuss the HSIRB and IACUC resolution. FAC is also awaiting the Provost's feedback on the proposed President's Cabinet structure and descriptions of University officers. The First-Year Seminar subcommittee has met and will review the existing criteria as it plans its work.

California Faculty Association (CFA) Report to the CSUB Senate

Senate Meeting November 5, 2026 | Submitted by Dirk Horn, CSUB CFA Lecturer Rights Co-Chair

Management's letter: On October 26, 2026 CFA launched its Strike Authorization Vote and just before its first day of factfinding hearings was scheduled to begin, CFA's Bargaining Team received a letter from CSU management inviting CFA back to the table, primarily to discuss salary. The offer has been unchanged since November 2025.

Strike Authorization Vote: The vote began on October 26 and ends November 19. CFA urges members who have not yet voted to do so. You can vote via the online ballot sent to your emails. Only CFA members are able to vote. Please contact dhorn3@csub.edu if you are interested in joining.

Strike Preparation: CFA will be holding strike preparation informational sessions in the coming weeks. Please look out for the specific dates to be advertised.

ACADEMIC SENATE
CSU BAKERSFIELD

Academic Integrity - Handbook Changes

RES 262709

AS&SS

RESOLVED: That the Academic Senate approves revisions to University Handbook Section 203.4, Integrity of Scholarship and Grades, to align the Handbook with the previously approved Undergraduate and Graduate Academic Integrity Policies and update the Academic Integrity Policy Violations Committee. Deletions are in strikethrough, and additions are in bold and underlined.

203.4 Integrity of Scholarship and Grades

University faculty have adopted **both** an **Undergraduate and Graduate** Academic ~~Honesty~~ **Integrity** policy, which all faculty are expected to enforce. Instructors shall exercise care in the planning and supervision of academic work so that honest effort is positively encouraged. (See the University catalog and class schedule for the complete policy.)

When a faculty member discovers a violation of the policy, the faculty member **shall invite the student to discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty".** Such decisions may be appealed by the student. (See Appendix D: "Student Complaint and Grievance Procedures.")

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students' Office through ~~required to use~~ the Academic Integrity Violation Reporting Form. ~~to notify the CSUB student conduct coordinator and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. The student conduct coordinator will determine additional academic sanctions (e.g., probation, suspension, or permanent expulsion).~~ **Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the Student Conduct Process.**

Academic Integrity Policy ~~Review~~ Violations Committee

A. One full-time faculty member from each College elected to serve a two-year staggered term

~~Three (3) faculty and two (2) alternates selected at random from the pool of all full- time faculty (alternates are for cases of conflict of interest, schedule conflicts, etc.).~~

B. Two (2) students **selected by Associated Students, Inc.** ~~and two (2) alternates selected at random~~ from the pool of all fulltime upper division ~~and~~ **or** graduate students ~~(alternates are for cases of conflict of interest, schedule conflicts, etc.).~~

C. The **Dean of Students** ~~Chair of the Academic Senate~~ will convene ~~the first~~ a meeting **at the beginning of each term** ~~of the academic year during which one of the faculty members must be elected chair.~~ and will share the annual report and concerns with academic integrity paying particular attention to confidentiality and FERPA. Subsequent meetings will be held to discuss repeat policy violations.

RATIONALE: This resolution responds to Referral 2026-2027 12, Academic Integrity Violations Committee Updates. The revisions to University Handbook Section 203.4 align the Handbook with the previously approved Undergraduate Academic Integrity Policy (RES 212233) and Graduate Academic Integrity Policy (RES 232422). They clarify faculty responsibilities and reporting procedures, distinguish course-level academic penalties from disciplinary sanctions, and update the name, membership, and meeting procedures of the Academic Integrity Policy Violations Committee. The revisions also reflect the Dean of Students' proposed committee structure for regular discussion of academic integrity concerns and additional meetings concerning repeat violations.

Attachments: *Academic-Integrity-Violation-Reporting-Form.PDF*
Referral 2026-2027 12 Academic Integrity Violations Committee Updates

Distribution List:
President
Provost and VP for Academic Affairs
VP for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Extended Education and Global Outreach
Interim Executive Director of Antelope Valley
Associate Deans
General Faculty
Associated Students, Inc.

Approved by the Academic Senate:
Sent to the President:
President Approved:

DEAN OF STUDENTS
CSU BAKERSFIELD

Academic Integrity Violation Reporting Form

Use this form to report a violation of the University's Academic Integrity Policy and the Student Conduct Code.

If you believe that a violation of the Academic Integrity Policy (https://maindata.csub.edu/media/45231/download?inline) and Student Conduct Code (https://maindata.csub.edu/media/37671/download?inline) has occurred, please complete the following:

1. Inform the student(s) about the alleged violation and request a meeting to discuss the matter with the student(s). If a meeting is not possible, faculty should inform the student(s) of the alleged violation via e-mail. The email to the student(s) should include the following information:

a. The alleged violation (e.g. cheating, plagiarism, and/or unauthorized collaboration)

b. An opportunity for the student(s) to provide a response to the allegation

c. The grade assigned due to the violation

d. A statement that the alleged violation will be reported to the Dean of Students office for judicial review and possible disciplinary sanctions

2. Faculty should complete this form and attach the course syllabus and all supporting evidence. Evidence may include:

a. The assignment, exam, paper, etc.

b. Plagiarism/AI report (turnitin.com or SafeAssign), if any

c. Online source used (i.e. Chap GPT, Google answers, etc.)

d. Copy of any communication with the student(s)

e. Any additional relevant evidence

Reporting Party Information

Your full name:

Your position/title:

Your phone number:

Your email address:

Date of incident (Required):

mm/dd/yyyy

Location of incident (Required):

Please select a location ...

Involved Parties/Student(s)

Please list the individual student(s) involved in the incident.

Name

Select Role

Student ID Number

Email Address

Add another party

Questions

Semester incident took place, i.e. Spring 2022 (Required)

Course Title/Number (Required)

Academic School (Required)

- [ ] Arts and Humanities
- [ ] Business and Public Administration
- [ ] Natural Sciences, Mathematics and Engineering
- [ ] Social Sciences and Education
- [ ] Department
- [ ] Other

Academic/Campus Department

Type of Violation (Required)

- [ ] Alteration or misuse of a university document
- [ ] Cheating
- [ ] Falsifying any university document
- [ ] Forgery
- [ ] Furnishing false information
- [ ] Improper use of technology
- [ ] Misrepresenting one's self
- [ ] Plagiarism
- [ ] Unauthorized assistance
- [ ] Unauthorized collaboration
- [ ] Using unauthorized sources

Please provide a detailed description of the incident using specific concise, objective language (who, what, where, when, why, and how). (Required)

Did you contact or meet with the student(s) involved? (Required)

- [ ] Yes
- [ ] No

If you discussed the incident with the student(s), what was their response?

What grade penalty, if any, was assigned as a result of the incident?

- [ ] No grade penalty
- [ ] Oral reprimand
- [ ] Redo the assignment
- [ ] Reduced grade on the assignment/test
- [ ] Failed grade on the assignment/test
- [ ] Failed grade in the course

At times, cases can extend beyond the semester, and there may be a need to contact you during Summer or Winter (off-contract) breaks. Please indicate below if you are willing to be contacted in the rare chance that we need additional information to best process this conduct case. (Required)

- [ ] Yes
- [ ] No

Supporting Documentation

For all academic integrity violations, please attach your course syllabus. In addition, attach all supporting documentation including exam questions/responses, assignment details, Turnitin.com Plagiarism report, Artificial Intelligence Detection report, email communication with the student, etc. You will receive an email confirmation that the report was submitted upon completion. 5GB maximum total size.
Attachments require time to upload, so please be patient after submitting this form.

Choose files to upload **Choose Files**

- [ ] Email me a copy of this report

Submit

ACADEMIC SENATE
CSU BAKERSFIELD

2026-2027 Referral 12

Academic Integrity Violations Committee Updates

Date: September 30, 2026

From: Melissa Danforth, Academic Senate Chair

To: Leslie Kirstein, Academic Support and Student Services (AS&SS) Chair

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on September 29, 2026, the Academic Senate Executive Committee requested that Academic Support and Student Services (AS&SS) review Handbook section 203.4 "Integrity of Scholarship and Grades," and align it with the previously approved resolutions: RES 212233 "New Undergraduate Academic Integrity Policy" and RES 232422 "**Graduate Academic Integrity Policy."**

During your discussions, please consider:

- Updating the Academic Integrity Review Committee in section 203.4 to align with the Academic Integrity Violations Committee in the resolutions.
- Updating any other language in the Handbook to align with the resolutions.

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

Thank you.

Attachment:

- *RES 212233 "New Undergraduate Academic Integrity Policy"*
- *RES 232422 "Graduate Academic Integrity Policy"*
- *Suggested Changes_203.4 Integrity of Scholarship and Grades_202607.doc*
- *AI Repeat Violations Committee Restructure Request_202607.doc*

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE
California State University, Bakersfield
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academicsenatechair@csub.edu csub.edu/senate

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

AAC, AS&SS

New Undergraduate Academic Integrity Policy

RES 212233

RESOLVED: That the attached policy be adopted to replace the existing policy found in the campus catalog.

RATIONALE: There are a number of concerns that the new policy addresses.

1) The need to define and differentiate between different forms of violations of student academic integrity.
2) The need to address different forms of violations of student academic integrity with varying types of consequences.
3) The need for faculty input on the consequences for repeated violations of student academic integrity.

ATTACHMENT: CSUB Undergraduate Academic Integrity Policy

Approved by the Academic Senate May 12, 2022
Sent to the President May 20, 2022
Approved by the President May 23, 2022

Distribution List:
Provost & Vice President of Academic Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean Academic Programs
VP Student Affairs
Dean Arts and Humanities

Interim Dean Business and Public Administration
Interim Dean Natural Sciences, Mathematics and Engineering
Dean Social Sciences and Education
Interim Dean Antelope Valley
Interim Dean Library
Interim Dean of Undergraduate and Graduate Studies
Department Chairs
General Faculty

CSUB Undergraduate Academic Integrity Policy

Philosophy on Academic Integrity:

The California State University, Bakersfield (CSUB) Guiding Principles begin with the commitment to academic excellence and pursuit of integrity and truth. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree and impacts the reputation of our campus.

Policy:

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

Types of Academic Integrity Violations:

Academic integrity violations include, but are not limited to, plagiarizing, cheating, providing unauthorized assistance, collaborating with other students without the approval of the instructor, using technology improperly, and falsifying university documents to gain an unfair academic advantage, improve a grade, or obtain course credit. Academic Integrity violations are listed in the Student Conduct Code and the University Handbook, and all offenses listed below, but not limited to the following, are taken seriously.

Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using work submitted in another class without permission of the instructor.

Cheating includes, but is not limited to, using "cheat (crib) sheets" or notes during an exam without the approval of the instructor, copying from someone else or looking at another student's answers during an exam, using books or outside sources without permission during an exam or assignment, receiving answers on an exam or assignment from someone else, or using an online source to obtain answers without approval.

Unauthorized Assistance is providing answers or information on an assignment or exam to a fellow student without approval of the instructor.

Unauthorized Collaboration is working with others on an assignment or exam without approval of the instructor and/or copying from someone else without their knowledge.

Both unauthorized assistance and collaboration interfere with the ability of the instructor to evaluate the individual student's performance in their course.

Improper use of technology includes using computers, computer programs, cell phones, calculators, or other software or electronic aids to gain an unfair academic advantage without

permission of the instructor.

Falsification of University Documents includes, but is not limited to, falsifying signatures, such as another student's signature or a faculty/staff signature, on a university form (for example, an add/drop form).

Procedures for Reporting a Violation of the Undergraduate Academic Integrity Policy:

Any violation of Academic Integrity should be reported to the Office of the Dean of Students.

When a faculty or staff member or administrator discovers a violation of the academic integrity policy, they shall invite the student to discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty.") For further guidance, consult with the appropriate Program Director, Department Chair, Dean, or Dean of Students' office.

After the violation has occurred and penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the Academic Integrity Violation Reporting Form and to the applicable academic program(s) to be considered in its totality in order to determine whether the reported incident is part of a larger pattern of misconduct. Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the CSU Executive Order 1098, Student Conduct Procedures.

Recommended Consequences for an Undergraduate Academic Integrity Violations:

Suggested guidelines for academic penalties within the course can range from oral reprimand to failure of the course depending on the severity of the academic integrity violation. These recommendations are provided to allow for equitable sanctions across campus for all students and are intended to be for a first academic dishonesty offense. Grade penalties are at the sole discretion of the faculty member.

An oral reprimand is appropriate if the violation is a minor, first-time offense in a course and if there is any possibility the student misunderstood how their actions violate the academic integrity policy. This may also be an opportunity for the student to resubmit the assignment or complete an equivalent assignment with a better understanding of the expectations.

A failing or lower grade on the assignment/exam/paper/project for the course is recommended for moderate offenses, which could include a first offense, that clearly violates the academic integrity policy but are not planned or premeditated.

A failing grade in the course is at the discretion of the faculty member. Faculty may reserve such action for those violations that are premeditated and planned with the intent of violating the academic integrity policy and gaining an unfair advantage in a course.

Levels of offenses:

- Minor first offense: minor actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage
- Moderate first offense: moderate actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage

- Major first offense: premeditated or planned plagiarism or cheating with clear evidence of intent to gain unfair advantage

For further guidance, faculty should consult with the appropriate Program Director, Department Chair, Dean, or Dean of Students' office.

*Recommended consequences are reflected in the Policy on Academic Dishonesty from CSUCI Dated 2-4-2014

Additional Potential Sanctions for a Violation of the Undergraduate Academic Integrity Policy:

In addition to the academic penalty assigned by the faculty member, disciplinary sanctions imposed by the University may include educational/plagiarism exercises, probation, suspension, permanent expulsion from the university and from the CSU system, or the withholding of a degree.

Disciplinary probation will be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension of more than an academic year and expulsion will be part of the student's permanent academic record. Once a disciplinary sanction is determined, the outcome will be provided to the instructor who reported the incident and remain in the student's electronic disciplinary file in accordance with the CSU Records/Information Retention and Disposition Schedule.

Repeated Violations of the Undergraduate Academic Integrity Policy:

Any repeated violation of the academic integrity policy will result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record. Decisions regarding penalties for repeated violations shall be determined by the Student Conduct Officer after conferring with a committee composed primarily of tenured faculty members.

Proposed Syllabus Language:

Academic Integrity: Certain forms of conduct violate the university's policy of academic integrity and the student conduct code. Academic dishonesty (cheating) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to exams alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using your work submitted in another class without permission of your current instructor.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member will meet with the student(s) involved and is required to notify the Dean of Students' office and detail the alleged violation, including the name(s) of the student(s) suspected, the class in which the alleged violation occurred, the circumstances of the alleged violation, and the evidence (including witnesses) supporting the allegation. The faculty member will also formally notify the student(s) suspected of violating the university's policy of academic integrity, the department chair for the course involved in

the incident, and the appropriate school dean. The Dean of Students or designee will investigate; confer with the faculty member, student(s), and any witnesses identified; and review all evidence submitted by the faculty member and student(s) to impose an administrative sanction, beyond the academic penalty already placed by the faculty member. Students who perform dishonestly in this course may earn zero credit on the assignment/exam or a failing grade in the course, depending on the level of severity of the offense.

Students are expected to uphold the standards of academic integrity. Cheating in any form will not be tolerated and will result in a formal report to the University Dean of Students. You are always expected to follow the student conduct code and uphold the CSUB Guiding Principles while learning on this campus.

Catalog Statement:

The principles of truth and integrity are recognized as fundamental to our campus community. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree.

Students at CSUB are expected to do all work assigned to them without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

ACADEMIC SENATE
CSU BAKERSFIELD

Graduate Academic Integrity Policy

RES 232422

AAC and AS&SS

RESOLVED: That the attached Graduate Academic Integrity Policy be adopted.

RATIONALE: The new policy defines academic integrity issues specific to graduate students.

Attachments:

CSUB Graduate Academic Integrity Policy

Distribution List:

President
Provost and VP for Academic Affairs
VP Student Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
School Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate: April 25, 2024
Sent to the President: May 9, 2024
President Approved: May 16, 2024

CSUB Graduate Academic Integrity Policy

Philosophy on Academic Integrity:

The California State University, Bakersfield (CSUB) Guiding Principles begin with a commitment to academic excellence and to the pursuit of integrity and truth. CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree and impacts the reputation of our campus.

Policy:

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced. This policy is in addition to the Professional Standards of the student's graduate program.

Types of Academic Integrity Violations:

Academic integrity violations include, but are not limited to, plagiarizing, cheating, providing unauthorized assistance, collaborating with other students without the approval of the instructor, using technology improperly, and falsifying university documents for the purpose of gaining an unfair academic advantage, improving a grade, or obtaining course credit. Academic Integrity violations are listed in the Student Conduct Code and the University Handbook, and all offenses listed below, but not limited to the following, are taken seriously.

Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using work submitted in another class without permission of the instructor.

Cheating includes, but is not limited to, using "cheat (crib) sheets" or notes during an exam without the approval of the instructor, copying from someone else or looking at another student's answers during an exam, using books or outside sources without permission during an exam or assignment, receiving answers on an exam or assignment from someone else, or using an online source to obtain answers without approval.

Unauthorized Assistance is providing answers or information on an assignment or exam to a fellow student without approval of the instructor.

Unauthorized Collaboration is working with others on an assignment or exam without approval of the instructor and/or copying from someone else without their knowledge.

Both unauthorized assistance and collaboration interfere with the ability of the instructor to evaluate the individual student's performance in their course.

Improper use of technology includes using computers, computer programs, cell phones, calculators, or other software or electronic aids to gain an unfair academic advantage without

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permission of the instructor.

Falsification of University Documents includes, but is not limited to, falsifying signatures, such as another student's signature or a faculty/staff signature on a university form (for example, an add/drop form).

Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

Procedures for Reporting a Violation of the Graduate Academic Integrity Policy:

Any violation of Academic Integrity should be reported to the Office of the Dean of Students.

When a faculty, staff, or administrator discovers a violation of the academic integrity policy, they shall discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense, falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty.") For further guidance, consult with the appropriate Program Director, Department Chair, Academic Dean, or Dean of Students' office.

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students Office through the Academic Integrity Violation Reporting Form to be considered in its totality in order to determine whether the reported incident is part of a larger pattern of misconduct. Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the CSU Executive Order 1098, Student Conduct Procedures.

Recommended Consequences for Academic Integrity Violations:

Grade penalties are at the sole discretion of the faculty member. This policy assumes that every graduate student is familiar with the expectations of ethical writing and decision-making. Suggested guidelines for academic penalties within the course can range from failure of the assignment/exam/paper/project to failure of the course depending on the severity of the academic integrity violation. Any additional academic penalty, including whether the degree/program can continue, should also align with the professional standards of the specific graduate program.

Additional Potential Sanctions for a Violation of the Graduate Academic Integrity Policy:

In addition to the academic penalty assigned by the faculty member and/or program, disciplinary sanctions imposed by the University may include probation, suspension, permanent expulsion from the university and from the CSU system, or the withholding of a degree.

Disciplinary probation will be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension of more than an academic year and expulsion will be part of the student's permanent academic record. Once a disciplinary sanction is determined, the outcome will be provided to the instructor who reported the incident and remains in the student's electronic disciplinary file in accordance with the CSU Records/Information Retention and Disposition Schedule.

Repeated Violations of the Graduate Academic Integrity Policy:

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Any repeated violation of the academic integrity policy will result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record. Decisions regarding penalties for repeated violations shall be determined by the Student Conduct Officer after conferring with a committee composed primarily of one tenured faculty member per school with teaching responsibilities in at least one of their respective graduate programs.

Grievance Process:

A graduate or post-baccalaureate student who experiences difficulties arising from course evaluation, judgment of performance, graduate degree requirements, advancement to candidacy, general regulations, and/or other grievance situations should discuss the issues first with the appropriate graduate or credential program director. For additional details, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog and/or Student Complaint and Grievance Procedures as listed on the Graduate Student Center Forms & Catalog webpage.

Proposed Syllabus Language:

Academic Integrity: Certain forms of conduct violate the university's policy of academic integrity and the Student Conduct Code. Academic dishonesty (cheating) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to exams alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is claiming the published or unpublished work of someone else as your own. This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer. Plagiarism also includes using your work submitted in another class without permission of your current instructor. Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

When a faculty member ~~discovers~~ imposes a penalty for a violation of the university's policy of academic integrity, the faculty member will meet with the student(s) involved and is required to notify the Dean of Students' office. The Dean of Students or designee will investigate; confer with the faculty member, student(s), and any witnesses identified; and review all evidence submitted by the faculty member and student(s) to impose an administrative sanction, beyond the academic penalty already placed by the faculty member. Students who perform dishonestly in this course may earn zero credit on the assignment/exam or a failing grade in the course. For details on the grievance process, refer to the section on Grievances and Appeals in Division of Graduate Studies section of the catalog.

Students are expected to uphold the standards of academic integrity, the CSUB Guiding Principles, the student conduct code, and the professional standards of their graduate program.

Catalog Statement:

The principles of truth and integrity are recognized as fundamental to our campus community.

DRAFT

CSUB administrators, faculty, staff, and students are expected to honor and uphold these principles and in so doing protect the integrity of all academic work. A degree at CSUB is a product of our campus's commitment to ethical behavior, academic integrity, and academic excellence. When a violation of academic integrity occurs, it diminishes the value of that degree.

Students at CSUB are expected to do all work assigned to them without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced.

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DEAN OF STUDENTS
CSU BAKERSFIELD

Academic Integrity Policy Violations Committee

Restructuring Request 2026-2027

Fall Semester

- Mid-September/Early October Orientation Committee Meeting
    - Discuss the academic integrity policy
    - Provide information on Executive Order 1098-Student Conduct Process
    - FERPA laws governing confidentiality
    - Current sanctioning guidelines/effort in accountability
    - Review the annual report specific to academic integrity from the previous year
    - Discuss challenges from the previous year's cases with input from faculty

Spring Semester

- Mid-February/Early March- Follow-Up Discussion
    - Discuss challenging cases
    - YTD case numbers
    - Artificial Intelligence guidance (campus, systemwide, student guidance different from faculty guidance)

** Will meet as needed for repeat violation.

203.4 Integrity of Scholarship and Grades

University faculty have adopted **both** an **Undergraduate and Graduate** Academic ~~Honesty~~ **Integrity** policy, which all faculty are expected to enforce. Instructors shall exercise care in the planning and supervision of academic work so that honest effort is positively encouraged. (See the University catalog and class schedule for the complete policy.)

When a faculty member discovers a violation of the policy, the faculty member **shall invite the student to discuss the violation, including the evidence, with the student(s) involved and allow the student(s) to respond. Any academic penalty, including the student's potential grade penalty for the offense falls within the purview of the faculty member teaching the course. (See "Recommended Consequences for Academic Dishonesty".** Such decisions may be appealed by the student. (See Appendix D: "Student Complaint and Grievance Procedures.")

After the violation has occurred and the penalty imposed, the incident, with all supporting evidence, shall be reported to the Dean of Students' Office through ~~required to use~~ the Academic Integrity Violation Reporting Form. ~~to notify the CSUB student conduct coordinator and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. The student conduct coordinator will determine additional academic sanctions (e.g., probation, suspension, or permanent expulsion).~~ **Disciplinary sanctions for academic dishonesty are processed through the procedures outlined in the Student Conduct Process.**

Academic Integrity Policy ~~Review~~ Violations Committee

A. **One full-time faculty member from each College elected to serve a two-year staggered term**
   ~~Three (3) faculty and two (2) alternates selected at random from the pool of all full- time faculty (alternates are for cases of conflict of interest, schedule conflicts, etc.).~~
B. Two (2) students **selected by Associated Students, Inc.** ~~and two (2) alternates selected at random~~ from the pool of all fulltime upper division and graduate students ~~(alternates are for cases of conflict of interest, schedule conflicts, etc.).~~
C. The **Dean of Students** ~~Chair of the Academic Senate~~ will convene ~~the first~~ a meeting **at the beginning of each term** ~~of the academic year during which one of the faculty members must be elected chair.~~ and will share the annual report and concerns with academic integrity paying particular attention to confidentiality and FERPA. Subsequent meetings will be held to discuss repeat policy violations.

ACADEMIC SENATE
CSU BAKERSFIELD

Teaching Modality – Handbook Changes

RES 262708

AAC

RESOLVED: That the Academic Senate approves revisions to the University Handbook regarding the teaching modality of courses at CSUB.

Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accordance with the officially approved course descriptions provided in the current University Catalog. Unless authorized by the department or program to teach a course with a significant online component, including fully asynchronous online instruction, synchronous online instruction, and hybrid instruction combining face-to-face and online delivery, faculty shall teach in a face-to-face format.

Course Scheduling and Modality

The assignment and scheduling of courses include responsibility for determining the mode of instruction (e.g., face-to-face, hybrid, asynchronous or synchronous online), subject to established curricular and scheduling processes. Department Chairs and Program Directors shall develop proposed course schedules, including instructional modalities, through a collegial coordination process involving affected faculty, other academic units as appropriate, and the Dean (or designee).

The home department or program shall have primary responsibility for determining scheduling and the instructional modality of its courses, based on pedagogical appropriateness, disciplinary standards, student learning outcomes, faculty expertise, accreditation requirements, and the academic needs of its students and programs. The determination should also consider student access and success, General Education and service-course needs, enrollment demand, scheduling feasibility, and available physical, technological, and instructional resources.

Departments, programs, and Deans (or designees) shall work collaboratively to ensure that course offerings include a sufficient number of face-to-face sections to meet student access, success, and

programmatic needs, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.

Coordination and Approval of Course Schedules

Departments and programs shall coordinate with one another when courses serve multiple programs, colleges, or degree pathways. Such coordination shall consider students' ability to construct coherent schedules, access required courses in a timely manner, and complete degree requirements without unnecessary scheduling conflicts, including conflicts between face-to-face courses and courses requiring online attendance.

Deans (or designees) shall seek resolution through collegial discussion and consensus whenever a proposed schedule or instructional modality presents concerns regarding academic appropriateness, fiscal sustainability, classroom utilization, student access or success, or coordination with the academic needs of students in other departments, colleges, or University programs.

The Dean (or designee) shall have final responsibility for approval of course schedules and instructional modalities within the college, subject to University policy and established curricular approval processes. In exercising this authority, the Dean shall give primary consideration to the home department's or program's academic rationale and shall consult with the affected department or program before requiring a change to its proposed schedule or modality. A Dean may require a modification when reasonably necessary to address documented student needs, conflicts among academic programs, University scheduling priorities, resource constraints, or other legitimate institutional considerations. Any such modification shall be made in consultation with the affected department or program, with the Dean informing the department or program of the rationale for a decision that departs from the department's or program's recommendation. The Dean's authority over scheduling and modality shall not supersede established faculty or curricular governance authority over course content, learning outcomes, or curricular requirements.

Changes to course modality after registration begins shall require approval of the Dean (or designee), in consultation with the affected department or program and subject to applicable University policies and student notification requirements.

When exigent circumstances make it necessary, the Dean, in consultation with the academic program, may authorize a temporary change in instructional modality to ensure course continuity

and student progress. Such changes shall be made in consideration of student learning needs, course requirements, available instructional resources, and applicable university policies.

A department or program that has concerns about a Dean's decision regarding course scheduling or instructional modality is encouraged to seek further discussion with the Dean to explore whether a mutually acceptable resolution can be reached. If the matter remains unresolved, the department or program may request assistance from the Provost or the Provost's designee in facilitating further discussion and resolution. Any resolution should seek to balance the academic judgment of the home department or program with student needs, coordination across academic units, and legitimate institutional constraints.

Fully Online Academic Programs

Fully online degree, certificate, credential, or other academic programs shall be reviewed and approved through appropriate curricular and administrative processes before implementation. Approval of a fully online program shall include consideration of accreditation requirements[i], student demand and support needs, faculty capacity and qualifications, assessment of student learning, availability of required courses, technology and instructional support, and alignment with the University mission and campus enrollment strategy. Once approved, fully online programs shall remain subject to periodic review to ensure quality, compliance, and student success.

Academic programs offering courses or programs in online or hybrid modalities shall establish expectations for faculty qualifications appropriate to those modalities. Such expectations may include completion of CSU-approved or campus-approved training, demonstrated experience in online or hybrid instruction, participation in professional development, familiarity with accessibility and regular and substantive interaction requirements, and adherence to applicable quality standards. Where required by accreditation, campus policy, or program expectations, faculty training for online or hybrid instruction shall be mandatory before assignment to teach in those modalities.

Hybrid Modality and Classroom Utilization

Hybrid modality shall be scheduled and implemented in a manner that makes effective use of campus physical resources while preserving instructional quality and student access. Departments, programs, and Deans shall consider classroom utilization, student access, room availability, and complementary scheduling when developing or approving flex offerings. Hybrid models should not result in instructional spaces sitting unused for substantial portions of

scheduled meeting patterns when those spaces could reasonably support other in-person instruction. Where a hybrid course reduces in-person room use, the schedule should, whenever feasible, coordinate that room use with complementary in-person sessions of another course or instructional activity.

RATIONALE: Referral 2026-2027-03 calls for clarification of the respective roles of departments, programs, and administration in determining course schedules and instructional modalities. This resolution affirms the primary responsibility of the home department or program to recommend modalities based on pedagogical appropriateness, student learning outcomes, and academic needs. It also recognizes a Dean's responsibility to approve schedules in consideration of student access and success, coordination across academic units, and institutional resources. Consistent with CSUB's emphasis on face-to-face instruction as its primary and expected mode of delivery, the resolution establishes a collaborative process that balances departmental academic judgment with legitimate institutional considerations while preserving established faculty and curricular governance authority over course content, learning outcomes, and curricular requirements. Although the referral did not specifically address scheduling, the Committee believed that because scheduling and teaching modality are closely interconnected, addressing both provided a clearer framework for decision-making authority while preserving departmental responsibility for pedagogical matters.

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Extended Education and Global Outreach
Acting Executive Director of Antelope Valley
Associate Deans
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

[i] The requirements should be aligned with the Western Senior College and University Commission (WASC) Distance Education Review Guide, which can be found at https://www.wscuc.org/documents/protocol-review-distance-education-review-guide-copy/.

ACADEMIC SENATE
CSU BAKERSFIELD

New Master of Science in Applied Analytics

RES 262712

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed new Master of Science in Applied Analytics.

RATIONALE: The new Master of Science in Applied Analytics is a fully online, asynchronous, self-support graduate program. Grounded in the Central Valley's economic needs, this degree program prepares students to apply analytics across industries such as agriculture, energy, business, finance, and public policy while supporting regional workforce development. The program curriculum provides students with solid advanced skills in data collection, modeling, visualization, and interpretation, in addition to providing students with an opportunity to develop knowledge and skills pertaining to important industries in the Central Valley. The program proposal shows adequate staffing, budget, planning, and resources to support the program's successful implementation ongoing operations.

Attachment: *Referral 2026-2027_04 Master of Science in Applied Analytics*

Distribution List:

President
Provost and Vice-President for Academic Affairs
Vice-President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Associate Deans
Dean of Libraries
Acting Executive Director of Antelope Valley
Dean of Extended Education and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

ACADEMIC SENATE
CSU BAKERSFIELD

2026-2027 Referral 04

Proposal for New Master of Science in Applied Analytics

Date: September 1, 2026

From: Melissa Danforth, Academic Senate Chair

To: John Deal, Academic Affairs Committee (AAC) Chair
Di Wu, Budget and Planning Committee (BPC) Chair

c: Katherine Van Grinsven, Senate Analyst

At their meeting on August 25, 2026, the Academic Senate Executive Committee requested that Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) continue their review and discussions regarding referral 2025-2026 47 Proposal for New Master of Science in Applied Analytics.

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

Thank you.

Attachment:

1) Referral: 2025-2026 47 Proposal for New Master of Science in Applied Analytics
    - CIM Link: https://next-catalog.csub.edu/programadmin/ Enter #534.
    - APAN_MS_F_ Master of Science in Applied Analytics.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE
California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311

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ACADEMIC SENATE
CSU BAKERSFIELD

2025-2026 REFERRAL #47

Proposal for New Master of Science in Applied Analytics

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair

Date: April 15, 2026

c: Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on April 14, 2026, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the proposal for a new Master of Science in Applied Analytics.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on students.

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

Thank you.

Attachments:

(1) CIM Link: https://next-catalog.csub.edu/programadmin/ Enter #534.
(2) APAN_MS_F_ Master of Science in Applied Analytics.pdf

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APAN_MS_F: MASTER OF SCIENCE IN APPLIED ANALYTICS

In Workflow

1. 235 - ECON Curriculum Review (rgearhart1@csub.edu)
2. BSBA-MBA Curriculum Committee (lparis@csub.edu,mway@csub.edu,ssarma@csub.edu)
3. BPA Curriculum Committee (mhur@csub.edu)
4. BPA Dean Office (dcours@csub.edu,lparis@csub.edu)
5. Academic Programs (eadams6@csub.edu)
6. Senate Approval (mdanforth@csub.edu,kvan-grinsven@csub.edu,AcademicSenateOffice@csub.edu,AcademicSenateChair@csub.edu)
7. President (vharper@csub.edu,kvan-grinsven@csub.edu,aescalante@csub.edu)
8. Academic Operations (amendoza145@csub.edu,czuniga-prado@csub.edu,org-curriculum@csub.edu)
9. PeopleSoft (PeopleSoft@csub.edu)

Approval Path

1. Thu, 12 Mar 2026 19:05:42 GMT
   Richard Gearhart (rgearhart1): Approved for 235 - ECON Curriculum Review
2. Thu, 12 Mar 2026 22:30:17 GMT
   Angelica Mendoza (amendoza145): Approved for BSBA-MBA Curriculum Committee
3. Thu, 12 Mar 2026 22:30:38 GMT
   Angelica Mendoza (amendoza145): Approved for BPA Curriculum Committee
4. Thu, 12 Mar 2026 22:30:47 GMT
   Angelica Mendoza (amendoza145): Approved for BPA Dean Office

New Program Proposal

Date Submitted: Thu, 12 Mar 2026 17:32:49 GMT

Viewing: APAN_MS_F : Master of Science in Applied Analytics

Last edit: Thu, 12 Mar 2026 17:32:47 GMT

Changes proposed by: Aaron Hegde (000018642)

Contact

User ID
000018642

Proposer Name
S. Aaron Hegde

Proposer E-mail
shegde@csub.edu

Proposer Department
Economics

Program Information

Program Type
Master of Science

Effective Catalog
2026-2027

Effective Term
Fall 2026

College
Business and Public Admin

Department
Economics

Program Title
Master of Science in Applied Analytics

Program Code
APAN_MS_F

CIP Code
52.1301 - 52.1301

Academic Career
Postbaccalaureate

Support Type
Self Support

Delivery Format
Fully Online

Is the proposed program subject to WASC Substantive Change?
No

Has this program received a General Education Modification (GEM)? If yes, attach approval documents.
No

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

The Master of Science in Applied Analytics will prepare students with advanced skills in data collection, modeling, visualization, and interpretation. The program emphasizes quantitative reasoning, statistical literacy, and applied learning across industries such as agriculture, energy, public sector, and business services. Delivered fully online and asynchronously, the program will provide flexible, accessible graduate education for working professionals throughout California's Central Valley and beyond. This interdisciplinary program addresses a regional need for professionals capable of leveraging data to drive decisions, ensuring graduates are workforce-ready with both technical and communication competencies.

Program Description (i.e. Catalog Description)

The Master of Science in Applied Analytics (MSAA) at California State University, Bakersfield is an interdisciplinary, career-focused graduate program designed to prepare students to lead data-driven decision-making across industries. Offered fully online and asynchronous, the program equips working professionals with the technical, analytical, strategic communication, and AI-powered data analysis skills needed to transform complex data into actionable insights.

Rooted in the Central Valley's economic and industrial context, the MSAA emphasizes applied learning in high-impact sectors such as agriculture, energy, business intelligence, finance, and public policy. Students engage with real-world data sets and complete an integrative capstone project in collaboration with industry or faculty partners.

This program aligns with CSUB's mission to deliver affordable, accessible, and practical education that drives regional innovation and workforce development.

Program Requirements

Degree Requirements

Students must complete 30 units: 21 units of core courses (including a 3-unit capstone) and 9 units of electives.

Core Courses (21 units)

1. APAN 5000 – Introduction to Applied Analytics (3 units)
2. APAN 5100 – Database Systems for Applied Analytics (3 units)
3. APAN 5200 – Data and Information Visualization (3 units)
4. APAN 5300 – Introduction to Accounting and Finance for Applied Analytics (3 units)
5. APAN 5400 – Regression Modeling I (3 units)
6. APAN 5500 – Regression Modeling II (3 units)
7. APAN 6900 – Applied Analytics Capstone (3 units)

Electives - Choose 3 (9 units)

1. APAN 6100 – Applied Agricultural Analytics (3 units)
2. APAN 6200 – Energy Analytics (3 units)
3. APAN 6300 – Marketing Analytics (3 units)

4. APAN 6400– Healthcare Analytics (3 units)
5. APAN 6500– Financial Statement Analytics (3 units)

Program Learning Outcomes

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

1. Analyze and interpret complex data sets from various business sectors (advanced analytical competence) - Graduates will be able to analyze, model, interpret, and synthesize complex data from diverse business and public-sector domains.
a. Demonstrate mastery of core analytics principles, including statistical modeling, predictive analytics, and data engineering concepts.
b.Design and implement end-to-end data workflows, including acquisition, cleansing, transformation, and feature development.
c. Produce professional-grade data visualizations and develop coherent, audience-specific data narratives.

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

2. Critical Thinking and Analytical Reasoning - Graduates will apply advanced quantitative and computational techniques to solve real-world problems.
a. Select, justify, and apply appropriate statistical and machine-learning models to practical business and policy questions.
b.Write structured, efficient, and reproducible code in analytics languages such as Python and R, incorporating version control and best coding practices.

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

3. Communicate insights effectively to stakeholders - Graduates will communicate insights clearly and effectively to technical and non-technical audiences.
a. Written Communication: Produce well-structured written reports that translate complex analytics results into actionable recommendations.
b. Oral Communication:Deliver professional oral presentations that explain data-driven conclusions, limitations, and implications for organizational decision-making.

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

4. Understand ethical considerations in data analytics -Graduates will apply ethical reasoning and evaluate the societal impacts of analytics and AI-enabled decision systems.
a.Assess the implications of data-driven decisions for diverse stakeholders, including issues of fairness, transparency, and accountability.
b.Demonstrate responsible use of analytics and artificial intelligence tools, including adherence to ethical guidelines and data governance standards.

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3	PLO 4

Download the Curriculum Map PDF from the CIM Program Homescreen

Attach Curriculum Map

Curriculum Map.pdf
Curriculum Map CIM.pdf

Attach 5 Year Assessment Plan

5_yr Assessment calendar.pdf
Assessment Infrastructure2.pdf

Does the program use courses offered by other programs?

No

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

30

Does this baccalaureate program require more than 120-semester units?

No

Does this program have any concentrations or emphasis planned under the proposed major?

No

List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

Core Courses (needed to initiate program) - all graduate courses
1. APAN 5000 – Introduction to Applied Analytics (3 units)
2. APAN 5100 – Database Systems for Applied Analytics (3 units)
3. APAN 5200 – Data, Information Visualization, and AI (3 units)
4. APAN 5300 – Introduction to Accounting and Finance for Applied Analytics (3 units)
5. APAN 5400 – Regression Modeling I (3 units)
6. APAN 5500 – Regression Modeling II (3 units)
7. APAN 6900 – Applied Analytics Capstone (3 units)

Electives (needed to initiate program) - all graduate courses
8. APAN 6100 – Applied Agricultural Analytics (3 units)
9. APAN 6200 – Energy Analytics (3 units)
10. APAN 6300 – Marketing Analytics and AI (3 units)
11. APAN 6400– Healthcare Analytics (3 units)
12. APAN 6500– Financial Statement Analytics by Data Analytics and AI (3 units)

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

MSAA Course Descriptions.pdf
Course Offerings.pdf
APAN Course Syllabi.pdf

For Master's Degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

The Master of Science in Applied Analytics (MSAA) program satisfies the requirements of Section 40510 of Title 5 of the California Code of Regulations through its designated culminating experience, APAN 6900 – Applied Analytics Capstone. As documented in the course materials, the Capstone requires students to propose and conduct an independent, faculty-supervised research or applied analytics project that synthesizes the theoretical, computational, statistical, and ethical competencies developed throughout the program. Students design and implement an end-to-end analytics engagement, including problem definition, data acquisition and preparation, model development, evaluation, and communication of findings. The culminating experience includes both a substantial written report and a formal oral presentation, demonstrating graduate-level proficiency in analytical reasoning, professional communication, and applied research methodology. The Capstone's learning objectives align directly with the program's learning outcomes—such as data analysis, coding proficiency, visualization and storytelling, ethical evaluation, and multidisciplinary collaboration—ensuring that the culminating experience serves as a comprehensive assessment of mastery of the discipline. Collectively, these elements provide clear evidence that the program's culminating experience fully conforms to the minimum standards established in Title 5 §40510.

For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

The Master of Science in Applied Analytics (MSAA) does not have a formally corresponding bachelor's degree at CSU Bakersfield. Although undergraduate programs in related areas (such as business administration, agricultural business, computer science, mathematics, or economics) may provide students with relevant preparatory foundations, no specific bachelor's program serves as the designated feeder or corresponding program for this graduate degree. Accordingly, because there is no directly aligned undergraduate program, the question of accreditation does not apply; that is, (a) the MSAA is not subject to specialized disciplinary accreditation through a corresponding bachelor's program, and (b) there is no corresponding accredited undergraduate program relevant to this requirement. The MSAA therefore stands as an independently governed graduate program consistent with CSU policy for master's-level degree development.

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

0

For graduate degree programs, specify admission criteria, including any prerequisite coursework.

Admission Requirements

Applicants must:
• Hold a minimum of a bachelor's degree from an accredited institution.
• Have a minimum overall undergraduate GPA of 2.75 (on a 4.0 scale) or a 3.25 in the last 60 semester units.

• GRE and GMAT scores are not required. However, students with significant GMAT/GRE scores and/or professional experience may be permitted to join with a 2.5 GPA.
• Students without prior coursework in analytics, statistics, or programming may be asked to complete a preparatory module prior to enrollment.
• Submit:
o Online application via Cal State Apply
o Statement of Purpose
o Resume or Curriculum Vitae
o Two completed references which should come from persons familiar with your performance in the classroom and potential for success in a graduate program.
o Official transcripts from all institutions attended

Preparatory Module for Students Without Quantitative Background

Applicants who lack prior coursework in statistics, programming, or data analytics will be required to complete a noncredit, self-paced preparatory module prior to enrollment in the program, specifically the core courses such as APAN 5100, APAN 5400, and APAN 5500.

The preparatory module introduces foundational skills in:
• basic statistics and probability,
• spreadsheet-based analysis,
• introductory Python programming, and
• fundamental concepts in data management and visualization.

Successful completion of the module is verified through short assessments scored by program faculty. This ensures that all entering students possess the minimum technical readiness required for graduate-level analytics coursework.

For graduate degree programs, specify criteria for student continuation in the program.

Students must receive a grade of B or better in each core course. Students must retake any core course with grades of B- or lower. The MSAA Director may approve exceptions to this rule in extenuating circumstances.

Academic Roadmap Attachment

MSAA Academic Roadmap.pdf

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

No

Does this program change create new alignment with an ADT?

No

Is this program:

Subject to accreditation

Describe how accreditation requirements will be met, if applicable.

Program is not currently accredited. There is not accreditation for programs in Applied Analytics. However, there may be business programs accredited by the business school accreditation body - AACSB. Currently, there are no plans to pursue this accreditation by the MSAA program.

Student Demand

Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Multiple independent data sources—including regional labor-market forecasts, student and alumni surveys, and competitive-market analyses—demonstrate strong and growing demand for a graduate program in applied analytics.

a. Regional and statewide employment demand.
The UPCEA Feasibility Analysis shows that occupations aligned with applied analytics—data scientists, statisticians, management analysts, and similar roles—are projected to grow 10% in the primary region between 2025–2035, with data scientists growing 20% and statisticians 22% in the same period. Median salaries in these roles remain competitive at $87,382 in the region, with 2,727 average annual openings predicted. Furthermore, 145 unique job postings in the primary region explicitly referenced a master's degree requirement for analytics jobs during March 2024–February 2025. These data indicate strong workforce pull for graduate-level analytics preparation.
b. Undergraduate student interest at CSU Bakersfield.

Survey results of current CSUB undergraduates show robust potential demand:
• 46% are "extremely interested" in pursuing a master's degree, and an additional 15% are very interested.
• Among students considering STEM fields, six of eight (75%) indicated they were extremely, very, or somewhat interested in an MS in Applied Data Analysis at CSUB.
• All interested respondents reported that online delivery would increase or greatly increase their interest.
c. Alumni and working-professional interest.
Survey data from CSUB alumni and local professionals also demonstrate strong demand:
• 50% are extremely or very interested in pursuing additional education, with a strong preference for master's-level study.
• Seven of twelve (58%) respondents indicated they would be extremely or very interested in enrolling in an MS in Applied Data Analysis at CSUB.
• Online delivery would greatly increase interest for 58% of respondents.
• Alumni commonly cited career advancement, upskilling, and enhanced analytical capability as key motivators.
d. Market demand for programs statewide.
Independent analysis by EAB found extraordinarily strong statewide demand for analytics programs:
• California experienced +195% growth in analytics master's conferrals from 2019–2023, with 872 completions in 2023.
• There is no dominant provider—no program captures more than 21% of the market—suggesting significant opportunity for CSUB to attract students.
• Notably, 0% of completions statewide are currently online, indicating a clear market gap that CSUB is positioned to fill.

Collectively, these findings provide compelling, multi-source evidence of substantial student interest—including traditional undergraduates, working professionals, and alumni—and strong market opportunity for CSUB's proposed MS in Applied Analytics.

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

The program has been intentionally designed to expand access and support diversity across the Central Valley and statewide.

a. Access considerations identified during planning.
The Feasibility Analysis found that:
• Many prospective students—including CSUB alumni—are working adults for whom asynchronous online delivery is essential to access graduate education.
• Students come from diverse industries (agriculture, education, public sector, retail, healthcare), many of which are historically underserved by advanced analytics training.
• Opinion leaders affirmed that CSUB's affordability and regional mission make it a critical access point for underrepresented populations seeking technical upskilling.
b. Program design that expands equity and access.
The program addresses barriers commonly faced by Central Valley learners by offering:
• 100% online, asynchronous delivery, enabling participation by rural students, working professionals, caregivers, and those with transportation or scheduling barriers.
• No GRE/GMAT requirement, aligning with evidence from EAB that such requirements deter applicants (69% reported requirements discouraged them).
• Affordable tuition, consistent with CSUB's mission and attractive given the high cost of competitor programs (many of which exceed $60,000).
• Applied curriculum with cross-industry relevance, making analytics education accessible and meaningful to students from agriculture, energy, public sector, healthcare, and business backgrounds.
c. Recruitment strategies to support diverse prospective candidates.
The program will employ equity-centered recruitment efforts, including:
• Targeted outreach to CSUB alumni, particularly from Agricultural Business, Economics, and Business Administration—fields with large Latinx and first-generation student representation.
• Partnerships with regional community colleges offering associate degrees in business, CIS, agriculture, and STEM fields.
• Collaboration with employers in agriculture, energy, and government, which represent high proportions of first-generation and bilingual workers.
• Marketing highlighting flexibility, affordability, and real-world applicability, which alumni and undergraduates have identified as primary motivators.

These measures ensure that all prospective candidates—not only those historically represented in graduate study—have equitable access to advanced analytics training.

For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

The proposed MS in Applied Analytics does not have a formally corresponding undergraduate major at CSU Bakersfield. Students are expected to come from diverse feeder programs—most commonly Agricultural Business, Economics, Business Administration, and STEM-related majors—but no single undergraduate degree serves as the official or corresponding program. This is consistent with survey findings, which show students from multiple backgrounds indicating strong interest in analytics graduate study. Accordingly, there is no applicable three-year undergraduate degree production metric tied to a single corresponding bachelor's program

Describe professional uses of the proposed degree program.

The MS in Applied Analytics prepares graduates for high-demand roles across a wide spectrum of industries critical to California and the Central Valley economy.

a. Career pathways supported by the degree.
According to the Feasibility Analysis, jobs directly aligned with program outcomes include:
• Data Scientist
• Data Analyst
• Business Intelligence Analyst
• Management Analyst
• Statistical or Research Analyst
• Program Evaluation Analyst
These roles are among the most frequently posted job titles requiring a master's degree across the primary region.
b. Industry sectors where graduates are needed.
Top hiring industries include:
• Management, scientific, and technical consulting services (37.4%)
• State and local government (15.4%)
• Healthcare and public health systems
• Agriculture and agtech
• Energy and utilities
• Finance, banking, and insurance
• Education and nonprofit sectors
These industries show sustained or growing demand for analytics professionals who can translate data into strategic decision-making.
c. Skills aligned with employer expectations.
Employers and opinion leaders repeatedly emphasized the need for graduates who possess:
• Strong foundations in statistical modeling, data visualization, Python, SQL, cloud tools, and machine learning
• The ability to communicate insights clearly to non-technical audiences
• Business acumen, critical thinking, and domain-specific understanding
• Ethical literacy related to AI and data governance
These skills are central to the MS in Applied Analytics curriculum
d. Regional workforce shortages in preparedness.

While the number of analytics applicants is not considered insufficient, employers cite a shortage of candidates who are "job-ready"—meaning those who can combine technical skills with communication, business reasoning, and applied problem-solving. The proposed program is explicitly designed to close this preparedness gap.

Anticipated Student Demand (Majors)

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	50	70
Number of Graduates (Cumulative)	0	30	60

Attach documentation as needed:

CSUB_Feasibility_Analysis__MS_Applied_Analytics_FINAL.pdf
EAB Market Analysis - CSU Bakersfield Oct 2024.pdf

Societal and Public Need for the Proposed Degree Major Program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Institution(s)
Cal Poly San Luis Obispo
Cal Poly Pomona
Sacramento State
Cal State East Bay
Chico State
CSU Northridge

Cal State San Bernadino
Cal State Long Beach

Describe differences between the proposed program and programs listed above.

a. CSU campuses

No other CSU currently offers a program titled "MS in Applied Analytics," but a number of CSU campuses offer closely related master's programs in business analytics, data science, or business/data analytics:
• Cal Poly San Luis Obispo – M.S. in Business Analytics (STEM-designated). OBJ
• Cal Poly Pomona – M.S. in Business Analytics (MSBA).
• Sacramento State – M.S. in Business Analytics, delivered 100% online. OBJ
• CSU East Bay – M.S. in Business Analytics. OBJ
• Chico State – M.S. in Business Analytics and M.S. in Data Science & Analytics. OBJ
• CSU Northridge – M.S. in Business Analytics and M.S. in Data Science. OBJ OBJ
• CSU San Bernardino – M.S. in Business Data Analytics. OBJ
• CSU Long Beach – M.S. in Applied Statistics, Option in Data Science (newly approved, strongly analytics-oriented). OBJ

These programs confirm strong CSU-system interest in analytics, but there is no CSU program with CSUB's specific "applied analytics" title, regional focus, and cross-sector design.
The proposed MS in Applied Analytics (MSAA) at CSUB is differentiated from the programs above in several important ways:
• Mission & price point. CSUB's MSAA is designed as an affordable, public regional program serving the Central Valley and working adults, in contrast to the significantly higher tuition at private competitors (e.g., USC, USF, USD) and metropolitan UC campuses. OBJ
• Fully online, asynchronous access. EAB's scan notes that in California 0% of recent analytics master's conferrals were online; all completions were on-ground. OBJ CSUB's proposed program is intentionally fully online and asynchronous, filling a documented gap for working professionals, rural students, and caregivers in the Central Valley. OBJ
• Cross-sector applied orientation. Many competitor programs (e.g., UC business-school MSBAs) are framed primarily around corporate/private-sector applications. In contrast, MSAA is explicitly designed to serve public, nonprofit, and industry partners in the region (agriculture, energy, health, education, government) and to prepare graduates for applied analytics roles across sectors. OBJ
• Access-friendly admissions. EAB's national survey shows 69.3% of adult and graduate prospects say admission requirements (fees, test scores, prerequisites) have deterred them from applying. OBJ MSAA is designed with no GRE/GMAT requirement, streamlined prerequisites, and a focus on prior experience and preparation rather than standardized tests—an approach not universally adopted by peer programs.
• Regional engagement and capstone projects. The MSAA capstone is deliberately tied to regional organizations and data sets whenever possible, emphasizing community impact and real problems from local employers, rather than exclusively national or global corporate partners. OBJ
In sum, the proposed MSAA complements the CSU and UC landscapes by providing a fully online, access-oriented, applied, and regionally focused analytics program at CSU Bakersfield, rather than duplicating existing high-cost, metro-centric offerings.

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

Curricula
MBA
BSBA
BS AGBS

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

Community participation has been a central component of program planning. The feasibility study documents:
• Stakeholder interviews with regional employers and opinion leaders across sectors, including healthcare, K–12 and higher education, city/county government, agriculture, and private industry.
• These stakeholders consistently reported:
• Difficulty finding "job-ready" candidates who combine technical analytics skills with communication and business acumen.
• A desire for locally educated analysts who understand the Central Valley's economic and social context.
• Support for a flexible, online graduate program at CSUB that would allow their current employees to upskill without leaving the region. OBJ

In addition, CSUB alumni and current undergraduates were surveyed, providing direct evidence of student interest in an applied analytics master's degree and confirming that flexible online delivery is critical for access. OBJ

These forms of community input have directly shaped the curriculum (strong emphasis on applied projects and communication), modality (fully online), and admissions philosophy (removal of barriers such as standardized tests).

Provide applicable workforce demand projections and other relevant data.

Workforce demand.docx
CSUB_Feasibility_Analysis__MS_Applied_Analytics_FINAL.pdf

Employer support.pdf

Existing Support Resources for the Proposed Degree Major Program

List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree.

See attached file "Faculty CV" for more details.
1. Hegde, S. Aaron, PhD (Economics 2004), Professor, Full-time
2. Padilla, Abran, MBA, ABD (Business), Lecturer, Part-time
3. Wu, Di., PhD, CPA, CMA (Math and Bioinformatics 2006), Professor, Full-time
4. Xu, Zhenning, PhD (Marketing 2016), Associate Professor, Full-time
5. Gearhart, Richard, PhD (Economics), Professor, Full-time
6. Michieka, Nyakundi, Phd (Economics), Professor, Full-time
7. Gomez, Samuel, MS (Engineering 2025), Mast Inf Data Science (MIDS) (2022), Industry
8. Rodriguez, George, Mast Inf Data Science (MIDS), Industry

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

Facilities in Support of the Proposed Program

The MS in Applied Analytics will be delivered fully online and will therefore rely primarily on existing campus facilities and infrastructure, with no need for new construction or major renovation. Faculty associated with the program will use existing offices, conference rooms, and support spaces on the main CSU Bakersfield campus for course development, advising, and meetings. Students who reside in the region will be able to access campus computer laboratories, study spaces, and academic support centers on the Bakersfield campus and at the Antelope Valley center.

A key facility supporting the program is the Walter W. Stiern Library, the largest building on campus at approximately 150,000 square feet. The library houses nearly half a million volumes and provides electronic access to hundreds of thousands of periodical titles and over one million ebooks in almost 200 databases, as well as extensive study and collaboration spaces, computer labs, instructional television studios, and a 24-hour study room on the lower level. The library also maintains a branch at the Antelope Valley campus, ensuring regional access to physical resources and study spaces.

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

Library and Learning Resources

CSU Bakersfield provides robust electronic and physical library resources that are more than adequate to support graduate study in applied analytics. The Walter W. Stiern Library's collections include nearly half a million print volumes, hundreds of thousands of serial titles and periodical subscriptions, and over one million ebooks accessible online through nearly 200 licensed databases. These resources cover business, economics, computer science, statistics, public policy, and related domains that are central to the proposed curriculum.

The library's website provides 24/7 access to electronic resources, including databases, e-journals, ebooks, research guides, and interlibrary loan/request services. It also offers 24/7 online research help via chat, email, and appointment, ensuring that distance learners receive the same level of research support as on-campus students. Through the CSU system's OneSearch and CSU+ resource-sharing network, CSUB students and faculty can request materials from all 23 CSU campuses, further expanding access to specialized scholarly content needed for capstone projects and applied research.

In addition to collections, the library houses multiple computer labs, instructional television studios, media-production spaces, and group and individual study rooms, supporting both in-person and online learning needs. These facilities, combined with online tutorials and information-literacy instruction provided by faculty librarians, ensure that students in the MS in Applied Analytics have comprehensive access to the information resources necessary for advanced study and research.

Letter of support from Library attached (See "Library Support Letter.pdf")

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

Academic Technology, Equipment, and Specialized Materials

CSU Bakersfield maintains a mature academic technology ecosystem that directly supports online and hybrid instruction. The campus uses Canvas as its learning management system, providing a unified platform for course content, assignments, discussion, and assessment for all students, including those in fully online programs. Academic Technology services identify Canvas, Zoom, and Instructional Television (ITV) as the most used systems for distance and local learning, supported by Panopto, an internal video-hosting and streaming platform that allows faculty to create, store, and share lecture videos and other instructional media.

The campus offers smart and Flex classrooms, Zoom-ready rooms, and hybrid teaching carts for live and recorded instruction, as well as multiple computer labs and a Virtual Computer Lab that provide access to specialized software such as Microsoft 365, Zoom,

Adobe Creative Cloud, and science/mathematical analytics tools. These labs ensure that students who come to campus, as well as those connecting remotely, can access the computational tools needed for coursework in statistics, programming, visualization, and data management.

CSUB's Information Technology Services also supports expanded campus Wi-Fi coverage, cloud storage via Box, and a Student Technology Equity Program that provides new first-year and transfer students with Surface Go devices, underscoring the institution's commitment to digital access and equity. At the system level, Cal State Online and CSU Academic Technology Services provide additional infrastructure and policy support for high-quality, inclusive online and hybrid programs.

Taken together—comprehensive library resources, modern academic technology platforms, virtual and physical computing resources, and system-level online education infrastructure—CSU Bakersfield has the facilities and learning resources needed to fully support the proposed MS in Applied Analytics.
Hel

Additional Support Resources Required

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

The MS in Applied Analytics will be delivered by a multidisciplinary faculty team with advanced degrees and professional expertise in economics, business analytics, statistics, data science, information systems, and computational methods. Faculty from the Departments of Economics, Accounting and Finance, Management and Marketing regularly teach courses in regression modeling, database systems, programming, econometrics, financial analytics, and quantitative methods.

BPA maintains a strong pool of lecturers and industry professionals with expertise in Python programming, applied statistics, business intelligence platforms, and domain-specific analytics (agriculture, energy, healthcare). This ensures staffing depth for multiple course sections and for continued program growth.

Existing faculty capacity, combined with access to a robust part-time faculty pool, is sufficient to support the program without requiring additional tenure-track hires at this time. The program will be overseen by a Program Director responsible for scheduling, assessment, and overall academic quality.

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

None required as the program of offered entirely online.

Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Faculty CV.pdf
Library Support Letter.pdf

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

None required. Students may need to purchase analysis software (usually less than $100), however the institution has sufficient technology to meet the needs of the program. Most courses within the program will use open source analysis tools such as R, Python etc.

Self-Support Program Information

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

Yes

Explain why state funds are either inappropriate or unavailable.

The proposed Master of Science in Applied Analytics will not be offered at places or times likely to supplant, limit, or negatively affect existing state-support degree programs at CSU Bakersfield or elsewhere in the CSU system. The program is designed as a fully online, asynchronous graduate program intended specifically to serve working adults, place-bound learners, and professionals seeking to upskill. Its scheduling and delivery mode do not conflict with any existing face-to-face or hybrid state-support programs at the university.

Additionally, no other CSU campus offers an online degree with the same applied, cross-sector analytics focus, and therefore the proposed program will not redirect students from existing state-support offerings elsewhere in the system. Instead, it expands access to a population that is underserved by traditional on-campus formats and aligns with CSU system goals to increase online degree opportunities without duplicating in-person programs.
State funds are not required for the development or delivery of the proposed MS in Applied Analytics for the following reasons:

1. Online, self-support model is appropriate for the target audience.
The program is designed for working professionals who require flexible, asynchronous scheduling. These students typically do not enroll in traditional state-support programs offered during standard academic hours. For this market, self-support funding is the standard and appropriate mechanism within the CSU system.
2. State funds are not available to expand graduate enrollment beyond current limits.
CSU Bakersfield, like other CSU campuses, faces state-imposed enrollment management constraints and limited state appropriation growth. Existing state funding is prioritized for undergraduate instruction and for maintaining current graduate programs. As such, new graduate programs—especially those intended to expand access to nontraditional learners—are more appropriately funded through self-support Extended Education models.
3. Self-support enables program viability without drawing on state instructional resources.
The self-support structure allows the program to:
• hire faculty on a cost-recovery basis,
• scale courses to demand,
• provide specialized instructional technology support, and
• operate independently of state-funded FTES allocations.
This avoids competition with existing state-support programs for faculty workload, classroom space, or state instructional budgets.
4. The fully online modality reduces the need for state-funded physical infrastructure.
Because the program does not rely on classroom scheduling, campus facilities, or state-supported physical expansions, state funds are neither necessary nor appropriate for its delivery.

In summary, state funds are not available to support new graduate program expansion at this time, and the nature of the program —fully online, flexible, designed for working adult learners—makes a self-support model the appropriate and sustainable funding mechanism.

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

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

Yes

Explain:

The MSAA is specifically structured for working professionals who seek to advance or redirect their careers into high-demand fields such as data analytics, business intelligence, applied statistics, agriculture analytics, energy analytics, and public-sector decision support.

Evidence from the feasibility analysis shows strong interest among:
• Regional employers seeking to retrain employees for analytics roles, and
• CSUB alumni and adult learners desiring career advancement or reskilling into analytics-intensive professions.

Because the program is professionally oriented, career-focused, and designed for adult learners, it falls squarely within the category of programs intended for career enrichment and retraining, a primary characteristic of CSU self-support programming.

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

Yes

Explain:

The MSAA is delivered fully online and asynchronous, meaning the “location” of instruction is not based in a physical classroom or campus facility. Students may reside anywhere in California or beyond, including rural Central Valley communities not served by in-person graduate programs.

Because instruction does not utilize permanent, state-supported classrooms or physical facilities, the program meets the CSU criterion of being located away from state-supported campus instructional spaces, thereby justifying self-support status.

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

Yes

Explain:

The program is intentionally designed as a technology-mediated, fully online degree delivered via Canvas, Zoom, Panopto, virtual computing environments, and other digital tools supported by CSUB’s Academic Technology Services.

This mode of delivery is distinct from state-support modalities, which rely on on-ground or hybrid scheduling built into state-funded FTES models. The CSU explicitly recognizes fully online delivery as a legitimate basis for self-support designation.

Thus, the program qualifies on the grounds that it is offered through a distinct delivery technology rather than traditional classroom-based instruction.

For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

Yes

Explain:

The population served by the MSAA—working adults, place-bound learners, and career-changing professionals—requires year-round, flexible, technology-enabled instruction that cannot be reasonably supported through state general funds.

Operational features that exceed normal CSU Operating Fund capacity include:
• High-touch online instructional design,
• Specialized software and cloud computing resources used in data analytics courses,
• Industry partnerships and professional mentoring,
• Accelerated and flexible scheduling, and
• Faculty compensation structures appropriate for online, adult-serving programs.

State general funds are constrained to undergraduate and existing graduate enrollments and cannot support the additional infrastructure and service model required for a professional, online master's degree.

Therefore, the client group necessarily receives services—such as online pedagogy, specialized analytics software platforms, virtual labs, career-development modules, and asynchronous support—that cost beyond what could be provided using CSU Operating Funds, meeting the CSU criterion for self-support designation.

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

No

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

The proposed Master of Science in Applied Analytics meets all requirements of EO 1099. The program will not supplant or limit any existing state-supported program because it is delivered fully online and targets working adults and place-bound learners who do not enroll in on-campus programs. It is designed primarily for career advancement and retraining in high-demand analytics fields, and its fully online, asynchronous modality is significantly removed from permanent state-supported facilities and uses distinct instructional technologies. The client population requires flexible scheduling, specialized software, and year-round services that cannot be reasonably supported with CSU Operating Funds. Accordingly, the program is appropriately offered on a self-support, cost-recovery basis consistent with EO 1099.

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

Yes

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

Yes

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

Student per-unit cost:

830

Number of units producing revenue each academic year:

30

Total cost a student will pay to complete the program:

24900

Revenue

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Fees	149400	672300	871500	882000	882000
Projected Attrition Numbers	0	0	0	0	0
Totals	149400	672300	871500	882000	882000

Additional Revenue Sources

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

Direct Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Intstructional costs	29708	143387	178387	179233	179233
Operational costs	8000	12000	12000	12000	12000
Extended Education costs	7470	33616	43576	44100	44100
Technology development and ongoing support	1494	6723	8715	8820	8820
Totals	46672	195726	242678	244153	244153

Indirect Expenses

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Campus Partners	11952	67230	87150	88200	88200
Campus reimbursement general fund	17928	80676	104580	105840	105840
Extended Education overhead	59760	268920	348600	352800	352800
Chancellor's Office overhead	3735	16808	21788	22050	22050
Totals	93375	433634	562118	568890	568890

Additional Questions

Is this program an accredited educator preparation program?

No

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

Yes

Supporting Documentation

MSAA 5 Year Budget.xlsx
Budget Clarification narrative.docx
17_BPA Dean Support.pdf
18_EEGO Dean Support.pdf

Key: 534

Katherine Van Grinsven

From: Elizabeth Adams
Sent: Wednesday, March 18, 2026 4:26 PM
To: Melissa Danforth; Katherine Van Grinsven; Danielle Solano
Subject: Applied Analytics M.S. ready for referral
Attachments: APAN_MS_F_ Master of Science in Applied Analytics.pdf

Hi all,

The M.S. in Applied Analytics is ready for referral. I'm attaching the PDF. The Key # for this one is 534.

Thanks, as ever.

Elizabeth

--
Elizabeth T. Adams, PhD
Dean, Antelope Valley
Interim AVP for Academic Affairs and Dean of Academic Programs
Professor of English
California State University, Bakersfield
eadams6@csub.edu
(661) 952-5015

ANTELOPE VALLEY
CSU BAKERSFIELD

ACADEMIC SENATE
CSU BAKERSFIELD

Adoption of Academic Calendar
Fall 2027 - Spring 2028, Summer 2028

RES 262713

BPC

RESOLVED: That the Academic Senate of CSU, Bakersfield adopts the Academic Calendar for Fall 2027-Spring 2028 and Summer 2028.

RATIONALE: The Budget and Planning Committee, in consultation with the Academic Calendar Committee, recommends the attached.

Attachment: *Academic Calendar 2027-2028*

Distribution List:

President
Provost and VP for Academic Affairs
Vice President for Student Affairs and Strategic Enrollment Management
Vice President for Business and Administrative Services and Chief of Staff to the President
Vice President for University Advancement
Vice President for People and Culture
AVP for Academic Affairs and Dean of Academic Programs, AA
AVP for Enrollment Management, SASEM
AVP for Faculty Affairs, AA
AVP for Grants, Research and Sponsored Programs, AA
AVP for Information Technology Services and Chief Information Officer, BAS
AVP for Institutional Research, Planning and Assessment, AA
AVP for Student Affairs and Dean of Students, SASEM
Interim Executive Director of Antelope Valley
Dean of Extended Education and Global Outreach
Dean of Libraries
College Deans
Associate Deans
General Faculty
Campus Staff
Associated Students, Inc.

Approved by the Academic Senate:
Sent to the President:
President Approved:

Academic Senate
California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

661.654.3128 *csub.edu/senate*

California State University, Bakersfield
Academic Calendar 2027/2028

Fall Semester, 2027

March 8, 2027	. . . . .	**Academic Advising** for Continuing Students Begins (for Summer 2027 & Fall 2027)
April 5, 2027	. . . . .	**Registration** for Continuing Undergraduate, Graduate and Credential Students Begins (for Summer 2027 & Fall 2027)
April 26, 2027	. . . . .	**Open Registration** Begins (for Summer 2027)
May 17, 2027	. . . . .	Last Day to Register to Vote — CA Primary Election
June 1, 2027	. . . . .	CA Statewide Primary Election
June 1, 2027	. . . . .	**Academic Advising** for Incoming Transfer Students Begins (for Fall 2027)
June 1, 2027	. . . . .	**Registration** for Incoming Transfer Students Begins (for Fall 2027)
June 19, 2027	. . . . .	HOLIDAY – Juneteenth – (Campus Closed)
June 28, 2027	. . . . .	**Academic Advising** for First-Time First-Year Students Begins (for Fall 2027)
June 28, 2027	. . . . .	**Registration** for First-Time First-Year Students Begins (for Fall 2027)
June 28, 2027	. . . . .	Deadline to Apply for Fall Graduation
July 6, 2027	. . . . .	**Orientation** for New Undergraduate Students Begins (for Fall 2027)
July 12, 2027	. . . . .	**Open Registration** Begins (for Fall 2027)
August 16, 2027	. . . . .	**ALL FACULTY DUE ON CAMPUS**
August 23, 2027	. . . . .	**First Day of Classes**
September 1, 2027	. . . . .	Last Day to Add Classes
September 1, 2027	. . . . .	Last Day to Change between Audit and Letter Grading
September 6, 2027	. . . . .	**HOLIDAY – Labor Day – Campus Closed**
September 20, 2027	. . . . .	Census Day
September 20, 2027	. . . . .	Last Day to Change between Credit/No-Credit and Letter Grading
September 20, 2027	. . . . .	Last Day to Withdraw from Classes without a 'W' being recorded
September 24, 2027	. . . . .	Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Spring 2028)
September 27, 2027	. . . . .	**Academic Advising** for Continuing Students Begins (for Spring 2028)
October 18, 2027	. . . . .	Last Day to Register to Vote — CA General Election
October 21, 2027	. . . . .	Campus-wide Emergency Evacuation Day
October 25, 2027	. . . . .	Last Day for Dept Chairs/Program Directors to Confirm Course Materials Ordered (for Spring 2028)
October 25, 2027	. . . . .	**Registration** for Continuing Undergraduate, Graduate and Credential Students Begins (for Spring 2028)
November 2, 2027	. . . . .	CA Statewide General Election
November 11, 2027	. . . . .	**HOLIDAY – Veterans Day – Campus Closed**
November 12, 2027	. . . . .	Last Day to Withdraw for a Serious and Compelling Reason
November 15, 2027	. . . . .	**Academic Advising** for New Students Begins (for Spring 2028)
November 15, 2027	. . . . .	**Registration** for New Undergraduate, Graduate and Credential Students Begins (for Spring 2028)
November 29 - December 10, 2027	. . . . .	SOCI Period
November 22-24, 2027	. . . . .	**No Classes, Campus Open**
November 25-26, 2027	. . . . .	**HOLIDAY – Thanksgiving – Campus Closed**
November 29, 2027	. . . . .	Deadline to Apply for Spring 2028 Graduation
December 6, 2027	. . . . .	**Open Registration** Begins (for Spring 2028)
December 10, 2027	. . . . .	Last Day to Submit Completed Thesis/Dissertation to the Library
December 10, 2027	. . . . .	**Last Day of Classes**
December 11-17, 2027	. . . . .	Examination Period
December 18, 2027	. . . . .	Commencement
December 20-21, 2027	. . . . .	Evaluation Days
December 22, 2027	. . . . .	Grades Due

Winter Break: December 23, 2027 – January 18, 2028

California State University, Bakersfield
Academic Calendar 2027/2028

CSUB's Extended Education offers classes during intersession that begins on January 3, 2028, and ends on January 19, 2028. Call the Extended Education Office at (661) 654-2441 for detailed information regarding their course offerings and schedules.

Spring Semester, 2028

September 27, 2027	. . . . .	**Academic Advising** for Continuing Students Begins (for Spring 2028)
October 25, 2027	. . . . .	**Registration** for Continuing Undergraduate, Graduate and Credential Students Begins (for Spring 2028)
November 15, 2027	. . . . .	**Academic Advising** for New Students Begins (for Spring 2028)
November 15, 2027	. . . . .	**Registration** for New Undergraduate, Graduate and Credential Students Begins (for Spring 2028)
November 29, 2027	. . . . .	Deadline to Apply for Spring 2028 Graduation
December 6, 2027	. . . . .	**Open Registration** Begins (for Spring 2028)
January 17, 2028	. . . . .	**HOLIDAY – Martin Luther King, Jr. Day – Campus Closed**
January 19, 2028	. . . . .	**ALL FACULTY DUE ON CAMPUS**
January 24, 2028	. . . . .	**First Day of Classes**
February 2, 2028	. . . . .	Last Day to Add Classes
February 2, 2028	. . . . .	Last Day to Change between Audit and Letter Grading
February 18, 2028	. . . . .	Census Day
February 18, 2028	. . . . .	Last Day to Change between Credit/No-Credit and Letter Grading
February 18, 2028	. . . . .	Last Day to Withdraw from Classes without a 'W' being recorded
March 3, 2028	. . . . .	Last Day for Faculty to Order Course Materials Through Campus Bookstore (for Summer 2028 & Fall 2028)
March 6, 2028	. . . . .	**Academic Advising** for Continuing Students Begins (for Summer 2028 & Fall 2028)
March 31, 2028	. . . . .	**HOLIDAY – Farmworkers Day – Campus Closed**
April 3, 2028	. . . . .	Last Day for Dept Chairs/Program Directors to Confirm Course Materials Ordered (for Summer 2028 & Fall 2028)
April 3, 2028	. . . . .	**Registration** for Continuing Undergraduate, Graduate and Credential Students Begins (for Summer 2028 & Fall 2028)
April 5, 2028	. . . . .	Campus-wide Emergency Evacuation Day
April 7, 2028	. . . . .	Last Day to Withdraw for a Serious and Compelling Reason
		Spring Semester Break: April 10–14, 2028 (Easter is April 16, 2028)
May 1 - May 12, 2028	. . . . .	SOCI Period
April 24, 2028	. . . . .	**Open Registration** Begins (for Summer 2028)
April 28, 2028	. . . . .	Deadline to Apply for Summer 2028 Graduation
May 1, 2028	. . . . .	Deadline to Apply for Fall 2028 Graduation
May 12, 2028	. . . . .	**Last Day of Classes**
May 13-19, 2028	. . . . .	Examination Period
May 17, 2028	. . . . .	Last Day to Submit Completed Thesis/Dissertation to the Library
May 20, 2028	. . . . .	Commencement
May 22-23, 2028	. . . . .	Evaluation Days
May 24, 2028	. . . . .	Grades Due
May 29, 2028	. . . . .	**HOLIDAY – Memorial Day – Campus Closed**

California State University, Bakersfield
Academic Calendar 2027/2028

Summer Session, 2028

SS1: 10-WEEK SESSION

May 30, 2028	. . . . .	**ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS**
May 30, 2028	. . . . .	**First Day of Classes**
May 30, 2028	. . . . .	Schedule Adjustment Period
June 1, 2028	. . . . .	**Academic Advising** for Incoming Transfer Students Begins (for Fall 2028)
June 1, 2028	. . . . .	**Registration** for Incoming Transfer Students Begins (for Fall 2028)
June 6, 2028	. . . . .	Last Day of Schedule Adjustment Period
June 6, 2028	. . . . .	Last Day to Add Classes
June 6, 2028	. . . . .	Last Day to Change between Audit and Letter Grading
June 8, 2028	. . . . .	Census Day
June 8, 2028	. . . . .	Last Day to Change between Credit/No-Credit and Letter Grading
June 8, 2028	. . . . .	Last Day to Withdraw from Classes without a 'W' being recorded
June 19, 2028	**. . . . . .**	**HOLIDAY – Juneteenth – Campus Closed**
June 26, 2028	. . . . .	Academic Advising for First-Time First-Year Students Begins (for Fall 2028)
June 26, 2028	. . . . .	Registration for First-Time First-Year Students Begins (for Fall 2028)
July 4, 2028	. . . . .	**HOLIDAY – Independence Day – Campus Closed**
July 10, 2028	. . . . .	**Orientation Period** for New Undergraduate Students Begins (for Fall 2028)
July 10, 2028	. . . . .	Last Day to Withdraw for a Serious and Compelling Reason
July 31 – August 7, 2028	. . . . .	SOCI Period
August 3, 2028	. . . . .	Last Day to Submit Completed Thesis/Dissertation to the Library
August 7, 2028	. . . . .	**Last Day of Classes**
August 8-9, 2028	. . . . .	Examination Period
August 10, 2028	. . . . .	Grades Due

SS2: 5-WEEK Session

May 30, 2028	. . . . .	**ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS**
May 30, 2028	. . . . .	**First Day of Classes**
May 30, 2028	. . . . .	Schedule Adjustment Period
June 6, 2028	. . . . .	Last Day to Add Classes
June 6, 2028	. . . . .	Last Day to Change between Audit and Letter Grading
June 6, 2028	. . . . .	Last Day of Schedule Adjustment Period
June 8, 2028	. . . . .	Census Day
June 8, 2028	. . . . .	Last Day to Change between Credit/No-Credit and Letter Grading
June 8, 2028	. . . . .	Last Day to Withdraw from Classes without a 'W' being recorded
June 19, 2028	. . . . .	**HOLIDAY – Juneteenth – Campus Closed**
June 20, 2028	. . . . .	Last Day to Withdraw for a Serious and Compelling Reason
June 22-29, 2028	. . . . .	SOCI Period
June 29, 2028	. . . . .	**Last Day of Classes**
July 3 & 5, 2028	. . . . .	Examination Period
July 4, 2028	. . . . .	**HOLIDAY – Independence Day – Campus Closed**
July 6, 2028	. . . . .	Grades Due

SS3: 5-WEEK Session

July 10, 2028	. . . . .	**ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS**
July 10, 2028	. . . . .	**First Day of Classes**
July 10, 2028	. . . . .	Schedule Adjustment Period
July 17, 2028	. . . . .	Last Day to Add Classes
July 17, 2028	. . . . .	Last Day to Change between Audit and Letter Grading
July 17, 2028	. . . . .	Last Day of Schedule Adjustment Period
July 17, 2028	. . . . .	Census Day
July 17, 2028	. . . . .	Last Day to Change between Credit/No-Credit and Letter Grading
July 17, 2028	. . . . .	Last Day to Withdraw from Classes without a 'W' being recorded
July 24, 2028	. . . . .	Last Day to Withdraw for a Serious and Compelling Reason
July 31- August 7, 2028	. . . . .	SOCI Period
August 7, 2028	. . . . .	**Last Day of Classes**
August 8-9, 2028	. . . . .	Examination Period
August 10, 2028	. . . . .	Grades Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

ACADEMIC SENATE
CSU BAKERSFIELD

Student Ombudsperson - Handbook Changes

RES 262711

FAC

RESOLVED: That the Academic Senate approves the additions and revisions to the Handbook regarding the Student Ombudsperson. Deletions are in ~~strikethrough~~, and ~~**additions are in bold and underlined.**~~

RESOLVED: These changes supersede any changes made by the Summer Handbook Resolution.

[New Section, Immediately following Faculty Ombudsperson]

Student Ombudsperson

The Student Ombudsperson is an advocate for fair process and equitable application of university policies and procedures serves as a neutral, impartial resource who takes the points of view of all parties into account. The Student Ombudsperson also serves as a source of information and referrals and helps to ensure due process.

A full-time faculty member is selected with special attention to their high regard for fairness and confidentiality, and their ability to assist in resolving concerns involving students and the University. The General Faculty will receive a call for nominations for this position. The Executive Committee of the Academic Senate will review the nominations and recommend an appointment to the Vice President for Student Affairs and Strategic Enrollment Management (VPSASEM). The VPSASEM, in consultation with the Executive Committee of the Academic Senate and Provost and Vice President for Academic Affairs, appoints the Student Ombudsperson. The Student Ombudsperson will serve a renewable three-year term.

This position may serve as a supplement, but not as a replacement, to the University's existing resources for formal conflict resolution. The Student Ombudsperson reports directly to the VPSASEM..The Student Ombudsperson submits an annual report to the Executive Committee of the Academic Senate, the VPSASEM, and the Provost and Vice President for Academic Affairs (P&VPAA) for the purpose of identifying patterns or problem areas in existing practices or policies affecting students.

Appendix D: Student Complaint and Grievance Procedures

Article 2, Section 4: The **Student Ombudsperson** ~~Ombudsman~~ may be consulted by the Grievant at the earliest opportunity. Deadlines may be extended at the request of the **Student Ombudsperson** ~~Ombudsman~~ to the relevant ~~School~~ **College** Dean or the Academic Vice President. For example,if the Grievant is in a course of the respondent the following semester, an extension may be granted.

Article 4, Section 3: Upon receiving a written notice of grievance, the AVP for Academic Affairs and Dean of Academic Programs shall notify the Presiding Officer of the Grievance Review Board, the **Student Ombudsperson** ~~Ombudsman~~, and the appropriate administrator of the College or Department in which the grievance occurred. The Grievance Review Board Presiding Officer shall verify that the student has complied with all procedures outlined in Article 3.

Article 5, Section 8: All hearings shall be closed. The Grievant and the Respondent shall each have the right to have the **Student Ombudsperson** ~~Ombudsman~~ present as a non-participant observer at the hearings. Attendance shall be limited to the Grievant, the Respondent, the **Student Ombudsperson** ~~Ombudsman~~, witnesses, if any, while giving evidence, and the Review Board. Since this is not a legal action and grievant has ultimate legal recourse, attorneys shall be excluded.

RATIONALE: This resolution responds to referral 2026-2027 08.

This resolution adds a Student Ombudsperson description to Handbook Section 303.8, alongside the description of the Faculty Ombudsperson and within alleged breaches of professional responsibility. The Student Ombudsperson duties paragraph was removed from the Handbook by RES 141519 when the position was moved to the General Faculty. The paragraph was not revised and relocated elsewhere, leaving the Handbook without a clear description of the position.

Restoring the description clarifies the Student Ombudsperson's role, selection process, term, and reporting relationships while distinguishing the position from the Faculty Ombudsperson. The Student Ombudsperson provides an impartial resource for students and faculty and supplements the University's existing formal conflict-resolution resources.

Including both ombudsperson descriptions together makes these related roles easier to locate while preserving their distinct responsibilities and reporting structures.

Reporting to the Provost and Vice President for Academic Affairs connects the Student Ombudsperson to the senior administrator responsible for academic affairs and the policies and processes that may give rise to student concerns. Reporting to the Vice President for Student Affairs and Strategic Enrollment Management recognizes the role of student affairs in the Student Complaint and Grievance Procedures and supports coordination with the offices involved in those processes. Reporting to the Executive Committee of the Academic Senate also supports shared governance by ensuring that recurring, non-identifying concerns about academic policies or practices can inform faculty deliberation. Together, these reporting relationships provide appropriate administrative and shared-governance channels for addressing broader patterns while respecting the impartiality and confidentiality of the ombudsperson role.

This resolution also amends Appendix D of the Handbook to clarify that the Student Ombudsperson (in contradistinction to the Faculty Ombudsperson) is involved with the Student Complaint and Grievance Procedures.

Distribution List:

President
Provost and VP for Academic Affairs
AVP Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

ACADEMIC SENATE
CSU BAKERSFIELD

2026-2027 Referral 08

Description of Student Ombuds Position – Handbook Change

Date: September 25, 2026

From: Melissa Danforth, Academic Senate Chair

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

cc: Katherine Van Grinsven, Senate Analyst

At their meeting on September 22, 2026, the Academic Senate Executive Committee requested that Faculty Affairs Committee (FAC) develop a description of the Student Ombuds position.

As background, the paragraph describing the Student Ombuds duties was completely removed from the Handbook by RES 141519 when the Counseling Center requested that the position be moved to general faculty, instead of the paragraph being generalized and moved elsewhere in the Handbook.

During your discussions, please consider:

- The original duties paragraph from Handbook Section 303.7 that RES 141519 removed
- Where to place the Student Ombuds description in the Handbook
- The request from the CSUB Advising Council to consult with the Dean of Students on the description.

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

Thank you.

Attachment: (1) RES 141519 “Ombudsperson Handbook Language.”

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CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Ombudsperson Handbook Language
RES 141519

FAC

RESOLVED: That the University Handbook be revised to incorporate the following changes regarding the Ombudsperson:

303.7 Professional Responsibilities for Counselors
The Counseling Center is the division of Student Affairs charged with the responsibility to "assist students with developmental issues, value information, and the resolution of personal and academic problems which may impede the learning process." Overall, counselors provide either directly or through collaboration and referral a variety of counseling services (e.g., individual and group counseling, career development, crisis intervention, short term psychotherapy), faculty and staff consultation, professional training and supervision consistent with the educational mission of the university. (CSU Student Services Master Plan, 1989)

~~One member of the Counseling Staff has been formally designated as the University Ombudsman, who acts as an impartial facilitator when assisting students with various academic policy issues, including student discipline matters.~~

The counselors adhere to all applicable Federal and State Laws. The published ethical codes of the American Psychological Association, the California Association of Marriage and Family Therapists, and the Organization of Counselor Center Directors in Higher Education are the accepted standards for determining ethical conduct among counselors.

303.11.1.3 Formal Complaint Process
Federal and State law places special duties on the University as it relates to sexual harassment and **sexual misconduct, and** accordingly, sexual harassment **and sexual misconduct** is conduct which is subject to disciplinary action up to and including dismissal (for employees) or expulsion (for students).

~~Formal complaints of sexual harassment originating from employees (faculty or staff) or applicants for employment should be made to the Director of Personnel Services, Administration Building 108 (664-2266), who will refer the case to the appropriate administrator for follow-up. Formal complaints of sexual harassment originating from students should be made to the Ombudsmanperson, located in the Counseling Center, Health Center 13 (664-3366), who will refer the case to the appropriate administrator for follow-up.~~

Formal complaints of sexual harassment and sexual misconduct originating from employees (faculty or staff) applicants for employments, or students should be made to the Title IX Coordinator, located in the Office of the President, (661-654-2137).

Such complaints will be **addressed** ~~confidentially investigated without delay~~ in accord**ance** with existing university procedures, which are governed by law and applicable collective bargaining agreements, and appropriate action will be taken. Only documentation resulting in disciplinary action will be added to an employee's personnel file following standard procedures outlined in respective collective bargaining agreements.

RATIONALE: The proposed changes reflect the results of recent administrative decisions.

Approved by the Senate on January 15, 2015
Sent to the President for approval on January 23, 2015
Approved by the President on November 3, 2015