NOTE: YOU WILL NEED YOUR MARCH 10 AGENDA!!

1993-94
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, April 14, 1994
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

Spring Schedule of Meetings (tentative):
  April 21, 28 (2:30-3:00, 1994-95 Organizational Meeting #1)
  May 12 (2:30-3:00, 1994-95 Organizational Meeting #2), 19, 26

CONSENT CALENDAR

AS 94-25/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF PSYCHOLOGY

The Academic Senate receives the commendations and recommendations of the
Curriculum Committee and the Graduate Programs and Policies Committee on the
program review of the Department of Psychology (see Attachment A[#]) and recommends
that 1) The Bachelor of Arts degree in Psychology be approved for six years or until the
next program review, and 2) the Master of Arts degree in Psychology be approved for six
years or until the next program review.

Further, the Academic Senate notes the concern expressed by the Executive Committee
regarding inconsistencies between the individual recommendations to the Department of
Psychology and the final recommendation of program renewal.

AS 94-26/CC, GPPC, Ex. REVIEW OF CENTERS AND INSTITUTES--INSTITUTE FOR
                        SOCIAL RESEARCH

The Academic Senate receives the commendations and recommendations of the
Curriculum Committee and the Graduate Programs and Policies Committee on the review
of the Institute for Social Research (Attachment B[#]), commends the Institute and
recommends its continuation in accordance with University policy regarding centers and
institutes. The Academic Senate notes that the recommendations to Academic Affairs and
to the Vice President for Academic Affairs and Dean of Arts and Sciences are not
consistent with University policy and therefore recommends that 1) the Institute continue
to be housed in the School of Arts and Sciences as provided by the policy provision

#[Note: the complete Program Review is available for review in the Academic Senate Office, Adm. 264.]

which states, "Each center/institute shall be housed administratively in an existing educational unit (department, division, school, library, or student affairs unit)", and 2) the Institute become self-supporting as provided by the policy (i.e., "It is anticipated that the majority of centers/institutes will become substantially self-supporting within two to three years of establishment. The bulk of university support is regarded as seed money.").

AS 94-27/Ex. SATISFACTORY PROGRESS STANDARDS

The Academic Senate endorses the Satisfactory Progress Standards proposed by the University Student Economic Support Committee (Attachment C).

AS 94-28/GPPC, Ex. GRADES--C- IN GRADUATE COURSES

The Academic Senate recommends that a C- grade earned in graduate coursework not count as credit toward any CSUS graduate degree.

REGULAR AGENDA

AS 94-24/Flr. MINUTES

Approval of the Minutes of the meeting of March 24 (#18), 1994.

Old Business

[Note: At its meeting of March 3, the Executive Committee voted to recommend a No Pass on proposed amendments to the Standing Rules (AS 94-10 through AS 94-10G). On March 10 the Academic Senate postponed consideration of AS 94-10 through 94-10G so that the Executive Committee could present a substitute motion (see AS 94-22 below) on March 24.]

At the March 24 meeting, the Senate proceeded to a First Reading of AS 94-22 and then consideration of a substitute (AS 94-22A) presented from the floor.

AS 94-22A/Flr. STANDING RULES--Changes to Existing Rules

Substituted failed

The Executive Committee shall prepare a report to the Senate identifying specific problems in terms of specific committees and subcommittees. The Senate shall then refer the problems identified to the pertinent committees and subcommittees with the request that they recommend to the Senate the means of resolving those problems.

AS 94-22/Ex. STANDING RULES--Changes to Existing Rules

The Academic Senate establishes three policy area committees (Curriculum Policies, Academic Policies, and Faculty Policies) to replace the extant committees identified in the

Standing Rules Sections 3.06.B.1-4, 3.07 and 3.08 in accordance with the transition plan specified herein (Note: adoption of this amendment will require editorial changes in section 3.06 of the Standing Rules). The three policy area committees shall be constituted and charged as follows:

Areas of Responsibility Include

Academic Policies Committee . . . .
Academic Policies
Academic Standards
Student Educational Experience
Student Retention and Academic Support
Instructional/Academic Program Support

Curriculum Policies Committee . . . .
Graduate Majors
Undergraduate Majors
General Education
Graduation Requirements

Faculty Policies Committee . . . .
Professional Development
Professional Standards
Diversity

Membership:
Voting--Eleven (11) Faculty Members appointed by the Academic Senate:
- 1 Faculty member from the Library or Student Services
- 1 Senator
- 8 Tenured or probationary faculty members with appointments in an academic program
- 1 Senate Executive Committee member (appointed annually by the Executive Committee, confirmed by the Senate)

Non-voting--Three Ex-Officio Members:
- 1 Administrator, appointed annually by the President
- 1 Student, appointed annually by ASI
- 1 Academic Senate Chair

NO MORE THAN ONE FACULTY MEMBER FROM ANY DEPARTMENT MAY SERVE ON ANY ONE POLICY COMMITTEE

Terms of Members:
Faculty members, other than the Senate and Executive Committee members, shall be

appointed to three-year terms[1]. Terms of Senate and Executive Committee members shall coincide with their Senate and Executive Committee term of appointment.

Committee Chairs:
The chair of each committee shall be elected annually in the spring, following the appointment of new members, by and from the members of the committee. Each chair shall be an ex-officio, non-voting member of the Senate (unless already a unit Senator), regularly attend Senate meetings, and regularly inform the Senate as to the Committee's work/policy issues.

Method of appointment to Committees:
- A preference poll will be distributed to faculty each spring. The preference poll shall be structured such that faculty members may nominate themselves for membership on a particular policy committee and/or indicate if they wish to make themselves available to do work for or be consulted by a particular policy committee at any time during the academic year should the policy committee need assistance.

- The Committee on Committees will recommend committee members from the preference poll. Insofar as possible, nominees shall be sought to create a committee membership reflective of the diversity of the University community.

- The Committee on Committees will submit a roster of recommended appointments for confirmation by the Academic Senate in the spring semester of each year.

- The selection of replacement members to fill unexpired terms shall be made by Executive Committee recommendation with approval of the Senate.

Charge:
Each policy committee will determine and recommend policies in its functional area. A policy committee will determine **in each instance how best to develop and carry out its policy responsibilities**. A policy committee may investigate, develop and recommend policies as a committee of the whole, or may recommend the establishment of Standing Subcommittees, or may appoint ad hoc committees, task forces or other similar types of bodies in order to investigate, develop and recommend policies.

Each policy committee will also insure the continued engagement of faculty in executing its proper role in the operational activities related to curriculum, academic standards, and faculty professional affairs.

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[1]   To insure committee continuity, initial appointments will be made so that the terms of the nine faculty members will be staggered (three positions each serving 1994-95, 1994-96, and 1994-97).

Committees are to distinguish between policy and procedures. They are to coordinate and monitor their own work, including that of their subcommittees (standing or ad hoc). Each policy committee, on behalf of the Faculty, will insure the integrity of procedures that are developed and implemented by Administration.

Staffing and Resource Support of Committees:
To be negotiated with Administration each academic year.

Transitional Plan:
Using this year's preference poll, the Committee on Committees will recommend to the 1993-94 Academic Senate (on May 19), faculty members for appointment to each policy area committee. The Chair of the Academic Senate will convene each policy committee between May 19 and May 25 for purposes of electing a committee chair.

Each policy committee will assume its charge and responsibilities as of May 26, 1994. The Chair of the Academic Senate will convene the three Chairs during the first week of the academic year (week prior to instruction) in order to identify the extant issues/work each committee must take up during the academic year. Each policy committee will commence regular meetings the first week of the Fall semester. Each committee will identify an agenda for the academic year and what items it will address as a committee of the whole or through subcommittees. In September 1994, each committee will report its agenda for the year to the Senate and hear from Senators any other issues that should be addressed. The committee will determine for itself how best to carry out the policy function of each agenda item/issue and engage faculty in the execution of its proper role relative to that item/issue.

All existing standing committees of the Academic Senate (defined in Sections 3.07 and 3.08), except the University ARTP Committee and the General Education Course Review Committee, will be disestablished as of May 26, 1994. The General Education Course Review Committee which is solely an operational committee and the University ARTP Committee which is also defined in ARTP policy will continue to function in accordance with their charters defined in Section 3.07 until their respective policy area committees determine whether or not changes in the G.E. Course Review or University ARTP operations would advantage the curriculum or faculty respectively. The Curriculum Policies Committee and the Faculty Policies Committee are charged with making a recommendation on these matters to the Academic Senate by the end of the semester, Fall 1994. (Please note: As pertains to the Research and Creative Activity Committee, systemwide policy regarding elected faculty representatives pertains only to the task and responsibility for reviewing proposals. The Faculty Policies Committee will attend to this matter as it takes up the issue of faculty professional development.)

AS 94-23/Ex. SENATE COMMITTEE CHAIRS, RELEASE TIME

The Academic Senate requests (of Academic Affairs) three units of release time per semester for each of its policy committee chairs (Curriculum Policies, Academic Policies, Faculty Policies).

For text of the main motion for which the above substitutes are being offered, refer to March 10, 1994, Academic Senate Agenda, pages 3-6:

AS 94-10/Ex. STANDING RULES--Changes to Existing Rules
AS 94-10A CURRICULUM COMMITTEE, CREATE
AS 94-10B ACADEMIC PROGRAMS REVIEW COMMITTEE, CREATE
AS 94-10C ACADEMIC SUPPORT COMMITTEE, CREATE
AS 94-10D STUDENT RETENTION AND EDUCATIONAL EQUITY COMMITTEE (as Standing Subcommittee of Academic Policies Committee), CREATE
AS 94-10E FACULTY AFFAIRS COMMITTEE
AS 94-10F UNIVERSITY WRITING COMMITTEE--Standing Subcommittee of General Education Committee
AS 94-10G VISITING SCHOLARS COMMITTEE--Subcommittee of Faculty Professional Development Committee

After reviewing thoroughly the attached _Academic Program Review Report_ for the Department of Psychology, prepared by the Review Team jointly appointed by our respective groups, the academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM FOR
THE DEPARTMENT OF PSYCHOLOGY
SCHOOL OF ARTS AND SCIENCES

Commendations to the Department of Psychology on:

1. its leadership's dedicated and effective work and professional cooperation with the Program Review Team; its excellent Self Study;

2. its faculty devoted to effective teaching, service to the University, and support of scholarship; the outstanding scholarly standards and achievements of many of its faculty;

3. the Department's earnest efforts to reform its BA program;

4. the effective operation and steady improvement of its Psychological Services Center;

5. the dedicated and effective work of its clerical and support staff;

6. its excellent advising brochures and peer advising system.

Recommendations to the Department of Psychology:

1. The Department of Psychology should clarify the Catalog description of its curriculum. (p. 4)

2. The Department of Psychology should adopt a scheduling policy permitting the Chair to give faculty clearly involved in research or in extraordinary University service schedules designed to enhance the time they can devote to those activities. Faculty not actively involved in research should do a disproportionate share of the advising and administrative work of the Department. (p. 11)

3. The Curriculum Committee of the Department of Psychology should annually review 20% of the Department's regular offerings to evaluate their correspondence to Catalog descriptions and to their academic currency. (p. 11)

4. The Department of Psychology should consider a formal restriction on the number of Psychology majors. (p. 34)

5. The Department of Psychology should restructure its BA curriculum. The restructuring should (1) ensure that majors attain basic theoretical and methodological skills, and should (2) use prerequisites to sequence required courses so that majors do substantial methodological course work before taking specialized courses in which they should be able to use important methodological skills. (p. 34)

6. The Department of Psychology should eliminate or limit the offering of specialized and elective courses not necessary for the major. (p. 34)

7. The Department of Psychology should survey its alumni and undergraduate students to determine which proportion of students plan to work in psychology or to go on to graduate school in psychology. (p. 34)

8. The Department of Psychology should consider a greater use of computer-assisted instruction programs as a supplement to its current teaching methods. (p. 34)

9. The Department of Psychology should review its offerings of 164, 171, 155, 137 and 157 to determine whether they correspond to the Catalog description of the courses, have sufficiently specific syllabuses, and meet current standards of the discipline of Psychology. (p. 39)

10. The Department of Psychology should evaluate its MA programs. It should consider a restructuring of MA offerings and a reduction in the number of students accepted for graduate study. It should by the end of 1993 inform the Academic Senate Curriculum and Graduate Policies and Programs Committees of its progress in meeting this recommendation. (p. 52)

11. The Department of Psychology should consider dropping the sponsored admissions procedure for admission to the MA program.

    If the Department decides to keep the procedure, it should (1) determine whether that procedure has a net positive or negative impact on affirmative action candidates for admission, and (2) give faculty assigned to supervise the various options and areas of the MA a veto over sponsored admissions in the option or area they supervise. (p. 53)

12. The Department of Psychology should include a formal interview of students applying for the Counseling program, either before their admission or at the end of a probationary first year of graduate work. (p. 53)

13. The Department of Psychology should provide a minimum of 10 hours per week of graduate assistance for the Psychological Services Center. (p. 54)

14. The Dean of Arts and Sciences and the Department of Psychology should confer regarding the regular offering of seminars needed for the MA program. (p. 54)

15. The Department of Psychology should evaluate its graduate course grading patterns and consider means of bringing those grades into alignment with the University average for graduate grades. The Department should submit its evaluation and any decisions to the Academic Senate Curriculum and Graduate Policies and Programs Committees by the end of 1993. (p. 56)

16. The Dean and the Department of Psychology should confer in an effort to clarify the Department's authority to assign faculty to classes. (p. 62)

17. The Department of Psychology should adopt a policy of visiting at least one class of each faculty member per year. (p. 62)

18. The Department of Psychology should attempt to have a department member serve on any Library and Computer Service planning committees, or monitor the work of those committees. The Department should prepare a plan for Library and Computer resources use for presentation to those committees. (p. 66)

19. The Department of Psychology should conduct a survey of alumni as part of an effort to update departmental knowledge of job opportunities in Psychology. (p. 69)

20. The Dean of Arts and Sciences should support the Department of Psychology's efforts to acquire 20-30 student computer work stations and related software for instruction in quantitative analysis. (p. 71)

20. The Dean of Arts and Sciences should make every effort to maintain the Department of Psychology's clerical staff at a minimum of 2.0 positions. (p. 72)

Recommendations to the Dean of Arts and Sciences:

1. The Dean of Arts and Sciences and the Department of Psychology should confer regarding the regular offering of seminars needed for the MA program. (p. 54)

2. The Dean and the Department of Psychology should confer in an effort to clarify the Department's authority to assign faculty to classes. (p. 62)

3. The Dean of Arts and Sciences should support the Department of Psychology's efforts to acquire 20-30 student computer work stations and related software for instruction in quantitative analysis. (p. 71)

4. The Dean of Arts and Sciences should make every effort to maintain the Department of Psychology's clerical staff at a minimum of 2.0 positions. (p. 72)

Recommendation to the Academic Senate:

1. The Bachelor of Arts degree in Psychology be approved for six years or until the next program review.

2. The Master of Arts degree in Psychology be approved for six years or until the next program review.

After reviewing thoroughly the attached <u>Program Review Report for the Institute of Social Research,</u> prepared by the Review Team jointly appointed by our respective groups, the academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Reports.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR THE INSTITUTE FOR SOCIAL RESEARCH
SCHOOL OF ARTS AND SCIENCES

Commendations to the Institute For Social Research on:

1. An outstanding Director with a fine reputation throughout the area for her professional expertise.

2. A smoothly operating staff which includes professionals as well as graduate student project supervisors.

3. Providing employment for over 50 students who are able to fit their research duties around their academic schedule.

4. Offering over two dozen student interns (to date) direct experience with applied social research.

5. Successful growth as evidenced in the number and size of awarded contracts. They increased from $25,000 to almost half a million dollars in less than four years.

6. Direct benefit to the University in income from the contracts to the CSUS Foundation which is used to support other programs. Also title on equipment purchased for projects which has reverted to the University at the completion of the contracts.

7. By the addition to the reputation and prestige of the University of housing and supporting this fine community resource.

<u>Recommendations to the Institute For Social Research</u>:

1. The Director of the Institute For Social Research should recruit an advisory board as mandated by the presidential memorandum, PM 85-15 (10/5/85), to begin without delay. It is suggested that suitable candidates be drawn from the CSUS community and those who have used the services of the Institute. (p. 12)

2. That the Director and Staff of the Institute For Social Research prepare a self-study document for the next review process, it remains in the guidelines for Center and Institutes. (p. 12)

3. That the Institute For Social Research undertake a campaign to encourage more collaboration among campus personnel. Perhaps the Institute could develop a data base of faculty with similar interests from different departments which would represent potential researchers. (p. 13)

<u>Recommendation to the Vice President for Academic Affairs</u>:

That the Institute For Social Research be placed under Academic Affairs because of its University-wide appeal and mission. The Committee regards this placement as reflecting the need for a higher profile throughout the campus so that individuals from all parts of the University will see it as accessible and make use of the resources. (p. 12)

<u>Recommendations to Vice President for Academic Affairs and Dean of Arts and Sciences</u>:

1. That the Institute For Social Research be funded for a full-time Director. Professor Barnes would like to teach one course each semester, so the equivalent of 9 WTUs is requested initially. It is estimated that the additional time as Director would quickly realize additional revenues, so that the support would only be required at first. The Committee recommends that Carole Barnes renegotiate the contract for the Institute For Social Research so as to allow for this reorganization. (p. 10)

2. That arrangements with the CSUS Foundation be made so that the portion of the Foundation fee of 25% which represents surplus beyond actual overhead is returned to the Institute which generates the income. (p. 13)

<u>Recommendation to the Academic Senate</u>:

That the Institute For Social Research be approved until the next Institute review.

SATISFACTORY PROGRESS STANDARDS
April 1, 1994*

To remain eligible for financial aid, a student must be making progress in the course of study he or she is pursuing. Satisfactory progress is measured in terms of maintenance of good academic standing and successful completion each year of a specified percentage of coursework attempted. In addition, students are expected to complete degree requirements within a specified maximum number of units.

Failure to make progress in accordance with the standards of Satisfactory Progress specified below may result in termination of financial aid. These standards comply with federal regulations and Financial Aid Policies and Guidelines of The California State University, are applicable to all students on financial aid at the California State University, Sacramento and apply to all programs of financial aid (including grants, loans and work study) provided by the State of California and/or Title IV (Federal).

I. **ENROLLMENT STATUS FOR FINANCIAL AID**

A. Full-time and Part-time Enrollment Status

Enrollment status for all students (undergraduate, graduate, education/service credential candidates, and other postbaccalaureate students is determined as follows:

Full-time   12 or more weighted units
3/4 time   9 - 11 weighted units
1/2 time   6 - 8 weighted units

B. Weighted Units

For the purpose of determining enrollment status for financial aid, course units are weighted as specified below:

Course Type	Weighted Units
Prebaccalaureate and other non-degree courses (see Part C of this section)	1 Weighted Unit
Courses taken for audit (see Part C of this section)	0 Weighted Unit
Undergraduate lower division and upper division courses taken for credit	1 Weighted Unit
Graduate courses taken for credit (courses numbered above 200, including credential courses numbered in the 300 series) (see Part C of this section)	1.5 Weighted Units

C. Restrictions

1. Prebaccalaureate and other non-degree courses up to 30 units of prebaccalaureate level courses and other non-degree courses may be credited toward the level of enrollment for financial aid eligibility. These units are also counted toward units attempted and units completed in determining satisfactory progress. Failure to complete these units may result in a financial aid unit deficiency (see Section IIB). Units of coursework of this type in excess of 30 units are given a weight of zero (0) in determining enrollment status. For example, if a student who has already completed 30 units of this type of coursework enrolls for 12 units which includes 9 units of upper division courses and another 3 unit prebaccalaureate level course, the student's enrollment status is 3/4 time.

2. Courses Taken for Audit

Courses taken for audit are not credited toward a semester load in determination of enrollment status for financial aid.

3. Undergraduate Students Taking Graduate Level Coursework

For undergraduate students receiving Pell Grants, graduate level coursework (courses numbered above 200) is credited toward enrollment status only if the courses are being applied toward the undergraduate degree.

D. Sample Calculations of Enrollment Status

The following examples serve to illustrate how weighted units are used in the determination of enrollment status for financial aid.

Schedule 1

Course	Units	Grade Type	Weighted Units
Govt 1	3	Cr	3
Chem 4	3	Audit	0
Eth St 100	3	Cr	3
Bio Sci 10	3	Cr	3

Enrollment status for financial aid = 9 weighted units, 3/4 time.

Schedule 2

Course	Units	Grade Type	Weighted Units
Bio Sci 292	3	Cr	4.5
Bio Sci 220	3	Cr	4.5
Bio Sci 169	4	Cr	4

Enrollment status for financial aid = 13 weighted units, full-time.

II. SATISFACTORY PROGRESS STANDARDS

A. GRADE POINT STANDARDS

Students who fail to maintain the grade-point standards specified below develop a grade-point deficiency and are not considered to be making satisfactory progress (See Section IIIA).

Undergraduate Students

- A GPA of 2.0 must be achieved by the end of the first year and maintained thereafter.

Graduate Students

- A minimum overall GPA of 3.0 must be maintained.

B. UNIT COMPLETION/UNIT DEFICIENCIES

For students receiving financial aid for full-time enrollment, successful progress toward a degree shall be measured by units completed as follows:

1. Expected Unit Completion Schedule

Undergraduate students

end of the second semester (first year)	18.0 units
end of the fourth semester (second year)	39.0 units
end of the sixth semester (third year)	60.0 units
end of the eighth semester (fourth year)	84.0 units
end of the tenth semester (fifth year)	108.0 units
end of the twelfth semester (sixth year)	132.0 units

Graduate students

end of second semester (first year)	16.0 units
end of fourth semester (second year)	32.0 units
end of sixth semester (third year)	48.0 units

For students receiving financial aid for less than full time enrollment, proportional adjustments for units completed will be made.

2. Determination of Unit Deficiencies

Regular session courses, including repeat courses, pre baccalaureate level and non degree courses, are included in units attempted.

They are considered as units completed if the following grades are received:

1. A, B, C, and D grades
2. CR (credit)

They are not considered as units completed if the following grades are received:

1. F grades
2. NC (no credit)
3. W (withdrawal)
4. I (incomplete)
5. U (unauthorized withdrawal)

Courses with the following grades shall be considered as units completed on a temporary basis with the final determination as noted:

1. RD (report delayed) Registrar will replace with a grade.
2. SP (satisfactory progress) to be replaced with an appropriate final grade within one calendar year of date of first enrollment.

Students who fail to complete the number of units required specified in the Expected Unit Completion Schedule (Section IIB.1) develop a unit deficiency and are not considered to be making satisfactory progress (See Section IIB).

C. UNIT MAXIMUMS

Students who exceed the unit maximums specified below will become ineligible for financial aid. The unit limit applies even if the student changes majors. Students will be notified when they have reached the minimum number of units required for the degree. A graduation petition will then need to be filed before any additional aid can be awarded (See Section IIIB). If at the end of the next year, the unit maximum has been reached but the degree requirements have not been completed, the student will have to appeal to have aid extended (See Section IIIC). If the unit maximum has still not been reached, however, aid will be continued without appeal.

Undergraduate Unit Maximums:

All coursework must be completed in 155 semester units or 125% of the units required for the student's specific baccalaureate degree objective, whichever is more. A maximum of 70 units of transferable units from a community college count toward the unit maximum. All transferable units from four year colleges and universities count toward the unit maximum. Up to 30 units of pre-baccalaureate level and non degree courses taken at CSUS are excluded from the allowable unit maximum. Units of this type in excess of 30 will be counted.

Graduates Unit Maximums:

All coursework must be completed in 50 semester units or 167% of the units required for the student's specific graduate or credential objective. Education/service credential candidates are considered graduate students and must meet the graduate standards.

III. PROCEDURES FOR STUDENTS WHO FAIL TO MEET SATISFACTORY PROGRESS STANDARDS

Students in continuous enrollment who do not make satisfactory progress in accordance with the standards will receive written notification from the Financial Aid office at the end of each academic year. This notification will advise students of their unit deficiency or grade point deficiency and of the corrective action to be taken to allow continued receipt of financial aid. (Section IIIA)

Students who are nearing the minimum number of units required for their degree will also receive written notification from the Financial Aid office and be informed of the procedure for continuation of financial aid. (Section IIIB)

A. PROCEDURE FOR STUDENTS WITH GPA AND UNIT DEFICIENCIES

If it is determined that a student's gpa is below a 2.0 (3.0 for graduate students) or that he/she has a unit deficiency of less than seven units, students will be required to complete a **Required Advising Form for Financial Aid** with an advisor before any aid can be awarded. Any student reaching a seven unit deficiency will become ineligible for financial aid but shall have access to the appeals process (See Section IVA.1). Students with a declared major or taking units for a major will be expected to meet with an advisor in the major department. Students who are undeclared will meet with an advisor in the Academic Advising Center or in the EOP office if they are EOP students. The advisor will assist students with strategies regarding how to improve the gpa or unit totals. These strategies will be outlined on the **Required Advising Form for Financial Aid**. The Advising Form will then be signed by both the advisor and the student before being returned to the Financial Aid Office. Once the agreement is returned, the financial aid check can be disbursed. Student progress in reducing unit and grade point deficiencies in accordance with the **Required Advising Form for Financial Aid** will be monitored at the end of the Spring Semester of the subsequent academic year. Students who fail to reduce the deficiency will become ineligible for financial aid but will have access to the appeals process (See Section IVA.1).

At the time of review one of three things will occur depending on the type of satisfactory progress deficiency.

GPA Deficiency:
(1) If the gpa is now a 2.0 or above, the student will be on clear financial aid status.
(2) If the gpa has improved but remains below a 2.0, the student will need to complete another Required Advising Form for Financial Aid.
(3) If the student's gpa has declined or stayed the same, a formal appeal will be required (See Section IVA.1).

Unit Deficiency:
(1) If the unit deficiency has been eliminated, the student will be on clear financial aid status.

(2) If the unit deficiency has improved but still has not reached the minimum completion rate, the student will need to complete another Required Advising Form for Financial Aid.

(3) If the unit deficiency has increased, stayed the same, or reached the 7 unit maximum, a formal appeal will be required (See Section IVA.1).

B. PROCEDURE FOR STUDENTS WHO HAVE REACHED MINIMUM NUMBER OF UNITS FOR THE DEGREE

Students who have reached the minimum number of units required for the degree will be required to submit an approved graduation petition to the Office of Evaluations before any additional aid will be awarded.

C. PROCEDURES FOR STUDENTS WHO HAVE REACHED THE UNIT MAXIMUM FOR THE DEGREE

Students who have reached the unit maximum for the degree will have to complete the formal appeals process. (Section IV)

IV. FORMAL APPEALS (FOR AN EXTENSION OF FINANCIAL AID ELIGIBILITY)

A. APPEALS DOCUMENTATION

1. For GPA and Unit Deficiencies:

The student will be required to prepare a comprehensive written statement outlining the circumstances that caused them not to meet the Satisfactory Progress Standards. The circumstances must be extenuating and supported by documentation (doctor's letter etc.). In addition, they will also need to state what steps they are taking to ensure that they make progress from that point forward. The student may submit additional documentation to support the appeal (e.g. letters from an academic advisor).

2. For Unit Maximum:

The student will be required to prepare a comprehensive statement outlining and documenting the circumstances that caused them to exceed the unit caps. In addition, they will need to state specifically when they plan to graduate and identify the courses that must be taken to complete degree requirements. The student may submit the appeal

(e.g. letters from an academic advisor). All paperwork will be returned to the Financial Aid Office for review.

B. LEVELS OF APPEAL**

The Appeal process regarding Satisfactory Progress Standards for the University consists of two levels of appeal available to any student who does not meet the standards.

1. First Level Review - Financial Aid Office

All appeals will be reviewed by a Financial Aid counselor. If the counselor considers the circumstances specified as extenuating and beyond the student's control and the appeal is supported with appropriate documentation, the counselor may approve the appeal. Appeals denied by a counselor shall be forwarded immediately to the Financial Aid Appeals Board for a second level review. Students whose appeals have been denied at the first level will be notified of the action and informed that the appeal has been forwarded to the Financial Aid Appeals Board for a second level review.

2. Second Level Review - Financial Aid Appeals Board

Second Level Appeals Process

1. The Financial Aid Appeals Board will receive appeals that have been denied by Financial Aid Counselors along with a brief written statement from the counselor of the reasons for denial of the appeal and all pertinent files and documents.

2. The Appeals Board will approve or deny the appeal based on documentation provided in the file. In some cases, the board may request that the student provide additional documentation and/or appear in person prior to rendering a decision. Approval of an appeal shall require the affirmative vote of at least three members of the Appeals Board.

3. In cases where the Board denies an appeal, the student will be notified and provided the option of providing additional documentation and/or appearing in person before the board.

4. The Board shall reconsider its decision in light of additional information provided by the student and render a decision. As in the initial Appeals Board review, approval of an appeal shall require the affirmative vote of three members of the Appeal Board. The Appeals Board shall be the final level of appeal. If the appeal is denied, there shall be no further recourse.

CSUS policy states that the Appeals Board is the final level of appeal. If the appeal is denied, there is no further recourse.

Financial Aid Appeals Board

The Financial Aid Appeals Board consists of six individuals; three Student Service Professionals, including at least two who do academic advising within their assignments; two instructional faculty members; and one student. No person from the Financial Aid Office may serve on the Board.

Each faculty and student service professional member will be appointed to a three year term, and the student a one year term. Any member of the committee may be reappointed for subsequent terms of three years each (or one year in the case of a student).

Two of the Student Service Professionals are to be recommended by the Assistant Vice President for Academic Affairs, Educational Equity and Student Retention, and one by the Dean of Students; faculty by the Academic Senate; and students by the Associated Students. Appointments are made by the President.

*   Supersedes the November 6, 1987 Policy on Satisfactory Progress Standards.

** Supersedes February 20, 1992 Presidential Approval of Satisfactory Progress Appeals Process

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ALTERNATIVE PROPOSAL ON SENATE RESTRUCTURING

The Academic Senate approves the establishment of 3 ad hoc committees, to reflect the grouping of faculty governance functions into 3 clusters. These committees are as follows:

1. Ad Hoc Committee on Academic Programs
2. Ad Hoc Committee on Academic Support
3. Ad Hoc Committee on Faculty Affairs.

Each Committee is charged to:

1) review the structure and process used by committees and work groups in its cluster to carry out faculty governance functions;

2) identify strengths and weaknesses; and

3) develop and recommend changes in current structure and process that will improve efficiency, and enhance communication between faculty performing the functions in each cluster, the Executive Committee, the Senate, and the faculty at large.

Each ad hoc cluster committee shall be disestablished when the Senate approves changes to structure and process for discharge of governance functions subsumed under that cluster. (This does not preclude the ad hoc committee from proposing permanent establishment of an oversight committee for the cluster, as part of its recommendations for change.)

Until the Academic Senate adopts changes in its structure and process that disestablish existing committees and subcommittees, these entities shall continue to perform governance functions in accordance with their charges.

Each ad hoc cluster committee shall be constituted before the end of Spring semester, 1994, and shall forward its report and recommendations to the Academic Senate by the end of Fall semester, 1994. Membership shall be constituted from a combination of nominees from the major committees under each cluster's purview, and faculty nominated by the Executive Committee.

CLUSTER COMMITTEE MEMBERSHIP

Membership on each ad hoc cluster committee shall be as follows:

1. Ad Hoc Cluster Committee on Academic Programs

Five (5) faculty members nominated by the following committees:

1 current member of the Curriculum Committee, or faculty member who has had other extensive involvement with undergraduate curriculum issues, nominated by the Committee;

1 current member of the Graduate Policies and Programs Committee, or faculty member who has had other extensive involvement with graduate program issues, nominated by the Committee;

1 current member of the General Education Committee, or faculty member who has had other extensive involvement with issues of general education, nominated by the Committee;

1 current member of the University Teacher Education Committee, or who has had other extensive involvement with issues of teacher education, nominated by the Committee;

1 current member of the International Programs Committee, or faculty member who has had extensive involvement with international programs issues, nominated by the Committee.

Six (6) faculty members nominated by the Executive Committee:

At least one of whom shall be or have recently been a graduate coordinator, one of whom shall have had extensive involvement with issues of educational technology, one of whom shall have had involvement with issues of continuing education, and one of whom has demonstrated an interest in interdisciplinary programs, and one from the Library.

Two (2) ex-officio members:

1 administrative designee; and

1 staff member appointed by the USA.

2. Ad Hoc Cluster Committee on Academic Support:

Three (3) faculty members nominated by the following committees:

1 current instructional faculty member of the Academic Policies Committee, or faculty member who is otherwise knowledgeable about the issues under the Committee's purview;

1 faculty member who is currently a member of the Library Committee, or who is otherwise knowledgeable about Library issues, nominated by the Committee;

1 faculty member who is currently a member of the Student Economic Support Committee, or member who is otherwise knowledgeable about student financial aid, scholarships and employment programs, nominated by the Committee.

Eight (8) members nominated by the Executive Committee:

> 2 current members from the Library, at least one of whom is currently serving on the Academic Policies Committee, or is otherwise knowledgeable about academic support issues;

> 2 student services professionals;

> 3 faculty members at large;

> 1 professional staff member from CCMS.

Two (2) ex-officio members:

> 1 administrative designee; and

> 1 staff member appointed by the USA.

3. Ad Hoc Cluster Committee on Faculty Affairs:

Six (6) faculty members nominated by the following committees:

> 2 current members of the Faculty Professional Development Committee, or faculty member who has had comparable knowledge of matters under the Committee's purview;

> 2 current members of the Research and Creative Activity Committee, or faculty member who has had comparable knowledge of matters under the Committee's purview;

> 2 current members of the Faculty Affairs Committee, or faculty member who has had comparable knowledge of matters under the Committee's purview.

Five (5) members nominated by the Executive Committee:

> 1 faculty member from the Library;

> 3 faculty at large;

> 1 student services professional.

Two (2) ex-officio members:

> 1 administrative designee; and

> 1 staff member appointed by the USA..

VISION AND GOALS

THE CSUS VISION

California State University, Sacramento is a learning community where teaching and learning infuse and motivate all that occurs. Our community is a place of importance in the lives of students, faculty, staff, alumni, and the region. It is a place where quality achievement is recognized and rewarded, where collegiality and collaboration are valued, and where all persons are respected. Our learning community works together to prepare educated citizens who contribute to the well-being and development of the capital region and the state.

GOALS

*   To achieve recognition for superior accomplishments in teaching and learning.

*   To offer academic programs characterized by high quality, serious attention to outcomes, and recognition of the interdisciplinary nature of knowledge.

*   To build and support a university community whose excellence in teaching, learning, research, and public service will be strengthened by scholarship.

*   To develop a campus community where our diversity enriches the lives of all and where individuals develop a strong sense of personal and community identity as well as mutual respect.

*   To serve a qualified, diverse student population and ensure timely graduation from high quality academic programs.

*   To develop a sense of community among students, faculty, staff, and alumni and to integrate all aspects of the learning experience.

*   To make the University a dynamic force that contributes significantly to the social, cultural, and intellectual vitality of the region and to its economic success.

*   To establish interdisciplinary, collaborative partnerships between the University and state capital communities which enhance the teaching, scholarship, and service of the University.