

**ACADEMIC POLICIES COMMITTEE**  
2016-2017

Friday, September 2, 2016  
2-3:30pm, Sacramento Hall 161

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**MEMBERS**

Sue Escobar, Chair (Criminal Justice, HHS)  
David Evans (Geology, NSM)  
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)  
Jasmine “Jazzie” Murphy (Academic Advising  
Center)  
Dennis Geyer (Office of the University Registrar)  
VACANT (Division of Student Affairs)  
VACANT (Office of Academic Affairs)

Kris Trigales (Office of the University Registrar)  
Marcellene Watson-Derbigny (Student Academic  
Success/Educational Opportunity Program)  
VACANT (Associated Students, Inc.)  
Gabriel Hernandez (University Staff Assembly)

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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. Brief review of Academic Policies Committee Standing Rules (Appendix A)**

**5. Vice Chair election**

**6. Liaisons to Subcommittees.** APC liaisons are selected from the APC membership and serves on a subcommittee as an ‘Ex-Officio/Non-Voting’ member. Therefore, the individual should not also be a ‘Voting’ member of the subcommittee.

**7. Discussion Items**

- a. **General Studies Degree Program(s) (Appendix B) (Todd Migliaccio).** The ad hoc working group task force...Team Migliaccio (!) has completed its work and is sharing the fruits of their labor. An overview will be provided and then we can talk about where to go from here.

- b. **EO 1071 Revision Consultation (Appendix C).** The Executive Committee requests that each of the five Senate policy committees review these documents and offer feedback. Chair Escobar will bring back the feedback, if any, to Exec prior to or by September 12<sup>th</sup> for the September 13<sup>th</sup> Executive Committee meeting.

**8. Information Items:**

a. **Meeting Dates:** 1<sup>st</sup> and 3<sup>rd</sup> Fridays, from 2:00 to 3:30 pm, 161 Sacramento Hall.

**b. Carry-Over Legislative Actions from 2015/16 to be addressed 2016/17 (Appendices D & E)**

Documentation has been provided (see Appendices) as information only and as a refresher, for those of you who have been on the committee in the past, and for those who are new to the committee, to provide a “back story,” so to speak, regarding these two items. The policies will be placed on an agenda in the near future.

**Drop Policy, Amendment of. FS 15/16-xx/APC/GSPC (APPENDIX D)**

Policy changes aim to include most recent updates to W (Withdrawal) and Unauthorized Withdrawal (WU) Policy (eff. June 2, 2010) and current language re: drop/withdrawals in catalog. [still under review by the committee; Field Trip Policy needs to be addressed]

**Student Grade Appeal Process, Amendment of. FS 15/16-39/APC/EX (APPENDIX E)**

The Student GAP approved by the Senate on October 15, 2015 was approved by President Nelsen on June 16, 2016. A revised draft (complete rewrite) was referred by the President’s Office to APC and subsequently reviewed on April 15, 2016 and May 6, 2016. APC will revisit this item at some point this year.

**9. Meeting Schedule for Fall 2016**

September 2	October 21	December 2
September 16	November 4	
October 7	November 18	

**10. Adjournment**



## Academic Policies Committee Standing Rules

The Academic Policies Committee is a standing Policy Committee of the Faculty Senate, responsible for the development of policy and oversight of academic standards at California State University, Sacramento.

### Charge

- A. Acts as a consultative and deliberative body of the Faculty Senate.
- B. Responsible for the development, review and revision of policies related to and affecting undergraduate student progress to degree (both undergraduate and graduate) or to program completion.
- C. Oversees a wide range of policies that govern the nexus between the University's Academic Affairs and Student Affairs.
- D. Reviews and makes recommendations on policies pertaining to: Admission standards, University and program impaction, student academic standing (i.e., definitions of good standing, probation, continued probation, disqualification, dismissal, reinstatement and readmission after dismissal); student honors and awards; satisfactory progress standards; definition of grading symbols; add, drop, and repeat policies; academic honesty, policies and procedures; academic program access for students with disabilities; student grade appeal policy and process; student grievance procedures; student rights and responsibilities; student academic advising policies; enrollment management policies (e.g., registration limitations); and academic support programs and programs/initiatives designed to improve student retention and graduation rates.
- E. Supervises generally the work of its subcommittees and may refer, remove or receive from them matters that require reconsideration of policies pertaining to Academic Affairs or Student Affairs.

### Membership

#### A. Voting Members

Eleven 11 faculty members appointed by the Faculty Senate. No more than two members may be from a single college and but no two members may be from the same department/unit. Every effort shall be made to encourage membership from each college

1. Ten College-based faculty members; and
2. One faculty member from the Library or Student Services Professionals-Academically Related units.

#### B. Non-Voting/Ex-Officio Members

1. One staff member appointed by the University Staff Assembly;
2. One undergraduate student appointed by Associated Students, Inc.;
3. One graduate student appointed by Associate Students, Inc.;
4. Associate Vice President for Student Affairs, Enrollment and Student Support\*;
5. Associate Vice President, Student Retention and Academic Success\*;
6. Dean of Undergraduate Studies\*;
7. University Registrar\*;
8. Director, Academic Advising and Career Center\*;
9. The Faculty Senate Chair; and

10. VP Academic Affairs or designee.

\*Administrative positions are appointed by the President or their designee.

Additional Ex-Officio membership may be recommended by the Committee, the Executive Committee, or the President or their designee.

### **C. Term**

1. The term of appointment for faculty representatives shall be for three years, with the possibility of reappointment. Appointments will be staggered to ensure that approximately one-third of the faculty members are appointed each year.
2. The term of the non-voting / ex-officio members will be one-year except for the University Staff Assembly representative who will serve a two year term.

## **Officers**

### **A. Chair**

1. The Chair shall be elected annually by the Faculty Senate as described in the By-Laws of the Faculty Senate. The Committee Chair shall be included in the count of the eleven voting members.
2. The term of office of the Committee Chair shall be one year. The term shall begin at noon on the last day of the spring semester in which elected Chair and shall end at noon on the last day of the spring semester of the following year.
3. A faculty member may be elected to serve up to three consecutive terms of one year each as the Chair of the Committee. After an interval of a year following the end of the third consecutive term, the faculty member shall become eligible again for election to the Chair of the Committee.
4. The Chair shall also serve as an ex-officio non-voting member of the Faculty Senate, unless concurrently serving as the elected representative his or her department/unit.
5. The Chair shall also serve as an ex-officio voting member of the Executive Committee.

### **B. Vice-Chair**

1. At its first meeting of the academic year, the Committee shall elect, from among its voting membership, a Vice-Chair and any other committee officers deemed appropriate.
2. The term of office of the Vice-Chair shall be one academic year. The term shall begin upon election of the Vice-Chair at the first committee meeting of the year and shall end at noon on the last day of the spring semester of the academic year.
3. The Vice-Chair shall preside over the routine business of the Committee in the absence of the Committee Chair or, should the office of the Chair become vacant, until the election of a new Committee Chair. The Vice Chair shall not serve as an ex-officio member of the Senate or its Executive Committee.

## **Subcommittees that Report to the Academic Policies Committee**

- [Academic Standards Subcommittee](#)
- [Faculty Endowment for Student Scholarships Committee](#)
- [Readmission Subcommittee](#)

- [Student Retention and Graduation Subcommittee](#)

### **Liaisons to Senate and Campus Committees**

- A. The Committee shall appoint one of its voting members to serve as liaison between itself and each of its committees/subcommittees.
- B. The Committee may request the appointment of liaisons to other Senate and University committees, task forces, or work groups as needed.

### **Operations**

- A. The Committee shall work in close coordination with other Faculty Senate Policy Committees and other Senate and University committees/subcommittees in the performance of its duties.
- B. Issues considered by the Committee may be referred as well by the Executive Committee to any of the other committees of the Faculty Senate. The Committee may similarly refer issues to other Senate committees through the Executive Committee.

### **Committee Meetings**

- A. The Committee shall meet at least once a month at a designated time and place.
- B. Committee meetings shall be open.
- C. The meeting agenda and supporting documentation shall be distributed to Committee members at least 72 hours prior to the meeting.
- D. Committee agendas will be published and made accessible to the campus community at least 72 hours prior to the meeting.
- E. A quorum of the Committee shall be a majority of voting members. The Committee shall not officially take action in the absence of a quorum.

### **Adoption of Standing Rules**

- FS 15/16-79/APC/EX: Adopted December 3, 2015
- FS 11-12/101/SEL: Adopted May 10, 2012
- FS 09-11A/EX: Adopted February 26, 2009
- FS 94-98B: Adopted December 1, 1994

## General Studies Degree

### Brief Summary

#### *Conclusions:*

Based on a thorough discuss and evaluation concerning a General Studies Degree, the following conclusions were expressed by the working group:

- *Finishing Degree:* Develop a finishing degree that is university-wide, or college-specific, similar to A&L's project.
- *Intrusive Advising Policies:* Enhance advising policies to address students with high units to help them to graduate.
- *Social Services Degree:* Develop a broad degree that relies on courses in multiple programs (Psychology, Criminal Justice, Sociology, Social Work) to create a degree for students interested in these impacted programs but unable to be admitted to them.
  - Draws on a similar format as the Health Services degree that is being developed.
  - Would allow for the creation of a rigorous program that would meet the interests/needs of students.
  - Would not add an excessive burden on programs, as students are likely taking many of the courses that might be identified as part of this new program.

#### *Next Steps:*

- Meet with programs who would be most directly impacted to determine interest and support of considering the development of such a program.
  - All were supportive of the engagement of a possible program; desire to have a representative involved (a few notes were added to the possible suggestions surrounding the developing of the program that were offered by Chairs, denoted by \*).
- A new Working Group organized (possibly by senate) who would evaluate courses needed to make program rigorous without overburdening the already heavily burdened programs.
  - Needs to be beneficial to those involved: students; impacted programs
  - Departments impacted should have members included.

## General Studies Degree

To:  
 From: Todd Migliaccio; Ad Hoc working group  
 Date: June 22, 2016  
 Subject: General Studies as a degree option

### **Introduction:**

A small group of faculty and students worked together over the 2015-2016 year to discuss the potential existence of a General Studies Degree as a possible means to help with student success, focusing on retention and graduation. The focus of the group was an open-ended and honest discussion to consider issues, evaluate data and share ideas with the intention of considering whether there was legitimacy in pursuing the creation of such a degree. While discussions may raise issues of curriculum, the working group very clearly had no intention of developing a curriculum, but instead would present any conclusions related to moving forward on such a degree to the campus Senate, along with other related university groups, who would then have the choice to establish a group who could develop the degree.

### **Group:**

In October 2015, seven faculty from five different colleges agreed to participate in an ad hoc working group that would consider the development of a General Studies degree.

Faculty Member	Department	College
Todd Migliaccio (organizer)	Sociology	SSIS
Jacqueline Irwin	Communications	A&L
Krisin Van Gaasbeck	Economics	SSIS
Mathew Schmidlein	Geography	NSM
Reza Pegahi	Library	Library
Deidre Sessoms	Undergraduate Studies	Education
Jennifer Lundmark	Biology	NSM

For the Spring semester, three undergraduate students were invited to participate (ASI, VP Academic Affairs; ASI, Undeclared Director; Ryan Allain), one who agreed to participate in the meetings (ASI, Undeclared Director).

The group met whenever was feasible based on Doodle polls so that all were able to participate. A total of six meetings occurred over the course of the year, during which group members discussed new data that were gathered in an attempt to address key issues/questions that had been raised during the previous meeting.



**Background:**

In 2013-2014, the College of Arts and Letters presented a finishing degree program that would reside in the College of Continuing Education and focus on helping students to graduate who had stopped attending CSUS. This was a public discussion of a General Studies type degree.

A Bachelor of Arts in Health Services had been accepted and submitted to the Chancellor's Office for consideration (negotiations are ongoing) to address those students interested in pursuing healthcare related degrees, and subsequent occupations but unable to be accepted into and complete one of the commonly used degrees (Nursing, Health Sciences, Biology). This program was created to facilitate these students' graduation.

During the Fall 2014- Fall 2015 semesters, discussions were raised in several different committee meetings (APC, SRGS, Graduation Initiative) about the existence of a General Studies degree. Most discussions surrounded the idea of addressing those students with high unit majors who have not yet applied to graduate, or who are unable to graduate within their chosen major.

Following an APC meeting at the beginning of Fall 2015, an ad hoc group was formed from faculty who were interested in such degrees to help students to be more successful in the university. Todd Migliaccio agreed to gather faculty to conduct these discussions.

**Discussion (data, discussion ideas, directions/decisions):**

Prior to the first meeting, information was shared concerning programs throughout the United States that had General Studies programs, identifying curriculum, units, structure of program, where the program resides and general focus of the program (all information taken from the website of each program) (see Appendix A). Along with this program information, content surrounding academic discussions of academic rigor were shared with the working group to facilitate discussion (see Appendix B).

*Who Might be Served and Program Structure:*

The working group discussed the intention of the existence of such a program and for which students it would serve. The goal was to facilitate student progress in the university, while attempting to maintain a level of academic rigor. Through this discussion, considering the needs of our students based on past discussions and the goals of General Studies programs at other universities, there appeared to be three populations of students that General Studies programs served:

- Group 1: Students who had stopped out as upper division students, but had not failed out (i.e. not on academic probation, nor academically disqualified). Most universities that had established General Studies programs that served

these students located these degrees at Continuing Education Colleges that were affiliated with the campus. The focus of these programs tend to be on assisting students with graduating based on the courses they have already taken. At other universities, the requirements tend to be a little more broad, allowing for a greater opportunity of students' past courses to fit within the required curriculum. A common issue raised about these programs concerned the academic rigor of these programs. At this time, there is an Arts & Letters College degree that has been developed and is being negotiated/alterd with the Chancellor's Office.

- Group 2: Students who had a high number of units but had yet to file for graduation. This group, based on the discussions, fall into two distinct groups. Regardless of the groups, it was determined that many of the same programs who serve the first group of students (e.g. those who stopped attending) also serve this population of students. The limitation is that the program would need to reside within the university (state-side) since the students are still in the university. Academic rigor would still be a concern because students would be invited to graduate, or offered an opportunity to graduate by having a degree that had enough flexibility within it that the taken courses would serve them:
  - Students who are unable to complete their present major (i.e. failed a required course, GPA in major was lower than accepted, struggle with multiple classes in the major), leaving them to move to another major, which would extend their stay at the university.
  - Students who continue to change majors prior to completing a major, extending their time at the university (e.g. professional students). This would mean the degree would serve as a forced finishing degree.
- Group 3: Students who are pursuing an impacted major, but upon completion of their pre-courses and subsequent application to the major they were not accepted into the major. These students are now forced to sign up for a "related" major, creating both "shadow majors" (e.g. majors who are not making progress in the major as they continue to take courses toward the impacted major) and "secondary impaction" for some of these programs (i.e. Sociology, Economics). This population of students would need a focused program that still filled their needs for major, and likely career pursuits, while not placing a heavy burden on these impacted programs. This program would differ from the above programs as academic rigor could be instilled in these programs for it is not focused solely on student degree completion. Instead, the intention of such programs is about meeting the student needs by creating a structured and focused degree. At present, we noted only a few of these programs, including Utah State's General Studies program that is housed in the College of Arts. Stanislaus also has an Applied Studies major that seems to serve a similar purpose.  
([http://catalog.csustan.edu/preview\\_program.php?catoid=3&pooid=239&ret](http://catalog.csustan.edu/preview_program.php?catoid=3&pooid=239&ret))

[uronto=139](#)). At our university, we have developed and are presently negotiating with the Chancellor's Office in the establishment of a Health Services degree that serves students interested in the health professions but are unable to be accepted into any of the impacted health-related programs (including Nursing, Health Sciences, Biology).

It was also briefly discussed how other interdisciplinary programs, such as Liberal Studies and Social Sciences, might link to a General Studies Degree. It was noted that while these programs are interdisciplinary, there are very specific guidelines and requirements to complete the degrees that would not allow it to be a good option for students who might need a General Studies degree.

*Discussion and Data:*

The working group identified that because of the different needs of these student groups, it may be difficult to establish one program that would serve all of their needs. It was also articulated that we first must determine the existence of these populations (locate data) and determine through this data if such a degree would serve their needs.

- Group 1: It was clearly identified that there are a number of students who could be served by such a degree, and at present, there is a movement toward the creation of these degrees through CCE (see Arts and Letters program application to Faculty Senate: Presentation: <http://www.csus.edu/acse/senate-info/13-14agendas-minutes/082813agendas-minutes/13-14fs12b.pdf>; Form B: <http://www.csus.edu/acse/senate-info/13-14agendas-minutes/082813agendas-minutes/13-14fs12.pdf>; FAQ's: <http://www.csus.edu/acse/senate-info/13-14agendas-minutes/082813agendas-minutes/13-14fs12a.pdf>). It was identified that the creation of a General Studies degree within the university would not serve this group of students.
- Group 2: We gathered data about students with high units. Much of this data had been gathered for other purposes throughout the university, so we drew from the pre-existing reports, as well as some raw data to help evaluate this population of students:
  - One piece of data was based on those students who had acquired over 150 units, some of who were able to eventually get into the Impacted major (see Appendix C: 150 Unit Plan Changes). Some changed to other majors, but many of those changed majors multiple times, often changing back and forth from several related majors. This contributed to the idea that many of these students would be served in the same capacity as all of those students in Group three.
  - There was also data about the number of degree changes for those students over 150 units (I have been asked not to publish this because it is a Draft and not a finalized number, and did not want this data

publicized as actual numbers; regardless, these are approximately what is occurring with our students). Of the 625 students noted in this report, 157 had yet to apply for graduation, and another 395 still had courses to complete even though they had applied. Both of these groups had a higher average number of program changes compared to those who were graduating or who had graduated. Evaluating the late changes for these students, the general conclusion was that students in this group would not be assisted by a General Studies Degree but instead are remaining for other reasons.

- A “Super Senior” report showed (see Appendix D: Super Seniors) the students with over 150 units and their progress in their major, showing that of the 329 students identified, only 50 had completed their degree requirements. 159 more were within one semester of finishing. Furthermore, at least 60 have over one year before being able to complete the degree. Essentially, these students, while having acquired a high number of units, are not completing productive units, or staying on a path to graduation.

There are multiple reasons for these experiences, but all of the data identified above lead the group to conclude that the students who have acquired a high number of units would likely not be helped by a General Studies program that would be a rigorous program. The progress of these students would be better supported through policies the focus on intrusive advising.

- Group 3: It was difficult to gain access to raw data about this population of students, but OIR had recently produced a report about students from three impacted majors and their successes (see Appendix E: Tracking Students’ Progress of Three Impacted Programs). The key question was if these students would benefit from the creation of a major that served their needs. Through our discussion of the report we identified key factors that lead to our conclusion:
  - Fewer than 25% of students are accepted into the three impacted majors (CRJ, PSYC, HLSC).
  - 5-7% of students persisted as Expressed Interest into their senior years, showing that many students persist on as they attempt to complete their desired major.
  - Expressed Interest students were 2x-3x more likely to withdraw from the university than students accepted into the major.
  - Only 2-3% of expressed interest students graduated under a different major within 2 years.

The group determined, based on this data that Expressed Interest students persisted in attempts to enter into Impacted Major (it should be noted in other reports that evaluated the existence of Shadow Majors, it has been identified that many of these students who change majors choose majors

similar to the Impacted program: Expressed Interest Business students change to Economics; Expressed Interest Psychology and Expressed Interest Criminal Justice students change to Sociology, etc. This emphasizes the focused interest of these students in pursuing a major in each of these fields). Furthermore, these students were also more likely to withdraw from the university, thus needing greater support to be successful.

## Conclusions:

The following conclusions were drawn from the discussion and available data to present to the senate and other relevant university committees. In particular the Impaction Task Force, the Faculty Senate and Graduation Initiative:

- *Finishing Degree*: Suggestion that separate from this project potentially develop one for the university. Utilizing the format set forth by College of A&L, working through CCE, each college could establish a finishing degree that would allow students who have stopped out, or who have no other options to complete a degree, using the course work they have already taken, with some additional coursework to finalize a degree that fits within the expectations of the university.
- *Intrusive Advising Policies*: Students with high units can and should be addressed through more intrusive advising policies, directing, and potentially even forcing them to complete a major they have chosen or will choose so they can complete the degree. For the group, it seemed more appropriate to utilize advising and policies to enforce intrusive advising, rather than create a degree for these students that will ultimately serve the same purpose. APC has already developed some policies that address these issues:
  - Timely Declaration of Degree Policy (in particular students who have over 120 units, changing majors: <http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/timely%20declaration%20of%20major.html>)
  - Progress to Degree for High Unit Majors: <http://www.csus.edu/acse/senate-info/14-15agendas-minutes/100214agendas-minutes/14-15fs-51a.pdf>
  - Academic Warning Policy: <http://www.csus.edu/acse/standing-committee/executive2013-2014/031114agendas-minutes/13-14ec-85.pdf>
  - We also forwarded a relevant policy at CSU Long Beach: [http://web.csulb.edu/depts/enrollment/graduation/bachelors/timely\\_grad\\_ugrad.html#timelygrad](http://web.csulb.edu/depts/enrollment/graduation/bachelors/timely_grad_ugrad.html#timelygrad)

Suggestions were to continue to develop other related policies, and to emphasize greater advisement for these students.

- *Social Services Degree*: The degree would be comprised of courses across multiple disciplines, drawing on a field that would still serve the interest of the students: Psychology, Criminal Justice, Sociology, Social Work. We also felt that a program could potentially draw on resources from each of the programs, but not place an excessive burden on the programs that would impede on their impacted status (such as needing to take required core classes, or needing an internship, such as in Social Work). This impact will be determined by the structure of the program. The committee determined that even the resources of taking the classes would not be dramatic as these students are already taking many of these courses. In fact, a more structured program (along with SmartPlanner program) might inform departments of what courses will need more sections.

Utilizing the same general format as the Health Services degree that is working with the Chancellor's Office to finalize the existence of the degree at CSUS (see Appendix F: BA Health Services). Linking these two degrees as they will fulfill a similar purpose in the university would centralize any processes created on campus.

- There was also discussion of the need for a *professional, business or policy services* degree that would address those students interested in Business, but who may end up in Communications studies or Economics. The working group felt that this would be the next stage that a university committee might consider, following the development of the Social Services Degree and after the Business programs have undergone evaluation as an impacted program. It was determined if many, or even all of the programs within the College of Business changed their status, the creation of such a degree would not be necessary. If they did not, then a new committee should be formed to evaluate the development of curriculum for such a degree, drawing predominantly on Business, Economics, Communication studies, as well as possibly Government. This would be up to the committee to determine.

#### *Suggested Next Steps:*

The working group suggested the following consideration for developing the Social Services Degree:

- Meet with the programs that would likely be involved and show them the report to determine support. It was important to establish this before submitting the idea to a university committee as it is the resources of these programs that will likely be a part of the degree.
  - \*All four programs were supportive of this report and the consideration of developing such a program.
- A working group should be established to develop a program that draws on course work from multiple programs, fulfills requirements that will support

student interests and meets academic rigor expected within and beyond the university.

- Needs to identify *CIP (Classification of Instructional Programs)* (Possible suggestion: CIP Code 44.0000: Human Services, General<sup>i</sup>) for a primary requirement of creating a new degree is that there must be one that exists under that title in the IPEDS system: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.
- The focus should be on the interests of students, both personal and educational, while not adding excessive requirements for the student.
- The working group suggested that representatives from the most highly impacted departments would be a good place to start in forming the committee.
  - Consider the resources available from each of the majors. More classes would not require excessive resources beyond hiring more lecturers.
- Consideration might also focus around the Baccalaureate Learning Goals of the university, as well as consider the integration of High Impact Practices into the identified curriculum.
  - Could even consider developing tracks using GE are linked to the areas of interest for these students (if feasible)
  - \*Would need to have a focus that clarified its existence as a separate degree
  - \*POTENTIAL REQUIREMENT (3 common courses in the program): 1 a possible culminating experience class
- Identify where the program should be “housed.” Consideration should be given to a potential connection to Health Services program, and potentially, in the future, a Business Services program. Suggestions were offered:
  - SSIS (for the interdisciplinary nature of the program, as well as that half of the programs reside in the college: HHS also houses the other half)
  - Undergraduate Studies (a place to link all of the programs)

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<sup>i</sup> CIP Code, Human Services, General, Definition: A program that focuses on the general study and provision of human and social services to individuals and communities and prepares individuals to work in public and private human services agencies and organizations. Includes instruction in the social sciences, psychology, principles of social service, human services policy, planning and evaluation, social services law and administration, and applications to particular issues, services, localities, and populations.

## General Studies (BGS: Bachelor of General Studies):

*Definition (from World Wide Learn):*

General studies, also commonly referred to as a "generalist degree," covers the basics of a university education. It's a broadly based degree program that demonstrates to employers and peers alike that you have the self-discipline and intelligence to work through a university-level program in a variety of subject areas. Some see it as proof that you're trainable.

In either case, a general studies degree can be the most personally rewarding degree available, precisely because it is so broad. You'll develop a basic knowledge of classical studies and study a selection of electives in the liberal arts, humanities, and sciences. So you can take a course in sociology along with 17th-century art, or introductory biology with your required English or math courses. In some ways, the relatively new general studies degree has replaced the English degree in terms of providing a sampling of ideas, history, and disciplines. You can even take online college courses in general studies, and get a broad college education from the comfort of your living room.

(Other information/definition)

The BGS offers students the ability to design a unique degree plan while meeting their academic institution's general requirements. This flexibility allows students to complete a bachelor's degree that offers an element of individualism absent in many other degrees specific to a particular discipline. A BGS holds the same value as other degrees in liberal arts or sciences and is often referred to as an "interdisciplinary" degree which allows students to build strong arguments based on information from a broad range of topics.

*CIP (Classification of Instructional Programs): IPEDS (Institute of Education Sciences):*

24.0102 (Needs a code to even be allowed to exist, or at least be considered)

General Studies: An undifferentiated program that includes instruction in the **general** arts, **general** science, or unstructured **studies**.

- Part of liberal arts, general and humanity studies

## PROGRAMS

*Utah State University (Caine College of the Arts):* most similar to what we are talking about  
Focus is on educating students broadly: still considered personalized, so students help to design each one.

Requirements to be in program:

- good standing
- 60 earned credits
- submit application of student: plan: identifiable area of emphasis
  - Goes through associated dean of college that houses the program most closely identified with.
  - Plan to complete GE, 40 upper division units, capstone course/experience
  - approved by advisor and dean (consults with relevant program)

Requirements to graduate:

- All graduation requirements
- 2 communication intensive courses
- 1 quantitative intensive course
- 2 depth courses
- Area of emphasis (college: 30 units within it)
- Plan of study that has been approved



- Capstone experience (course, senior thesis/project, internship, independent study)

*Youngstown State U*

- Students must meet all YSU graduation requirements including:
  - A minimum of 124 semester hours
  - A minimum 60 semester hours must be completed at the 2000 level or higher and 48 semester hours must be completed at the 3000 level or higher
  - Residency requirements including:
    - The last 30 hours taken at YSU
    - A minimum of 21 upper division hours taken at YSU
    - A minimum of 16 concentration hours taken at YSU
- Students must fulfill all of the General Education Requirements
- Students must fulfill the following requirements for the General Studies concentration:
  - At total of 48 semester hours
  - A minimum of 24 semester hours must be at the 3000 level or higher
  - Two focus areas of 18-24 hours each
  - Optional support courses to bring the total to 48 s.h.
  - All work in the concentration area must be completed with a grade of "C" or better

Two cultural courses

[http://web.yosu.edu/gen/class/FAQs\\_m336.html](http://web.yosu.edu/gen/class/FAQs_m336.html)

*Boston University (Columbia has a similar program)*

BU is a Two-Year focused degree that leads to the others (this would be in line with the Discovery Program that may be developed at Sac State: Gives students an overarching background that addresses GE, but also studies abroad. NOTE: need to consider all programs, so that students can continue on no matter what major, if it is possible).

*University of Omaha (Housed in College of Continuing Studies)*

Focused on working students and military: historically 1951:

Student-friendly (Alternative ways to receive credit: this would be more akin to what exists at CCE)

Two options:

Option 1:

GE Courses: 41 units

Area of Concentration: 30 units (all from one program OR 21 units from 1 program, 9 units from an allied area)

Secondary Field 1: 12 units; can use units from allied field (can become a minor)

Secondary Field 2: 12 units: different from other two

Cultural Diversity: 6 units

Electives: 25 units

Area of Concentration has to be okayed by academic department, meaning can't be used if the program has not been okayed (not the classes, just the existence of it as an option)

Option 2:

GE: 41 units

Area of Emphasis 1: 15 units

Area of Emphasis 2: 15 units

Cultural Diversity: 6 units

Electives: 34 units

*University of Miami (Housed in College of Continuing Studies):*

(Specific requirements for each area of concentration: e.g. Business concentration, must maintain 3.0 in the business courses.)

- ENGL 333 (Interdisciplinary course on writing a research methods paper)
  - taken before applying for program
- apply for the program (rationale for concentration, etc): 2 pages: Assessed through a rubric
  - identified 3 clear educational objectives (greater understanding about marketing analysis)
- description/plan for concentration a different 2 page paper
- 30 credits at upper division level
- Capstone materials submitted: rationale, final/graded paper from interdisciplinary class, syllabus from the class, 1 page reflection (directions for that)
  - assessed by a rubric

*Charter Oak State College: Online/distance program (1973) for finishing:*

- GE: 38 units (minimum)
- Concentration (36 units) or Major (over 36-42 units) (basically the same thing, just concentrations are limited, or seem to be), while majors are programs
- BA: 90 liberal arts units (includes all of those above, as long as considered liberal arts: essentially standard collegiate courses; accredited)
- BS: 60 liberal arts units
- Can receive credit for numerous other activities (work/military, continuing educ classes, standardized tests, etc)

*UCONN (located in Center for Undergraduate Education; listed with Continuing Education)*

- GE requirements
  - 120 units (all seem to have that requirement)
  - 45 UCONN credits
  - 30 upper division UCONN credits
- Acceptance into program
- 60 units completed
  - 2.7 GPA
  - 3.0 GPA in last 12 units (last semester)

*Columbia: Own college: returning students (we call these students...students)*

- GE and Major

*New Hampshire University (online program)*

- GE requirements
- ENG composition 1 and 2
- Online learning: successful strategies (if transfer 12 or more units, can just take an elective course instead of this)
- self-designed program: work with advisor to make a plan for degree: concentration, etc
- 1 math class (list of 8)
- 1 seminar course (out of 4)
- 2 diversity/global/life-long learning courses (out of 4)
- 1 course from 2 diff disciplines in Fine arts/humanities
- 1 course from 2 diff disciplines in Social/behaviors
- 1 course from 2 diff disciplines in STEM
- 2 additional GE electives from exploration area

*University of Pittsburgh: College of General Studies (both BA and BS)*

Emphasis on continuing or returning students (non-traditional)

Degrees appear to be more general: college based: Humanities, Natural Sciences, Social Sciences, Legal Studies, Health Services

*Andrews University (School of Distance Education):* returning/non-traditional

GE and concentration, although not sure how focused it is, or just classes within a field of study

*IU South Bend*

### **Bachelor of General Studies (B.G.S.)**

#### **Basic Structure of B.G.S. (Distribution Requirements)**

Area A: <b>Arts and Humanities</b>	12 credits
Area B: <b>Science and Mathematics</b>	12 credits
Area C: <b>Social and Behavioral Sciences</b>	12 credits
Concentration in Area A or B or C	18 credits
Area D: <b>Arts and Sciences</b>	15 credits
Area E: <b>General Electives</b>	51 credits
<b>Total credits required for the B.G.S.</b>	<b>120 credits</b>

*Ball State Online and Distance Education Degree Completion Program: Bachelor of General Studies*

Ball State's bachelor of general studies (BGS) requires you to fulfill at least 120 credit hours.

Your plan of study will include:

- [University Core Curriculum](#), including WISER+ courses (36 credit hours)
- [Two Minors](#) (30-45 credit hours)
- [General Electives](#) (for the remainder of your 120 total credit hours)
- [Computer Science Class](#) (3 credit hours)
- [Writing Proficiency Exam](#)

*Eastern Conn State (through Continuing Ed)*

**Liberal Arts Core (LAC) Requirements**

up to 46 credits

**BGS Major Concentration**

30 credits

15 credits must be through the Eastern and 15 credits must be 300-level or higher

**BGS Minor Concentration**

15 credits

**Electives**

as needed

Total Minimum 120

*Idaho State U*

All of the General Education Objectives

37 cr

Upper division courses in the fine arts and humanities and/or social and behavioral sciences

20 cr

Upper division credits from programs in the College of Arts and Letters, College of Business, College of Education, College of Science and Engineering, or Division of Health Sciences

20 cr

Electives from across the University

43 cr

**TOTAL: 120**

*Drexel University:*

Liberal Studies Concentration

Physical Science Concentration

*Miami University, Ohio*

Bachelor of Integrative Studies (15 unit concentration I and 9 unit concentration II) + integrative seminars including capstone.

**University of Central Florida**

**BA or BS (depending on concentrations) in Interdisciplinary Studies**

GE + 15 units in each of two areas+ 2 core courses: cornerstone experience in interdisciplinary experience and capstone experience in interdisciplinary studies.

*Texas Tech*

3 areas of concentration (15 units each)

*ASU online Bachelor of Liberal Studies*

Bachelor of Arts in Liberal Arts—CSULB (must have completed 78 baccalaureate credits)

## Academic Rigor

### Key Components:

- Clear learning goals and outcomes
- Learning: content, knowledge, skills
  - It is difficult to learn
  - Acquire skills, not just information
- Pedagogy
  - Do we offer opportunities and skills to learn it
- Assessment
  - Integrated throughout
- Developmental
  - Scaffolding
  - Process for gaining knowledge/abilities
- Relevant and Meaningful
  - Knowledge and skills that support their success

### Thoughts:

No matter what occurs, need to achieve clearly identified goals then can and are assessed to determine the success of students.

- start with identifying the learning goals of a program (use the university learning goals to start, draw on the AAC&U outcomes).
- determine what requirements will help us to achieve those (consider what practices that can be included in the curriculum, practices and information that will aid to make students successful, such as HIP)
- produce a plan to consistently evaluate this: analytics integrated throughout
- Identify core educational experiences as a common component

### University Goals:

Each the following university goals: (Will need to design a measure of assessment for each)

- Competence in the disciplines: in at least one major field of study: can require a concentration to insure this, but maybe require two?
- Knowledge of human cultures: broader ideas: big questions, contemporary and enduring: GE
- Intellectual and practical skills: inquiry and analysis; critical thinking; quantitative literacy; information literacy; teamwork and problem solving
- Personal and social responsibility: civic engagement
- Integrative learning: Culminating experience: senior thesis? Eportfolios?



# Tracking Students' Progress of Three Impacted Programs

Office of Institutional Research

March, 2016

# Highlights of the Tracking Studies (I)

- **From Expressed Interest to Major:** Only a little over ¼ or fewer students have been accepted by the majors after two years:
  - Criminal Justice: 26%
  - Health Science: 13%
  - Psychology: 27%
- **Equity:** The following differences were statistically significant between the group of Majors and of Expressed Interest:
  - ❖ Both CRJ and PSYC Exp consisted of higher proportions of URM students than their peers within the two majors. In the meantime, the students of both majors consisted of higher proportions of low income students than their peers of Expressed Interest.
  - ❖ HLSC majors consisted of higher percentages of female and low income students compared to their peers of Expressed Interest.
- **Unit Completion:** Among four class levels within the group of Expressed Interest, 5% to 7% were seniors in fall 2013. They had already completed an average of 106 units (CRJ), 93 units (HLSC) or 102 units (PSYC) by the fall of 2013, but had not been accepted by their majors.
- **Change Majors:** Students of Expressed Interest were more likely to change majors than their peers of the majors after two years. The differences of changing majors were statistically significant:
  - CRJ and CRJ Exp: 0.3% vs. 19% changed majors
  - HLSC and HLSC Exp: 2% vs. 27% changed majors
  - PSYC and PSYC Exp: 4% vs. 25% changed majors



# Highlights of the Tracking Studies (II)

- **Attrition:** The attrition rates doubled or tripled if students were placed as Expressed Interest for the three programs compared to their peers, who had been accepted in majors (All class levels). The gaps became even wider between the two groups if comparing the attrition rate within each program.
  - ❑ CRJ and CRJ Exp: 8% vs. 25% (withdrew from the university); 9% vs. 46% (Withdrew from the program)
  - ❑ HLSC and HLSC Exp: 12% vs. 25% (withdrew from the university); 15% vs. 55% (withdrew from the program)
  - ❑ PSYC and PSYC Exp: 12% vs. 21% (withdrew from the university); 18% vs. 49% (withdrew from the program)

It is worth noting that the majority of Expressed Interest (43%-47%) was freshmen, who usually have the highest attrition rate. In contrast, the majority of majors were seniors (61% -78%), who usually have lower attrition rate.

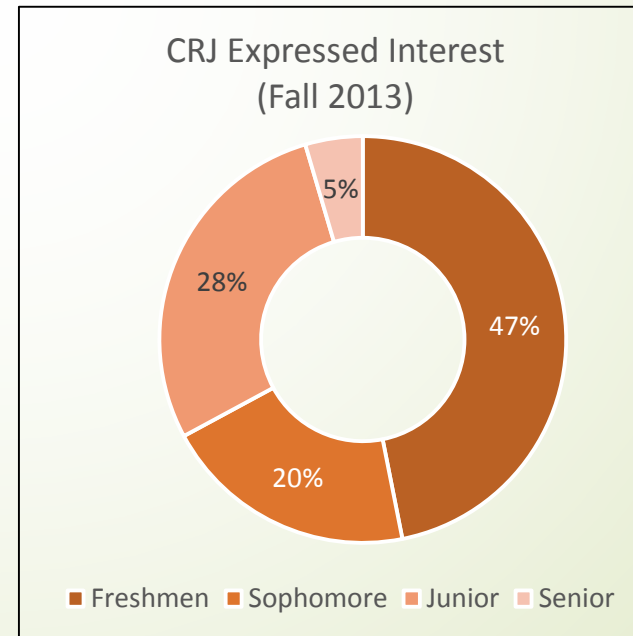
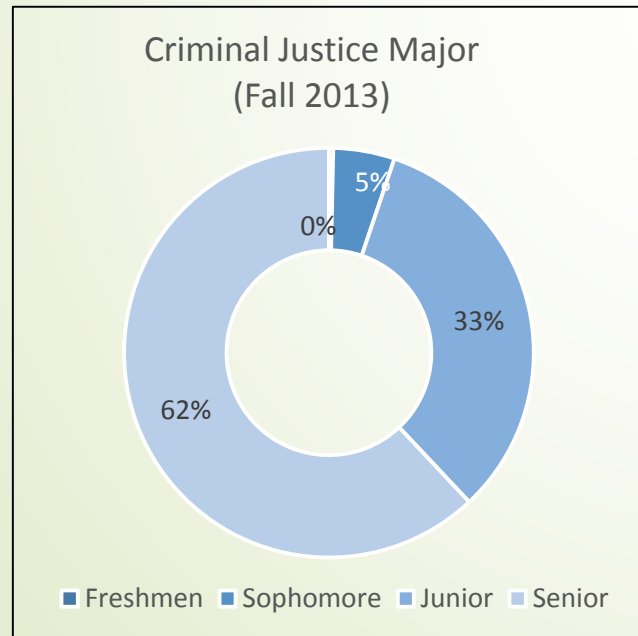
To make the two groups comparable, all students were disaggregated by class level. The results showed that the differences were not statistically significant between the two groups in terms of 1-year and 2-year attrition at university level for sophomores, while the students of major had a significantly lower attrition rate than the group of Expressed interest at university level for juniors within both Criminal Justice and Health Science. "Attrition at university level" did not count the students who left one of the selected majors.

According to the studies, program impaction had negative impact on retention both university-wide and within those programs.

# Criminal Justice: The Tracking Groups

**CRJ Major Status by Class Level**

Class level Fall 2013	Major Status (Fall 2013)				Total
	CRJ Major	% Major	CRJ Exp	% Exp	
Freshmen	3	0.3%	308	46.9%	311
Sophomore	43	4.8%	133	20.2%	176
Junior	291	32.8%	186	28.3%	477
Senior	550	62.0%	30	4.6%	580
Total	887	100.0%	657	100.0%	1544



# CRJ: Track Students' Progress

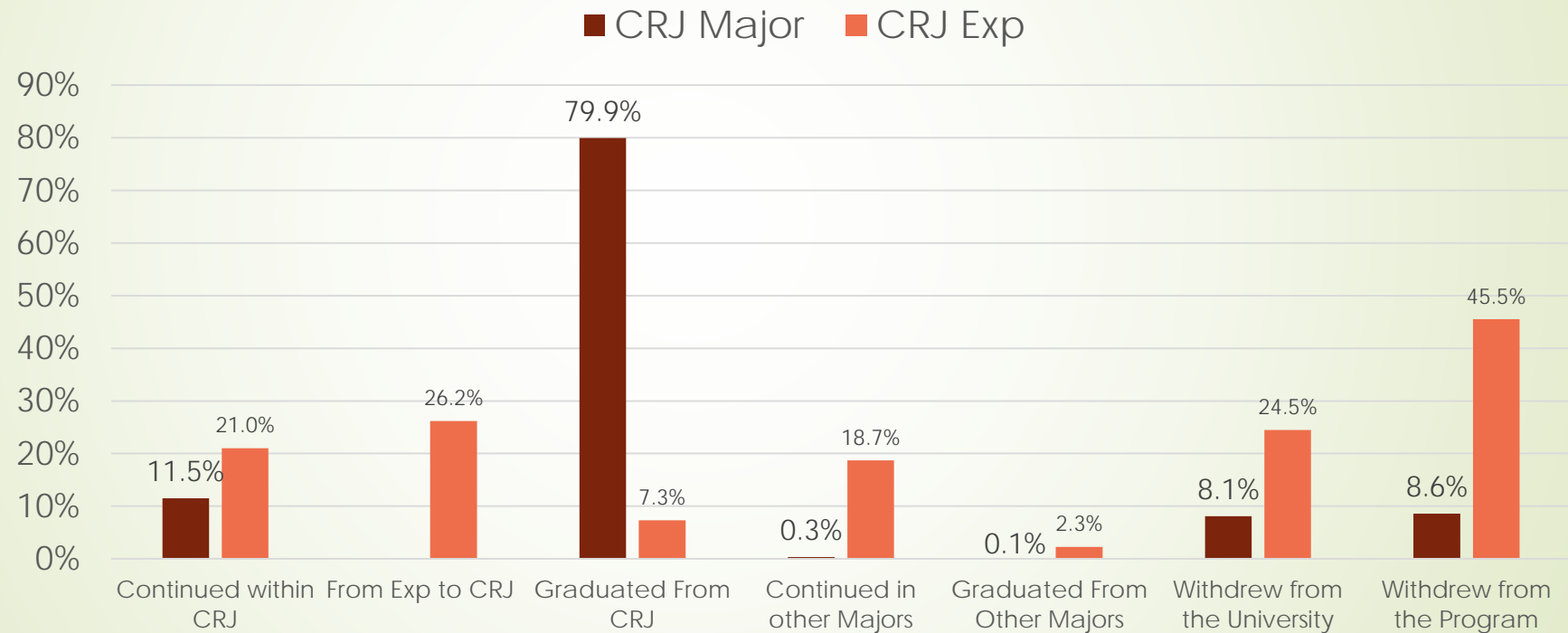
## Tracking Progress (2-Year Period)

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
<b><i>Criminal Justice Major</i></b>					
Continued within CRJ	887	668	402	259	102
Graduated From CRJ		177	421	556	709
Continued in other Majors		3	5	3	3
Graduated From Other Majors		0	0	0	1
Withdrew from the University		39	59	69	72
Withdrew from the Program		42	64	72	76
<b><i>Criminal Justice Expressed Interest</i></b>					
Continued within CRJ Exp	657	478	284	212	138
CRJ Exp to CRJ Major		84	162	189	172
Graduated From CRJ		0	0	7	48
Continued in other Majors		42	91	106	123
Graduated From Other Majors				6	15
Withdrew from the University		53	120	137	161
Withdrew from the Program		95	211	249	299

*Note: All numbers are cumulative ones.*

# CRJ: Compare Students' Progress

## Tracking Progress after Two Years



# CRJ Expressed Interest: Background

## Comparison of Background (Fall 2013)

	CRJ Major		Expressed Interest		Gap	Statistic Significance
	Count	%	Count	%		
Ethnicity						
URM	348	39.2%	307	46.7%	-7.5%	Yes
Non-URM	539	60.8%	350	53.3%	7.5%	
Gender						
Female	437	49.3%	321	48.9%	0.4%	No
Male	450	50.7%	336	51.1%	-0.4%	
Low Income						
Yes	400	45.1%	162	24.7%	20.4%	Yes
No	487	54.9%	495	75.3%	-20.4%	
First Generation of College Student						
Yes	341	38.4%	282	42.9%	-4.5%	No
No	546	61.6%	375	57.1%	4.5%	

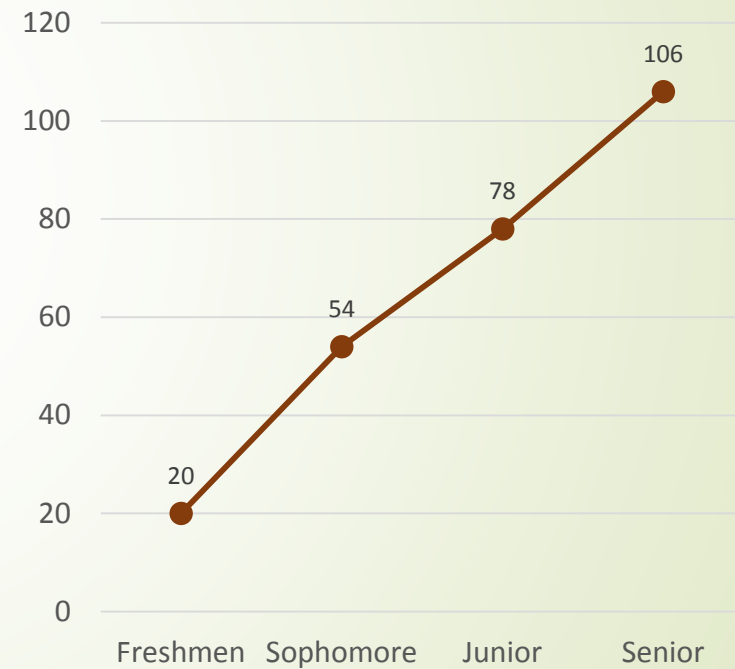
\* Chi-Square Test,  $p < .001$ , higher value is highlighted in yellow:  $p < .01$ , higher value is highlighted in green.

# CRJ Expressed Interest: Unit Completion

CRJ Exp: Overall GPA and Overall Units (Fall 2013)

	GPA13f		UNITS13f	
	Mean	Count	Mean	Count
CLASS LEVEL 1	2.57	308	20	308
2	2.78	133	54	133
3	2.90	186	78	186
4	2.71	30	106	30
Total CRJ Exp		657		657

Average Overall Units (Fall 2013)





# CRJ Expressed Interest: Current Majors

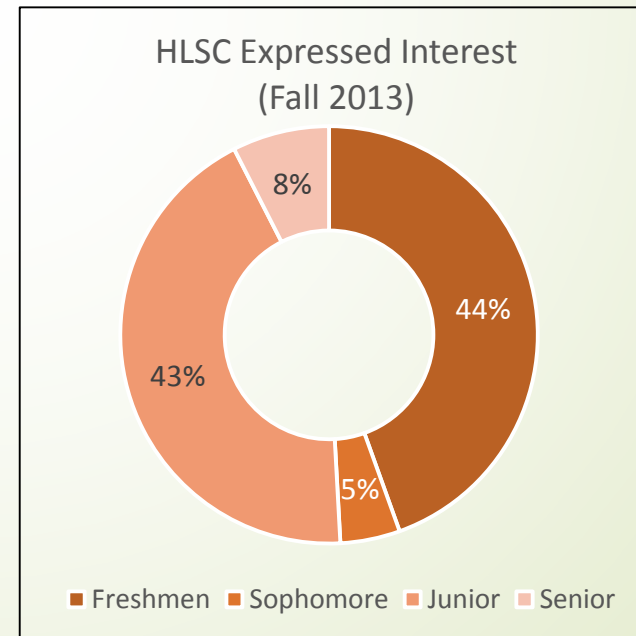
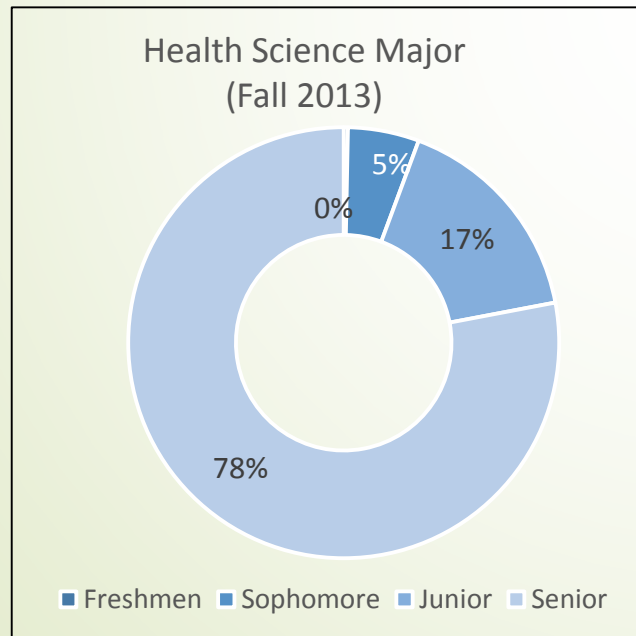
## Current Majors (Fall 2015)

Major	Count	Major	Count
Business	6	Liberal Studies	1
Biology	10	Mechanical Engineering	1
Child Development	7	Nursing	1
Communication	12	Photography	1
Construction Management	1	Psychology	8
Computer	3	Recreation	4
Economics	3	Sociology	21
English	2	Spanish	1
Environmental Studies	1	Social Sciences	2
Ethnic Studies	1	Social Work	13
Family & Consumer Sciences	3	Theatre	1
Film Studies	1	Women Studies	3
Government	10	Undecided	1
History	2	Total	123
Kinesiology	3	Stay in CRJ	310

# Health Science: The Tracking Groups

**Health Science Major Status by Class Level**

Class level Fall 2013	Major Status (Fall 2013)				Total
	HLSC Major	% Major	HLSC Exp	% Exp	
Freshmen	1	0.3%	77	44.5%	78
Sophomore	17	5.3%	8	4.6%	25
Junior	52	16.4%	75	43.4%	127
Senior	248	78.0%	13	7.5%	261
Total	318	100.0%	173	100.0%	491





# Health Science: Track Students' Progress

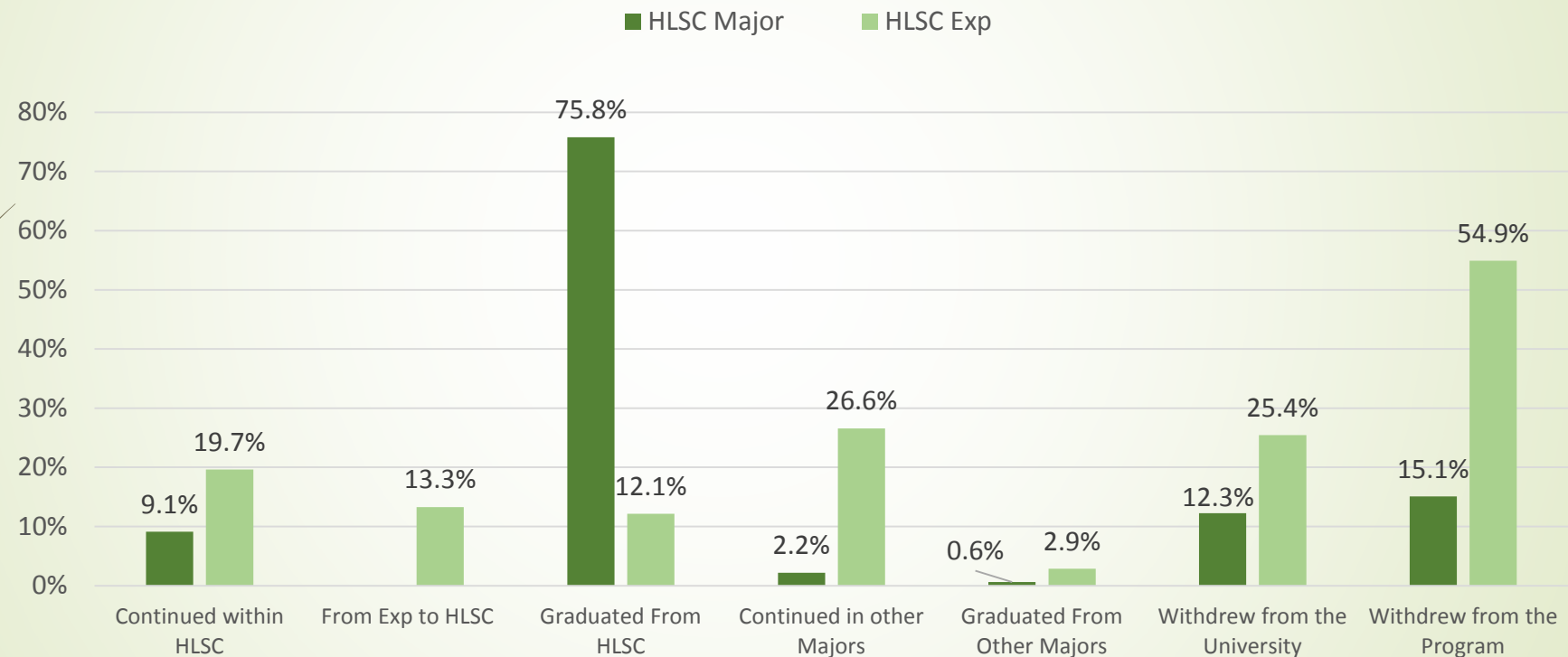
## Tracking Progress (2-Year Period)

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
<b><i>HLSC Major</i></b>					
Continued within HLSC	318	215	102	70	29
Graduated From HLSC		84	174	208	241
Continued in other Majors		3	7	7	7
Graduated From Other Majors					2
Withdrew from the University		16	35	33	39
Withdrew from the Program		19	42	40	48
<b><i>HLSC Expressed Interest</i></b>					
Continued within HLSC Exp	173	105	68	53	34
HLSC Exp to HLSC Major		35	38	41	23
Graduated From HLSC			1	3	21
Continued in other Majors		18	34	46	46
Graduated From Other Majors					5
Withdrew from the University		15	32	30	44
Withdrew from the Program		33	66	76	95

*Note: All numbers are cumulative ones.*

# HLSC: Compare Students' Progress

Tracking Progress after Two Years



# HLSC Expressed Interest: Background

## Comparison of Background (Fall 2013)

	HLSC Major		Expressed Interest		Gap	Statistic Significance
	Count	%	Count	%		
<b>Ethnicity</b>						
URM	93	29.2%	48	27.7%	1.5%	No
Non-URM	225	70.8%	125	72.3%	-1.5%	
<b>Gender</b>						
Female	249	78.3%	117	67.6%	10.7%	Yes
Male	69	21.7%	56	32.4%	-10.7%	
<b>Low Income</b>						
Yes	179	56.3%	30	17.3%	38.9%	Yes
Non-URM	139	43.7%	143	82.7%	-38.9%	
<b>First Generation of College Student</b>						
Yes	131	41.2%	76	43.9%	-2.7%	No
No	187	58.8%	97	56.1%	2.7%	

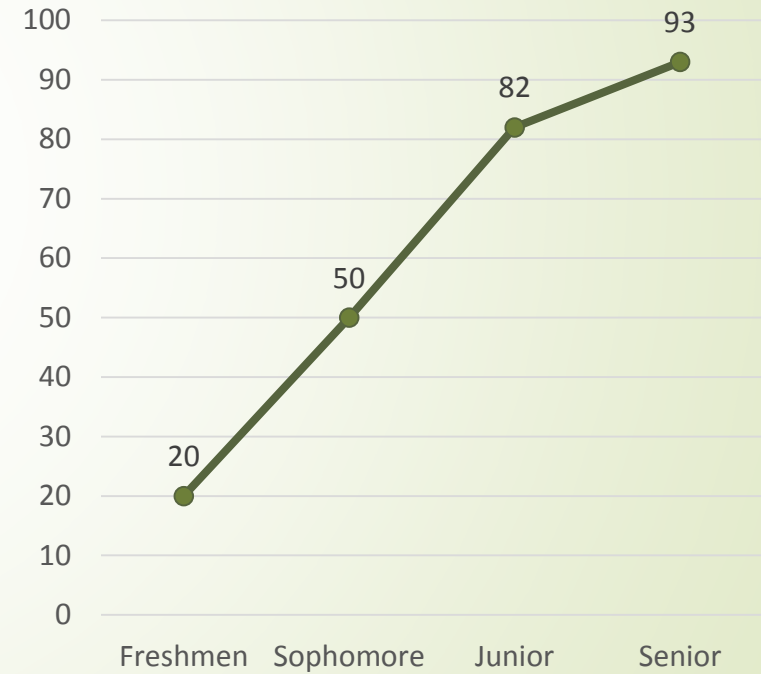
\*Chi-Square Test,  $p < .001$ , higher value is highlighted in yellow:  $p < .05$ , higher value is highlighted in blue.

# HLSC Expressed Interest: Unit Completion

**HLSC Exp: Overall GPA and Overall Units  
(Fall 2013)**

Class Level	OVERALL GPA		OVERALL UNITS	
	Mean	Count	Mean	Count
Freshmen	2.85	77	20	77
Sophomore	3.33	8	50	8
Junior	3.02	75	82	75
Senior	3.05	13	93	13
Total		173		173

**Average Overall Units (Fall 2013)**



# HLSC Expressed Interest: Current Majors

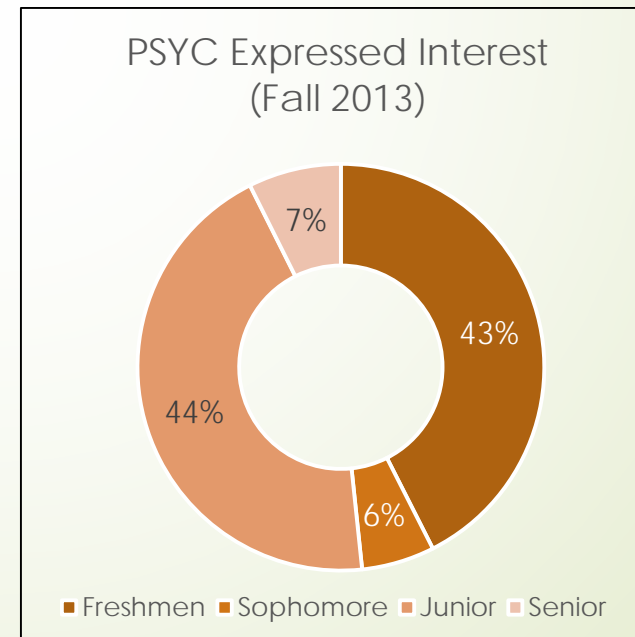
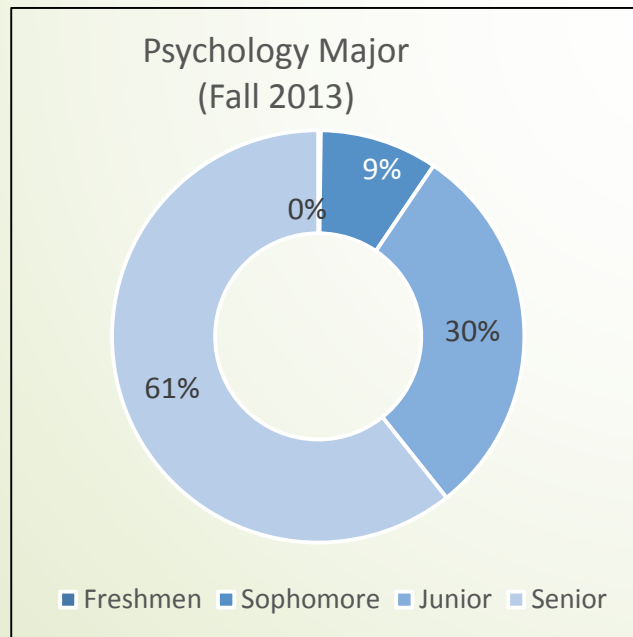
## Current Majors (Fall 2015)

	Count	Major	Count
Business	1	Liberal Studies	1
Biology	6	Mechanical Engineering	1
Child Development	3	Nursing	2
Communication	1	Philosophy	1
Computer	2	Psychology	1
Economics	1	Recreation	1
Special Education	1	Special Major	1
Family & Consumer Sciences	5	Sociology	1
Gerontology	3	Spanish	1
Government	1	Speech	3
History	1	Social Work	2
Kinesiology	5	Women Studies	1
Total			46

# Psychology: The Tracking Groups

**Psychology Major Status by Class Level**

Class level Fall 2013	Major Status (Fall 2013)				Total
	PSYC Major	% Major	PSYC Exp	% Exp	
Freshmen	2	0.2%	242	42.5%	244
Sophomore	90	9.3%	33	5.8%	123
Junior	290	29.8%	252	44.3%	542
Senior	590	60.7%	42	7.4%	632
Total	972	100.0%	569	100.0%	1541





# Psychology: Track Students' Progress

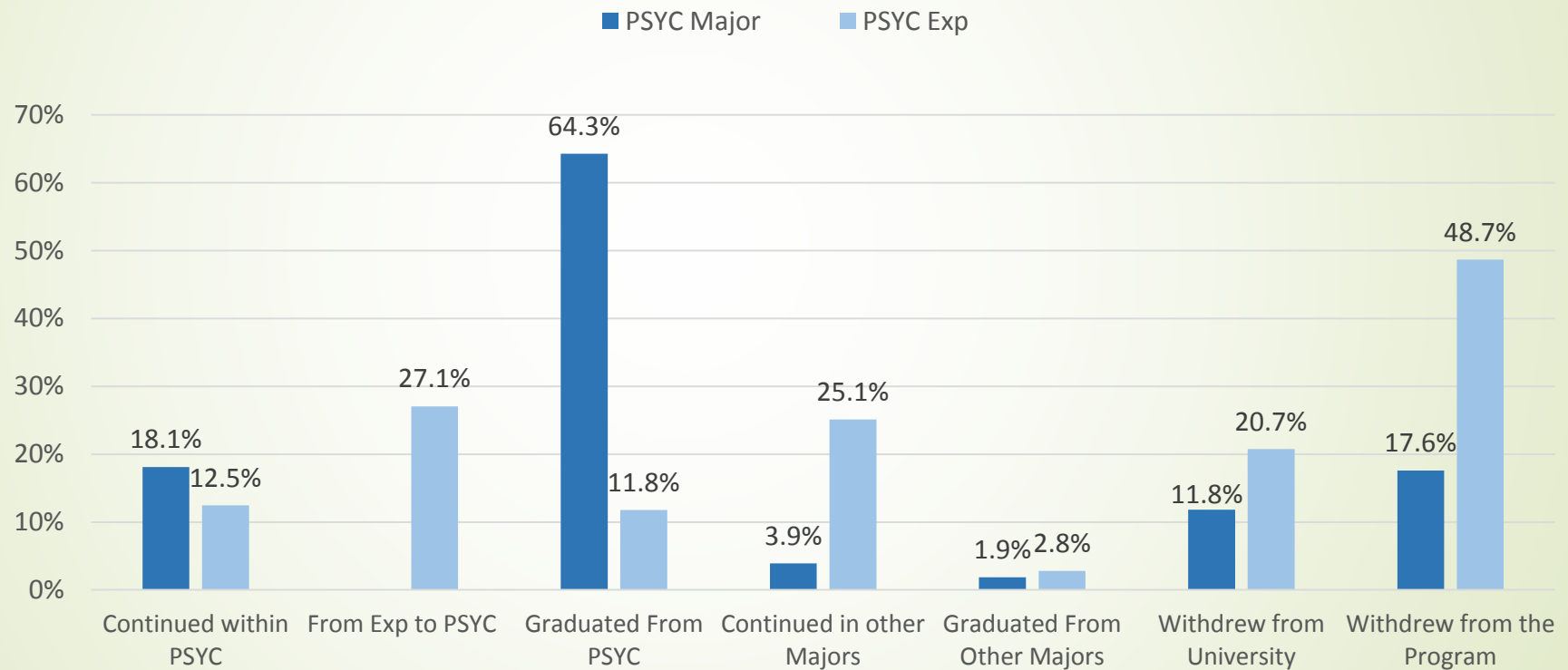
## Tracking Progress (2-Year Period)

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
<b>Psychology Major</b>					
Continued within PSYC	972	732	451	329	176
Graduated From PSYC		146	395	488	625
Continued in other Majors		23	38	42	38
Graduated From Other Majors			6	10	18
Withdrew from University		71	82	103	115
Withdrew from the Program		94	126	155	171
<b>Psychology Expressed Interest</b>					
Continued within PSYC Exp	569	343	212	135	71
PSYC Exp to PSYC Major		138	162	182	154
Graduated From PSYC			5	21	67
Continued in other Majors		51	101	135	143
Graduated From Other Majors			2	4	16
Withdrew from University		37	87	92	118
Withdrew from the Program		88	190	231	277

*Note: All numbers are cumulative ones.*

# Psychology: Compare Students' Progress

## Tracking Progress after Two Years





# PSYC Expressed Interest: Background

## Comparison of Background (Fall 2013)

	PSYC Major		Expressed Interest		Gap	Statistic Significance
	Count	%	Count	%		
<b>Ethnicity</b>						
URM	306	31.5%	230	40.4%	-8.9%	Yes
Non-URM	666	68.5%	339	59.6%	8.9%	
<b>Gender</b>						
Female	752	77.4%	426	74.9%	2.5%	No
Male	220	22.6%	143	25.1%	-2.5%	
<b>Low Income</b>						
Yes	453	46.6%	93	16.3%	30.3%	Yes
No	519	53.4%	476	83.7%	-30.3%	
<b>First Generation of College Student</b>						
Yes	328	33.7%	213	37.4%	-3.7%	No
No	644	66.3%	356	62.6%	3.7%	

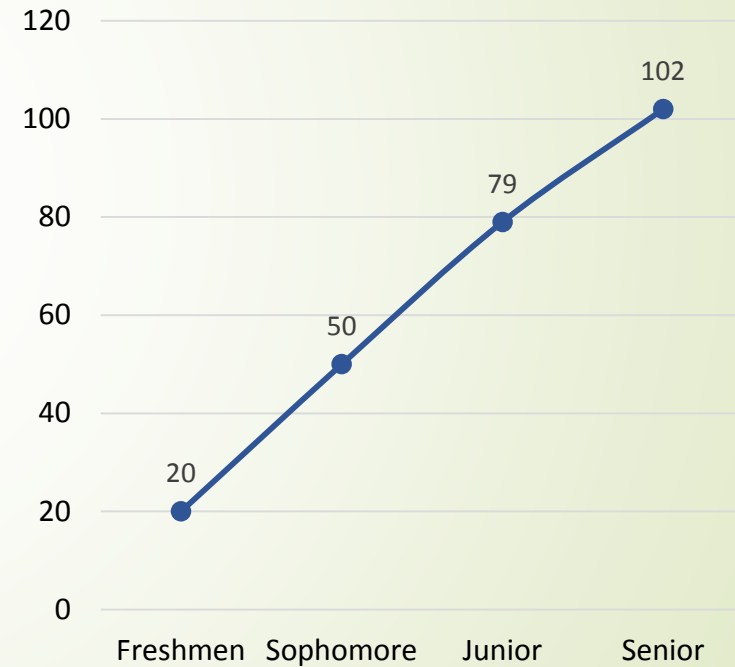
\*Chi-Square Test,  $p < .001$ , higher value is highlighted in yellow.

# PSYC Expressed Interest: Unit Completion

**PSYC Exp: Overall GPA and Overall Units (Fall 2013)**

Class Level	OVERALL GPA		OVERALL UNITS	
	Mean	Count	Mean	Count
Freshmen	2.6	242	20	242
Sophomore	3.16	33	50	33
Junior	2.87	252	79	252
Senior	3.01	42	102	42
Total		569		569

**PSYC Exp: Overall Units (Fall 2013)**

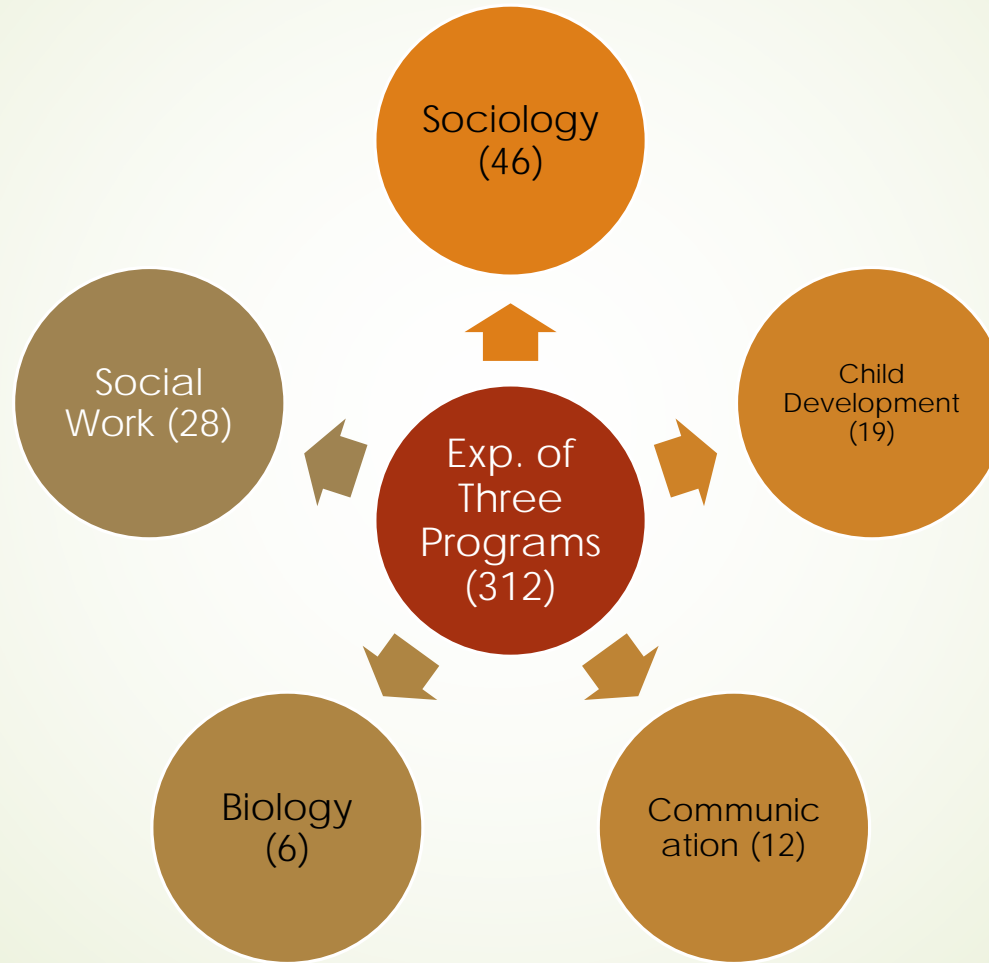


# PSYC Expressed Interest: Current Majors

## Current Majors (Fall 2015)

Major	Count	Major	Count
Anthropology	1	Geology	1
Arts	3	Gerontology	1
Business	11	Government	2
Biology	7	Graphic Design	1
Child Development	19	Health Science	1
Civil Engineering	1	Journalist	2
Communication	14	Kinesiology	3
Construction Management	2	Math	2
Criminal Justice	6	Recreation	4
Computer	2	Sociology	25
Economics	1	Spanish	1
Special Education	1	Social Work	15
English	1	Theatre	1
Environment Studies	1	Undecided	6
Ethnic Studies	2	Women Studies	1
Family & Consumer Sciences	5	Total	143

# The Top Choices of New Majors (Fall 2015)



## BACHELOR OF ARTS– HEALTH SERVICES

The Bachelor of Arts is a degree for any student who is interested in careers in allied health professions. Students graduating with the Bachelor of Arts will be prepared to enter the work field in positions in hospitals, clinics, or other related health facilities.

### **Requirements - Bachelor of Arts Degree: Health Services**

Units required for Major: 41 Units

Minimum total units for BA: 120 units

*Courses in parentheses are pre-requisite.*

#### **A. Required Lower Division Courses (20 Units)**

- (3) BIO 10 Basic Biology Concepts
- (3) STATS 1 Introduction to Statistics (MATH 9 or three years of high school mathematics which includes two years of algebra and one year geometry; completion of ELM requirement and the Intermediate Algebra Diagnostic Test)
- (3) HLSC 50 Healthy Lifestyles
- (3) FACS 10 Nutrition and Wellness
- (8) Eight units of Anatomy/Physiology such as:
  - (4) BIO 25 Human Anatomy and Physiology I &
  - (4) BIO 26 Human Anatomy and Physiology II

#### **B. Required Upper Division Courses (15 units)**

- (3) HLSC 114 Human Ecology and Health
- (3) HLSC 122 Health Psychology
- (3) COMS 161 Health Communication
- (3) Course in Aging such as:
  - (3) GERO 121 Models for Successful Aging
  - (3) GERO 122 **Managing Disorders in Elders (GERO 121)**
  - (3) GERO 100 Aging Issues in Contemporary Society
  - (3) HLSC 150 Aging and Health
  - (3) KINS 136 Sport and Aging
  - (3) PSYC 150 Psychological Aspects of Aging (PSYC 2)
- (3) Course in Ethical Practices such as:
  - (3) HLSC 151 Introduction to US Healthcare (ACCY 1, ECON 1A or 1B)
  - (3) PHIL 102 Professional and Public Service Ethics
  - (3) PHIL 104 Bioethics
  - (3) PHIL 105 Science and Human Values (GWAR)
  - (3) SWRK 151 Health Services and Systems

#### **C. Electives (6 Units) such as:**

- (3) HLSC 124 Consumer Health Education

- (3) HLSC 130 Alcohol and Other Drugs
  - (3) HLSC 134 Human Sexuality
  - (3) CHDV 30 Human Development
  - (3) PSYC 2 Introduction to Psychology
  - (3) SOC 1 Principles of Sociology
- 

At the completion of the BA in Health Services students interested in exploring a profession in allied health should consider the following career options.

### **Career Opportunities**

Home health Aids; Nursing Assistants and Orderlies; Occupational Health and Safety Technicians; Opticians, Dispensing; Personal Care Aides; Pharmacy Technician; Veterinary Assistants and Technicians; Medical; Clinical Lab Assistants; Health Care Advocates; Doula; Physician Scribes; Mental Health and Substance Abuse Technicians.

**Certificate Programs Preparation:** Students graduating with a BA in Health Services can complete certificate programs in a variety of allied health fields such as occupational therapy assistant, medical assistant, diagnostic medical technologist, and radiation..

**Diagnostic medical sonographers and cardiovascular technologists and technicians,** including vascular technologists, operate special imaging equipment to create images or conduct tests. The images and test results help physicians assess and diagnose medical conditions. Some technologists assist physicians and surgeons during surgical procedures. Most diagnostic imaging workers are employed in hospitals, while others worked in healthcare settings such as physician's offices and medical and diagnostic laboratories. Many employers also require professional certification.

**Occupational therapy assistants** and aides help patients develop, recover, and improve the skills needed for daily living and working. Occupational therapy assistants are directly involved in providing therapy to patients, while occupational therapy aides typically perform support activities. Both assistants and aides work under the direction of occupational therapists. Occupational therapy assistants need an associate's degree from an accredited occupational therapy assistant program. In most states, occupational therapy assistants must be licensed.

**Radiation therapists** treat cancer and other diseases in patients by administering radiation treatments. Radiation therapists must be licensed in most states, requirements vary by state.

**Medical assistants** complete administrative and clinical tasks in the offices of physicians, podiatrists, chiropractors, and other health practitioners. Their duties vary with the location, specialty, and size of the practice. Most medical assistants have postsecondary education such as a certificate

### Proposed Changes to Executive Order 1071

- Subprograms must require less than half the discipline-related credits in degree major programs.
- New subprograms must be proposed to the Chancellor’s Office and receive confirmation of policy compliance prior to implementation.
- Self-support concentration proposals must include a detailed cost-recovery budget.

### Need for accurate federal reporting through IPEDS

To support accurate reporting of each field of study, the Integrated Postsecondary Education Data System (IPEDS) national data reporting system assigns a CIP definition for the curriculum associated with each code. Below is an illustrative sample drawn from the CSU list of codes, titles and associated definitions.

CSU Degree Program Code	CSU Generic Title	Paired CIP Code	CIP Program Definition
08011	Education	13.0101	A program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.
08081	Special Education	13.1001	A general program that focuses on the design and provision of teaching and other educational services to children or adults with special learning needs or disabilities, and that may prepare individuals to function as special education teachers. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies.
08271	Educational Administration, Leadership	13.0401	A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.
08291	Curriculum and Instruction	13.0301	A program that focuses on the curriculum and related instructional processes and tools, and that may prepare individuals to serve as professional curriculum specialists. Includes instruction in curriculum theory, curriculum design and planning, instructional material design and evaluation, curriculum evaluation, and applications to specific subject matter, programs or educational levels.

### Curricular balance for accurate reporting

If a degree program, such as education (the first listing above), requires no core or a minimal core, and it has multiple concentrations (such as those shown above), each with separate required courses, when the campus and CSU report enrollments and degrees as only “education,” this results in inaccurate data submissions to IPEDS. In that case, reporting does not reflect that there are three separate educational programs, each with a different definition, each different from each other and from the reported degree, education.



### This Program Structure Results in Inaccurate IPEDS Reporting

<b>OLD (closed to new students) MS in Family and Consumer Sciences (30 units)</b>				
<b>Required Courses (6 units)</b>				
FCS 681: Research Methods (3) FCS 682: Research Applications (3)				
<b>Unapproved Options (Select 21 units)</b>				
<b>Apparel Design &amp; Merchandising</b>	<b>Interior Design</b>	<b>Consumer Affairs</b>	<b>Family Studies</b>	<b>Nutrition, Dietetics &amp; Food Sciences</b>
FCS 515 FCS 543 FCS 552 FCS 555 FCS 563 FCS 642 FCS 653 FCS 690C FCS 690F FCS 690K FCS 694C FCS 696C FCS 699C MKT 695C MKT 682 SED 514	FCS 515 HIST 602B FCS 694 FCS 690G FCS 690H FCS595BP FCS 595H	FCS 543 FCS 590I FCS 635 FCS 690C FCS 690D FCS 690J FCS 690N	FCS 533 FCS 534 FCS 543 FCS 595 FCS 635 FCS 690C FCS 690D FCS 690I FCS 690K FCS 690J FCS 690N FCS 690O FCS 690P FCS 694 FCS 696 FCS 698 FCS 699 EPC 600	FCS 501 FCS 505 FCS 541 FCS 572 FCS 573 FCS 602 FCS 606 FCS 607 FCS 608 FCS 635 FCS 640 FCS 690A-C, M-N FCS 690K FCS 694C FCS 699 HSCI 510,521,533,535,540,595D,699C BIOL 544, 561, 572 KIN 646, PSY 629, EOH 554
<b>Culminating Experience (3)</b>				
FCS 696C + 698C	FCS 696C + 698C	FCS 697C or FCS 696C + 698C	FCS 697C or FCS 696C + 698C	FCS 697C or FCS 696C + 698C

### This Program Structure Results in Accurate IPEDS Reporting

<b>RESTRUCTURED MS in Family and Consumer Sciences (33 units)</b>	
<b>Required Courses (18 units)</b>	
FCS 681 Research Methods (3) FCS 682 Research Applications (3) FCS 685 Decision Making in Family and Consumer Sciences (3) FCS 686 Current Issues in Family and Consumer Sciences (3) FCS 582 Family and Consumer Public Policy (3) HHD 596LCH: Leadership/Professional Competencies for Health and Human Development Disciplines (3)	
<b>Options (12 units)</b>	
<b>Apparel Design and Merchandising (ADM)</b>	<b>Consumer Affairs and Family Studies</b>
FCS 535 Theories & Applications in ADM (3)	FCS 623 Family Financial Issues (3)
FCS 555 Textiles and Apparel in the Global Economy (3)	FCS 542 Theories of Family Development (3)
FCS 575 Textile Technology for ADM (3)	FCS 640 Family Strengths (3)
FCS 694C Field Study or FCS 696C Grad Research (3)	FCS 690D Fam Manage (3) or FCS 690J Fam Relations (3)
<b>Culminating Experience (3 Units)</b>	
FCS 697C Directed Comprehensive Studies (3) or FCS 698C Thesis/Project (3)	



**THE CALIFORNIA STATE UNIVERSITY**  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

[Date Chancellor will sign]

CHANNEL ISLANDS

CHICO

**MEMORANDUM**

DOMINGUEZ HILLS

**TO:** CSU Presidents  
**FROM:** Timothy P. White  
Chancellor

EAST BAY

FRESNO

**SUBJECT:** Delegation of Authority to Approve Subprograms (Options, Concentrations, Special Emphases) and Minors — Executive Order 1071 Revised **DATE**

FULLERTON

HUMBOLDT

LONG BEACH

Attached is a copy of Executive Order 1071 revised **DATE**, which supersedes Executive Order 1071 March 26, 2012 and which updates requirements for subprograms (options, concentrations, special emphases) and minors offered through state support and self support.

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

NORTHRIDGE

POMONA

If you have questions regarding this executive order, please contact the Office of Academic Programs and Faculty Development at (562) 951-4722 or [AcademicPrograms@calstate.edu](mailto:AcademicPrograms@calstate.edu).

SACRAMENTO

SAN BERNARDINO

TPW/clm

SAN DIEGO

Attachment

SAN FRANCISCO

c: CSU Presidents  
CSU Office of the Chancellor Leadership  
Provosts/Vice Presidents of Academic Affairs  
Associate Vice Presidents of Academic Affairs  
Deans of Graduate Studies  
Directors of Institutional Research  
Directors of Admission

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4722**

**Executive Order:** 1071 Revised **DATE**

**Effective Date:** [Date Chancellor will sign]

**Supersedes:** Executive Order 1071 Effective March 26, 2012.

**Title:** Delegation of Authority to Approve Options, Concentrations, Special Emphases and Minors

This executive order is issued pursuant to Section II (a) of the Standing Orders of the Board of Trustees of the California State University and sections 40100 and 40500(c) of Title 5 of the California Code of Regulations. This executive order supersedes Executive Order 602.

**1. Delegation of Authority**

Authority is delegated to the presidents to approve campus implementation of subprograms (options, concentrations, special emphases and similar) and minors.

**2. Definition of Terms**

Subprograms are not defined at the system level.

**3. Requisite Conditions of Approval**

3.1 ~~An~~ A subprogram (option, concentration, special emphasis or similar) or minor may be approved under the authority delegated by this executive order only where if the subprogram complies with CSU policy and applicable law and if adequate faculty, physical facilities, and library holdings sufficient to establish and maintain that subprogram already exist or where such support can reasonably be expected to become available.

3.2 To ensure valid reporting to the National Center for Education Statistics, using the Integrated Postsecondary Education Data System, an option, concentration, or special emphasis must constitute less than one half of the units required in the major program.

**4. Required Chancellor's Office Notification**

4.1 Prior to actual implementation of any option, concentration or special emphasis approved under this delegation, the campus shall obtain a Chancellor's Office confirmation. Campus notifications shall be submitted to the Department of Academic Programs and Policy- and Faculty Development. shall receive e-mail notification (to APP at [AcademicPrograms@calstate.edu](mailto:AcademicPrograms@calstate.edu)), including and shall include:

a. ~~The exact title of the new option, concentration or special emphasis;~~

- a. The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
  - b. A list of courses and required units constituting that new subprogram;
  - c. The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
  - d. The CSU degree program code (formerly called "HEGIS") that students ~~will~~ use to apply to the major degree program;
  - e. The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
  - f. Total units required to complete the entire degree, including the combination of subprogram and major program;
  - g. A detailed cost-recovery budget for self-support concentrations; and
  - h. Documentation that all campus-required curricular approvals are in place.
- 4.2 Prior to actual implementation of any option, concentration or special emphasis approved under this delegation, the campus shall enter ~~that~~ the new subprogram into the CSU Degrees Database ~~and activate the "Notify" button~~. Information regarding minors is not included in the CSU Degrees Database.
- 4.3 There is no requirement to notify the Chancellor's Office of new, modified or discontinued minors.

**5. Policy Compliance**

The Chancellor's Office may de-authorize any subprogram that does not comply with CSU policy.

---

Timothy P. White, Chancellor

Dated: [Date Chancellor will sign]



**California State University, Sacramento**  
**Office of the President**  
6000 J Street • Sacramento Hall 206 • Sacramento, CA 95819-6022  
T (916) 278-7737 • F (916) 278-6959 • www.csus.edu



May 6, 2016

To: Sylvester Bowie, Chair, Faculty Senate

From: Robert Nelsen, President

A handwritten signature in blue ink that reads 'Robert Nelsen'.

Re: Approval of Field Trip Policy Approved by Faculty Senate on February 4, 2016

I approve the implementation of the Field Trip Policy as recommended for approval by the Faculty Senate on February 4, 2016. This policy will be in effect as of June 1, 2016.

As agreed upon with Faculty Senate Chair Sylvester “Jim” Bowie and Academic Policy Committee Chair Sue Escobar, the Drop Policy must be updated within the next year to mirror the stipulations set forth in the Field Trip Policy.

*Approved by the Faculty Senate, March 10, 2016.*

## **FS 15/16-95/EX      Field Trip Policy, Establishment Of**

The Faculty Senate recommends approval of the Field Trip policy effective Fall 2016, with programs given one year to come into compliance. Section III.B.4 contingent upon a concurrent change to the campus grading policy, adding withdrawals related to field trip attendance, as described in the Field Trip Policy, to the category of “serious and compelling reasons” for assignment of a W grade “after the census date and prior to the last 20 percent of instruction” in accordance with EO 1037.

### **I. INTRODUCTION AND DEFINITION**

This policy is promulgated under the authority of CSU Executive Order 1062 dated August 23, 2011. The Executive Order requires campuses to create a field trip policy and mandates that the policy contain specific elements.

#### **A. Field Trip – Definition**

A field trip is a university course-related, off-campus activity led or arranged by a faculty or staff member and designed to serve educational purposes. A field trip would include the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days. This definition does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, service-learning placements, internships, or non-credit and C.E.U. based extended education programs, all of which are governed under separate policies.

#### **B. Who may participate in a field trip?**

Only faculty, staff, volunteer employees, regularly enrolled Sacramento State students, and students enrolled in the extended education programs carrying academic credit at Sacramento State are authorized to participate in a field trip. Any other participant must be approved in writing by the Dean or Associate Dean.

#### **C. Who may lead a field trip?**

A faculty or staff member must serve as the “Field Trip Leader.” While the Field Trip Leader may work with someone at the site who will guide the visit, the faculty or staff member is responsible as the Field Trip Leader to make sure that campus policy is followed.

### **II. FIELD TRIP IDENTIFICATION**

- A. Pursuant to EO 1062, the campus must establish a means by which to identify all courses that involve a Field Trip. Every semester, Department chairs will identify courses that contain a field trip component and will report those courses to their College Dean, who in turn will report them to Academic Affairs.

### **III. PLANNING AND PREPARATION**

#### **A. Pre-trip planning and site evaluation**

- 1) The Field Trip Leader must conduct a site visit prior to the field trip. The requirement for a site visit may be fulfilled if the Field Trip Leader can demonstrate and document sufficient knowledge of the

field trip site. The site visit could be accomplished by review of online or published materials, or contacting the site to discuss the visit. Regardless of how the site visit is accomplished, the faculty or staff member leading the trip must complete a written evaluation of the site. The evaluation must include the educational purpose of the trip as well as any known hazards. This document will be maintained according to the Document Rules as laid out in item V.

- 2) The Field Trip Leader must ensure that student emergency contact information is obtained prior to the trip. The Field Trip Leader and Department must have emergency contact information readily available during the Field Trip.
- 3) The Field Trip leader is responsible for taking first aid and other supplies if the trip goes into wilderness areas.

#### B. Preparing students for the field trip

Prior to the beginning of the field trip, Field Trip Leader shall

1. Provide students with a written instructional agenda, health and safety information, emergency procedures and the student code of conduct. This information may be presented in the course syllabus.
2. Provide training for any equipment used on the Field Trip, to include maps and driving instructions for any vehicles being driven to the site.
3. Prepare an accommodation plan for students with special needs in coordination with the Sacramento State Office of Services to Students with Disabilities.
4. A field trip needs to be clearly explained in the syllabus and during the first week of classes. If a student notifies the Field Trip Leader that he or she is unwilling to accept the risk of participation in a Field Trip, the instructor must make reasonable attempts to provide a course-appropriate alternative assignment. In the case where a field trip makes up a significant element of the class requirements and no reasonable alternative assignment may be provided, the student may drop (subject to the campus drop deadline) or withdraw (subject to the campus deadline and restrictions for withdrawals) from the course as appropriate.
5. Obtain from each student a signed liability waiver (use only the approved waiver form which is found on the Risk Management website <http://www.csus.edu/aba/risk-management/about.html>). The Field Trip Leader is responsible for filling out the top of the liability waiver form that describes the Field Trip.

### IV. CONDUCTING A FIELD TRIP

#### A. Use of vehicles to and from field trip

Use of university and private vehicles for transportation to and from field trips should comply with Sacramento State's current policy on "Driving on University Business" and the California State University Use of University and Private Vehicles Policy Guidelines and the California State University student travel policy where applicable. Further information is available on the Risk Management website.

## B. Emergency measures

1. If a student is severely injured (defined by Cal-OSHA as—death, dismemberment, disfigurement, or hospitalization for 24 hours for other than observation) while participating in a Field Trip, the Field Trip Leader is responsible for insuring that the Vice President of Student Affairs and the Director of Risk Management are notified immediately. The Vice President of Student Affairs is responsible for notifying the student's family on behalf of the University.
2. If a University employee is severely injured (defined by Cal-OSHA as—death, dismemberment, disfigurement, or hospitalization for 24 hours for other than observation) while participating in a Field Trip, the Field Trip Leader is responsible for insuring that Sacramento State's offices of Risk Management and Environmental Health and Safety are notified immediately. The Division of Occupational Safety and Health (DOSH), better known as Cal-OSHA, must also be notified of any such injury within eight hours of the incident if at all possible (916-263-2800). During normal business hours, the Offices of Risk Management or Environmental Health and Safety will be responsible for contacting Cal-OSHA once they are notified by the Trip Leader. Outside of normal business hours, the Field Trip Leader must report the injury directly to Cal-OSHA.

## V. DOCUMENTATION

- A. Department Chairs are responsible for implementing this Field Trip policy, with oversight from Office of Academic Affairs.
- B. Departments that regularly take the same Field Trips over extended periods of time shall routinely verify the continued sustainability of the Field Trip site every three years.
- C. Retaining documentation

The Department should retain the instructional agenda and the executed liability waiver for a period of one year after the conclusion of the semester in which the Field Trip occurred. For minors, the documents are to be retained for one year after the minor reaches the age of majority.

- D. Audit of documentation

Departments shall administer regular reviews to monitor and document compliance with the field trip policy and update requirements as necessary at regular intervals. The list of courses which involve off-campus field trips shall be reviewed at the college or department level annually.

## APPENDIX E

April 5, 2016

To: Faculty Senate Academic Policy Committee

From: Jill Peterson, University Counsel

Re: Modifications to Grade Appeal Process and Policy Adopted by Faculty Senate on October 1, 2015

Attached please find a copy of the revised version of the Grade Appeal Policy adopted by the Faculty Senate on October 1, 2015. The policy was edited by me, University Counsel, Jill Peterson in collaboration with Gerri Smith, former Student Issues Coordinator, Cely Smart, Special Assistant to the President, and Emily Wickelgren, current Student Issues Coordinator. The edits result in a more readable and understandable (user friendly) document for those responsible for implementing the policy/process, and students and faculty who will be involved in the process. In addition, these edits are designed to clarify the meaning of some terms by providing definitions.

The edits do not change the fundamental process or the standards to be applied in the grade appeal process. They are, instead, designed to include more consistent language throughout the policy and provide definitions for terms that might otherwise be ambiguous. Please let me know if you have any questions.



**Student Grade Appeal Process (2015)**

## TABLE OF CONTENTS

I.	Introduction	1
II.	Definitions	1
III.	Grade Appeal Panels	2
a.	Compositions	2
b.	General Procedures	3
IV.	Informal Process for Grade Appeals	3
V.	Formal Process for Grade Appeals	3
a.	Grounds for Grade Appeal	3
b.	Burden of Proof	4
c.	Filing the Grade Appeal	4
d.	Initial Review of Grade Appeal	5
e.	Review of Evidence	6
f.	Instructor's Written Response	6
g.	Students Rebuttal	7
h.	Panel Deliberations	7
i.	Panel Decision	7
VI.	Procedures Following a Decision Granting a Student's Grade Appeal	7
VII.	Summer Grade Appeals	8
VIII.	Procedural Appeals for Alleged Violation of the Grade Appeal Policy and Procedure	9
a.	Scope of Procedural Appeal	9
b.	Composition of Procedural Appeals Board	9
c.	Grounds for Procedural Appeal	10
d.	Format and Timing for Procedural Appeal	10
e.	Initial Review of Procedural Appeal	10
f.	Argument by Appealing Party	10
g.	Response of Non-Appealing Party	11
h.	Rebuttal by Appealing Party	11
i.	Board Deliberations	11
j.	Board Decisions	12
IX.	Retention of Record in Grade Appeals and Related Procedural Appeals	12
X.	Summary Report of Formal Grade and Procedural Appeals	12

**APPENDIX A**

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APPENDIX A. STUDENT GRADE APPEAL FORM

13

APPENDIX B. GRADE APPEAL CHECKLIST

15

## Sacramento State Grade Appeal Policy and Process

(4/26/2016)

### 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. Except that during the summer or other break when faculty are not working, the GAM responsibilities may be assigned to an administrator by the Provost.
- 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.

### III. Grade Appeal Panels

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

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

Each spring semester the GAM will direct each college to select and recommend to Associated Students, Inc. (ASI) four or more students to serve as Panel members who agree to serve throughout the following academic year. Each recommended student must be enrolled in a program of study at Sacramento State and at least one-half of the students must be classified graduate students. From the list of recommended students, ASI will select two or more students from each college to be recommended to the GAM for Panel appointments. Graduate student Panelists will be assigned to graduate student appeals, while undergraduate Panelists will deliberate over undergraduate student appeals.

If a Panel member is unwilling or unable to serve on a Panel in a particular case, the GAM will select an alternate to serve in the member's absence. Any allegation that a Panel member has a conflict of interest that should disqualify the member from hearing the appeal must be made by the individual allegedly impacted by the conflict in writing to the GAM within **five business days (5) days** of the assignment of the appeal to the Panel. The GAM will make a determination relating to any alleged conflict of interest of any member of a Panel and that decision will be final.

Members of the Panel will regard themselves as reviewers of fact, not advocates of the

parties or representatives of a college or section of the student body. They will approach the matter before them impartially. The Panel should elect a chair at its first meeting who is responsible for convening all meetings and making sure the Panel meets all required deadlines.

- B. **General Procedures:** Incomplete grades may not be appealed until a final letter or Credit/No Credit grade has been assigned. Grades assigned to individual pieces of student work may not be appealed independent of their influence on the final course grade. Grades assigned to performances on comprehensive degree examinations, theses, projects of other culminating experiences may be appealed when they are offered in partial fulfillment of graduate degree requirements. The Panel is bound by any factual findings and/or findings of a policy violation made by other University officials assigned primary responsibility for making those findings (See Definitions, above). When making grade appeal decisions, Panels will rely solely on written submissions of evidence made by the student and the Instructor. The Panel is to apply the preponderance of the evidence in making its determinations (See Definitions, above).

#### IV. Informal Process for Grade Appeals

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

#### V. Formal Process for Grade Appeals

A. **Grounds for Appeal:** There are ~~three~~ **two** grounds for a grade appeal:

~~1.~~ **Arbitrary or capricious** grade assignment: the Instructor would not or could not provide reasons for the assignment of the grade; ~~and/or~~ the grade was based on random choice without reason; ~~and/or~~ –

~~2-1.~~ **Capricious grade assignment:** The grade was assigned in an inconsistent and unpredictable manner.

~~3-2.~~ **Grade assigned in violation of University policy:** The grade was assigned in violation of another University policy including, but not limited to, the University's policies against discrimination and/or harassment and the Student

Excused Absence Policy.<sup>1</sup>

- B. **Burden of Proof:** the student appealing bears the burden of proving by a preponderance of the evidence that the grade assigned was arbitrary, capricious or in violation of University policy.
- C. **Filing the Appeal:** If the disputed grade is not resolved informally, the student may file a formal grade appeal with the Office of Academic Affairs. The appeal must include the following documents: (1) the Grade Appeal Form (Appendix A); (2) the Grade Appeal Checklist, signed by the department Chair (Appendix B); (3) written narrative; and (4) supporting evidence, **The appeal must be filed by the end of the fifth week of the semester following the semester in which the disputed grade was assigned (e.g., for a grade in spring semester, the deadline is the fifth week of the following fall semester).** If a student fails to submit a copy of a complete submission (as outlined above) by this deadline, the student waives their right to appeal, no further action will be taken with regards to the appeal, and the grade as issued will stand.
1. **Grade Appeal Form and Checklist:** The Chair must sign and date the Grade Appeal Form (See Appendix A), indicating the student has discussed the disputed grade with the Chair and attempted an informal resolution. The student must also complete and submit the Grade Appeal Checklist document (See Appendix B), indicating all required steps have been taken before submitting the formal grade appeal.
  2. **Narrative:** the student must provide a written narrative that identifies one or more of the grounds identified in the GAPP for appealing the grade. The narrative must state the specific facts upon which the student bases the appeal. Such facts should include what the Instructor did or did not do that caused the student to appeal the grade. The student must also explain what the student did in order to informally resolve the dispute. If the student asserts the assignment of the grade violates a university policy (ground number 3), the student must also state whether the alleged policy violation is the subject of a separate complaint, investigation and/or proceeding and, if so, what university entity is reviewing and/or investigating the alleged violation. Students are allowed to obtain assistance with the written narrative they submit to the Panel. However, the appeal and all proceedings under the GAPP are to be completed by the student. A student may have an advisor, but that advisor may not submit information and/or speak on behalf of the student.
  3. **Evidence to be submitted with narrative:** The student must also submit any and all evidence that supports the appeal. This must include, at a minimum, the course syllabus and all graded course assignments that have been returned to the student, which directly relate to the grade in dispute. Students may (in addition to the

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<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>.

narrative above) submit their own written statement, statements from other individuals, or other evidence that supports the facts set forth in the student's written narrative. Students appealing a grade may request and will be provided access to the coursework he or she submitted in the course in which the grade is disputed that is directly related to the grade appeal. If for some reason the relevant course work cannot be returned to the student directly, the student will be allowed to review the course work. If the Instructor is uncooperative, the student may seek assistance from the GAM to obtain the relevant course work for review or copying and all timelines under the GAPP will be delayed until such time as the review and/or investigation is completed. The student may submit written statements from other people who have knowledge that is relevant to the appeal. These statements must be submitted by the student with any other evidence offered to support the appeal and within the deadline for submitting an appeal.

D. Initial Review of Appeal:

1. Upon receipt of the appeal the GAM will review the appeal to determine if one of the grounds identified in the appeal is that the assignment of the grade violates a university policy (ground number 3). If so, the GAM will investigate whether the alleged violation is currently under investigation or other review by another university entity (e.g., the Office for Equal Opportunity) and, if not, whether the determination of a policy violation is within the jurisdiction of another University office. If so, the appeal will be held in abeyance until the completion of the investigation and/or review of the alleged policy violation until the other University office concludes its review and/or investigation. The GAM will inform the student, Instructor, Panel and Chair of the abeyance without providing any detailed information relating to the matter. If such an abeyance occurs, all timelines under the GAPP will be delayed until such time as the review and/or investigation is completed. Once the review is completed by the other university entity, if the student still wishes to appeal the grade on that basis, the Panel will need to be informed as to whether it was determined a violation of university policy did or did not occur. Any such findings of other university entities relating to university policies within their jurisdiction must be accepted and not re-examined by the Panel (e.g. finding of violation of campus policy relating to sexual harassment made by the University and/or finding made by hearing officer in a student conduct matter).
2. If the appeal does not identify violation of university policy as a ground for the appeal, or if it does and the investigation and/or review of such violation (if any) is completed, the GAM will distribute one copy of the student's complete appeal and make available any original physical evidence that cannot be copied to each member of the Panel, the Instructor, and the Chair. The GAM will communicate this information to the Instructor in writing and confirm receipt of the communication by the Instructor to make sure that the Instructor is on campus that particular semester. The GAM will simultaneously notify the Instructor that all

future communications relating to the appeal will be sent to the Instructor via email, unless the Instructor informs the GAM within **five (5) business days** that an alternate means of delivery would be more effective. Thereafter the GAM does not need to confirm receipt of any materials sent to the Instructor. The Panel will review the appeal and determine whether the student has alleged and offered to prove one or more of the grounds for appeal set forth in the GAPP for appeal. If the student initially fails to identify one or more of the grounds for appeal, the Panel will allow the student **five (5) business days** to amend the appeal in order to comply. Once a student submits an amended appeal, the Panel will determine whether the student has alleged and offered to prove one or more of the grounds for appeal set forth in the GAPP. If the Panel determines the student has failed to do so, the appeal will be denied without further proceedings. Permission to refile the grade appeal will not be granted.

- E. Review of Evidence: Once the Panel concludes a student has alleged and offered to prove one or more of the grounds for appeal set forth in the GAPP, the Panel will determine whether the student can meet the burden of proof. This stage of the proceedings will not involve a review of any information from the Instructor. The Panel is to assume for review purposes only that all factual allegations in the appeal are true. Assuming the facts as alleged are true, the Panel will determine if the preponderance of the evidence establishes that one or more grounds for appeal have been established. If the Panel determines that the preponderance of the evidence does not support one or more grounds for the appeal, the appeal will be dismissed without further proceedings. If the Panel finds that the preponderance of the evidence is sufficient to establish one or more grounds for the appeal, the Instructor will be provided with the opportunity to respond to the student's allegations.
- F. Instructor's Written Response: The GAM will advise the Instructor of the Instructor's right to submit a written response to the Panel regarding the student's appeal.

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



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

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

- G. Student's Rebuttal: If the Instructor submits a timely response to the appeal, the student may submit a rebuttal which shall only address information included in the Instructor's response. The student must submit a rebuttal to the GAM or receptionist in Academic Affairs no later than **five (5) business days** from the day the student was sent a copy of the Instructor's response. The GAM will provide a copy of the rebuttal to each member of the Panel, the Instructor, and the Chair. If the student does not submit a timely rebuttal, the GAM will notify the Panel.
- H. Panel Deliberations: The Panel will meet and decide the appeal within **thirty (30) calendar days** after receiving the student's rebuttal, or being informed by the GAM that no timely rebuttal was submitted. If one or more members of the Panel need additional information, the Panel may request in writing such information directly from either the student or Instructor. Copies of the Panel's written request for additional information must be provided by the Panel to the student, Instructor and GAM. A copy of any response provided to the Panel's request must be provided to each Panel member, the student, Instructor and GAM. The Panel is to only consider the information before it in deciding whether the student has established one or more grounds for the appeal by a preponderance of the evidence.
- I. Panel Decision: The decision must be in writing and agreed upon by the majority of the Panel. The written decision must be provided by the Panel to the GAM within the thirty (30) day period described above. The written decision must include the following information:
1. A narrative summary of the facts including how the Panel resolved any conflict in the factual allegations of the student and Instructor specifying why a preponderance of the evidence led it to resolve the dispute in a certain manner.
  2. A statement of the grounds upon which the student appealed the grade and the students' objections to the disputed grade.
  3. A clear analysis of how the Panel reached its decision.

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

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

Upon notification that the Panel has found a disputed grade to have been assigned in violation of this policy, the GAM will refer the matter of assigning a new grade that reflects the decision of the Panel first to the Instructor with copies to the Chair and the student. The referral will direct the Instructor to assign a reasonable grade that is no lower than the disputed grade and to specify the reasons for it within **five (5) business days** of the date of the referral. The Instructor will provide a copy of the proposed grade and reasons for the grade to each member of the Panel, the GAM, the Chair and the student. The Panel will promptly review the newly assigned grade. If it finds the grade reasonable and no lower than the disputed grade, it will inform the GAM who will at once report the grade to the Registrar for entry on the student's record and inform the Instructor, student, and Chair of this action.

If, in the opinion of the Panel, the Instructor has not substituted a newly assigned grade that appropriately factors in the decision of the Panel for the Panel's review within **five (5) business days**, the GAM will refer the matter to the Chair. The Chair will then select and promptly delegate the assignment of the new grade to two (2) faculty members from the unit or if the unit has less than three faculty members, one faculty member from the unit and one faculty member from the college within which the unit exists. When making the selection, the Chair will limit the choice to faculty members ". . .with academic training comparable to the Instructor of record who are presently on the faculty . . ." [Source: Executive Order 1037, effective date 1 August 2009, "Grading Symbols, Assignment of Grades, and Grade Appeals," Section D.6.] The Chair's choice of two (2) faculty members under this subsection is final and not subject any appeal under the GAPP.

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

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

## **VII. Summer Grade Appeals**

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

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

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

- A. Scope of Procedural Appeal: If a student or the Instructor involved in a grade appeal believes that the GAPP was not followed may submit an appeal relating solely to the alleged procedural violation to the Procedural Appeals Board (Board) under the process set forth below. No other procedure or complaint process may be used to challenge compliance with the GAPP. The purpose of the Procedural Appeal is not for the Board to address the merits of the decision issued by the Panel. The scope of the Board's review is solely to determine whether the GAPP was followed and if not, whether the failure to follow the GAPP was or was not harmless error. Any determination relating to the merits of a grade appeal are to be made by a Panel.
- B. Composition of Procedural Appeals Board: The Board will be appointed by the President or the President's designee on the nomination of the Faculty Senate. The Board will be composed of two tenured members of the full-time instructional faculty and one student in good academic standing. Both an undergraduate and a graduate student representative will be identified and the undergraduate student will be assigned to undergraduate procedural appeals and graduate student will be assigned to graduate procedural appeals. Each faculty member will serve for a term of three years and the student representative will serve a term of one year. The terms of service will be staggered so that each year the Senate will nominate and the President will appoint a member of the Board to fill an expired three-year term. Each member is eligible for reappointment. The Board elects its own Chair, which will be the Board's first order of business on convening for the first time each year. A member of the Board may

decline to consider and decide an appeal. In that case, the Board will proceed to consider and decide the appeal with a quorum of two. Any allegation that a Board member has a conflict of interest that should disqualify the member from hearing the appeal must be made by the individual allegedly impacted by the conflict in writing to the GAM within **five (5) business days** of the assignment of the appeal to the Board. The GAM will make a determination relating to any alleged conflict of interest of any member of a Panel and that decision will be final.

- C. Grounds for Procedural Appeal: The party appealing must allege and prove by a preponderance of the evidence:
1. There was a procedural error that occurred during the grade appeal. The identified procedural error must be demonstrated to have violated the GAPP.
  2. The error was not harmless. Harmless error is an error which had no bearing on the outcome of the appeal, was corrected, or could not have impacted the outcome of the grade appeal.
- D. Format and Timing for Procedural Appeal: A student or Instructor wishing to begin a procedural appeal must submit a written letter of intent to submit a procedural appeal within **five (5) business days** of being sent the final decision of the Panel to the GAM or a receptionist in Academic Affairs. The procedural appeal must outline the specific facts that constituted the procedural error that is alleged to have occurred during the grade appeal, what portion of the GAPP was violated, how the alleged error impacted the decision of the Panel, and the reasons the error impacted the decision of the Panel. Failure to timely submit the required documentation will result in the student and/or Instructor waiving the right to file a procedural appeal.

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

- E. Procedural Appeal Board Initial Review: The Board will review the procedural appeal. If the Board is unable to understand the basis for the procedural appeal, the Board may request that the party submitting the appeal clarify the bases for the appeal. The Board will allow **five (5) business days** for completion of the revisions. If after reviewing the revised appeal, the Board concludes the party has not stated a basis for a procedural appeal to proceed, the Board will dismiss the appeal and the party submitting the appeal will have no further rights to appeal.

- F. Argument by Appealing Party: If the Board is able to conclude from the original or a revised procedural appeal, that a basis for a procedural appeal has been stated, the Board will send a written request to the email addresses of the student and Instructor which will include a statement of issues in the appeal and an invitation for the party appealing to submit written argument to the Board within **ten (10) business days** of the day the email is sent by the Board. A copy of this communication will also be emailed to the Panel, the Chair, and the GAM. The written argument of the party appealing will be delivered to the GAM or a receptionist in Academic Affairs. Failure to submit an argument will result in the dismissal of the procedural appeal. Once the GAM receives the written argument of the party appealing, the GAM will make copies and provide them to the Board, the non-appealing party, the Panel, and the Chair.
- G. Response of Non-Appealing Party: The non-appealing party (and the Panel, and/or the GAM if requested to do so by the Board) may submit a written response to the appealing party's written argument within **ten (10) business days** of the written argument being sent by the GAM. The response shall include the following (1) a narrative of the facts that in the respondent's mind define the appeal; and (2) an argument that the alleged procedural violation(s) was harmless. The written response shall be provided to the GAM or a secretary in Academic Affairs. Upon receipt of the response, the GAM will provide a copy of it to the appealing party, the Board, the Panel and the Chair.
- H. Rebuttal by Appealing Party: If a response by the other party (and/or the Panel and/or GAM) is submitted, the appealing party may submit a rebuttal to the response or responses within **ten (10) business days** of a copy of the response(s) being forwarded to the appealing party. If more than one response is submitted, the rebuttal will be due ten (10) business days from the last day upon which a response is forwarded to the appealing party.
- I. Deliberations of Procedural Appeals Board: The Board will decide appeals before it in a prompt and expeditious manner. Decision of the Board will be made by a majority of its members. The Board may disregard submitted material that is not relevant to the appeal. The Board may make one of the three following findings:
1. Find that a procedural violation did not occur;
  2. Find that although a procedural violation did occur, it was harmless error.
  3. Find that a procedural violation did occur and the error not harmless.

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

A finding of a procedural violation which is substantial enough that the Board cannot

conclude it was harmless, will result in the Panel's decision being vacated and of no force or effect. In such cases, the Board must determine whether in its judgment the violation may be remedied adequately by returning the matter to the original Panel for the Panel to determine the appeal in a manner consistent with the Board's decision.

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

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

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

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

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

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

A summary report of the number of cases heard, the grounds of appeal in each case and the disposition of each case will be prepared by the GAM each year, and copies forwarded 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 Section V.B.2 under the Grade Appeal Policy and 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 fifth (5th) 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.**

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**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.**

1.  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.
2.  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.
3.  The unit or division Chair reviewed the grade appeal process with me.
4.  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.
5.  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 fifth week of the semester following the one in which the disputed grade was assigned (1 copy).
6.  I compiled documents as evidence, including a syllabus, 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 fifth week of the semester following the one in which the disputed grade was assigned (1 copy of each document).
7.  I provided written statements (if necessary) from witnesses and submitted them to the Office of Academic Affairs by the end of the fifth week of classes of the semester following the one in which the disputed grade was assigned (1 copy).
8.  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 fifth 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 fifth (5th) week of classes of the semester following the semester in which the disputed grade was assigned.**

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