

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA
Thursday, October 30, 1997
Forest Suite, University Union
3:00-5:00 p.m.

INFORMATION

1. Moment of Silence: **CHRISTIAN L. LARSEN**
Professor of Government Emeritus
CSUS 1951-1974
2. Tentative Fall 1997 Faculty Senate Meeting Schedule:
November 6--Special meeting--Systemwide Internal Partnership (SIP)/California
Education Technology Initiative (CETI); Cornerstones
November 13--
November 20--Regular meeting
November 27--No meeting--Happy Thanksgiving!
December 4--
December 11--Regular meeting
December 18--
3. Report on May 8-9 and September 11-12, 1997, CSU Academic Senate Meetings --
Statewide Senator
4. Cornerstones Calendar--August 1997 Draft can be accessed on the Internet (see "**Current
Issues**" link from Senate Home Page [item 5.]). Also, background materials regarding
Cornerstones are on two-hour reserve for faculty in the Library's Reserve Book Room (listed
under Cornerstones 1).
5. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then
Faculty Senate)

CONSENT CALENDAR

FS 97-16/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Alcohol and Drug Steering Committee:

DEBORAH METZGER, Faculty, Professional Services, 2000

Alumni Board, CSUS:

ROBERT WASTE, Faculty, CSUS Alumnus, 1998

ASCSUS Children's Center Parents Advisory Board:

LYDIA CRUZ, At-large, 1998

Athletics Advisory Board:

KEN DeBOW, Faculty Representative, 1998

Campus Educational Equity Committee:

ANGUS WRIGHT, SS&IS, 2000

Council for University Planning:

LINDA BUCKLEY, Academic Policies Committee Member, 1998

RHONDA RIOS KRAVITZ, Faculty Policies Committee Member, 1998

Grade Appeals Procedural Appeals Board:

KEN DeBOW, At-large, 1998

Instruction-Related Activities Committee:

MEULIU LU, At-large, 1998

Lottery Fund Allocation Committee:

KEN DeBOW, SS&IS, 2000

RITA MARINOBLE, Educ, 1999

MARY VALTIERRA, Student Affairs, 1999 (repl. L. Wycosky)

Multicultural Center Advisory Board:

DON TAYLOR, At-large, 1999

Student Economic Support Committee:

AL GUTOWSKY, SS&IS, 2000

CHIANG WANG, SBA, 2000

SUE HOLL, E&CS, 1999 (repl. M. Holland)

FS 97-17/Ex. COMMITTEE APPOINTMENTS--SENATE

Faculty Policies Committee:

MARINA OSHANA, At-large, 2000

VICTORIA JEW, Senator, 1999

General Education Policies/Graduation Requirements Committee:

TOM PHELPS, At-large, 2000

FS 97-18/FPC, Ex. CENTER FOR TEACHING AND LEARNING--MISSION
STATEMENT AND ADVISORY BOARD

The Faculty Senate recommends adoption of the following mission statement for the Center for Teaching and Learning:

**Center for Teaching and Learning
MISSION STATEMENT**

MISSION

The mission of the Center for Teaching and Learning at CSU Sacramento is to provide support to faculty in achieving their greatest potential in their professional lives. Specifically, the Center provides programs and services that help individuals identify and achieve their desired level of competence in their teaching.

AIMS

The Center's activities have these aims: to enhance student learning by helping faculty expand their repertoire of teaching approaches and practices, and by promoting a climate of collegiality which inspires, nurtures and rewards self directed efforts of professional development.

PRESUPPOSITIONS

The mission and methods of the Center for Teaching and Learning are inspired by certain beliefs and presuppositions, including the following:

1. Skilled teaching practices promote effective student learning.
2. Teaching is a complex activity which calls for multiple pathways to the outcome of high quality instruction.
3. There is no one right way to teach, but each individual can know when he or she has achieved teaching excellence.
4. Teaching effectiveness is enhanced when learning is planned around objectives that reflect desired student behavior that is ultimately observable and measurable.
5. Teachers are adult learners who bring insight, motivation, experience and high expectations for relevance, practicality and intellectual stimulation to the act of learning.
6. Professionals are more likely to modify their professional practice when they can anticipate with some certainty a positive consequence from doing so.

7. Professionals appreciate the ability to choose from an array of options to promote their professional development.
8. Professional growth is more likely when an individual feels part of a community of others with similar goals.
9. Helping faculty achieve self-directed professional growth directly assists them in their pursuit of retention, tenure, and promotion.
10. Connectedness between the Center's programs and all other initiatives on the campus to serve faculty in their curriculum innovations (such as the Learning Communities, and the Office of Community Collaboration) or in their use of alternate systems of delivery of instruction, such as Distance Education, operate to the benefit of these programs and initiatives and the faculty who are involved with them.
11. There are many ways to measure the outcome of professional development activities, both from the perspective of the individual and from the perspective of the provider of those activities.
12. The effectiveness of the Center is dependent on the impression that it makes on the perceptions of the faculty and the administration. Desirable perceptions include:
 - ownership of this function by faculty,
 - availability of programs and services to all faculty,
 - timely and focused responsiveness to needs articulated by faculty,
 - relevance of programs to current and future needs of students, and
 - readiness of the Center and its programs to be assessed.

In addition, the Faculty Senate recommends that:

1. The Center for Teaching and Learning (CTL) remain a program under the general oversight of the Faculty Policies Committee (FPC).
2. A Faculty Advisory Board be established consisting of nine members serving staggered three-year terms to be appointed by the FPC on the basis of the primary qualification that they be demonstrably interested in and willing to work toward faculty professional development. Assuming this qualification is satisfied, FPC shall make every attempt to make such appointments with due consideration of representativeness in such categories as gender, ethnicity, discipline, or school. Ex-officio member of the Board will include the Director of the CTL and the Director of Research and Graduate Studies (the administrator in Academic Affairs to whom the CTL director will report directly.) The FPC will nominate members of the Advisory Board to the Senate Executive Committee.
3. The Advisory Board meet as regularly as it deems necessary to fulfill its broader responsibilities (see statement of Board Responsibilities--Attachment A), which will be further refined by the board itself once it is in operation.

FS 97-19/GE, Ex.COMPUTER LITERACY/INFORMATION
COMPETENCE GENERAL POLICY PROPOSAL

The Faculty Senate recommends adoption of the following general policy statement (below) and requirements (see Attachment B: table indicating where, when, and how requirements should be met) regarding computer literacy/information competence:

Computer Literacy/Information Competence Statement and Requirements

CSUS is committed to the informed and ethical use of electronic technologies. Given the cultural and individual significance of computers, and the potential and perceived effects of new technologies on the process of intellectual inquiry, it is crucial that CSUS graduates be prepared for life in a knowledge-driven, technology-based society. The CSUS curriculum, in both General Education and the majors, provides students with opportunities to explore the uses of computers as tools for learning.

Before graduation, CSUS students will be expected to demonstrate their abilities to:

I. Acquire, process, communicate, and critically evaluate information using current electronic technologies.

A fundamental understanding of computer operations, experience with contemporary user interfaces and basic word processing skills are expected at entrance. Students will acquire and demonstrate competence in the use of computers and networks to access databases and retrieve information. Students will also develop competence in the use of computer systems for effective communication.

II. Use advanced computer skills appropriate to the requirements of a major and related careers.

III. Adapt to changing technologies and to assess the social issues and ethical choices resulting from those changes.

REGULAR AGENDA

FS 97-15/Flr. MINUTES

Approval of the Minutes of the meeting of September 11 (#3), 1997.

FS 97-20/APC, Ex.^{File} U GRADE (responds to AS 97-52)

Carried
The Faculty Senate recommends that the U grade definition (page 77, 1996-1998 CSUS Catalog) be amended as follows [strikeover = deletion] (see Attachment C for Academic Policies Committee rationale) :

- U *Unauthorized* withdrawal indicates that a student did not officially withdraw from a course, ~~and attended the course after the second week of the semester,~~ but failed to complete it. It is charged as a failing grade in GPA calculation. (0 grade points per unit.)

In addition, the Faculty Senate recommends that the Grade Deletion Policy regarding U Grade Deletion (page 79, 1996-98 CSUS Catalog) be amended as follows [strikeover = deletion; underscore = addition]:

CSUS requires that students process an official drop by telephone or by petition in order to drop a course. Failure to withdraw properly from a course may result in assignment of a U grade in the course. ~~Since some institutions automatically drop students for non-attendance, and since new students at CSUS may not be familiar with the CSUS drop policy, students who receive a U grade in a course in their first semester at CSUS may petition to have the grade deleted.~~ Since some students may not be familiar with the drop policy until after they receive their first U grade, the first semester in which a student receives one or more U grade(s) at CSUS he/she may petition to have the grade(s) deleted. To petition, the student must obtain a Grade Deletion form from the Admissions and Records Office or the Academic Advising Center and meet with ^{their advisor,} an advisor. The petition process must be completed within six months following the end of the semester in which the U grade was assigned. **This policy applies to students only during their first semester.** ~~Thereafter, students are expected to have learned the CSUS drop policy~~ **for the one semester only in which the student receives the first U grade.**

With adoption of the above policy, the Faculty Senate recommends that:

All continuing students will be notified of the change and informed that they may petition for removal of U grade(s), even if the six-month period has lapsed, but that they MUST petition within six months of the date of a notification letter.

carried FS 97-21/APC, Ex. I GRADE

The Faculty Senate recommends that when an I grade is given the student and department will complete a form (similar to, but not necessarily the same as, the one shown in Attachment D) that spells out what work needs to be completed for removal of the I grade. The form will be signed by the student, the instructor, and the department chair/designee. The form will contain an explanation of the I grade.

FS 97-22/APC, Ex. COURSE REPEAT/GRADE REPLACEMENT POLICY

{Note: The Executive Committee, in its discussion of this item, was divided over the issues of 1) whether there should be a cut-off grade above which repeats should not be allowed, and 2) whether there should be a limit to the number of times a student may attempt to repeat a course. It therefore offers no recommendation on these questions.}

The Faculty Senate recommends amendment of the policy on Repeating Courses (pages 79-80 of the 1996-98 CSUS Catalog, shown in E-1; see Attachment E-2 for Academic Policies Committee rationale), as follows:

Any course taken at CSUS may be repeated one time at CSUS without departmental approval. The number of additional times a student is allowed to repeat the same course may be limited by some academic departments. If a student exceeds the repeat limit established by a department, the department may administratively drop the student from the course, and/or disallow the course if it is presented in fulfillment of graduation requirements. Students intending to repeat a course more than one time should discuss this with their academic advisor and the Chair of the department offering the course to determine whether specific departmental repeat limits exist and if there are provisions for exceptions.

In the case of a first repeat, only the grade earned in the second attempt (even if it is lower) will be used in the CSUS calculation of grade point average. However, it should be noted that the grade earned in the first attempt remains on the student's transcript and may be used in grade point calculations by other institutions (e.g., medical schools and law schools). Grades earned in repeats after the second attempt (first repeat) will be averaged with the second and subsequent attempts in grade point calculations, even if the student was granted departmental permission to enroll in the course a third or subsequent time.

If the original course attempt and first repeat were both courses taken at CSUS, students should file a "Repeat Grade Replacement Petition" with the Office of Admissions and Records in order to initiate a unit and grade point adjustment. In this case, department approval is not required. If a "Repeat Grade Replacement Petition" is not submitted by the student, the unit and grade point adjustment will not be made until the student's graduation evaluation is completed.

However, under the following conditions, students must file with the Office of Admissions and Records, a "Repeat Grade Replacement Petition" approved by the Chair of the department offering the course to initiate unit and grade replacement: 1) the repeated or original course is taken at another accredited institution, 2) the repeated course differs in number or title from the original course. Students are strongly urged to obtain petition approval prior to enrollment in the repeated course since it is possible that the courses may not be considered equivalent.

The repeat grade replacement policy of a transfer institution, if it can be determined, applied to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.

Note to Graduate Students: Grades earned in courses repeated as a postbaccalaureate student may not be used to replace grades earned in a course as an undergraduate student. In addition, grades earned at another institution will not be counted in the postbaccalaureate GPA.

In addition, the Faculty Senate recommends:

Any department that chooses to limit the number of times a student may repeat courses must include such policy in the catalog.

Center for Teaching and Learning
 Advisory Board Responsibilities

MISSION AND AIMS OF CENTER	RESPONSIBILITIES OF THE CTL ADVISORY BOARD RELATED TO MISSION AND AIMS OF THE CENTER
<p>MISSION: Provide programs and services that help individuals identify and achieve their desired level of competence in their teaching</p>	<p>Support the efforts of the Center for Teaching and Learning by offering ideas and insights, advocating for maintenance and expansion of the Center, assisting in planning and monitoring and evaluating the efforts of the Center.</p>
<p>AIMS: Help faculty expand their repertoire of teaching approaches and practices</p>	<p>Provide insights to the Director about current perceived Pedagogical needs of faculty.</p> <p>Provide information about faculty development programs and pedagogical innovations in place at other campuses obtained through personal networks.</p> <p>Suggest names of faculty and others with pedagogical Expertise to offer to others.</p> <p>Provide insights about <i>CSU mandates or guidelines, or Trends in the academy</i> that carry implications for future expectations of faculty performance.</p> <p>Contribute to the clearinghouse of information about faculty development opportunities for improving pedagogy.</p> <p>Promote all faculty development opportunities available on campus and selected off-campus events accessible to all faculty.</p>
<p>Promote climate of collegiality which inspires, nurtures and rewards self-directed efforts toward professional development</p>	<p>Use opportunities of committee work and informal interaction with colleagues to advocate for the Center and to obtain information about faculty needs and available faculty development opportunities.</p> <p>Advocate for partnerships between the CTL and <i>programs across the campus relevant to innovation in the classroom</i>, that are not funded through the CTL.</p>

ADMINISTRATION OF CENTER	<p>Approve the annual plan for the activities of the CTL.</p> <p>Approve the <i>annual assessment plan</i> for the CTL.</p> <p>Receive and review the annual report of the Programs and services of the CTL.</p> <p>Confer with the CTL Director about his/her personal professional development plan.</p> <p>Approve the annual budget proposal for programs offered through the CTL and for the operation of the CTL to be submitted to the CTL Advisory Council.</p> <p>Evaluate applications for and select recipients of Pedagogy Enhancement Grants.</p>
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10/15/97—Endorsed by the Faculty Policies Committee

	Where	When	Who	How
I. Demonstrate ability to acquire, process, communicate, and critically evaluate information using current electronic technologies. A fundamental understanding of computer operations, experience with contemporary user interfaces, and basic word processing skills are expected at entrance. Students will acquire and demonstrate competence in the use of computers and networks to access databases and retrieve information. Students will also develop competence in the use of computer systems for effective communication.				
Basic word processing skills	High school	Prior to entrance.	Instruction given as workshops	Workshops
Basic computer based communication skills: E-mail Web pages, file transfer.	High school, lower division classes	Throughout the college career, use various means of communication.	Across the curriculum	Workshops As required.
Basic Competency in basic presentation	Oral communication	Lower division GE	AREA A	Infused in classes
Evaluation of computer-based information	Critical Thinking.	Lower division GE		Infused in classes
II. Use advanced computer skills appropriate to the requirements of the major and related careers.				
Advanced abilities: word processing presentation spreadsheets information retrieval database use graphics communications statistics programming	Major. In specifically designated class(es) determined by major.	Sophomore or Junior. Reinforcement in junior and senior level classes.	Major/or service area. Also senior level classes in major should utilize computer skills	Specialized "skill" classes and utilization in major classes
III. Adapt to changing technologies and assess the social issues and ethical choices that result from these changes.				
Social impacts of computers on society	Social sciences, Arts, and Humanities	Upper and lower division	GE & Major.	Infused in classes & special focus
Ethical Issues related to computer use	Social sciences, Arts and Humanities. Professional schools	Upper and lower division	GE & Major.	Infused in classes and special focus
Ability to adapt to changes.	Experiential and classroom activities	Demonstrate prior to graduation	All classes and capstone assessment.	All classes and capstone class.

From "Cornerstones"

Skills: Graduates should possess advanced abilities in the following skill areas:

5. The ability to employ modern communication and computer tools, and the flexibility to adapt to future technological change.

October 30, 1997



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6019

Academic Policies Committee

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SEP 11 1997

Academic Senate Received
413

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DATE : September 12, 1997

TO : Thomas Krabacher, Chair Faculty Senate

FROM : Jean-Pierre R. Bayard, Academic Policies Committee Chair 

SUBJECT: U Grade Proposal

By way of this memo, the Academic Policies Committee requests that the Faculty Senate adopts the following U grade recommendation. The Committee urges the Senate to **act quickly on this request so that the inconsistency currently present in the 1996-1998 catalog is removed.** Since the proposal has two parts, a rationale for each part of the recommendation is provided.

1. U Grade Definition

Rationale

The 1996-1998 catalog has a glaring inconsistency warranting urgent action. The inconsistency is found in the definition of the U grade and the drop policy. Based on the U grade definition (p 77), a student should be automatically dropped if he/she stops attending before the third week of instruction. On the other hand, the drop policy (p 72) states that "each student has the responsibility of dropping any courses in which he/she is enrolled, but did not attend or stop attending." The following proposal supports the intent of and the language in the drop policy, and changes the U grade definition for consistency.

Proposal

U Unauthorized withdrawal indicates that a student did not officially withdraw from a course but failed to complete it. It is charged as a failing grade in GPA calculation. (0 grade points per unit.)

2. U Grade Deletion

Rationale

It is unfair to assign what is equivalent to an F grade on the GPA (U counts as 0 grade points) to a student who never attended

class, or attended few lectures but did not submit any work upon which an earned grade can be based. Recently, the University initiated the certified class list, which requires faculty to certify attendance in the first weeks of class. The intent was to reflect an accurate attendance thereby dropping students who never attended. Unfortunately, there is great deal of inconsistency in the practice of dropping across departments. Some departments put the entire responsibility of dropping on the student (filling and submitting forms to the Office of Admissions and Records). Some departments process the drop form for students. Others administratively drop students who have not attended class as noted on the certified class list. The current U grade deletion policy (p 79) works well for first semester students who did not attend class but failed to file a drop petition. It does not work for students who may have been at CSUS for several semesters, but have not had a reason for initiating a drop request.

Proposal

CSUS requires that students process an official drop by telephone or by petition in order to drop a course. Failure to withdraw properly from a course may result in assignment of a U grade(s) in the course(s). Since some students may not be familiar with the drop policy until after they receive their first "U" grade, the first semester in which a student receives one or more "U" grade(s) at CSUS he/she may petition to have the grade(s) deleted. To petition, the student must obtain a Grade Deletion form from the Admissions and Records Office or the Academic Advising Center and meet with an advisor. The petition process must be completed within six months following the end of the semester in which the "U" grade(s) was assigned. This policy applies for the one semester only in which the student receives the first "U" grade.

With adoption of the above policy, Academic Policies Committee recommends that: All continuing students will be notified of the change and informed that they may petition for removal of "U" grade(s), even if the six-month period has lapsed, but that they MUST petition within six months of the date of a notification letter.

INCOMPLETE GRADE

STUDENT _____ DATE _____

Social Security Number _____ Current Grade to Date _____

Course Code _____ Course Number _____ Section _____ Units _____

Instructions if Student Initiated:

- 1. Complete form in triplicate.
- 2. Complete top portion of form.
- 3. Print or type Reason and Justification for Incomplete Grade.
- 4. Sign forms below.
- 5. Submit forms to instructor for approval.

Instructions for Faculty:

- 1. Read catalog description for Incomplete Grade. (over)
- 2. Determine that student needs to complete only one portion of course (e.g. final exam or a paper).
- 3. Determine that student has completed satisfactory work so far.
- 4. Read student's Reason and Justification below and approve or disapprove (if student initiated).
- 5. Write Reason and Justification for Incomplete Grade (if faculty initiated).
- 6. Write Conditions for removal of Incomplete Grade.

REASON WITH JUSTIFICATION for Incomplete Grade to be assigned:
(to be completed by student or Instructor)

CONDITIONS FOR REMOVAL of Incomplete Grade:
(to be completed by Instructor)

Latest Date Accepted:

FAILURE TO COMPLETE WORK LISTED ABOVE BY THE DATE LISTED WILL RESULT IN AN INCOMPLETE AUTOMATICALLY CONVERTING TO AN "F" GRADE WITHIN 12 MONTHS FROM DATE THE GRADE WAS ISSUED.

INSTRUCTOR'S APPROVAL

INSTRUCTOR'S DISAPPROVAL

Instructor's Signature (Required)

Department Chair's Signature (or designee)

Student's Signature

INCOMPLETE GRADES

The symbol I (Incomplete) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit. (Note that students in the military reserve whose units go on active duty during or around the final examinations period are eligible to receive an I.) It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. Agreement as to the conditions for removal of the Incomplete will be in writing and placed on file with the appropriate academic department until the Incomplete is removed or the time limit passed. A final grade is assigned when the work agreed upon has been completed and evaluated.

An I (Incomplete) should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. **An Incomplete must be made up within 12 months of the end of the term in which it was assigned.** This limitation prevails whether or not the student maintains continuous enrollment. **Failure to complete the assigned work will result in an Incomplete being changed to an F.**

A degree will not be awarded to a student who receives an I (Incomplete) grade in any course taken during the graduating year (ordinarily the student's senior year) if including this course as a grade of F will cause the student's GPA for any grade point requirements (CSUS, major, General Education or overall) to fall below the minimum level for graduation.

After course requirements have been fulfilled, the instructor who awarded the I must report the new grade to the Registrar. In those cases where the instructor is no longer teaching on campus, students should consult the appropriate department chair.

After an Incomplete grade has converted to an F (after the one-year limit has expired), the approval of both the instructor and department chair is required to replace an Incomplete grade. Incomplete grades are not considered for deletion by the Academic Standards Committee.

REPEATING COURSES

A CSUS student may repeat a course in which she or he earned a grade of C-, D+, D, D-, F, NC, U, or I. The first grade earned remains on the student's transcript, but only the grade earned in the second

enrollment will be used in the calculation of grade point average. The student must file a Repeat Petition at the Admissions and Records Office as soon as she or he is registered in the repeat course. It is strongly recommended that students meet with an advisor to discuss preparation and strategies for successful completion of the course.

The repeat policy of a transfer institution, if it can be determined, applies to a student's record at the time of transfer to CSUS. If it can not be determined, CSUS policy will apply.

A student who elected Credit/No Credit option grading in a letter-graded course and earned CR may not repeat the course; if NC is earned, the course may be repeated, and either normal grading or CR/NC option may be chosen. A student who has earned a repeatable letter grade may elect CR/NC option grading when repeating the course, subject to the conditions governing CR/NC grading in letter-graded courses.

Students seeking to repeat courses under the following circumstances outside the cited policy must submit approved Repeat Petitions to the Admissions and Records Office by the end of the semester's third week of instruction. If petitions are submitted after the deadline, the department chair will determine whether the original grade(s) will be discounted or averaged into the GPA.

1. The chair of the CSUS department offering the course must sign the petition if the repeated or original course is taken at another accredited institution, or if the repeated course differs in title or number from the original course.
2. The student's advisor and the department chair must sign the petition if the course is being repeated a second (or subsequent) time. The student repeating a course in his or her major must have the signature of a major advisor. Undeclared students and students repeat-

ing general education courses should obtain the signature of a general advisor in the Academic Advising Center, Academic Achievement Center, Admission Counseling Office, or Evaluations Office. Some academic departments limit the number of times students may take a course. If a student exceeds the limit without department approval, the department may administratively drop the student from the class, may deny the Repeat Petition (i.e., average grades of all unauthorized attempts), and/or may disallow the course if it is presented in fulfillment of graduation requirements.

3. To repeat a grade of C or higher, or to repeat a course when more advanced credit has already been earned, a petition to the Academic Standards Committee, supported by the recommendation of the student's advisor and the department chair, is required. The Academic Standards Committee will form its decision on the basis of the advisor's and chair's explanation of why the repeat is warranted.

Note to Graduate Students:

Postbaccalaureate students may not repeat courses for which they earned credit as undergraduates, nor may they repeat courses at other institutions for the purpose of improving their CSUS GPA.



California State University, Sacramento

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Academic Policies Committee

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OCT - 9 1997

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Faculty Senate Received
413

DATE : October 10, 1997

TO : Thomas Krabacher, Chair Faculty Senate

FROM : Jean-Pierre R. Bayard, Chair of Academic Policies Committee

SUBJECT: COURSE REPEAT / GRADE REPLACEMENT POLICY PROPOSAL



The Academic Policies Committee requests that the Faculty Senate adopt the following Course Repeat Grade Replacement recommendation. There are two separate actions in this recommendation: 1) the proposal itself; and 2) a requirement that departments that wish to limit the number of course repeats include such statement in the catalog. First, a rationale for changing the repeat policy is provided.

RATIONALE

The following identifies several weaknesses in the current university repeat policy, and sets the stage for proposing a change in that policy:

- 1) **Consistency of standards throughout the University** - Different departments apply the repeat policy in different ways. This can even vary within departments, when department chairs change.
- 2) **Fairness to students who took a course and struggled to get a C grade** - Currently, a student repeating a course several times can have a higher GPA for that course than a student who passed on the first attempt. This is unfair. Although the attached proposal does not completely eliminate this problem, it does improve it.
- 3) **The current policy rewards more assertive students** - Assertive students may be able to obtain the required signatures to repeat a course several times.
- 4) **Grade inflation** - Currently, there is virtually an unlimited amount of repeats allowed with no reflection of this in the GPA.
- 5) **The current policy does not encourage student responsibility** - We need to discourage the practice of enrolling in courses without any commitment to perform, or at least to try.

- 6) **Fewer repeats mean better resource management** - In the long run, students should repeat fewer classes.

The following table compares the present proposal to the current repeat policy:

Current Policy	Proposed Policy
Allows grades earned in courses repeated two or more times to replace all previous attempts	Allows only the grade earned in the first repeat to replace a grade earned in the first attempt. All other grades are averaged.
Only allows grade replacement for C- grades or lower	Allows grade replacement for all grades earned in the first attempt
Restrictions on courses taken initially as Cr/NC	No restriction
Requires petition in the first three weeks of class	Eliminates this unenforceable requirement
Confuses policies on repeating courses and grade replacement	Separates and clarifies policies on repeating courses and grade replacement
Complex petition process	Greatly simplify petition process
Allows departments to limit the number of repeats	Allows departments to limit the number of repeats, but requires that departments that do so publicize their policy
Misleading language about the effect of grade replacement	Clarifies effect of grade replacement.
Note on graduate policy unclear	Clarifies note pertaining to graduate students

1. COURSE REPEAT / GRADE REPLACEMENT POLICY PROPOSAL

Any course taken at CSUS may be repeated one time at CSUS without departmental approval. The number of additional times a student is allowed to repeat the same course may be limited by some academic departments. If a student exceeds the repeat limit established by a department, the department may administratively drop the student from the course, and/or disallow the course if it is presented in fulfillment of graduation requirements. Students intending to repeat a course more than one time should discuss this with their academic advisor and the Chair of the department offering the course to determine whether specific departmental repeat limits exist and if there are provisions for exceptions.

In the case of a first repeat, only the grade earned in the second attempt (even if it is lower) will be used in the CSUS calculation of grade point average. However, it should be noted that the grade earned in the first attempt remains

on the student's transcript and may be used in grade point calculations by other institutions (e.g., medical schools and law schools). Grades earned in repeats after the second attempt (first repeat) will be averaged with the second and subsequent attempts in grade point calculations, even if the student was granted departmental permission to enroll in the course a third or subsequent time.

If the original course attempt and first repeat were both courses taken at CSUS, students should file a "Repeat Grade Replacement Petition" with the Office of Admissions and Records in order to initiate a unit and grade point adjustment. In this case, departmental approval is not required. If a "Repeat Grade Replacement Petition" is not submitted by the student the unit and grade point adjustment will not be made until the student's graduation evaluation is completed.

However, under the following conditions, students must file with the Office of Admissions and Records, a "Repeat Grade Replacement Petition" approved by the Chair of the department offering the course to initiate unit and grade replacement: (1) the repeated or original course is taken at another accredited institution, or (2) the repeated course differs in number or title from the original course. Students are strongly urged to obtain petition approval prior to enrollment in the repeated course since it is possible that the courses may not be considered equivalent.

The repeat grade replacement policy of a transfer institution, if it can be determined, applies to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.

Note to Graduate Students: Grades earned in courses repeated as a postbaccalaureate student may not be used to replace grades earned in a course as an undergraduate student. In addition, grades earned at another institution will not be counted in the postbaccalaureate GPA.

2. LIMITS ON COURSE REPEATS

Any Department that chooses to limit the number of times a student may repeat courses must include such policy in the catalog.