

**ACADEMIC POLICIES COMMITTEE**  
2016-2017

Friday, March 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)  
VACANT (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)  
Abraham Mendoza (Associated Students, Inc.)

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**AGENDA**

1. **Call to Order**
2. **Time Certain - 2:00pm Updates: Course Leaf & the General Studies Degree --Todd Migliaccio**
3. **Open Forum**  
Brief period for members to raise issues related to the committee charge that are not on today’s agenda.
4. **Approval of the Agenda**
5. **Approval of the Minutes for February 3<sup>rd</sup> (Appendix A)**
6. **Discussion Items:**

**New Grade Appeal Policy (Appendix B).** APC is asked to review, make comment and make recommendations (of appropriate) on the most recent draft of the Grade Appeal Policy. **[Final review and Committee referral back to Exec.]**

Documents Enclosed: Referral to APC from Exec; Grade Appeal Policy – NEW EDITS (since 2/17 meeting); Summary of Differences Between the Current GAP and Edited GAP; 2015 Grade Appeal Process (GAP) with highlights of where changes need to be made (for clarification)

**Senate Bill 412: The California Promise and Priority Registration (Appendix C).** A draft of the amended policy for priority registration will be presented. The amended policy includes recommendations made by the Committee at the February 17, 2017 meeting. A draft of the memo to Senate Chair Julian Heather, in response to the original referral from Exec, will also be attached.

Additional Documents Attached: Referral to APC from Exec; Bill Text – SB 412: The California Promise

**7. Meeting Schedule for Spring 2017**

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

**8. Adjournment**



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

**February 17, 2017**

*Approved:*

February 25, 2017

Members Present: Escobar, Geyer, Gonsier-Gerdin, Gonzalez, Heinicke, Hunt, Newsome, Schmidlein, Sharpp, Taylor

Members Absent: Fox, Heather, Hernandez, Hunt, Li, Mendoza, Murphy, Watson-Derbigny

Guests Present: Trigales, Wickelgren

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

**1. Time Certain Discussion Item: Grade Appeal Process (GAP) revisions.**

E. Wickelgren attended the meeting in order to answer questions about the changes to the GAP. An updated Summary of Changes was provided that corresponded nicely with the current 2015 GAP, which contained highlighted text to indicate where a change is being proposed.

D. Taylor raised a question about removing “prejudice” from the 2015 GAP and subsuming it under the reason for appealing a grade, ‘Violation of University Policy.’ The Committee discussed the definition of ‘prejudice.’ Is it simply discrimination against someone who is a part of a protected class or can it expand beyond that to others? In order to address this concern, the Committee agreed that it would be a good idea to add another policy to the current list that would cover situations of prejudicial treatment of students that might not necessarily fall under the under the ‘protected class’ umbrella term. The policy to be added is: Faculty Responsibilities to Students in the Instructional Environment with a link in the footnote.

Another issue or question that arose centered on the recruitment of students for panels (i.e., going through ASI directly rather than via the Dean’s as it is currently being done). E. Wickelgren explained the reasoning for the change and that it is mainly logistical, or easier. A request was made to add in a sentence regarding the representation of students across all colleges, to which the Committee agreed.

E. Wickelgren stated that she would make these changes to the revised/proposed GAP and would send the updated file(s) back to Chair Escobar for final review and a recommendation to forward to Exec on March 3<sup>rd</sup>.

## 2. Open Forum:

**A. Gonzalez** had two items: (1) **Is there a policy that requires course electives to be fully listed in the catalog?** C. Newsome responded that she had looked into this but do not find a specific policy on this issue. (2) With respect to **Concentrations**, if you have more than a third of the students in the major in the concentration, do you need to designate the concentration as a major instead? D. Taylor clarified by saying that if more than 50% of the units are in the concentration, it really should be its own separate major.

**D. Taylor** provided an update on **Certificates**. Information would be sent from Academic Affairs to the Deans and Chairs on the fact that WASC is going to require that the campus go to them for substantive changes to non-degree programs (i.e., certificate programs or programs that are credit-bearing but do not lead to an actual degree). This particular issue or item will likely be, or already has been, referred to Curriculum Policies Committee (CPC). The fee established by WASC for an expedited review is \$500; review of new degree programs is much more expensive, apparently (over \$1,000).

### 3. Approval of the Agenda: Approved 2:45pm

### 4. Approval of the Minutes for February 3, 2017. Approved 2:45pm

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

Chair Escobar updated the Committee on what Ed Mills shared via email. He was attending a meeting with other colleagues around the CSU, and the CA Promise was mentioned in conversation. E. Mills shared that: "...they are not altering their current sequence (priority reg, then graduating seniors, then juniors, etc.). But giving priority to CA promise students within their group. For instance, if we have three days for juniors, the CA promise students would be day one for juniors. Right now we arrange them by units completed. This approach would put CA promise students first, then all others in the group by units completed. A small change, but it is consistent with the regulation."

K. Trigales provided information regarding registration priority and addressed the compliance piece of the new law, as compliance with the mandates of the law informs the definition of priority and in which cases students may lose their priority status if certain conditions and criteria stipulated in the law are not met. She mentioned that the campus can track cohorts for compliance and that a formula for each group of students can be developed and implemented. To track students, the Registrar's Office can place service indicators on students at the term they enter (i.e., Freshmen or Transfer) and also have 'reason codes,' which are basically explanations or reasons for particular actions taken, such as taking a student out of a priority group if criteria or conditions are not met (e.g., not fulfilling requirements of a contract: GPA, carrying a certain number of units, too many course repeats, for example). A review can be done at the end of each semester to see if the CA Promise group of students has successfully completed 30 units (i.e., passing grades) and earned a 2.0 GPA or higher, for example. These reports can also show which students ended up on Academic Probation, and if so, they can be removed from the priority group. Being on Academic Probation would automatically do this for those students because they would then be limited to 14 units the following semester and likely

would not be able to make up the difference to remain in compliance with the requirements of the CA Promise. Likewise, if a student is having difficulties, or changes majors, adds a minor/major, etc., then it is likely that they are not going to finish their degree in 4 years.

Following this discussion, the Committee felt that it would be necessary to have in any policy revision to priority registration a clear delineation of the following:

- \* if students are “in” the CA Promise priority groups, HOW is it that they are “in”
- \* if students are “out,” or subsequently removed, HOW is it that they are “out” or “removed,” unless there was an error or certain circumstances (appeals process??) (that was explained, at least partially, in the paragraph above).

#### RECOMMENDATIONS FOR CHAIR ESCOBAR’S REPORT TO EXEC:

##### 1. Change the definition of “Priority Registration:”

→ current: early registration; students register on their appointment day and time

→ new: if a student signs the CA Promise, then you are given a registration day and time at the beginning of your class status or group (1<sup>st</sup> appointment within class level; e.g., if sophomores given 3 full days, CA Promise sophomores are given earliest times on day 1 of their class)

##### 2. ESTABLISH LEVELS OF PRIORITY GROUPS (recommended changes):

1. State mandated group – veterans
2. Federal mandated group – disabled students (SSWD)
3. 9 current groups – [campus discretion]
4. CA Promise – (1<sup>st</sup> appointment day/time within class level)

##### 3. ESTABLISH CRITERIA TO MAINTAIN CA PROMISE PRIORITY

- \* Which reports will be run, when and on what criteria (e.g., repeats, drops/withdrawals, etc.)
- \* Student Affairs will conduct the review at the end of each semester to see if CA Promise students are in compliance. Should they fall out of compliance, students will be notified that they no longer have CA Promise priority status and registration.

##### 4. RECOMMENDED ACTION LANGUAGE

Regarding procedure, in terms of how this will actually be carried out, the action language should be the following:

*Our partners in Student Affairs are currently working on the implementation of the revised priority registration process.*

**Discussion Item: Intellectual Property Policy (Appendix D):** Feedback from the Senate Policy Committees has been requested by the Senate Chair. \*\* The Committee did not have enough time to address this item and no feedback had been provided electronically to Chair Escobar prior to the meeting. \*\*

**Meeting Schedule for Spring 2017**

~~February 3~~  
~~February 17~~  
March 3

March 17  
April 7  
April 21

May 5

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

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

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

**We have listed the page and line numbers in the new submitted GAP with a description of the change. We have not included any formatting or wording differences, only content differences that relate to the policy and how the process is conducted. University Council rewrote the current document, which has wording that could open up the University to legal problems. The following details differences in policy between the current and proposed GAP, but not to differences in wording where procedure or policy is unchanged.**

Page 3, Lines 22-25: The current GAP states that the GAM directs the Deans to nominate students to serve on the Grade Appeal Panels. Some students nominated by the colleges are not willing to serve, or don't realize they've been nominated, which results in asking ASI for replacements. Also, the colleges have had difficulties forwarding the names to ASI in a timely fashion, so the pool of students has been very low. In the submitted GAP, the GAM contacts ASI directly to identify students to serve as Panel members for the academic year. The GAM directs ASI to find reps from all colleges to assure representation across all colleges. Students identified directly through ASI are aware of the service and dedicated to serving. 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 3, Lines 31-35: 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 Submitted GAP provides 3 days for a change in panel request to be made. 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 submitted GAP is consistent with procedures prior to Fall 2016. This recommendation has been reflected in the attached submitted GAP.

Page 4, Lines 31-35: The current GAP has 4 grounds for Appeals (Arbitrary, Capricious, Prejudice, and Violation of University Policy). The Submitted GAP absorbs the Prejudice reason into the "Violation of University Policy" as it violates the university's policies against discrimination and/or harassment and the "faculty responsibilities to students in the Instructional Environment" policy. Absorbing the Prejudice ground into the "Violation of University Policy" reduces confusion about which ground should be checked in those instances.

Page 5, Lines 3-6: The current GAP has grade appeals due during the 5<sup>th</sup> week of the semester. The submitted GAP changes the due date for appeals to the end of the 4<sup>th</sup> week of the semester following the semester in which the grade was assigned. 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 5, Lines 11-12: 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 3-22: 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. 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, and was included in the previous GAP of 2012). This recommendation has been reflected in the attached submitted GAP.

Page 6, Lines 32-35: This statement about email vs. alternate communication notification within five (5) days is not included in the current GAP. Include the statement for clarification, which is reflected in the attached submitted GAP.

Page 7, Lines 40-42: The current GAP does not specify that the student is limited in his/her rebuttal to the information included in the Instructor's response. Include the statement for clarification, which is reflected in the attached submitted GAP.

Page 7, Lines 48-49: The current GAP allows the Panel five (5) days to meet and make a decision. Five (5) business days is unreasonably short to expect the panel to meet and write the decision report, so the submitted GAP includes a revision to ten (10) business days to render their decision and write the report. This recommendation has been reflected in the attached submitted GAP.

Page 8, Lines 36-37: The current GAP has the student notified of the proposed new grade prior to the panel's deliberations on whether that grade is reasonable. 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.

Page 8, Lines 39-41: 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 10, Lines 30-33: 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. This was likely an oversight in the current version and should be included. This recommendation has been reflected in the attached submitted GAP.

Page 11, Lines 5-24: The current GAP does not specify how Procedural Appeals are handled that go into the summer. 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

## APPENDIX B

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.

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. The submitted GAP allows ten (10) business days for the rebuttal, which is a more reasonable time frame.

**Student Grade Appeal Process (2017)**

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

### 1 III. Grade Appeal Panels

2  
3 A. Composition: The GAM establishes a minimum of three Panels, each consisting of  
4 two full-time tenured or probationary faculty members and one student in good  
5 academic standing. For at least one of the three Panels an undergraduate and a  
6 graduate student representative will be assigned, enabling the service of the  
7 appropriate student depending on the level of course in which the grade is being  
8 appealed (i.e. undergraduate student will be assigned to undergraduate course grade  
9 appeals and graduate student will be assigned to graduate course grade appeals).  
10 Faculty serve three year terms and are eligible for reappointment. Students serve one  
11 year terms and are eligible for reappointment.

12  
13 Each spring semester the Faculty Senate will designate faculty to serve on Panels  
14 based on the responses to the Senate preference poll. Whenever possible, the Panels  
15 should be comprised of members who represent a variety of academic units and  
16 colleges on campus. The GAM will maintain a pool of nine or more full-time tenured  
17 or probationary faculty as alternates and ask the Faculty Senate for recommendations  
18 as necessary to fill vacancies in order to maintain the pool.

19  
20 Each spring semester the GAM will direct ASI to select and recommend four or more  
21 undergraduate students and two or more classified graduate students to serve as Panel  
22 members who agree to serve throughout the following academic year. **The GAM will**  
23 **direct ASI to select students from across the different colleges to ensure broad**  
24 **representation of students. The GAM will direct ASI to find students from specific**  
25 **colleges, if needed.** Each recommended student must be enrolled in a program of  
26 study at Sacramento State. Graduate student Panelists will be assigned to graduate  
27 student appeals, while undergraduate Panelists will deliberate over undergraduate  
28 student appeals.

29  
30 If a Panel member is unwilling or unable to serve on a Panel in a particular case, the  
31 GAM will select an alternate to serve in the member's absence. Any allegation that a  
32 Panel member has a conflict of interest that should disqualify the member from  
33 hearing the appeal must be made by the individual allegedly impacted by the conflict  
34 in writing to the GAM within **three business days (3) days of** the assignment of the  
35 appeal to the Panel. The GAM will make a determination relating to any alleged  
36 conflict of interest of any member of a Panel and that decision will be final.

37  
38 Members of the Panel will regard themselves as reviewers of fact, not advocates of the  
39 parties or representatives of a college or section of the student body. They will  
40 approach the matter before them impartially. The Panel should elect a chair at its first  
41 meeting who is responsible for convening all meetings and making sure the Panel  
42 meets all required deadlines.

43  
44 B. General Procedures: Incomplete grades may not be appealed until a final letter or  
45 Credit/No Credit grade has been assigned. Grades assigned to individual pieces of  
46 student work may not be appealed independent of their influence on the final course  
47 grade. Grades assigned to performances on comprehensive degree examinations,  
48 theses, projects of other culminating experiences may be appealed when they are  
49 offered in partial fulfillment of graduate degree requirements. The Panel is bound by

1 any factual findings and/or findings of a policy violation made by other University  
 2 officials assigned primary responsibility for making those findings (See Definitions,  
 3 above). When making grade appeal decisions, Panels will rely solely on written  
 4 submissions of evidence made by the student and the Instructor. The Panel is to apply  
 5 the preponderance of the evidence in making its determinations (See Definitions,  
 6 above).

#### 8 **IV. Informal Process for Grade Appeals**

9  
 10 Before initiating an appeal under the GAPP, the student must try to resolve the issue  
 11 informally with the Instructor. The student shall contact and discuss the disputed grade  
 12 with the Instructor **no later than the end of the second week of the semester after the**  
 13 **disputed grade was assigned.** If the grade remains in dispute after the attempt to  
 14 informally resolve the matter, the student must notify the Chair of the inability to reach a  
 15 resolution by the Monday of the 3<sup>rd</sup> week of classes in the following semester. The Chair  
 16 will then attempt to resolve the dispute informally **by the end of the third week of**  
 17 **classes of the semester following the one in which the disputed grade was assigned.**  
 18 If the student is unable to reach the Instructor and/or the Instructor is unwilling to discuss  
 19 the disputed grade with the student, the student must arrange a meeting with the Chair to  
 20 discuss the student's efforts to informally resolve the issue with the Instructor.

#### 22 **V. Formal Process for Grade Appeals**

23  
 24 A. Grounds for Appeal: There are three grounds for a grade appeal:

- 25  
 26 1. Arbitrary grade assignment: the Instructor would not or could not provide reasons  
 27 for the assignment of the grade; and/or the grade was based on random choice  
 28 without reason.
- 29 2. Capricious grade assignment: The grade was assigned in an inconsistent and  
 30 unpredictable manner.
- 31 3. Grade assigned in violation of University policy: The grade was assigned in  
 32 violation of another University policy including, but not limited to, the  
 33 University's policies against discrimination and/or harassment, the Academic  
 34 Honesty Policy and Procedures, the Faculty Responsibilities to Students in the  
 35 Instructional Environment, and the Student Excused Absence Policy.<sup>1</sup>

36  
 37 B. Burden of Proof: the student appealing bears the burden of proving by a preponderance  
 38 of the evidence that the grade assigned was arbitrary, capricious or in violation of  
 39 University policy.

40  
 41 C. Filing the Appeal: If the disputed grade is not resolved informally, the student may file  
 42 a formal grade appeal with the Office of Academic Affairs. The appeal must include

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<sup>1</sup>EO 1097 applies to complaints of harassment, discrimination, or retaliation,  
<http://www.csus.edu/hr/departments/equal-opportunity/discrimination.html>. Academic Honesty Policy and  
 Procedures, <http://www.csus.edu/umannual/student/stu-0100.htm>. Faculty Responsibilities to Students in the  
 Instructional Environment Policy,  
<http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/faculty%20responsibilities%20to%20students%20in%20the%20instructional%20environment.html>. Student Excused Absences Policy,  
<http://www.csus.edu/acse/Senate-Info/14-15Agendas-Minutes/043015Agendas-Minutes/14-15FS-111ap.pdf>.

1 the following documents: (1) the Grade Appeal Form, signed by the department Chair  
2 (Appendix A); (2) the Grade Appeal Checklist, signed by the student (Appendix B);  
3 (3) written narrative; (4) course syllabus; and (4) supporting evidence. **The appeal**  
4 **must be filed by the end of the fourth week of the semester following the semester**  
5 **in which the disputed grade was assigned (e.g., for a grade in spring semester, the**  
6 **deadline is the fourth week of the following fall semester).** If a student fails to  
7 submit a copy of a complete submission (as outlined above) by this deadline, the  
8 student waives their right to appeal, no further action will be taken with regards to the  
9 appeal, and the grade as issued will stand.

- 10  
11 1. Grade Appeal Form and Checklist: The Chair must sign and date the Grade Appeal  
12 Form (See Appendix A), indicating the student has discussed the disputed grade  
13 with the Chair and attempted an informal resolution. The student must also  
14 complete and submit the Grade Appeal Checklist document (See Appendix B),  
15 indicating all required steps have been taken before submitting the formal grade  
16 appeal.
- 17  
18 2. Narrative: the student must provide a written narrative that identifies one or more  
19 of the grounds identified in the GAPP for appealing the grade. The narrative must  
20 state the specific facts upon which the student bases the appeal. Such facts should  
21 include what the Instructor did or did not do that caused the student to appeal the  
22 grade. The student must also explain what the student did in order to informally  
23 resolve the dispute. If the student asserts the assignment of the grade violates a  
24 university policy (ground number 3), the student must also state whether the  
25 alleged policy violation is the subject of a separate complaint, investigation and/or  
26 proceeding and, if so, what university entity is reviewing and/or investigating the  
27 alleged violation. Students are allowed to obtain assistance with the written  
28 narrative they submit to the Panel. However, the appeal and all proceedings under  
29 the GAPP are to be completed by the student. A student may have an advisor, but  
30 that advisor may not submit information and/or speak on behalf of the student.
- 31  
32 3. Evidence to be submitted with narrative: The student must also submit any and  
33 all evidence that supports the appeal. This must include, at a minimum, the course  
34 syllabus and all graded course assignments that have been returned to the student,  
35 which directly relate to the grade in dispute. Students may (in addition to the  
36 narrative above) submit their own written statement, statements from other  
37 individuals, a timeline of events, or other evidence that supports the facts set forth  
38 in the student's written narrative. Students appealing a grade may request and will  
39 be provided access to the coursework he or she submitted in the course in which  
40 the grade is disputed that is directly related to the grade appeal. If for some reason  
41 the relevant course work cannot be returned to the student directly, the student  
42 will be allowed to review the course work. If the Instructor is uncooperative, the  
43 student may seek assistance from the GAM to obtain the relevant course work for  
44 review or copying and all timelines under the GAPP will be delayed until such  
45 time as the review and/or investigation is completed. The student may submit  
46 written statements from other people who have knowledge that is relevant to the  
47 appeal. These statements must be submitted by the student with any other  
48 evidence offered to support the appeal and within the deadline for submitting an  
49 appeal.

1       D. Initial Review of Appeal:

2  
3       1. Upon receipt of the appeal the GAM will review the appeal to determine if one of  
4       the grounds identified in the appeal is that the assignment of the grade violates a  
5       university policy (ground number 3). If so, the GAM will investigate whether the  
6       alleged violation is currently under investigation or other review by another  
7       university entity (e.g., the Office for Equal Opportunity) and, if not, whether the  
8       determination of a policy violation is within the jurisdiction of another University  
9       office. If so, the appeal will be held in abeyance until the completion of the  
10      investigation and/or review of the alleged policy violation until the other  
11      University office concludes its review and/or investigation. The GAM will  
12      inform the student, Instructor, Panel and Chair of the abeyance without providing  
13      any detailed information relating to the matter. If such an abeyance occurs, all  
14      timelines under the GAPP will be delayed until such time as the review and/or  
15      investigation is completed. Once the review is completed by the other university  
16      entity, if the student still wishes to appeal the grade on that basis, the Panel will  
17      need to be informed as to whether it was determined a violation of university  
18      policy did or did not occur. Any such findings of other university entities relating  
19      to university policies within their jurisdiction must be accepted and not re-  
20      examined by the Panel (e.g. finding of violation of campus policy relating to  
21      sexual harassment made by the University and/or finding made by hearing officer  
22      in a student conduct matter).

23  
24  
25      2. If the appeal does not identify violation of university policy as a ground for the  
26      appeal, or if it does and the investigation and/or review of such violation (if any)  
27      is completed, the GAM will distribute one copy of the student's complete appeal  
28      and make available any original physical evidence that cannot be copied to each  
29      member of the Panel, the Instructor, and the Chair. The GAM will communicate  
30      this information to the Instructor in writing and confirm receipt of the  
31      communication by the Instructor to make sure that the Instructor is on campus that  
32      particular semester. The GAM will simultaneously notify the Instructor that all  
33      future communications relating to the appeal will be sent to the Instructor via  
34      email, unless the Instructor informs the GAM within **five (5) business days** that  
35      an alternate means of delivery would be more effective. Thereafter the GAM  
36      does not need to confirm receipt of any materials sent to the Instructor. The Panel  
37      will review the appeal and determine whether the student has alleged and offered  
38      to prove one or more of the grounds for appeal set forth in the GAPP for appeal. If  
39      the student initially fails to identify one or more of the grounds for appeal, the  
40      Panel will allow the student **five (5) business days** to amend the appeal in order to  
41      comply. Once a student submits an amended appeal, the Panel will determine  
42      whether the student has alleged and offered to prove one or more of the grounds  
43      for appeal set forth in the GAPP. If the Panel determines the student has failed to  
44      do so, the appeal will be denied without further proceedings. Permission to refile  
45      the grade appeal will not be granted.

46  
47      E. Review of Evidence: Once the Panel concludes a student has alleged and offered to  
48      prove one or more of the grounds for appeal set forth in the GAPP, the Panel will  
49      determine whether the student can meet the burden of proof. This stage of the



1 proceedings will not involve a review of any information from the Instructor. The  
2 Panel is to assume for review purposes only that all factual allegations in the appeal  
3 are true. Assuming the facts as alleged are true, the Panel will determine if the  
4 preponderance of the evidence establishes that one or more grounds for appeal have  
5 been established. If the Panel determines that the preponderance of the evidence does  
6 not support one or more grounds for the appeal, the appeal will be dismissed without  
7 further proceedings. If the Panel finds that the preponderance of the evidence is  
8 sufficient to establish one or more grounds for the appeal, the Instructor will be  
9 provided with the opportunity to respond to the student's allegations.

- 10  
11 F. Instructor's Written Response: The GAM will advise the Instructor of the Instructor's  
12 right to submit a written response to the Panel regarding the student's appeal.

13  
14 The Instructor's written response to the student's appeal must be delivered to the  
15 GAM or Receptionist in Academic Affairs no later than **ten (10) business days** of  
16 receiving the student's appeal and being informed of his or her right to provide a  
17 response. If the Instructor fails to meet this deadline, the Instructor waives his or her  
18 right to respond. The response should include a clearly and concisely written narrative  
19 regarding the student's assigned grade and offer any statements or evidence that  
20 supports the Instructor's factual statements. The Instructor may also present an  
21 argument regarding why the grounds set forth by the student for appealing the grade  
22 are not supported by the facts. Like students, Instructors are allowed to seek  
23 assistance with the preparation of the materials they wish to submit always keeping in  
24 mind the limitations placed upon them by the provisions of the federal Family  
25 Educational Rights and Privacy Act (FERPA). The Instructor may submit written  
26 statements from other people who have knowledge that is relevant to the appeal. These  
27 statements must be submitted by the Instructor with any other evidence offered in  
28 response to the appeal and within the same deadline.

29  
30 Upon receipt of a timely written response from the Instructor, the GAM will distribute  
31 a copy of the Instructor's written response to each member of the Panel, the student  
32 and Chair. If there is any evidence provided by the Instructor that cannot be reduced  
33 to writing and copied, the GAM will make it available to the student and Panel for  
34 review.

35  
36 If the Instructor does not submit a response, the GAM will inform the Panel and the  
37 Panel will make a determination of the student's appeal based solely on the  
38 information provided by the student in the appeal.

- 39  
40 G. Student's Rebuttal: If the Instructor submits a timely response to the appeal, the  
41 student may submit a rebuttal which shall only address information included in the  
42 Instructor's response. The student must submit a rebuttal to the GAM or  
43 receptionist in Academic Affairs no later than **five (5) business days** from the day the  
44 student was sent a copy of the Instructor's response. The GAM will provide a copy of  
45 the rebuttal to each member of the Panel, the Instructor, and the Chair. If the student  
46 does not submit a timely rebuttal, the GAM will notify the Panel.

- 47  
48 H. Panel Deliberations: The Panel will meet and decide the appeal within **ten (10)**  
49 **business days** after receiving the student's rebuttal, or being informed by the GAM

1 that no timely rebuttal was submitted. If one or more members of the Panel need  
 2 additional information, the Panel may request in writing such information directly  
 3 from either the student or Instructor. Copies of the Panel's written request for  
 4 additional information must be provided by the Panel to the student, Instructor and  
 5 GAM. A copy of any response provided to the Panel's request must be provided to each  
 6 Panel member, the student, Instructor and GAM. The Panel is to only consider the  
 7 information before it in deciding whether the student has established one or more  
 8 grounds for the appeal by a preponderance of the evidence.

9  
 10 I. Panel Decision: The decision must be in writing and agreed upon by the majority of  
 11 the Panel. The written decision must be provided by the Panel to the GAM within the  
 12 thirty (30) day period described above. The written decision must include the  
 13 following information:

- 14
- 15 1. A narrative summary of the facts including how the Panel resolved any conflict in  
 16 the factual allegations of the student and Instructor specifying why a  
 17 preponderance of the evidence led it to resolve the dispute in a certain manner.
- 18 2. A statement of the grounds upon which the student appealed the grade and the  
 19 students' objections to the disputed grade.
- 20 3. A clear analysis of how the Panel reached its decision.

21  
 22 The GAM will provide a copy of the Panel's decision to the student, Instructor, and  
 23 Chair.

## 24 25 VI. Procedures Following a Decision Granting a Student's Grade Appeal

26  
 27 Upon notification that the Panel has found a disputed grade to have been assigned in  
 28 violation of this policy, the GAM will refer the matter of assigning a new grade that  
 29 reflects the decision of the Panel first to the Instructor with copies to the Chair and the  
 30 student. The referral will direct the Instructor to assign a reasonable grade that is no lower  
 31 than the disputed grade and to specify the reasons for it within **five (5) business days** of  
 32 the date of the referral. The Instructor will provide a copy of the proposed grade and reasons  
 33 for the grade to the GAM. The GAM will distribute a copy to each member of the Panel and  
 34 the Chair. The Panel will promptly review the newly assigned grade.

35  
 36 If the Panel finds the newly assigned grade reasonable and no lower than the disputed  
 37 grade, it will inform the GAM who will at once inform the student. The GAM will report  
 38 the grade change to the Registrar for entry on the student's record and inform the  
 39 Instructor, student, and Chair of this action. If, in the opinion of the Panel, the Instructor  
 40 has not substituted a newly assigned grade that the Panel considers reasonable, the  
 41 Instructor will be provided with one more opportunity to submit a new grade. The second  
 42 submitted grade must be submitted within **five (5) business days** of the date of the  
 43 referral.

44  
 45 If the Instructor fails to submit the first newly assigned grade within **five (5) business**  
 46 **days**, or the second submitted grade is also judged to be unreasonable, the GAM will refer  
 47 the matter to the Chair. The Chair will then select and promptly delegate the assignment  
 48 of the new grade to two (2) faculty members from the unit or if the unit has less than three  
 49 faculty members, one faculty member from the unit and one faculty member from the

1 college within which the unit exists. When making the selection, the Chair will limit the  
2 choice to faculty members  
3 “. . .with academic training comparable to the Instructor of record who are presently on  
4 the faculty . . . .” [Source: Executive Order 1037, effective date 1 August 2009, “Grading  
5 Symbols, Assignment of Grades, and Grade Appeals,” Section D.6.] The Chair’s choice  
6 of two (2) faculty members under this subsection is final and not subject any appeal under  
7 the GAPP.

8  
9 The two faculty members of the unit who become responsible for assigning a new grade  
10 that reflects the decision of the Panel will act promptly to determine the course grade and  
11 the reasons for it. The course grade awarded will be a function of the professional  
12 judgment of the faculty members. In no case will the grade assigned be lower than the  
13 grade disputed by the student. The determination of the new grade to be awarded must be  
14 approved by both faculty members. Once they have determined a new grade, the faculty  
15 members will report the new grade and the decision with their reasons for assigning it in  
16 writing to the Chair for transmittal to the GAM, who will in turn provide copies to the  
17 Panel, the student, the Instructor and Chair.

18  
19 The Panel will promptly review the newly assigned grade and reasons provided. If the  
20 Panel finds the grade appropriately factors in its decision and no lower than the disputed  
21 grade, it will so inform the GAM, who will promptly report the new grade to be assigned  
22 to the Instructor, the student and the Chair. The GAM will wait **five (5) days** after  
23 reporting the new grade to the Student and Instructor and, if no procedural appeal is made  
24 by either, will forward the new grade to the registrar for entry on the student’s record. If a  
25 procedural appeal is made under this Policy, the GAM will not forward the new grade to  
26 the registrar until the procedural appeal is resolved.

## 27 28 29 **VII. Summer Grade Appeals**

30  
31 Normally, students wishing to initiate a formal grade appeal will do so during the fall or  
32 spring semesters in the manner specified above. Students may, however, pursue a grade  
33 appeal (of a Spring semester grade) during the Summer recess when they can demonstrate  
34 to the satisfaction of the GAM that significant hardship would result from a delay in this  
35 process beyond the Summer recess. Significant hardship is defined as the currently  
36 assigned grade impacting a student’s ability to be admitted into an academic program or  
37 secure employment contingent upon graduation.

38  
39 The GAM will determine whether to grant the student’s request for the appeal to proceed  
40 during the summer provided that (1) the application is made no later than two weeks after  
41 the student knew or could have known of the disputed course grade but no later, (2) the  
42 student has made a good faith effort to settle the grade dispute informally as required  
43 under the GAPP, (3) the student has demonstrated to the satisfaction of the GAM that  
44 significant hardship would result from a delay in this process beyond the Summer recess,  
45 (4) the Instructor has received notice of the request for a summer grade appeal, (5) the  
46 Instructor, although not required to do so, has agreed to participate in the summer appeal  
47 or to allow it to proceed without his/her direct participation or by way of a designated  
48 representative during the summer recess, and (5) a Panel of qualified members can be  
49 assembled from among faculty and students willing to serve voluntarily during the

1 Summer recess. If the appeal proceeds during the summer, the procedures set forth in the  
2 GAPP apply.

### 3 4 5 **VIII. Procedural Appeal for Alleged Violations of the GAPP**

6  
7 A. Scope of Procedural Appeal: If a student or the Instructor involved in a grade appeal  
8 believes that the GAPP was not followed may submit an appeal relating solely to the  
9 alleged procedural violation to the Procedural Appeals Board (Board) under the  
10 process set forth below. No other procedure or complaint process may be used to  
11 challenge compliance with the GAPP. The purpose of the Procedural Appeal is not  
12 for the Board to address the merits of the decision issued by the Panel. The scope of  
13 the Board's review is solely to determine whether the GAPP was followed and if not,  
14 whether the failure to follow the GAPP was or was not harmless error. Any  
15 determination relating to the merits of a grade appeal are to be made by a Panel.

16  
17 B. Composition of Procedural Appeals Board: The Board will be appointed by the  
18 President or the President's designee on the nomination of the Faculty Senate. The  
19 Board will be composed of two tenured members of the full-time instructional faculty  
20 and one student in good academic standing. Both an undergraduate and a graduate  
21 student representative will be identified and the undergraduate student will be  
22 assigned to undergraduate procedural appeals and graduate student will be assigned to  
23 graduate procedural appeals. Each faculty member will serve for a term of three years  
24 and the student representative will serve a term of one year. The terms of service will  
25 be staggered so that each year the Senate will nominate and the President will appoint  
26 a member of the Board to fill an expired three-year term. Each member is eligible for  
27 reappointment. The Board elects its own Chair, which will be the Board's first order of  
28 business on convening for the first time each year. A member of the Board may  
29 decline to consider and decide an appeal. In that case, the Board will proceed to  
30 consider and decide the appeal with a quorum of two. Any allegation that a Board  
31 member has a conflict of interest that should disqualify the member from hearing the  
32 appeal must be made by the individual allegedly impacted by the conflict in writing to  
33 the GAM within **five (5) business days** of the assignment of the appeal to the Board.

34  
35 The GAM will make a determination relating to any alleged conflict of interest of any  
36 member of a Panel and that decision will be final.

37  
38 C. Grounds for Procedural Appeal: The party appealing must allege and prove by a  
39 preponderance of the evidence:

- 40  
41 1. There was a procedural error that occurred during the grade appeal. The identified  
42 procedural error must be demonstrated to have violated the GAPP.  
43 2. The error was not harmless. Harmless error is an error which had no bearing on  
44 the outcome of the appeal, was corrected, or could not have impacted the outcome  
45 of the grade appeal.

46  
47 D. Format and Timing for Procedural Appeal: A student or Instructor wishing to begin a  
48 procedural appeal must submit a written letter of intent to submit a procedural appeal  
49 within **five (5) business days** of being sent the final decision of the Panel to the

1 GAM or a receptionist in Academic Affairs. Normally, a party wishing to initiate a  
2 procedural appeal will do so at the end of the fall or spring semesters once the Panel  
3 has rendered a decision. In the event that the grade appeal process was not concluded  
4 until the last two (2) weeks of the semester, a procedural appeal may be reviewed at  
5 the start of the following semester. The negatively impacted party may, however,  
6 pursue a procedural appeal (of a Spring semester appeal decision) during the Summer  
7 recess when they can demonstrate to the satisfaction of the GAM that significant  
8 hardship would result from a delay in this process beyond the Summer recess.  
9 Significant hardship is defined as the currently assigned grade impacting a student's  
10 ability to be admitted into an academic program or secure employment contingent  
11 upon graduation.

12  
13 The GAM will determine whether to grant the party's request for the procedural  
14 appeal to proceed during the summer provided that (1) the procedural appeal is  
15 submitted no later than five (5) business days after the party knew or could have known  
16 of the Panel's final decision, but no later, (2) the party has demonstrated to the  
17 satisfaction of the GAM that significant hardship would result from a delay in this  
18 process beyond the Summer recess, (3) the other party has received notice of the  
19 request for a summer grade appeal, (4) the other party, although not required to do so,  
20 has agreed to participate in the summer appeal or to allow it to proceed without his/her  
21 direct participation or by way of a designated representative during the summer recess,  
22 and (5) a Board of qualified members can be assembled from among faculty and  
23 students willing to serve voluntarily during the Summer recess. If the procedural  
24 appeal proceeds during the summer, the procedures set forth in the GAPP apply.

25  
26 The procedural appeal must outline the specific facts that constituted the procedural  
27 error that is alleged to have occurred during the grade appeal, what portion of the  
28 GAPP was violated, how the alleged error impacted the decision of the Panel, and  
29 the reasons the error impacted the decision of the Panel. Failure to timely submit the  
30 required documentation will result in the student and/or Instructor waiving the right  
31 to file a procedural appeal.

32  
33 The GAM will deliver a copy of the appeal to the other party to the grade appeal, the  
34 members of the Panel, the members of the Board, and the Chair. In addition, the GAM  
35 will also provide to the members of the Board a copy of the Grade Appeal Form, the  
36 Grade Appeal Checklist the written submissions of the student and Instructor in the  
37 grade appeal (including evidence and statements, the Panel's final decision and any  
38 other documents in the GAF) so that the Board will have available to it as complete a  
39 records as possible of the information considered by the Panel when making its  
40 decision. The GAM will also provide to the Board an email address for members of  
41 the Panel, the Chair, the Student and Instructor to which the Board may electronically  
42 send any communications and its final decision.

- 43  
44 E. Procedural Appeal Board Initial Review: The Board will review the procedural appeal.  
45 If the Board is unable to understand the basis for the procedural appeal, the Board may  
46 request that the party submitting the appeal clarify the bases for the appeal. The Board  
47 will allow **five (5) business days** for completion of the revisions. If after reviewing  
48 the revised appeal, the Board concludes the party has not stated a basis for a  
49 procedural appeal to proceed, the Board will dismiss the appeal and the party

1 submitting the appeal will have no further rights to appeal.  
2

- 3 F. Argument by Appealing Party: If the Board is able to conclude from the original or a  
4 revised procedural appeal, that a basis for a procedural appeal has been stated, the  
5 Board will send a written request to the email addresses of the student and Instructor  
6 which will include a statement of issues in the appeal and an invitation for the party  
7 appealing to submit written argument to the Board within **ten (10) business days** of  
8 the day the email is sent by the Board. A copy of this communication will also be  
9 emailed to the Panel, the Chair, and the GAM. The written argument of the party  
10 appealing will be delivered to the GAM or a receptionist in Academic Affairs.  
11 Failure to submit an argument will result in the dismissal of the procedural appeal.  
12 Once the GAM receives the written argument of the party appealing, the GAM will  
13 make copies and provide them to the Board, the non-appealing party, the Panel, and  
14 the Chair.  
15
- 16 G. Response of Non-Appealing Party: The non-appealing party (and the Panel, and/or  
17 the GAM if requested to do so by the Board) may submit a written response to the  
18 appealing party's written argument within **ten (10) business days** of the written  
19 argument being sent by the GAM. The response shall include the following (1) a  
20 narrative of the facts that in the respondent's mind define the appeal; and (2) an  
21 argument that the alleged procedural violation(s) was harmless. The written response  
22 shall be provided to the GAM or a secretary in Academic Affairs. Upon receipt of  
23 the response, the GAM will provide a copy of it to the appealing party, the Board,  
24 the Panel and the Chair.  
25
- 26 H. Rebuttal by Appealing Party: If a response by the other party (and/or the Panel  
27 and/or GAM) is submitted, the appealing party may submit a rebuttal to the response  
28 or responses within **ten (10) business days** of a copy of the response(s) being  
29 forwarded to the appealing party. If more than one response is submitted, the rebuttal  
30 will be due ten (10) business days from the last day upon which a response is  
31 forwarded to the appealing party.  
32
- 33 I. Deliberations of Procedural Appeals Board: The Board will decide appeals before it  
34 in a prompt and expeditious manner. Decision of the Board will be made by a majority  
35 of its members. The Board may disregard submitted material that is not relevant to the  
36 appeal. The Board may make one of the three following findings:  
37
- 38 1. Find that a procedural violation did not occur;
  - 39 2. Find that although a procedural violation did occur, it was harmless error.
  - 40 3. Find that a procedural violation did occur and the error not harmless.
- 41  
42  
43 A finding under 1 or 2 has no impact on the Panel's decision. This finding will  
44 conclude the appeal and the Panel and Board's decision will be final and not subject  
45 to review by any other University official.  
46  
47  
48 A finding of a procedural violation which is substantial enough that the Board cannot  
49 conclude it was harmless, will result in the Panel's decision being vacated and of no

1 force or effect. In such cases, the Board must determine whether in its judgment the  
 2 violation may be remedied adequately by returning the matter to the original Panel for  
 3 the Panel to determine the appeal in a manner consistent with the Board's decision.

4  
 5 If in the Board's judgment, the violation may not be remedied adequately by returning  
 6 the matter to the original Panel, the Board will direct that the matter be assigned to a  
 7 new Panel and the Grade Appeal Process be repeated.

8  
 9 J. Procedural Appeal Board's Written Decision: The Board shall issue a final written  
 10 decision that will at a minimum state:

- 11 1. A narrative of the facts that gave rise to the procedural appeal.
- 12 2. a statement of each of the appellant's claims of procedural error including, with  
 13 regard to each claim, the appellant's reasoning that the claimed procedural error  
 14 was not harmless;
- 15 3. A statement of the Board's decision regarding each claimed procedural error  
 16 including a discussion of the facts that support the Board's conclusions.

#### 17 18 19 20 21 **IX. Retention of the Record in Grade Appeals and Procedural Appeals**

22  
 23 The GAM will preserve the documents relating to any grade appeal and/or procedural  
 24 appeal in the GAF. The file will be retained in Academic Affairs for one year after the  
 25 conclusion of the appeal and/or procedural appeal. Thereafter Academic Affairs may  
 26 dispose all of the records relating to the appeal, except the Panel's decision, its report of  
 27 its review of a grade, if any, for reasonableness, any Board decision, arising out of the  
 28 grade appeal and the Student Grade Appeal Form. The retention of these documents will  
 29 be governed by Executive Order 1031, d. February 27, 2008, "System wide  
 30 Records/Information Retention and Disposition Schedules Implementation."

#### 31 32 33 **X. Summary Report of Formal Grade Appeals and Procedural Appeals**

34  
 35 A summary report of the number of cases heard, the grounds of appeal in each case and  
 36 the disposition of each case will be prepared by the GAM each year, and copies forwarded  
 37 to the President, the Faculty Senate and the Board.

**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/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 have included the following **required documents**:

The Student Grade Appeal form with the unit or division Chair's signature

A written submission (narrative) explaining my position in the grade dispute and referencing one of the three grounds for appeal (arbitrary, capricious, and/or violation of a University policy).

A syllabus for the course.

I have included any **supporting documents** referenced in my narrative as evidence, including any written assignments pertaining to the dispute (e.g. tests; essays; lab assignments), any communications with the faculty member, a timeline of events (if possible), and any written statements (if necessary) from witnesses

I have submitted this checklist with of all the required documents and relevant supporting documents listed above 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).

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.**

**MEMORANDUM**

February 28, 2017

To: Julian Heather, Chair, Faculty Senate

From: Sue Escobar, Chair, Academic Policies Committee

Re: **SB 412 – The California Promise and Priority Registration – APC Response**

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In response to the November 29, 2016 request by the Senate Executive Committee that the Academic Policies Committee (APC) work with VP Mills to prepare for implementation of SB 412 in Fall 2017, the following updates and information are provided.

Over the course of several meetings late in the Fall 2016 semester and early Spring 2017 semester, APC has reviewed documentation regarding SB 412 – The CA Promise, a new law which requires a number of specific campuses of the California State University, including Sacramento State, to establish a California Promise program. Under this program, the campus works with qualifying entering students and transfer students who commit to completing at least 30 semester units per academic year in order to graduate within 4 academic years or within 2 years, respectively. Units completed by the student during a summer term may count towards the previous or following academic year as determined by the trustees. Each participating student must be a California resident for purposes of in-state tuition eligibility.

After extensive review and discussion of the new law and its mandates as well as how Sacramento State would effectively implement priority registration for this new group of students, APC makes the following recommendations. It is important to note the significant and vital input made by our partners in Student Affairs, specifically Kris Trigales, Dennis Geyer and Don Hunt, as it is these individuals and their staff who will be responsible for implementing the policy concerning priority registration, broadly speaking.

**SPECIFIC RECOMMENDATIONS FOR POLICY CHANGES:**

1. Change the definition of “Priority Registration:”
  - Current definition: early registration; students register on their appointment day and time
  - New definition: if a student signs the CA Promise, then you are given a registration day and time at the beginning of your class status or group (1<sup>st</sup> appointment within class level; e.g., if sophomores given 3 full days, CA Promise sophomores are given earliest times on day 1 of their class)
2. ESTABLISH LEVELS OF PRIORITY GROUPS (recommended changes):
  1. State mandated group – veterans
  2. Federal mandated group – disabled students (SSWD)
  3. 9 current groups – [campus discretion]
  4. CA Promise – (1<sup>st</sup> appointment day/time within class level)

3. ESTABLISH CRITERIA TO MAINTAIN CA PROMISE PRIORITY

- \* Which reports will be run, when and on what criteria (e.g., repeats, drops/withdrawals, etc.)
- \* Student Affairs will conduct the review at the end of each semester to see if CA Promise students are in compliance. Should they fall out of compliance, students will be notified that they no longer have CA Promise priority status and registration.

4. RECOMMENDED ACTION LANGUAGE

Regarding procedure, in terms of how this will actually be carried out, the action language should be the following:

*Our partners in Student Affairs are currently working on the implementation of the revised priority registration process.*

At its March 3, 2017 meeting, APC will be reviewing a draft of the re amended Priority Registration Policy, which will include these recommendations. When the Committee has agreed to the changes that have been made to the policy, I will forward the amended policy to the Executive Committee per the standard policy review protocol.

If you have any additional questions or need further clarification regarding the Committee's update and recommendations, please let me know.

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

2 The Faculty Senate recommends amendments to the Priority Registration Policy (AS-91-111/AP,  
3 Ex., Flr.) in order to implement the objectives of SB 412, or the California Promise. Our  
4 partners in Student Affairs are currently working on the implementation of the revised priority  
5 registration process. The updated policy shall become effective upon approval of the President.  
6

7 I. Introduction: The CA Promise

8 A. SB 412, the California Promise (2016). This law requires a number of specific campuses  
9 of the California State University, including Sacramento State, to establish a California  
10 Promise program. Under this program, the campus works with qualifying entering  
11 students and transfer students who commit to completing at least 30 semester units per  
12 academic year in order to graduate within 4 academic years or within 2 years,  
13 respectively. Units completed by the student during a summer term may count towards  
14 the previous or following academic year as determined by the trustees. Each  
15 participating student must be a California resident for purposes of in-state tuition  
16 eligibility.

17  
18 B. The CA Promise Program Participation Eligibility Criteria:

19  
20 Students must meet specific eligibility criteria specified in the legislation.

21  
22 1. A low-income student. For purposes of this section, “low-income student” shall have  
23 the same meaning as specified in Section 89295.

24 2. A student who has graduated from a high school located in a community that is  
25 underrepresented in college attendance.

26 3. A student who is a first-generation college student.

27 4. A transfer student. A student who successfully completes his or her associate degree  
28 for transfer at a community college shall be guaranteed participation in the California  
29 Promise program

30  
31 Note: A student shall not receive priority registration in coursework under the program if  
32 he or she qualifies for priority registration under another policy or program, as  
33 determined by the campus or the Office of the Chancellor of the California State  
34 University.

35  
36  
37 C. In conjunction with the Division of Student Affairs, APC (??) shall monitor annually all  
38 student groups with priority registration to evaluate the justification, efficacy and  
39 implementation of priority registration for each group. APC shall make a  
40 recommendation annually to the Faculty Senate regarding priority registration, including  
41 the changing, cancelling or continuing of each priority registration group.

1  
2 II. Priority Registration Groups and Eligibility Criteria Process

3  
4 ~~Until the SIS records system is in operation, p~~  
5 Priority registration is defined according to the group to which a student is assigned, based  
6 upon specific eligibility criteria. shall be implemented as follows:  
7

8 A. First Priority

9  
10 Students who are military veterans are given first priority for registration. **Eligibility is**  
11 **determined by ..... ??**

12  
13 ~~have 1) a disability and 2) needs related to their disability, such as a need for prearranged~~  
14 ~~support services, or a need to restrict distance that must be travelled between classes, or a~~  
15 ~~need to restrict the number of trips to campus. Eligibility shall be continued each~~  
16 ~~semester by a Learning Disabilities Specialist or a Disability Management Counselor.~~

17  
18 ~~Students who are "priority workers". [ended in 1993 with SIS]~~

19  
20  
21 B. Second Priority

22  
23 Students who have 1) a disability and 2) needs related to their disability, such as a need  
24 for prearranged support services, or a need to restrict distance that must be travelled  
25 between classes, or a need to restrict the number of trips to campus. Eligibility shall be  
26 continued each semester by a Learning Disabilities Specialist or a Disability Management  
27 Counselor.

28  
29 ~~Students who are "priority workers". [ended in 1993 with SIS]~~

30  
31  
32 ~~Certified students (see d. below) in certain programs are eligible for secondary priority.~~  
33 ~~In order for a program to be eligible for the category of secondary priority, the program~~  
34 ~~must offer tutoring, group work, or other academic support services. Furthermore, the~~  
35 ~~requirements of the program must demand that students who are involved with the~~  
36 ~~program register in particular courses, a sequence of courses, or time blocks. Requests or~~  
37 ~~program inclusion in this priority shall be reviewed by the Dean of Student Affairs.~~  
38 ~~Programs having secondary priority prior to the adoption of this policy shall be reviewed~~  
39 ~~in Spring 1992 for recommendation for continuation in 1992-93~~

40  
41 ~~Second priority is extended to students in approved programs when the program~~  
42 ~~head certifies that they have satisfied the following conditions:~~

43  
44 a. ~~The student is an active participant in the program during the semester in question.~~

- 1  
2     ~~b. The student is (if necessary— as determined by the program head) an active~~  
3     ~~participant in the academic support services.~~  
4  
5     ~~c. The student, if a continuing CSUS student, has a CSUS gpa of at least 2.0 in his/her~~  
6     ~~most recently recorded semester.~~  
7  
8     ~~d. The student is making satisfactory progress toward his/,,er degree— including the~~  
9     ~~following (with the possible exception of the student's jirs1 semester at CSUS):~~  
10  
11     ~~• the student has satisfied the English composition requirement, or is enrolled in the~~  
12     ~~English composition course, or in the appropriate remedial courses.~~  
13  
14     ~~• the student has satisfied the quantitative reasoning requirement, or is enrolled in a~~  
15     ~~quantitative reasoning course, or in the appropriate remedial courses.~~

16  
17     ~~In each of the above cases, if a student is enrolled in a course but does not successfully~~  
18     ~~complete the course (i.e., receives a grade of NC or lower than C-, then that student will not~~  
19     ~~be permitted to receive second priority until the student has successfully completed the~~  
20     ~~course.~~

- 21  
22     ~~• the student is enrolled in appropriate courses for their major (the program head can~~  
23     ~~determine this by having the student's major advisor sign the student's CAR form).~~

24  
25     ~~Program eligibility shall be reviewed for consistency with the guidelines by the Dean of~~  
26     ~~Student Affairs.~~

27  
28     C. Third Priority

29  
30     Certified students (see iv. below) in certain programs are eligible for secondary third  
31     priority. In order for a program to be eligible for the category of secondary third priority,  
32     the program must offer tutoring, group work, or other academic support services.  
33     Furthermore, the requirements of the program must demand that students who are  
34     involved with the program register in particular courses, a sequence of courses, or time  
35     blocks. Requests or program inclusion in this priority shall be reviewed by the Dean of  
36     Vice President for Student Affairs. Programs having secondary third priority prior to the  
37     adoption of this policy shall be reviewed in Spring 1992 for recommendation for  
38     continuation in 1992-93.

39  
40     Second Third priority is extended to students in approved programs when the program  
41     head certifies that they have satisfied the following conditions:

- 42  
43     i. The student is an active participant in the program during the semester in question.  
44

- 1           ii.     The student is (if necessary—as determined by the program head) an active  
 2                 participant in the academic support services.  
 3
- 4           iii.     The student, if a continuing CSUS student, has a CSUS grade point average of at  
 5                 least 2.0 in his/her most recently recorded semester.  
 6
- 7           iv.     The student is making satisfactory progress toward his/.,er degree--including the  
 8                 following (with the possible exception of the student's jirs1 semester at CSUS):  
 9
- 10           • the student has satisfied the English composition requirement, or is enrolled in the  
 11           English composition course, or in the appropriate remedial courses.  
 12
  - 13           • the student has satisfied the quantitative reasoning requirement, or is enrolled in a  
 14           quantitative reasoning course, or in the appropriate remedial courses.  
 15

16     In each of the above cases, if a student is enrolled in a course but does not successfully  
 17     complete the course (i.e., receives a grade of NC or lower than C-, then that student will not  
 18     be permitted to receive second priority until the student has successfully completed the  
 19     course.  
 20

- 21     • the student is enrolled in appropriate courses for their major (the program head can  
 22     determine this by having the student's major advisor sign the student's CAR form).  
 23

24     Program eligibility shall be reviewed for consistency with the guidelines by the Dean of Vice  
 25     President for Student Affairs.  
 26

#### 27     D. Fourth Priority

28

29     Students who meet the eligibility criteria and commit to the CA Promise Program are given a  
 30     registration day and time at the beginning of the student's class status.  
 31

32     Fourth priority is extended to students in the CA Promise Program when they have met the  
 33     following conditions:  
 34

- 35           i. Completion of at least 30 semester units in each prior academic year.
- 36           ii. Attainment of a 2.0 or higher grade point average (GPA).  
 37

38     CA Promise Program eligibility and compliance will be conducted by the Division of Student  
 39     Affairs at the end of each semester to see if CA Promise Program students are in compliance.  
 40     Should they fall out of compliance, students will be notified that they no longer have fourth  
 41     priority status and registration. Students who are removed from this priority group shall have  
 42     the opportunity for appeal in the event that special circumstances precluded them from  
 43     meeting the necessary conditions to remain in the priority group or if the student was  
 44     removed in error.

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

3

4 F. Additional Priorities

5

6 Students not receiving first, second, third or fourth priority as defined above shall receive  
7 priority in the following order:

8

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

11