

**ACADEMIC POLICIES COMMITTEE**  
2016-2017

Friday, February 3, 2017  
2-3:30pm, Sacramento Hall 161

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**MEMBERS**

Sue Escobar, Chair (Criminal Justice, HHS)  
VACANT (NSM)  
James Fox (Library)  
Jean Gonsier-Gerdin (Teaching Credentials, EDU)  
Amber Gonzalez (Undergraduate Studies, EDU)

Megan Heinicke (Psychology, SSIS)  
Jacqueline Irwin (Communication Studies, A&L)  
Yang Li (Marketing & Supply Chain Management, CBA)  
Matt Schmidlein, (Geography, NSM)  
Tara Sharpp (Nursing, HHS)  
Kristin Van Gaasbeck (Economics, SSIS)

**NON-VOTING/EX-OFFICIO MEMBERS**

Julian Heather (Faculty Senate)  
Dennis Geyer (Office of the University Registrar)  
Gabriel Hernandez (University Staff Assembly)  
Don Hunt (Division of Student Affairs)

Jasmine “Jazzie” Murphy (Division of Student Affairs)  
Don Taylor (Office of Academic Affairs)  
Marcellene Watson-Derbigny (Division of Student Affairs)  
Larry Watters (Associated Students, Inc.)

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**AGENDA**

**1. Call to Order**

**2. Open Forum**

Brief period for members to raise issues related to the committee charge that are not on today’s agenda.

**3. Approval of the Agenda**

**4. Approval of the Minutes (Appendix A)**

**5. Discussion Items:**

**Senate Bill 412: The California Promise and Priority Registration (Appendix B).** Senate Bill 412 (Glazer) was signed into law and establishes the California Promise Program which requires the California State University to offer pledge programs that will support entering students interested in completing their baccalaureate degrees in four years and students with Associate Degrees for Transfer in completing their remaining requirements for baccalaureate degrees in two years. The new law will have priority registration implications for the campus, and it is on this issue in particular that APC has been asked to offer review and comment on any policies and procedures, pertaining or related to this new law, that will need amendments as well as to provide drafts of proposed amendments to policies and/or procedures, more broadly, that APC wishes the Faculty Senate to review.

Documents Attached: Referral to APC from Exec; Memo from Ed Mills to the Executive Committee; CSU Coded Memo ASA-2016-25; Bill Text – SB 412: The California Promise; Sac State Memoranda and policies regarding Priority Registration

**New Grade Appeal Policy (Appendix C).** APC is being asked to review, make comment and make recommendations (of appropriate) on the most recent draft of the Grade Appeal Policy.

Documents Enclosed: Referral to APC from Exec; Grade Appeal Policy – NEW EDITS;  
Summary of Differences Between the Current GAP and Edited GAP

**6. Meeting Schedule for Spring 2017**

February 3	March 17	May 5
February 17	April 7	
March 3	April 21	

**7. Adjournment**



**2016-2017 FACULTY SENATE  
ACADEMIC POLICIES COMMITTEE**

**December 2, 2016**

*Approved:*

December 15, 2016

Members Present: Escobar, Evans, Fox, Irwin, Heinicke, Sharpp, Geyer, Newsome, Taylor, Trigales

Members Absent: Heather, Gonsier-Gerdin, Gonzalez, Hernandez, Li, Schmidtlein, Watson-Derbigny, Watters

Guests Present: Hunt

**Call to Order:** Called to order at 2:05 p.m.

**1. Open Forum:**

**J. Murphy** (Academic Advising) shared information about the 2<sup>nd</sup> Annual Advising Summit taking place on February 24, 2017. A flyer was passed around announcing the event. She encouraged folks to spread the word and consider submitting a proposal.

**2. Approval of the Agenda:** Approved 2:15pm

**3. Approval of the Minutes for October 7, 2016.** Approved 2:15pm

**4. Selection of APC liaison to the Readmission Subcommittee – D. Evans.** (*Thanks, Dave!*)

**5. Discussion Item: CA Promise, SB 412.**

**D. Hunt** apprised the Committee of this new legislation, which focuses on prioritizing registration for those students (62% of freshman, or over 2,000 students) who have signed the ‘CA Promise’ to finish their degree in four years. This process will be implemented in phases: the first part of the legislation will be implemented in Fall 2017, and the 2 Year Promise will be implemented in Fall 2018. The VP of Student Affairs ultimately is responsible for the implementation of this new legislation and the process.

Essentially, APC is being asked about the philosophical components of this legislation: how do we prioritize students in terms of their registration and take care of them to ensure that they get enrolled in the courses they need? What does “priority” mean? The Committee discussed the fact that we may need to redefine the term.

Other campuses apparently have something like this in place and allot special sections to the “CA Promise” students to ensure that they can get enrolled in the courses they need. Some of the overarching goals and related policies in place on campus include the

Graduating Initiative and Finish in Four. “Priority,” in terms of registration, is a subcomponent of these initiatives, as well as of the CA Promise legislation.

There are some guiding criteria in the pledge, or ‘promise,’ that can assist in developing a plan for priority (e.g., progress toward degree and by group or status. In other words, if students sign the pledge and are making progress in their degree program, they can get placed at the top of their group). Folks also discussed the fact that we are going to have to address the other priority groups, or the groups of students who currently have a designated registration priority. APC felt that this issue would more than likely be brought up at the Senate so we needed to be prepared with a response. Often, the reason for requesting the “priority registration” for these certain groups is “scheduling problems;” however, apparently that reason, excuse or argument is no longer valid because of all of the support that Student Affairs provides with respect to allotting certain sections of courses for students, working with Deans and Chairs to ensure that students get enrolled in certain needed courses, etc.

Lastly, the point about getting and using data, particularly graduation rates for the current priority groups, and perhaps other types of data and groups of students, was raised as something that APC should look into obtaining. D. Evans offered to write up his notes and send them to Chair Escobar.

6. **Discussion Item: New Grade Appeal Policy.** APC is being asked to review, make comment and make recommendations (of appropriate) on the most recent draft of the Grade Appeal Policy. We did not get a chance to discuss this item as we ran out of time. However, Chair Escobar informed the Committee that it would appear on a future agenda in the Spring 2017 semester.

**Meeting Schedule for Fall 2016**

<del>September 2</del>	<del>October 21</del>	<del>December 2</del>
<del>September 16</del>	<del>November 4</del>	
<del>October 7</del>	<del>November 18</del>	

**Adjournment:** Meeting adjourned at 3:30pm.

\_\_\_\_\_  
Sue C. Escobar, Committee Chair




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## APPENDIX B

December 1, 2016

To: Sue Escobar, Chair, Academic Policies Committee

From: Julian Heather, Chair  
Faculty Senate 

Subj: **SB 412 – The California Promise and Priority Registration Referral**

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The Senate Executive Committee, at their meeting of November 29, 2016, requested that the Academic Policies Committee (APC) work with VP Mills to prepare for implementation of SB 412 in Fall 2017. Based on discussions at the Executive Committee, it is likely that implementation will require several stages.

- In the initial stage, the campus must develop a plan for Fall 2017 registration. Please provide an update on any policies and/or procedures that will require amendment for Fall 2017 registration. The update is due no later than **Wednesday, March 1, 2016** to the Senate Chair at [senate\\_chair@csus.edu](mailto:senate_chair@csus.edu) (with copies to the Senate Analyst at [kathy.garcia@csus.edu](mailto:kathy.garcia@csus.edu)).
- In latter stage(s), the campus may need to look more broadly at policies and procedures. If APC wishes Senate review and action before the end of Spring 2017, it must forward its recommendations and drafts of proposed policy amendments to the Senate Chair at [senate\\_chair@csus.edu](mailto:senate_chair@csus.edu) (with copies to the Senate Analyst at [kathy.garcia@csus.edu](mailto:kathy.garcia@csus.edu)) no later than **Thursday, March 30, 2017**.

Please let me know if you have any questions.

cc: E. Mills, Vice President for Students, Division of Student Affairs



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Office of the Vice President for Student Affairs  
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## APPENDIX B

### MEMORANDUM

Date: November 29, 2016

To: Faculty Senate Executive Committee

From: Ed Mills, Vice President for Student Affairs *Ed Mills*

Subject: Senate Bill 412: The California Promise and Priority Registration

Senate Bill 412, the California Promise was signed into law earlier this fall. As a campus with a pledge program already in place, the new law will go into effect for us in Fall 2017. There are many implications for our Priority Registration policies and procedures involved in the implementation of this new law. The last time the Priority Registration policies were substantially reviewed was in Fall 1992. As such, I am requesting that we begin to work together on the review and potential policy changes which may be required for full implementation of this new law. I assume APC may be tasked with this review. If so, we have all the right staff from Student Affairs in ex-officio positions for APC to help with this work. If a group other than APC is charged, please let me know and I will provide a list of the individuals I recommend be involved in this effort from Student Affairs.

While the policy work is going on, I am tasking Don Hunt, AVP for Enrollment and Student Services to lead an effort to examine the procedures and tools we may need to change and/or develop to support changes in policy. Given the short time period available to us and the complexity and political nature of priority registration, we may also need to think about ways to address this new law in phases. I anticipate the groups involved in this review will provide those kinds of recommendations to us in the next few months. We will be assigning Fall 2017 registration appointments in April 2017. Thus, any initial changes we wish to make must be in place by that time.

The implementation of this new law will also need to be coordinated with our Graduation Initiative and the Finish in Four campaign which was recently launched. As part of that campaign, we asked first year students to sign a pledge to take 15 units. Over 60% of our first year students signed the pledge. Information on this campaign can be found at: <http://www.csus.edu/excellence/finishinfour>. Dr. Jim Dragna has been taking the lead on this initiative and wishes to be involved in meetings as needed.



# California State University, Sacramento

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DEAN OF STUDENT AFFAIRS

## MEMORANDUM

November 30, 1992

TO: Deans and Department Chairs

FROM: *GH*  
George H. Wayne, Dean  
Student Affairs

SUBJECT: Registration Priority

*Auto  
FYE  
Wife*

On April 9, 1992, the President approved the Academic Senate recommended policy for priority registration (AS 91-111/AP, Ex., Flr). The policy, as adopted, is provided for your information and implementation.

### Priority Registration

Until the SIS records system is in operation, priority registration shall be implemented as follows:

1. First Priority
  - a. Students who have 1) a disability and 2) needs related to their disability, such as a need for prearranged support services, or a need to restrict distance that must be travelled between classes, or a need to restrict the number of trips to campus. Eligibility shall be confirmed each semester by a Learning Disabilities Specialist or a Disability Management Counselor.

b. Students who are "priority workers". ← ended in 1993 w/ SIS

2. Second Priority

Certified students (see d. below) in certain programs are eligible for secondary priority. In order for a program to be eligible for the category of secondary



*priority, the program must offer tutoring, group work, or other academic support services. Furthermore, the requirements of the program must demand that students who are involved with the program register in particular courses, a sequence of courses, or time blocks. Requests for program inclusion in this priority shall be reviewed by the Dean of Student Affairs. Programs having secondary priority prior to the adoption of this policy shall be reviewed in Spring 1992 for recommendation for continuation in 1992-93.*

*Second priority is extended to students in approved programs when the program head certifies that they have satisfied the following conditions:*

- a. The student is an active participant in the program during the semester in question.*
- b. The student is (if necessary--as determined by the program head) an active participant in the academic support services.*
- c. The student, if a continuing CSUS student, has a CSUS gpa of at least 2.0 in his/her most recently recorded semester.*
- d. The student is making satisfactory progress toward his/her degree--including the following (with the possible exception of the student's first semester at CSUS):*
  - the student has satisfied the English composition requirement, or is enrolled in the English composition course, or in the appropriate remedial courses.*
  - the student has satisfied the quantitative reasoning requirement, or is enrolled in a quantitative reasoning course, or in the appropriate remedial courses.*

*In each of the above cases, if a student is enrolled in a course but does not successfully complete the course (i.e., receives a grade of NC or lower than C-) then that student will not be permitted to receive second priority until the student has successfully completed the course.*

- the student is enrolled in appropriate courses for his/her major (the program head can determine this by having the student's major advisor sign the student's CAR form).*

*Program eligibility shall be reviewed for consistency with the guidelines by the Dean of Student Affairs.*

*Deans and Department Chairs*

*Page 3*

*November 30, 1992*

3. *Should eligibility for priority registration exceed seven percent of total enrollment, the issue of priority shall be brought back to the Senate during the following semester.*

4. *Additional Priorities*

*Students not receiving first or second priority as defined above shall receive priority in the following order:*

*Graduating seniors, freshmen, seniors, classified graduate students, juniors, sophomores, unclassified graduate students.*

*GHW:ll*

*cc: Mary Burger, Vice President, Academic Affairs  
Charlotte Cook, Chair, Academic Senate*

*Larry*

California State University  
Sacramento



The President  
Sacramento, CA 95819-6022  
(916) 278-7737  
FAX# (916) 278-6959

April 9, 1992

M E M O R A N D U M

*Kris -  
copies for  
you, Anita -  
thanks  
LJG*

TO: Professor Charlotte Cook  
Chair, Academic Senate

FROM: Donald R. Gerth

I have reviewed with care your memorandum of April 7 concerning priority registration and the essential question you raise about the meaning of my earlier action in the memorandum to you of March 26. I have also reviewed this with members of my staff.

I am now approving the recommendations with the following modifications.

Second Priority

1st paragraph, 4th sentence:

Old Language

"Requests for program inclusion in this priority shall be reviewed by the Academic Policies Committee which shall forward its recommendations on approval to the Senate for recommendation to the President."

Modification

"Requests for program inclusion in this priority shall be reviewed by the Dean of Student Affairs."

last paragraph:

Old Language

"Program eligibility shall be reviewed for consistency with the guidelines by the appropriate administrator in consultation with the Academic Policies Committee."

Modification

"Program eligibility shall be reviewed for consistency with the above guidelines by the Dean of Student Affairs."

Professor Charlotte Cook  
Page Two  
April 9, 1992

The reasons for both of these modifications are essentially the same. I do not wish to make the assignment of an administrative duty to a committee of the Academic Senate. I am placing the assignment instead with an administrative officer of the University, the Dean of Student Affairs. The Academic Policies Committee, however, is welcome to inquire as to the status of the matters noted in the policy and to make recommendations for change via the Senate should the Committee feel change is appropriate.

This policy is effective immediately, and the priorities established herein will be used during the fall 1992 registration process.

DRG/ch

- c. Dean Robert Arellanes
- Vice President Mary Burger
- Dean John Colen
- Dean Donald Gillott
- Dean Cecilia Gray
- Dean Steve Gregorich
- Vice President Mernoy Harrison
- Vice President Robert Jones
- Associate Vice President Jolene Koester
- Dean Charles Martell
- Dean Josef Moorehead
- Dean Elizabeth Moulds
- Associate Vice President Robert Rogers
- Dean William Sullivan
- Dean David Wagner
- Dean George Wayne

\*AS 91-111/AP, Ex., Flr.

REGISTRATION PRIORITY

The Academic Senate recommends adoption of a policy for priority registration, as follows:

Priority Registration

Until the SIS records system is in operation, priority registration shall be implemented as follows:

1. First Priority

a. Students who have 1) a disability and 2) needs related to their disability, such as a need for prearranged support services, or a need to restrict distance that must be travelled between classes, or a need to restrict the number of trips to campus. Eligibility shall be confirmed each semester by a Learning Disabilities Specialist or a Disability Management Counselor.

b. Students who are "priority workers".

2. Second Priority

Certified students (see d. below) in certain programs are eligible for secondary priority. In order for a program to be eligible for the category of secondary priority, the program must offer tutoring, group work, or other academic support services. Furthermore, the requirements of the program must demand that students who are involved with the program register in particular courses, a sequence of courses, or time blocks. Requests for program inclusion in this priority shall be reviewed by the Academic Policies Committee which shall forward its recommendations on approval to the Senate for recommendation to the President. Programs having secondary priority prior to the adoption of this policy shall be reviewed in Spring 1992 for recommendation for continuation in 1992-93.

Second priority is extended to students in approved programs when the program head certifies that they have satisfied the following conditions:

- a. The student is an active participant in the program during the semester in question.
- b. The student is (if necessary--as determined by the program head) an active participant in the academic support services.

- c. The student, if a continuing CSUS student, has a CSUS gpa of at least 2.0 in his/her most recently recorded semester.
- d. The student is making satisfactory progress toward his/her degree--including the following (with the possible exception of the student's first semester at CSUS):
  - the student has satisfied the English composition requirement, or is enrolled in the English composition course, or in the appropriate remedial courses.
  - the student has satisfied the quantitative reasoning requirement, or is enrolled in a quantitative reasoning course, or in the appropriate remedial courses.

In each of the above cases, if a student is enrolled in a course but does not successfully complete the course (i.e., receives a grade of NC or lower than C-) then that student will not be permitted to receive second priority until the student has successfully completed the course.

- the student is enrolled in appropriate courses for his/her major (the program head can determine this by having the student's major advisor sign the student's CAR form).

Program eligibility shall be reviewed for consistency with the guidelines by the appropriate administrator in consultation with the Academic Policies Committee.

3. Should eligibility for priority registration exceed seven percent of total enrollment, the issue of priority shall be brought back to the Senate during the following semester.

4. Additional Priorities

Students not receiving first or second priority as defined above shall receive priority in the following order:

Graduating seniors, freshmen, seniors, classified graduate students, juniors, sophomores, unclassified graduate students.

Carried.



SACRAMENTO  
STATE

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TO: Paul Edwards, Student Athletes  
Jaime White, MESA  
Gerri Smith, Debate Team  
Gene Lozano, SSWD  
Clay Redfield, Marching Band  
Richard Aguirre, AMP  
Marco Boscolo, Athletic Training Educ Program  
Pat Worley, ASI Board of Directors  
Aja Holmes, Resident Advisors  
Rheena Munoz, Honors Program  
Jeff Weston, Veterans Coordinator  
Alexandria Hill, Guardian Scholars

DATE: March 11, 2016

FROM: Kris Trigales  
Sr. Associate Registrar, x8-6723

SUBJECT: Fall 2016  
Priority Registration

Fall 2016 registration for continuing students begins on May 2. This memo is intended to give you dates, deadlines and information in order to ensure your qualified students continue to receive priority registration. Now is the time for you to complete your analysis of which students in your program meet the qualifications.

Level I priority is accorded to students receiving Veteran's benefits per Executive Order. Level II priority is granted to clients of the Office of Services to Students with Disabilities and Guardian Scholars/Foster Youth. Level III priority is granted to *qualified* participants in the retention programs MESA and AMP, the Honors Program, intercollegiate athletics, athletic trainers, cheer and dance teams, marching band, ASI Board of Directors, Residence Hall advisors, and the forensics team.

It is now time for you to determine which students should remain in "active" status in your student group and which students need to be removed or changed to "inactive status". Remember, once students are placed in a student group, they remain permanently active and get priority every semester unless you make them inactive, so please monitor your students appropriately. If you remove a student from a student group you must also remove them from the OPRG group. It is always a two step process except for Level I and Level II student groups.

The Student Group Navigation is under Records and Enrollment. The navigation is as follows:  
Records and Enrollment>Career and Program Information>Student Groups  
Attached please find the CMS Business Process Guide. Please make sure you still have access to update your own specific student group and OPRG where appropriate.

Attached please find a current list of students in your specific priority group. The report to shows the student's gpa. The middle column is the student's last semester's gpa. Level III students must have at least a 2.00 term gpa in their most recent semester and be making satisfactory progress towards their degree. If you have any new participants, you must now put them into your priority student group. Remember, all students must also be placed into the OPRG "other priority group" in addition to your specific group. Once again, it is always a two step process except for Vets, GUAR, SSWD.

The deadline date to post the appropriate priority flags is **April 12, 2016**. I will be assigning registration appointments within a few days thereafter. If a student does not have the priority student group flag they will be assigned a registration appointment based upon their class level. Registration Appointments for continuing students will be assigned from May 2-20. Registration Appointments appear on the students *My Sac State* self service page. Students should be encouraged to check *My Sac State* for any Holds, outstanding fees, or important messages. As always, registration holds and outstanding fees will prevent a student from registering for classes regardless of any priority.

If you have any questions, please feel free to email me at [kristrig@csus.edu](mailto:kristrig@csus.edu).

Please pay close attention to the following Timeline for Fall 2016 registration:

April 12	Deadline to post/update Priority Flags for Fall 2016
April 14	Registration Appointments assigned for Fall 2016
April 15	Sac State Message sent to all active continuing students
May 2	Registration Priority Day for Fall 2016: 7:00-8:00 am Veterans 9:00 am SSWD & Guardian Scholars; 1:00-4:00 pm (Other Groups)
May 3	Registration Day for graduating seniors Fall 2016
May 4	Registration begins for all other students based on class level
May 20	Registration appointments end for continuing students
May 21-30	Registration closed
May 30	Memorial Day Holiday – campus closed
May 31-June 3	Registration resumes for continuing students; Registration Appointments end for continuing students
June 1-21	Transfer Student Orientation and Registration
June 30-Aug 5	Freshmen Orientation and Registration
August 6-14	Registration closed
August 15-25	Open/Late Registration begins for all students
August 26-28	Registration closed
August 29	First day of classes

cc: Ed Mills, VP for Student Affairs  
Don Hunt, AVP for Enrollment & Student Services  
Dennis Geyer, University Registrar  
Cindy Martinez, CMS Systems Analyst for Records/Registration






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Austin Sihoe, Veterans Coordinator  
Alexandria Hill, Guardian Scholars

DATE: October 12, 2016

FROM: Kris Trigales   
Sr. Associate Registrar, x8-6723

SUBJECT: Spring 2017  
Priority Registration

Spring 2017 registration for continuing students begins on November 28. This memo is intended to give you dates, deadlines and information in order to ensure your qualified students continue to receive priority registration. Now is the time for you to complete your analysis of which students in your program meet the qualifications.

Level I priority is accorded to students receiving Veteran's benefits per Executive Order. Level II priority is granted to clients of the Office of Services to Students with Disabilities and Guardian Scholars/Foster Youth. Level III priority is granted to *qualified* participants in the retention programs MESA and AMP, the Honors Program, intercollegiate athletics, athletic trainers, cheer and dance teams, marching band, ASI Board of Directors, Residence Hall advisors, and the forensics team.

It is now time for you to determine which students should remain in "active" status in your student group and which students need to be removed or changed to "inactive status". Remember, once students are placed in a student group, they remain permanently active and get priority every semester unless you make them inactive, so please monitor your students appropriately. If you remove a student from a student group you must also remove them from the OPRG group. It is always a two step process except for Level I and Level II student groups.

The Student Group Navigation is under Records and Enrollment. The navigation is as follows:  
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Let me know if you need a copy of the CMS Business Process Guide. Please make sure you still have access to update your own specific student group and OPRG where appropriate.

Attached please find a current list of students in your specific priority group. The report shows the student's gpa. The middle column is the student's last semester's gpa. Level III students must have at least a 2.00 term gpa in their most recent semester and be making satisfactory progress towards their degree. If you have any new participants, you must now put them into your priority student group. Remember, all students must also be placed into the OPRG "other priority group" in addition to your specific group. Once again, it is always a two step process except for Vets, GUAR, SSWD.

The deadline date to post the appropriate priority flags is **November 8, 2016**. I will be assigning registration appointments within a few days thereafter. If a student does not have the priority student group flag they will be assigned a registration appointment based upon their class level. Registration Appointments for continuing students will be assigned from November 28-December 14. Registration Appointments appear on the students *My Sac State* self service page. Students should be encouraged to check *My Sac State* for any Holds, outstanding fees, or important messages. As always, registration holds and outstanding fees will prevent a student from registering for classes regardless of any priority.

If you have any questions, please feel free to email me at [kristrig@csus.edu](mailto:kristrig@csus.edu).

Please pay close attention to the following Timeline for Spring 2017 registration:

November 8	Deadline to post/update Priority Flags for Spring 2017
November 10	Registration Appointments assigned for Spring 2017
November 11	Veteran's Day Holiday
November 14	Sac State Message sent to all active continuing students
November 28	Registration Priority Day for Spring 2017: 7:00-8:30 am Veterans 9:00 am SSWD & Guardian Scholars; 1:00-4:00 pm (Other Groups)
November 29	Registration Day for graduating seniors Spring/Summer 2017
November 30	Registration begins for all other students based on class level
December 21	Registration appointments end at 5:00 pm for continuing students
Dec 22-Jan 10	Registration closed
Jan 4-10	Transfer Student Orientation and Registration
January 11-19	Open/Late Registration begins for all students
January 20-22	Registration closed
January 23	First day of classes

cc: Ed Mills, VP for Student Affairs  
Don Hunt, AVP for Enrollment & Student Services  
Dennis Geyer, University Registrar  
Cindy Martinez, CMS Systems Analyst for Records/Registration

1 **FS 16/17-xx/APC/ Priority Registration Policy, Amendment of**

2 The Faculty Senate recommends amendments to the Registration Priority Policy (AS-91-111/AP,  
3 Ex., Flr.) in order to implement the objectives of SB 412, or the California Promise. The updated  
4 policy shall become effective upon approval of the President.  
5

6 I. Introduction/Definitions, etc.

- 7 1. SB 412, the California Promise (2016). This law requires a number of specific campuses  
8 of the California State University, including Sacramento State, to establish a California  
9 Promise program. Under this program, the campus works with students who pledge to  
10 enroll in a certain minimum number of units in order to graduate within 4 academic  
11 years, if the student enrolls on campus as a freshman, or within 2 years, if the student is a  
12 community college transfer student who earned an associate degree for transfer of the  
13 academic year of the student's first year of enrollment. Students must meet specific  
14 eligibility criteria specified in the legislation.  
15
- 16 2. Program Participation Eligibility Criteria (per SB 412):  
17
- 18 (A) A low-income student. For purposes of this section, "low-income student" shall have  
19 the same meaning as specified in Section 89295.  
20 (B) A student who has graduated from a high school located in a community that is  
21 underrepresented in college attendance.  
22 (C) A student who is a first-generation college student.  
23 (D) A transfer student.  
24  
25
- 26 3. **Priority Registration. For the purposes of SB 412, priority registration shall be interpreted**  
27 **to mean that entering first-year students who take the pledge to enroll in 15 units and**  
28 **meet the criteria specified in the legislation will be able to register and enroll in the**  
29 **courses they need to progress to graduation in 4 years.**  
30
- 31 4. **APC shall monitor annually all student groups with priority registration to evaluate the**  
32 **justification, efficacy and implementation of priority registration for each group. APC**  
33 **shall make a recommendation annually to the Faculty Senate regarding priority**  
34 **registration, including the changing, cancelling or continuing of each priority registration**  
35 **group.**  
36




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## APPENDIX C

December 1, 2016

To: Sue Escobar, Chair, Academic Policies Committee

From: Julian Heather, Chair  
Faculty Senate 

Subj: **New Student Grade Appeal Policy Referral**

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The Senate Executive Committee, at their meeting of November 29, 2016, has referred to the Academic Policies Committee (APC) the draft of the new Grade Appeal Policy based on the report from the Grade Appeal Policy Work Group (attached).

APC is asked to review and comment, and make policy recommendations (if appropriate). The Committee's recommendations and policy amendments are due by **Friday, March 17, 2017** to the Faculty Senate Chair at [senate\\_chair@csus.edu](mailto:senate_chair@csus.edu). Please copy the Senate Analyst at [kathy.garcia@csus.edu](mailto:kathy.garcia@csus.edu).

PDFs of the Work Group's report and the new Grade Appeal Policy are provided below. Word copies of the two documents are attached to the referral email.

- Grade Appeal Policy Work Group Findings Attachment: [EX 16/17-88](#)
- Student Grade Appeal Policy Process – 2017 Attachment: [EX 16/17-89](#)

Please let me know if you have any questions.

### Summary of Differences in the Current GAP (Grade Appeal Policy) and the Edited GAP.

**We have listed the page and line numbers in the new draft with a description of the change. We have not included any formatting differences, only content differences that relate to the policy and how the process is conducted.**

Page 4, Lines 33-37: The current GAP does not specify that the parties to the appeal can request a change in panel if they feel there is a conflict of interest. The Edited GAP provides 3 days for a change in panel request to be made. WORK GROUP RECOMMENDATION: This was an oversight in the current version and needs to be included. The previous GAP (2012) has 3 days listed as the time frame for requesting a change in panel, so the edited GAP is consistent with procedures prior to Fall 2016. This recommendation has been reflected in the attached submitted GAP.

Page 5, Lines 30-38: The current GAP has 4 grounds for Appeals (Arbitrary, Capricious, Prejudice, and Violation of University Policy). The Edited GAP absorbs the Prejudice reason into the “Violation of University Policy” as it violates the university’s policies against discrimination and/or harassment. WORK GROUP RECOMMENDATION: Absorbing the Prejudice ground into the “Violation of University Policy” reduces confusion about which ground should be checked in those instances.

Page 7, Lines 9-28: This statement specifying that the GAM (Grade Appeal Manager) will review and determine if an investigation is in progress from another university entity is not included in the current GAP. WORK GROUP RECOMMENDATION: It should be as it indicates that the process is halted if another investigation is underway (which has been the practice always in the past). This recommendation has been reflected in the attached submitted GAP.

Page 7, Lines 38-41: This statement about email vs. alternate communication notification within five (5) days is not included in the current GAP. WORK GROUP RECOMMENDATION: Include the statement for clarification, which is reflected in the attached submitted GAP.

Page 9, Lines 1-3: The current GAP does not specify that the student is limited in his/her rebuttal to the information included in the Instructor’s response. WORK GROUP RECOMMENDATION: Include the statement for clarification, which is reflected in the attached submitted GAP.

Page 9, Lines 9-11: The current GAP allows the Panel five (5) days to meet and make a decision. The Edited GAP draft states 30 days. (please see GAM Emily Wickelgren’s new recommendation below, which is reflected in the attached submitted GAP)

Page 9, Lines 41-43: The edited GAP has the Instructor listed as distributing the grade to all parties, and currently it is the GAM that distributed the new grade information to all parties. WORK GROUP RECOMMENDATION: It should be the GAM that communicates this. This recommendation has been reflected in the attached submitted GAP.

Page 9, Lines 45-47: The order of notification is different. The current GAP has the student notified after the panel has approved the new grade. The edited GAP draft has the student notified prior to the panel’s deliberations. WORK GROUP RECOMMENDATION: The student should not be notified until after the grade has been approved by the panel, otherwise the student could be informed of a grade that is subsequently rejected. This recommendation has been reflected in the attached submitted GAP.

## APPENDIX C

Page 11, Lines 43-46: The current GAP does not specify that the parties have 5 days to notify the GAM regarding any conflict of interest one of the members of the Procedural Appeal Board may have. WORK GROUP RECOMMENDATION: This was likely an oversight in the current version and should be included. This recommendation has been reflected in the attached submitted GAP.

Page 13, Line 45: The current GAP allows five (5) business days for the party filing the procedural appeal to submit a rebuttal to the other party's statement. In the new GAP, it allows ten (10) business days. WORK GROUP RECOMMENDATION: Allow ten (10) business days for the rebuttal as stated in the attached submitted GAP.

**Emily Wickelgren, the Grade Appeal Manager, has made additional recommended changes that have been incorporated as new edits to the attached GAP. These relate to procedures that she has noticed are problematic that she would like to have addressed, if possible. Listed below are the page and line numbers with those recommendations and edits. The Work Group supports these recommendations.**

Page 4, Lines 25-30: Change requested - GAM contacts ASI directly to identify students to serve as Panel members for the academic year. The current method has the GAM contacting the Deans to have them forward names of students to ASI. RATIONALE: Students identified directly through ASI are aware of the service and dedicated to serving. Some students nominated by the colleges are not willing to serve, or don't realize they've been nominated. Also, the colleges have had difficulties forwarding the names to ASI in a timely fashion, so the pool of students has been very low. Other senate committees contact ASI directly for their student reps, and so this would follow the procedure of most other senate committees. This recommendation has been reflected in the attached submitted GAP.

Page 6, Lines 4-5: Fix Typo - The department chair signature goes on the Grade Appeal Form and not the Grade Appeal Checklist. This fix has been reflected in the attached submitted GAP.

Page 6, Lines 6-9: Change Requested – Have the due date for appeals by the end of the 4<sup>th</sup> week of the semester following the semester in which the grade was assigned and not the 5<sup>th</sup> week. RATIONALE: The process of grade appeals can last an entire semester, and even has gone past the end of the semester at times. If a procedural appeal is filed, that board is burdened with the time pressure of a review before the semester ends (or a review into break). If the deadline is the end of week 4, students would still have an entire week to prepare their grade appeal after meeting with the chair. Most of them have been dealing with the grade dispute for at least a few weeks, and so a week should be enough time to finalize their materials into their grade appeal submission. This recommendation has been reflected in the attached submitted GAP.

Page 9, Lines 9-10: I would recommend that the Grade Appeal Panel be given ten (10) business days to render their decision and write the report. I think 5 business days is unreasonably short to expect the panel to meet and write the decision report, but 30 calendar days would prolong the process much too long (and risk any procedural appeals going into the break after the semester ends). This recommendation has been reflected in the attached submitted GAP.

## APPENDIX C

Page 9, Lines 45-47 and Page 10, Lines 1-5: The current GAP doesn't clearly state what should happen in the situation where an Instructor submits a grade, but the Panel determines that the grade is not reasonable and rejects it. In the new attached submitted GAP, the instructor is provided with one more opportunity to submit an amended grade before it is referred to the unit Chair. This recommendation has been reflected in the attached submitted GAP.

Page 12, Lines 13-39: The Procedural Appeals Board is made up of 10-month faculty and students. The timeline for procedural appeals is always after the grade appeal process has been completed, which means in the last couple weeks of the semester. Procedural Appeals have at times begun so late that the review would go into the summer or winter breaks (when students and 10-month faculty are not on campus). There needs to be a statement that details when procedural appeals will be reviewed if there isn't enough time left at the end of a semester. A statement is included that details how procedural appeals will be reviewed if there isn't enough time at the end of the semester in the attached submitted GAP. This statement is consistent with the policy for how Grade Appeals are to be handled during summer.

**Student Grade Appeal Process (2017)**

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APPENDIX A. STUDENT GRADE APPEAL FORM 16

APPENDIX B. GRADE APPEAL CHECKLIST 17

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## Sacramento State Grade Appeal Policy and Process

### I. Introduction

The Grade Appeal Policy and Process (GAPP) allows students to appeal course grades in the semester immediately following the one in which the course was taken and the grade assigned. GAPP is administered by the Grade Appeal Manager in the Office of Academic Affairs (GAM). Students wishing to file a complaint about an Instructor, but not appeal a grade, are encouraged to direct their concerns to chair of the department or division (Chair) in which the Instructor is employed.

While evaluating academic performance and assigning course grades are generally within the responsibility of the Instructor, the University does allow students to appeal such grades when the student believes there is a basis for doing so consistent with the GAPP. The presumption under the GAPP is that assigned grades are an accurate reflection of the student's academic performance and are final. Therefore, the burden of proof under the GAPP is on the student appealing the grade. Students filing a grade appeal must follow the procedures set forth under the GAPP. Student objections to course design or management do not fall within the GAPP. The GAPP is the only process available for a student to appeal a grade and/or make a procedural appeal relating to the GAPP.

### II. Definitions

- A. **Preponderance of the Evidence** means the greater weight of the evidence, i.e., that the evidence on one side outweighs, preponderates over, or is more than, the evidence on the other side. The Preponderance of the Evidence is the applicable standard for demonstrating facts and reaching conclusions under the GAPP.
- B. **Instructor** means the Instructor who assigned the grade at issue in the appeal.
- C. **Chair** means the chair of the department or head of the division in which the Instructor is employed.
- D. **Grade Appeal File (GAF)** is the official file of the grade appeal maintained by the GAM.
- E. **Grade Appeal Manager (GAM)** is a tenured member of the full-time faculty designated by the Provost to administer the GAPP.
- F. **Grade Appeal Panel (Panel)** refers to the Panel(s) that review and determine grade appeals under the GAPP.
- G. **Procedural Appeal Board (Board)** refers to the board that reviews and determines appeals relating to alleged procedural violations of the GAPP.

1 H. **Business day** excludes any campus holidays, spring break and any other days the  
2 campus is closed.

### 6 III. Grade Appeal Panels

8 A. Composition: The GAM establishes a minimum of three Panels, each consisting of  
9 two full-time tenured or probationary faculty members and one student in good  
10 academic standing. For at least one of the three Panels an undergraduate and a  
11 graduate student representative will be assigned, enabling the service of the  
12 appropriate student depending on the level of course in which the grade is being  
13 appealed (i.e. undergraduate student will be assigned to undergraduate course grade  
14 appeals and graduate student will be assigned to graduate course grade appeals).  
15 Faculty serve three year terms and are eligible for reappointment. Students serve one  
16 year terms and are eligible for reappointment.

17  
18 Each spring semester the Faculty Senate will designate faculty to serve on Panels  
19 based on the responses to the Senate preference poll. Whenever possible, the Panels  
20 should be comprised of members who represent a variety of academic units and  
21 colleges on campus. The GAM will maintain a pool of nine or more full-time tenured  
22 or probationary faculty as alternates and ask the Faculty Senate for recommendations  
23 as necessary to fill vacancies in order to maintain the pool.

24  
25 Each spring semester the GAM will direct ASI to select and recommend four or more  
26 undergraduate students and two or more classified graduate students to serve as Panel  
27 members who agree to serve throughout the following academic year. Each  
28 recommended student must be enrolled in a program of study at Sacramento State.  
29 Graduate student Panelists will be assigned to graduate student appeals, while  
30 undergraduate Panelists will deliberate over undergraduate student appeals.

31  
32 If a Panel member is unwilling or unable to serve on a Panel in a particular case, the  
33 GAM will select an alternate to serve in the member's absence. Any allegation that a  
34 Panel member has a conflict of interest that should disqualify the member from  
35 hearing the appeal must be made by the individual allegedly impacted by the conflict  
36 in writing to the GAM within **three business days (3) days** of the assignment of the  
37 appeal to the Panel. The GAM will make a determination relating to any alleged  
38 conflict of interest of any member of a Panel and that decision will be final.

39  
40 Members of the Panel will regard themselves as reviewers of fact, not advocates of the  
41 parties or representatives of a college or section of the student body. They will  
42 approach the matter before them impartially. The Panel should elect a chair at its first  
43 meeting who is responsible for convening all meetings and making sure the Panel  
44 meets all required deadlines.

45  
46 B. General Procedures: Incomplete grades may not be appealed until a final letter or  
47 Credit/No Credit grade has been assigned. Grades assigned to individual pieces of

1 student work may not be appealed independent of their influence on the final course  
 2 grade. Grades assigned to performances on comprehensive degree examinations,  
 3 theses, projects of other culminating experiences may be appealed when they are  
 4 offered in partial fulfillment of graduate degree requirements. The Panel is bound by  
 5 any factual findings and/or findings of a policy violation made by other University  
 6 officials assigned primary responsibility for making those findings (See Definitions,  
 7 above). When making grade appeal decisions, Panels will rely solely on written  
 8 submissions of evidence made by the student and the Instructor. The Panel is to apply  
 9 the preponderance of the evidence in making its determinations (See Definitions,  
 10 above).

#### 12 IV. Informal Process for Grade Appeals

13  
 14 Before initiating an appeal under the GAPP, the student must try to resolve the issue  
 15 informally with the Instructor. The student shall contact and discuss the disputed grade  
 16 with the Instructor **no later than the end of the second week of the semester after the**  
 17 **disputed grade was assigned.** If the grade remains in dispute after the attempt to  
 18 informally resolve the matter, the student must notify the Chair of the inability to reach a  
 19 resolution by the Monday of the 3<sup>rd</sup> week of classes in the following semester. The Chair  
 20 will then attempt to resolve the dispute informally **by the end of the third week of**  
 21 **classes of the semester following the one in which the disputed grade was assigned.**  
 22 If the student is unable to reach the Instructor and/or the Instructor is unwilling to  
 23 discuss the disputed grade with the student, the student must arrange a meeting with the  
 24 Chair to discuss the student's efforts to informally resolve the issue with the Instructor.  
 25

#### 26 V. Formal Process for Grade Appeals

27  
 28 A. Grounds for Appeal: There are three grounds for a grade appeal:

- 29 1. Arbitrary grade assignment: the Instructor would not or could not provide reasons  
 30 for the assignment of the grade; and/or the grade was based on random choice  
 31 without reason.
- 32 2. Capricious grade assignment: The grade was assigned in an inconsistent and  
 33 unpredictable manner.
- 34 3. Grade assigned in violation of University policy: The grade was assigned in  
 35 violation of another University policy including, but not limited to, the  
 36 University's policies against discrimination and/or harassment, the Academic  
 37 Honesty Policy and Procedures, and the Student Excused Absence Policy.<sup>1</sup>  
 38

39  
 40 B. Burden of Proof: the student appealing bears the burden of proving by a preponderance  
 41 of the evidence that the grade assigned was arbitrary, capricious or in violation of  
 42 University policy.

---

<sup>1</sup> Student Excused Absences Policy, <http://www.csus.edu/acse/Senate-Info/14-15Agendas-Minutes/043015Agendas-Minutes/14-15FS-111ap.pdf>). Academic Honesty Policy and Procedures, <http://www.csus.edu/umannual/student/STU-0100.html>. EO 1097 applies to complaints of harassment, discrimination, or retaliation, <http://www.csus.edu/hr/departments/equal-opportunity/discrimination.html>

1  
2 C. Filing the Appeal: If the disputed grade is not resolved informally, the student may file  
3 a formal grade appeal with the Office of Academic Affairs. The appeal must include  
4 the following documents: (1) the Grade Appeal Form, signed by the department Chair  
5 (Appendix A); (2) the Grade Appeal Checklist, signed by the student (Appendix B);  
6 (3) written narrative; (4) course syllabus; and (4) supporting evidence. **The appeal  
7 must be filed by the end of the fourth week of the semester following the semester  
8 in which the disputed grade was assigned (e.g., for a grade in spring semester, the  
9 deadline is the fourth week of the following fall semester)**. If a student fails to  
10 submit a copy of a complete submission (as outlined above) by this deadline, the  
11 student waives their right to appeal, no further action will be taken with regards to the  
12 appeal, and the grade as issued will stand.  
13

14 1. Grade Appeal Form and Checklist: The Chair must sign and date the Grade Appeal  
15 Form (See Appendix A), indicating the student has discussed the disputed grade  
16 with the Chair and attempted an informal resolution. The student must also  
17 complete and submit the Grade Appeal Checklist document (See Appendix B),  
18 indicating all required steps have been taken before submitting the formal grade  
19 appeal.  
20

21 2. Narrative: the student must provide a written narrative that identifies one or more  
22 of the grounds identified in the GAPP for appealing the grade. The narrative must  
23 state the specific facts upon which the student bases the appeal. Such facts should  
24 include what the Instructor did or did not do that caused the student to appeal the  
25 grade. The student must also explain what the student did in order to informally  
26 resolve the dispute. If the student asserts the assignment of the grade violates a  
27 university policy (ground number 3), the student must also state whether the  
28 alleged policy violation is the subject of a separate complaint, investigation and/or  
29 proceeding and, if so, what university entity is reviewing and/or investigating the  
30 alleged violation. Students are allowed to obtain assistance with the written  
31 narrative they submit to the Panel. However, the appeal and all proceedings under  
32 the GAPP are to be completed by the student. A student may have an advisor, but  
33 that advisor may not submit information and/or speak on behalf of the student.  
34

35 3. Evidence to be submitted with narrative: The student must also submit any and  
36 all evidence that supports the appeal. This must include, at a minimum, the course  
37 syllabus and all graded course assignments that have been returned to the student,  
38 which directly relate to the grade in dispute. Students may (in addition to the  
39 narrative above) submit their own written statement, statements from other  
40 individuals, a timeline of events, or other evidence that supports the facts set forth  
41 in the student's written narrative. Students appealing a grade may request and will  
42 be provided access to the coursework he or she submitted in the course in which  
43 the grade is disputed that is directly related to the grade appeal. If for some reason  
44 the relevant course work cannot be returned to the student directly, the student  
45 will be allowed to review the course work. If the Instructor is uncooperative, the  
46 student may seek assistance from the GAM to obtain the relevant course work for  
47 review or copying and all timelines under the GAPP will be delayed until such

1 time as the review and/or investigation is completed. The student may submit  
2 written statements from other people who have knowledge that is relevant to the  
3 appeal. These statements must be submitted by the student with any other  
4 evidence offered to support the appeal and within the deadline for submitting an  
5 appeal.  
6

7 **D. Initial Review of Appeal:**  
8

- 9 1. Upon receipt of the appeal the GAM will review the appeal to determine if one of  
10 the grounds identified in the appeal is that the assignment of the grade violates a  
11 university policy (ground number 3). If so, the GAM will investigate whether the  
12 alleged violation is currently under investigation or other review by another  
13 university entity (e.g., the Office for Equal Opportunity) and, if not, whether the  
14 determination of a policy violation is within the jurisdiction of another University  
15 office. If so, the appeal will be held in abeyance until the completion of the  
16 investigation and/or review of the alleged policy violation until the other  
17 University office concludes its review and/or investigation. The GAM will  
18 inform the student, Instructor, Panel and Chair of the abeyance without providing  
19 any detailed information relating to the matter. If such an abeyance occurs, all  
20 timelines under the GAPP will be delayed until such time as the review and/or  
21 investigation is completed. Once the review is completed by the other university  
22 entity, if the student still wishes to appeal the grade on that basis, the Panel will  
23 need to be informed as to whether it was determined a violation of university  
24 policy did or did not occur. Any such findings of other university entities relating  
25 to university policies within their jurisdiction must be accepted and not re-  
26 examined by the Panel (e.g. finding of violation of campus policy relating to  
27 sexual harassment made by the University and/or finding made by hearing officer  
28 in a student conduct matter).  
29
- 30 2. If the appeal does not identify violation of university policy as a ground for the  
31 appeal, or if it does and the investigation and/or review of such violation (if any)  
32 is completed, the GAM will distribute one copy of the student's complete appeal  
33 and make available any original physical evidence that cannot be copied to each  
34 member of the Panel, the Instructor, and the Chair. The GAM will communicate  
35 this information to the Instructor in writing and confirm receipt of the  
36 communication by the Instructor to make sure that the Instructor is on campus that  
37 particular semester. The GAM will simultaneously notify the Instructor that all  
38 future communications relating to the appeal will be sent to the Instructor via  
39 email, unless the Instructor informs the GAM within **five (5) business days** that  
40 an alternate means of delivery would be more effective. Thereafter the GAM  
41 does not need to confirm receipt of any materials sent to the Instructor. The Panel  
42 will review the appeal and determine whether the student has alleged and offered  
43 to prove one or more of the grounds for appeal set forth in the GAPP for appeal. If  
44 the student initially fails to identify one or more of the grounds for appeal, the  
45 Panel will allow the student **five (5) business days** to amend the appeal in order to  
46 comply. Once a student submits an amended appeal, the Panel will determine  
47

1 whether the student has alleged and offered to prove one or more of the grounds  
2 for appeal set forth in the GAPP. If the Panel determines the student has failed to  
3 do so, the appeal will be denied without further proceedings. Permission to refile  
4 the grade appeal will not be granted.  
5

6 E. Review of Evidence: Once the Panel concludes a student has alleged and offered to  
7 prove one or more of the grounds for appeal set forth in the GAPP, the Panel will  
8 determine whether the student can meet the burden of proof. This stage of the  
9 proceedings will not involve a review of any information from the Instructor. The  
10 Panel is to assume for review purposes only that all factual allegations in the appeal  
11 are true. Assuming the facts as alleged are true, the Panel will determine if the  
12 preponderance of the evidence establishes that one or more grounds for appeal have  
13 been established. If the Panel determines that the preponderance of the evidence does  
14 not support one or more grounds for the appeal, the appeal will be dismissed without  
15 further proceedings. If the Panel finds that the preponderance of the evidence is  
16 sufficient to establish one or more grounds for the appeal, the Instructor will be  
17 provided with the opportunity to respond to the student's allegations.  
18

19 F. Instructor's Written Response: The GAM will advise the Instructor of the Instructor's  
20 right to submit a written response to the Panel regarding the student's appeal.  
21

22 The Instructor's written response to the student's appeal must be delivered to the  
23 GAM or Receptionist in Academic Affairs no later than **ten (10) business days** of  
24 receiving the student's appeal and being informed of his or her right to provide a  
25 response. If the Instructor fails to meet this deadline, the Instructor waives his or her  
26 right to respond. The response should include a clearly and concisely written narrative  
27 regarding the student's assigned grade and offer any statements or evidence that  
28 supports the Instructor's factual statements. The Instructor may also present an  
29 argument regarding why the grounds set forth by the student for appealing the grade  
30 are not supported by the facts. Like students, Instructors are allowed to seek  
31 assistance with the preparation of the materials they wish to submit always keeping in  
32 mind the limitations placed upon them by the provisions of the federal Family  
33 Educational Rights and Privacy Act (FERPA). The Instructor may submit written  
34 statements from other people who have knowledge that is relevant to the appeal. These  
35 statements must be submitted by the Instructor with any other evidence offered in  
36 response to the appeal and within the same deadline.  
37

38 Upon receipt of a timely written response from the Instructor, the GAM will distribute  
39 a copy of the Instructor's written response to each member of the Panel, the student  
40 and Chair. If there is any evidence provided by the Instructor that cannot be reduced  
41 to writing and copied, the GAM will make it available to the student and Panel for  
42 review.  
43

44 If the Instructor does not submit a response, the GAM will inform the Panel and the  
45 Panel will make a determination of the student's appeal based solely on the  
46 information provided by the student in the appeal.  
47

1 G. Student's Rebuttal: If the Instructor submits a timely response to the appeal, the  
 2 student may submit a rebuttal which shall only address information included in the  
 3 Instructor's response. The student must submit a rebuttal to the GAM or  
 4 receptionist in Academic Affairs no later than **five (5) business days** from the day the  
 5 student was sent a copy of the Instructor's response. The GAM will provide a copy of  
 6 the rebuttal to each member of the Panel, the Instructor, and the Chair. If the student  
 7 does not submit a timely rebuttal, the GAM will notify the Panel.

8  
 9 H. Panel Deliberations: The Panel will meet and decide the appeal within **ten (10)**  
 10 **business days** after receiving the student's rebuttal, or being informed by the GAM  
 11 that no timely rebuttal was submitted. If one or more members of the Panel need  
 12 additional information, the Panel may request in writing such information directly  
 13 from either the student or Instructor. Copies of the Panel's written request for  
 14 additional information must be provided by the Panel to the student, Instructor and  
 15 GAM. A copy of any response provided to the Panel's request must be provided to each  
 16 Panel member, the student, Instructor and GAM. The Panel is to only consider the  
 17 information before it in deciding whether the student has established one or more  
 18 grounds for the appeal by a preponderance of the evidence.

19  
 20 I. Panel Decision: The decision must be in writing and agreed upon by the majority of  
 21 the Panel. The written decision must be provided by the Panel to the GAM within the  
 22 thirty (30) day period described above. The written decision must include the  
 23 following information:

- 24
- 25 1. A narrative summary of the facts including how the Panel resolved any conflict in  
 26 the factual allegations of the student and Instructor specifying why a  
 27 preponderance of the evidence led it to resolve the dispute in a certain manner.
- 28 2. A statement of the grounds upon which the student appealed the grade and the  
 29 students' objections to the disputed grade.
- 30 3. A clear analysis of how the Panel reached its decision.

31  
 32 The GAM will provide a copy of the Panel's decision to the student, Instructor, and  
 33 Chair.

## 34 35 **VI. Procedures Following a Decision Granting a Student's Grade Appeal**

36  
 37 Upon notification that the Panel has found a disputed grade to have been assigned in  
 38 violation of this policy, the GAM will refer the matter of assigning a new grade that  
 39 reflects the decision of the Panel first to the Instructor with copies to the Chair and the  
 40 student. The referral will direct the Instructor to assign a reasonable grade that is no lower  
 41 than the disputed grade and to specify the reasons for it within **five (5) business days** of  
 42 the date of the referral. The Instructor will provide a copy of the proposed grade and reasons  
 43 for the grade to the GAM. The GAM will distribute a copy to each member of the Panel and  
 44 the Chair. The Panel will promptly review the newly assigned grade.

45  
 46 If the Panel finds the newly assigned grade reasonable and no lower than the disputed  
 47 grade, it will inform the GAM who will at once inform the student. The GAM will report



1 the grade change to the Registrar for entry on the student’s record and inform the  
 2 Instructor, student, and Chair of this action. If, in the opinion of the Panel, the Instructor  
 3 has not substituted a newly assigned grade that the Panel considers reasonable, the  
 4 Instructor will be provided with one more opportunity to submit a new grade. The second  
 5 submitted grade must be submitted within **five (5) business days** of the date of the  
 6 referral.

7  
 8 If the Instructor fails to submit the first newly assigned grade within **five (5) business**  
 9 **days**, or the second submitted grade is also judged to be unreasonable, the GAM will  
 10 refer the matter to the Chair. The Chair will then select and promptly delegate the  
 11 assignment of the new grade to two (2) faculty members from the unit or if the unit has  
 12 less than three faculty members, one faculty member from the unit and one faculty  
 13 member from the college within which the unit exists. When making the selection, the  
 14 Chair will limit the choice to faculty members  
 15 “. . .with academic training comparable to the Instructor of record who are presently on  
 16 the faculty . . . .” [Source: Executive Order 1037, effective date 1 August 2009, “Grading  
 17 Symbols, Assignment of Grades, and Grade Appeals,” Section D.6.] The Chair’s choice  
 18 of two (2) faculty members under this subsection is final and not subject any appeal under  
 19 the GAPP.

20  
 21 The two faculty members of the unit who become responsible for assigning a new grade  
 22 that reflects the decision of the Panel will act promptly to determine the course grade and  
 23 the reasons for it. The course grade awarded will be a function of the professional  
 24 judgment of the faculty members. In no case will the grade assigned be lower than the  
 25 grade disputed by the student. The determination of the new grade to be awarded must be  
 26 approved by both faculty members. Once they have determined a new grade, the faculty  
 27 members will report the new grade and the decision with their reasons for assigning it in  
 28 writing to the Chair for transmittal to the GAM, who will in turn provide copies to the  
 29 Panel, the student, the Instructor and Chair.

30  
 31 The Panel will promptly review the newly assigned grade and reasons provided. If the  
 32 Panel finds the grade appropriately factors in its decision and no lower than the disputed  
 33 grade, it will so inform the GAM, who will promptly report the new grade to be assigned  
 34 to the Instructor, the student and the Chair. The GAM will wait **five (5) days** after  
 35 reporting the new grade to the Student and Instructor and, if no procedural appeal is made  
 36 by either, will forward the new grade to the registrar for entry on the student’s record. If a  
 37 procedural appeal is made under this Policy, the GAM will not forward the new grade to  
 38 the registrar until the procedural appeal is resolved.

## 41 VII. Summer Grade Appeals

42  
 43 Normally, students wishing to initiate a formal grade appeal will do so during the fall or  
 44 spring semesters in the manner specified above. Students may, however, pursue a grade  
 45 appeal (of a Spring semester grade) during the Summer recess when they can demonstrate  
 46 to the satisfaction of the GAM that significant hardship would result from a delay in this  
 47 process beyond the Summer recess. Significant hardship is defined as the currently

1 assigned grade impacting a student’s ability to be admitted into an academic program or  
 2 secure employment contingent upon graduation.

3  
 4 The GAM will determine whether to grant the student’s request for the appeal to proceed  
 5 during the summer provided that (1) the application is made no later than two weeks after  
 6 the student knew or could have known of the disputed course grade but no later, (2) the  
 7 student has made a good faith effort to settle the grade dispute informally as required  
 8 under the GAPP, (3) the student has demonstrated to the satisfaction of the GAM that  
 9 significant hardship would result from a delay in this process beyond the Summer recess,  
 10 (4) the Instructor has received notice of the request for a summer grade appeal, (5) the  
 11 Instructor, although not required to do so, has agreed to participate in the summer appeal  
 12 or to allow it to proceed without his/her direct participation or by way of a designated  
 13 representative during the summer recess, and (5) a Panel of qualified members can be  
 14 assembled from among faculty and students willing to serve voluntarily during the  
 15 Summer recess. If the appeal proceeds during the summer, the procedures set forth in the  
 16 GAPP apply.

### 17 18 19 **VIII. Procedural Appeal for Alleged Violations of the GAPP**

- 20  
 21 A. Scope of Procedural Appeal: If a student or the Instructor involved in a grade appeal  
 22 believes that the GAPP was not followed may submit an appeal relating solely to the  
 23 alleged procedural violation to the Procedural Appeals Board (Board) under the  
 24 process set forth below. No other procedure or complaint process may be used to  
 25 challenge compliance with the GAPP. The purpose of the Procedural Appeal is not  
 26 for the Board to address the merits of the decision issued by the Panel. The scope of  
 27 the Board’s review is solely to determine whether the GAPP was followed and if not,  
 28 whether the failure to follow the GAPP was or was not harmless error. Any  
 29 determination relating to the merits of a grade appeal are to be made by a Panel.  
 30  
 31 B. Composition of Procedural Appeals Board: The Board will be appointed by the  
 32 President or the President’s designee on the nomination of the Faculty Senate. The  
 33 Board will be composed of two tenured members of the full-time instructional faculty  
 34 and one student in good academic standing. Both an undergraduate and a graduate  
 35 student representative will be identified and the undergraduate student will be  
 36 assigned to undergraduate procedural appeals and graduate student will be assigned to  
 37 graduate procedural appeals. Each faculty member will serve for a term of three years  
 38 and the student representative will serve a term of one year. The terms of service will  
 39 be staggered so that each year the Senate will nominate and the President will appoint  
 40 a member of the Board to fill an expired three-year term. Each member is eligible for  
 41 reappointment. The Board elects its own Chair, which will be the Board's first order of  
 42 business on convening for the first time each year. A member of the Board may  
 43 decline to consider and decide an appeal. In that case, the Board will proceed to  
 44 consider and decide the appeal with a quorum of two. Any allegation that a Board  
 45 member has a conflict of interest that should disqualify the member from hearing the  
 46 appeal must be made by the individual allegedly impacted by the conflict in writing to  
 47 the GAM within **five (5) business days** of the assignment of the appeal to the Board.

1  
2 The GAM will make a determination relating to any alleged conflict of interest of any  
3 member of a Panel and that decision will be final.  
4

5 C. Grounds for Procedural Appeal: The party appealing must allege and prove by a  
6 preponderance of the evidence:  
7

- 8 1. There was a procedural error that occurred during the grade appeal. The identified  
9 procedural error must be demonstrated to have violated the GAPP.
- 10 2. The error was not harmless. Harmless error is an error which had no bearing on  
11 the outcome of the appeal, was corrected, or could not have impacted the outcome  
12 of the grade appeal.  
13

14 D. Format and Timing for Procedural Appeal: A student or Instructor wishing to begin a  
15 procedural appeal must submit a written letter of intent to submit a procedural appeal  
16 within **five (5) business days** of being sent the final decision of the Panel to the  
17 GAM or a receptionist in Academic Affairs. Normally, a party wishing to initiate a  
18 procedural appeal will do so at the end of the fall or spring semesters once the Panel  
19 has rendered a decision. In the event that the grade appeal process was not concluded  
20 until the last two (2) weeks of the semester, a procedural appeal may be reviewed at  
21 the start of the following semester. The negatively impacted party may, however,  
22 pursue a procedural appeal (of a Spring semester appeal decision) during the Summer  
23 recess when they can demonstrate to the satisfaction of the GAM that significant  
24 hardship would result from a delay in this process beyond the Summer recess.  
25 Significant hardship is defined as the currently assigned grade impacting a student's  
26 ability to be admitted into an academic program or secure employment contingent  
27 upon graduation.  
28

29 The GAM will determine whether to grant the party's request for the procedural  
30 appeal to proceed during the summer provided that (1) the procedural appeal is  
31 submitted no later than five (5) business days after the party knew or could have known  
32 of the Panel's final decision, but no later, (2) the party has demonstrated to the  
33 satisfaction of the GAM that significant hardship would result from a delay in this  
34 process beyond the Summer recess, (3) the other party has received notice of the  
35 request for a summer grade appeal, (4) the other party, although not required to do so,  
36 has agreed to participate in the summer appeal or to allow it to proceed without his/her  
37 direct participation or by way of a designated representative during the summer recess,  
38 and (5) a Board of qualified members can be assembled from among faculty and  
39 students willing to serve voluntarily during the Summer recess. If the procedural  
40 appeal proceeds during the summer, the procedures set forth in the GAPP apply.  
41

42 The procedural appeal must outline the specific facts that constituted the procedural  
43 error that is alleged to have occurred during the grade appeal, what portion of the  
44 GAPP was violated, how the alleged error impacted the decision of the Panel, and  
45 the reasons the error impacted the decision of the Panel. Failure to timely submit the  
46 required documentation will result in the student and/or Instructor waiving the right  
47 to file a procedural appeal.

1  
2 The GAM will deliver a copy of the appeal to the other party to the grade appeal, the  
3 members of the Panel, the members of the Board, and the Chair. In addition, the GAM  
4 will also provide to the members of the Board a copy of the Grade Appeal Form, the  
5 Grade Appeal Checklist the written submissions of the student and Instructor in the  
6 grade appeal (including evidence and statements, the Panel's final decision and any  
7 other documents in the GAF) so that the Board will have available to it as complete a  
8 records as possible of the information considered by the Panel when making its  
9 decision. The GAM will also provide to the Board an email address for members of  
10 the Panel, the Chair, the Student and Instructor to which the Board may electronically  
11 send any communications and its final decision.  
12

- 13 E. Procedural Appeal Board Initial Review: The Board will review the procedural appeal.  
14 If the Board is unable to understand the basis for the procedural appeal, the Board may  
15 request that the party submitting the appeal clarify the bases for the appeal. The Board  
16 will allow **five (5) business days** for completion of the revisions. If after reviewing  
17 the revised appeal, the Board concludes the party has not stated a basis for a  
18 procedural appeal to proceed, the Board will dismiss the appeal and the party  
19 submitting the appeal will have no further rights to appeal.  
20
- 21 F. Argument by Appealing Party: If the Board is able to conclude from the original or a  
22 revised procedural appeal, that a basis for a procedural appeal has been stated, the  
23 Board will send a written request to the email addresses of the student and Instructor  
24 which will include a statement of issues in the appeal and an invitation for the party  
25 appealing to submit written argument to the Board within **ten (10) business days** of  
26 the day the email is sent by the Board. A copy of this communication will also be  
27 emailed to the Panel, the Chair, and the GAM. The written argument of the party  
28 appealing will be delivered to the GAM or a receptionist in Academic Affairs.  
29 Failure to submit an argument will result in the dismissal of the procedural appeal.  
30 Once the GAM receives the written argument of the party appealing, the GAM will  
31 make copies and provide them to the Board, the non-appealing party, the Panel, and  
32 the Chair.  
33
- 34 G. Response of Non-Appealing Party: The non-appealing party (and the Panel, and/or  
35 the GAM if requested to do so by the Board) may submit a written response to the  
36 appealing party's written argument within **ten (10) business days** of the written  
37 argument being sent by the GAM. The response shall include the following (1) a  
38 narrative of the facts that in the respondent's mind define the appeal; and (2) an  
39 argument that the alleged procedural violation(s) was harmless. The written response  
40 shall be provided to the GAM or a secretary in Academic Affairs. Upon receipt of  
41 the response, the GAM will provide a copy of it to the appealing party, the Board,  
42 the Panel and the Chair.  
43
- 44 H. Rebuttal by Appealing Party: If a response by the other party (and/or the Panel  
45 and/or GAM) is submitted, the appealing party may submit a rebuttal to the response  
46 or responses within **ten (10) business days** of a copy of the response(s) being  
47 forwarded to the appealing party. If more than one response is submitted, the rebuttal

1 will be due ten (10) business days from the last day upon which a response is  
 2 forwarded to the appealing party.

3  
 4 I. Deliberations of Procedural Appeals Board: The Board will decide appeals before it  
 5 in a prompt and expeditious manner. Decision of the Board will be made by a majority  
 6 of its members. The Board may disregard submitted material that is not relevant to the  
 7 appeal. The Board may make one of the three following findings:

- 8  
 9 1. Find that a procedural violation did not occur;  
 10  
 11 2. Find that although a procedural violation did occur, it was harmless error.  
 12  
 13 3. Find that a procedural violation did occur and the error not harmless.

14  
 15 A finding under 1 or 2 has no impact on the Panel's decision. This finding will  
 16 conclude the appeal and the Panel and Board's decision will be final and not subject  
 17 to review by any other University official.

18  
 19 A finding of a procedural violation which is substantial enough that the Board cannot  
 20 conclude it was harmless, will result in the Panel's decision being vacated and of no  
 21 force or effect. In such cases, the Board must determine whether in its judgment the  
 22 violation may be remedied adequately by returning the matter to the original Panel for  
 23 the Panel to determine the appeal in a manner consistent with the Board's decision.

24  
 25 If in the Board's judgment, the violation may not be remedied adequately by returning  
 26 the matter to the original Panel, the Board will direct that the matter be assigned to a  
 27 new Panel and the Grade Appeal Process be repeated.

28  
 29 J. Procedural Appeal Board's Written Decision: The Board shall issue a final written  
 30 decision that will at a minimum state:

- 31  
 32 1. A narrative of the facts that gave rise to the procedural appeal.  
 33  
 34 2. a statement of each of the appellant's claims of procedural error including, with  
 35 regard to each claim, the appellant's reasoning that the claimed procedural error  
 36 was not harmless;  
 37  
 38 3. A statement of the Board's decision regarding each claimed procedural error  
 39 including a discussion of the facts that support the Board's conclusions.

#### 40 41 **IX. Retention of the Record in Grade Appeals and Procedural Appeals**

42  
 43 The GAM will preserve the documents relating to any grade appeal and/or procedural  
 44 appeal in the GAF. The file will be retained in Academic Affairs for one year after the  
 45 conclusion of the appeal and/or procedural appeal. Thereafter Academic Affairs may  
 46 dispose all of the records relating to the appeal, except the Panel's decision, its report of  
 47 its review of a grade, if any, for reasonableness, any Board decision, arising out of the

1 grade appeal and the Student Grade Appeal Form. The retention of these documents will  
2 be governed by Executive Order 1031, d. February 27, 2008, “System wide  
3 Records/Information Retention and Disposition Schedules Implementation.”  
4  
5

6 **X. Summary Report of Formal Grade Appeals and Procedural Appeals**  
7

8 A summary report of the number of cases heard, the grounds of appeal in each case and  
9 the disposition of each case will be prepared by the GAM each year, and copies forwarded  
10 to the President, the Faculty Senate and the Board.  
11  
12  
13  
14

DRAFT

Appendix A  
 Student Grade Appeal Process California  
 State University, Sacramento

STUDENT GRADE APPEAL FORM

<b>Name:</b>	<b>E-mail:</b>	
<b>Student ID#:</b>	<b>Phone:</b>	
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>Course Prefix and Number:</b> (e.g. Chem 1a)	<b>Course Name:</b> (e.g. General Chemistry I)	
<b>Instructor:</b>	<b>Semester Course Was Taken:</b>	

**Student's Statement**

1. Following the provisions of the Student Grade Appeal Process, I appeal the grade of \_\_\_\_\_ received in the course cited above.

I allege and offer proof that the grade appealed violates the Student Grade Appeal Process in the following way(s): (Check one or more of the following that apply.)

\_\_\_\_\_ A. The grade was assigned arbitrarily.

\_\_\_\_\_ B. The grade was assigned capriciously.

\_\_\_\_\_ C. The grade assigned in violation of one or more university policies. If you check C, you must identify in your written narrative the policy or policies violated and if the violation of the policy is or has been under review by another University office. See Sections V.A.3 and V.D.1 under the Grade Appeal Process.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

2. I have followed the informal process outlined in the Student Grade Appeal Process and have been unable to reach a satisfactory resolution of my appeal.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

3. I have attempted and failed to resolve the grade dispute informally in this case.

\_\_\_\_\_  
 Department Chair

\_\_\_\_\_  
 Date

**Submit one (1) copy of this form together with one (1) copy of the student's written submissions to the Office of Academic Affairs, Room 230 Sacramento Hall, by the end of the last business day of the fourth (4th) week of classes of the semester following the semester in which the disputed grade was assigned. Failure to meet this deadline will conclude the appeal.**

**Appendix B**  
**GRADE APPEAL CHECKLIST**  
**to be Submitted by Student filing a Formal Grade Appeal**  
**to Office of Academic Affairs Sacramento Hall 230**

All of the following steps must be taken prior to submitting a formal grade appeal using the University Grade Appeal Process (see document at <http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/Student%20Grade%20Appeal%20Process.pdf>).

**Please indicate each step has been completed by providing a check mark (✓) next to each item below.**

I initiated the informal process with the Instructor by the end of the second week of classes of the semester following the one in which the disputed grade was assigned.

I notified the unit or division Chair of the failure to settle the dispute informally by the end of the first day of business of the third week of the semester following the one in which the disputed grade was assigned.

The unit or division Chair reviewed the grade appeal process with me.

The unit or division Chair completed his or her effort to produce an informal settlement by the end of the third week of the semester following the one in which the disputed grade was assigned.

I completed a written submission (narrative) explaining my position in the grade dispute and submitted it to the Office of Academic Affairs by the end of the fourth week of the semester following the one in which the disputed grade was assigned (1 copy).

I compiled documents as evidence, including a syllabus, a timeline of events (if possible), and any written assignments pertaining to the dispute (e.g. tests; essays; lab assignments) and submitted them to the Office of Academic Affairs by the end of the fourth week of the semester following the one in which the disputed grade was assigned (1 copy of each document).

I provided written statements (if necessary) from witnesses and submitted them to the Office of Academic Affairs by the end of the fourth week of classes of the semester following the one in which the disputed grade was assigned (1 copy).

I completed the Student Grade Appeal form with the unit or division Chair's signature and submitted it to the Office of Academic Affairs by the end of the fourth week of the semester following the one in which the disputed grade was assigned (1 copy).

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Submit 1 copy of this form with the Grade Appeal Form and all other documents to the Office of Academic Affairs, Room 230 Sacramento Hall, by 5:00pm of the last business day of the fourth (4th) week of classes of the semester following the semester in which the disputed grade was assigned.**