

ACADEMIC POLICIES COMMITTEE
2016-2017

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

MEMBERS

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

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

NON-VOTING/EX-OFFICIO MEMBERS

Julian Heather (Faculty Senate)
Jasmine “Jazzie” Murphy (Academic Advising Center)
Dennis Geyer (Office of the University Registrar)
VACANT (Division of Student Affairs)
Chevelle Newsome (Office of Academic Affairs)

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

AGENDA

1. Call to Order

2. Open Forum

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

3. Approval of the Agenda

4. Approval of the Minutes (Appendix A)

5. Discussion Items:

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

Documents Attached: Referral to APC from Exec; Memo from Ed Mills to the Executive Committee; CSU Coded Memo ASA-2016-25; Bill Text – SB 412: The California Promise

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

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

6. Meeting Schedule for Fall 2016

~~September 2~~

~~September 16~~

~~October 7~~

~~October 21~~

~~November 4~~

~~November 18~~

December 2

7. Adjournment

2016-2017 FACULTY SENATE

ACADEMIC POLICIES COMMITTEE

MINUTES October 7, 2016

Approved:

Members Present: Evans, Irwin, Li, Schmidlein, Sharpp, Gonzalez, Hernandez, Heinicke, Trigales

Members Absent: Escobar, Heather, Geyer, Gonsier-Gerdin, Watson-Derbigny

Guests Present: Sharp (for Murphy), Slabinski

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

1. Open Forum: There were no open forum items.

2. Approval of the Agenda: The agenda was approved as submitted.

3. Discussion Item: Drop Policy, Amendment of. [FS 15/16-xx/APC/GSPC].

The committee approved the amendment as revised and distributed with the minutes and recommend that it be forwarded to the Senate Executive Committee for consideration by the full Senate.

4. Discussion Item: Impaction Task Force Report & Impaction Program Data.

The committee agreed with the recommendations of the report and recommended no substantive changes.

The committee recommends that the future Impaction Reports be distributed to faculty, especially faculty in impacted majors.

5. Information Item: Policy Update – Progress to Degree for High Unit Senior.

Associate Registrar Trigales pointed out that three years ago, when discussion of the policy began, 1600 students had over 150 units and had not applied to graduate. The Registrar's office contacted those students and lowered their registration priority, when appropriate, to reflect the students' current degree objectives. In fall 2016 only 117 students fall have 150 units or more without having applied to graduate.

Meeting Schedule for Fall 2016

~~September 2~~

October 21

December 2

~~September 16~~

November 4

~~October 7~~

November 18

Adjournment: Meeting adjourned at 1:30pm.

David Evans, Vice Chair



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APPENDIX B

December 1, 2016

To: Sue Escobar, Chair, Academic Policies Committee

From: Julian Heather, Chair
Faculty Senate 

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

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

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

Please let me know if you have any questions.

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



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APPENDIX B

MEMORANDUM

Date: November 29, 2016

To: Faculty Senate Executive Committee

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

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

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

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

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

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October 18, 2016

MEMORANDUM

CODED MEMO ASA-2016-25

TO: CSU Presidents
CSU Provosts/Vice Presidents for Academic Affairs
CSU Vice Presidents for Student Affairs

FROM: Eric G. Forbes 
Assistant Vice Chancellor

SUBJECT: Senate Bill 412: The California Promise

Senate Bill 412 (Glazer) was signed into law on September 21, 2016 which added sections 67430-67435 of Division 5 of Title 3 to the California Code of Education. These sections establish the California Promise Program which requires the California State University to offer pledge programs that will support entering students interested in completing their baccalaureate degrees in four years and students with Associate Degrees for Transfer in completing their remaining requirements for baccalaureate degrees in two years. These four-year pledge programs are to be in place at 8 CSU campuses for the 2017-18 academic year; the two-year pledge programs are to be in place at 15 CSU campuses for the same period with expansion to 20 campuses for the 2018-19 academic year.

Five CSU campuses offer four-year pledge programs listed under various names. These names will need to be subordinated under the system-wide name of “The California Promise Program”, although the local name may continue to be utilized. These campuses are Bakersfield, Fresno, Fullerton, Pomona, and San Bernardino. CSU Sacramento has just initiated a similar program. While all campuses may develop these programs, we need two campuses in addition to those already identified to be named officially as participants for the 2017-18 academic year. Please let Executive Vice Chancellor Loren J. Blanchard know of your interest as soon as possible.

A more aggressive approach will be necessary to meet requirements related to the Associate Degree for Transfer. Since the California State University is now obligated to have 20 programs in place relatively soon, please communicate with Dr. Blanchard if there is any extending reason why your campus cannot participate. Notwithstanding such exceptions, we will presume that all campuses will have active two-year pledge programs in place for entering ADT students for the 2017-18 academic year.

Information about The California Promise Program will be included in “the mandatory catalog copy” scheduled to be released in January 2017. In addition to inclusion in the catalog, the text should be replicated on your campus websites where the program and campus procedures might be described. The text will be divided between the four-year program for the eight or more campuses, and the two-year

CSU Campuses

Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay
Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San José • San Luis Obispo • San Marcos • Sonoma • Stanislaus

program for most campuses. Campuses will also be able to link to a calstate.edu webpage for information on the California Promise Program that is now under development.

There is no benefit stated in the legislation that would obligate campuses to waive tuition-fees for any participating students who fail to graduate in four years or two years respectively even if the hindrance has an institutional or course scheduling source. Several campuses have language in their program literature that asserts this benefit; in order to be uniform with the legislation's provisions, this language should be removed.

The legislation requires us to create uniform criteria and guidelines at the same time that it calls for a local review by your "graduation initiative advisory committee" or by a committee with "similar functions" presumably to identify those elements that will make these programs attractive to students and manageable. The two benefits to students who pledge to participate are: priority registration and academic advisement that includes monitoring the student's academic progress. Campuses are free to determine the best registration priority position for these students within their enrollment procedures. However, a dedicated advisor responsible for supporting these students should be identified on each campus.

Student Academic Support is working with the Common Management System (CMS) team as well as with the new admission application vendor to create a systemwide process based on applicant interest and eligibility for the California Promise Program. A question will be added to the application for admission that will ask students about their interest; campuses will be able to use the collected responses to communicate with students more completely. Interested students who are selected to participate will need to be uniformly coded for ERSA/S reporting and for regular advising purposes. Additional information will be forthcoming about the particular coding requirements within Campus Solutions (PeopleSoft) for review, selection, and tracking once these procedures have been determined.

Campuses are expected to establish criteria/qualifications for students to enter and to continue in these pledge programs. Students may be asked to sign and retain a copy of a pledge form that would include program benefits and campus requirements. Students with any developmental course requirements may not be eligible. Here are examples of student obligations:

- Complete a minimum of 30 academic units in a college year based on term of entry, including summer and winter session.
- Maintain at least a 2.00 grade point average in all academic work completed.
- Submit an educational plan to complete a declared major program within the specified limit to the designated academic advisor.
- Review and modify the academic plan as needed with the designated academic advisor at least once each term.
- Enroll in classes during the established priority registration period and pay fees by the required deadlines.

These programs are expected to be available to the entering first time freshman and upper division transfer classes for the 2017-18 academic year. Ideally, dedicated advisors and program definitions will be in place by the time orientation for the next academic year occurs on your campus. If you have any questions about the program, please contact April Grommo at agrommo@calstate.edu or 562 951-4726.

Enclosure

EF/bjc

- c: Directors of Outreach and Recruitment
- Directors of Admissions and Records
- State University Registrars
- Directors of Institutional Research
- Directors of Academic Advising
- Associate Vice Presidents for Academic Affairs
- Dr. Loren J. Blanchard, Executive Vice Chancellor of Academic and Student Affairs
- Mr. Nathan Evans, Chief of Staff, Academic and Student Affairs



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APPENDIX C

December 1, 2016

To: Sue Escobar, Chair, Academic Policies Committee

From: Julian Heather, Chair
Faculty Senate 

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

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

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

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

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

Please let me know if you have any questions.

Student Grade Appeal Process (2017)

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TABLE OF CONTENTS

I.	Introduction	3
II.	Definitions	3
III.	Grade Appeal Panels	4
a.	Compositions	4
b.	General Procedures	4
IV.	Informal Process for Grade Appeals	5
V.	Formal Process for Grade Appeals	5
a.	Grounds for Grade Appeal	5
b.	Burden of Proof	5
c.	Filing the Grade Appeal	6
d.	Initial Review of Grade Appeal	7
e.	Review of Evidence	8
f.	Instructor's Written Response	8
g.	Students Rebuttal	9
h.	Panel Deliberations	9
i.	Panel Decision	9
VI.	Procedures Following a Decision Granting a Student's Grade Appeal	9
VII.	Summer Grade Appeals	10
VIII.	Procedural Appeals for Alleged Violation of the Grade Appeal Policy and Procedure	11
a.	Scope of Procedural Appeal	11
b.	Composition of Procedural Appeals Board	11
c.	Grounds for Procedural Appeal	11
d.	Format and Timing for Procedural Appeal	12
e.	Initial Review of Procedural Appeal	13
f.	Argument by Appealing Party	13
g.	Response of Non-Appealing Party	13
h.	Rebuttal by Appealing Party	13
i.	Deliberations of Procedural Appeals Board	13
j.	Procedural Appeal Board's Written Decision	14
IX.	Retention of Record in Grade Appeals and Related Procedural Appeals	14
X.	Summary Report of Formal Grade and Procedural Appeals	15

APPENDIX A. STUDENT GRADE APPEAL FORM 16

APPENDIX B. GRADE APPEAL CHECKLIST 17

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Sacramento State Grade Appeal Policy and Process

I. Introduction

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

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

II. Definitions

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

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

6 III. Grade Appeal Panels

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

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

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

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

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

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

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

12 IV. Informal Process for Grade Appeals

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

26 V. Formal Process for Grade Appeals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

41 VII. Summer Grade Appeals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

Appendix A
 Student Grade Appeal Process California
 State University, Sacramento

STUDENT GRADE APPEAL FORM

Name:		E-mail:	
Student ID#:		Phone:	
Street Address:			
City:		State:	Zip:

Course Prefix and Number: (e.g. Chem 1a)		Course Name: (e.g. General Chemistry I)	
Instructor:		Semester Course Was Taken:	

Student's Statement

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

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

_____ A. The grade was assigned arbitrarily.

_____ B. The grade was assigned capriciously.

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

 Student Signature Date

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

 Student Signature Date

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

 Department Chair Date

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

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

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

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

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

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

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

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

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

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

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

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

Signed _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

APPENDIX C

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

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

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

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

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

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

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

APPENDIX C

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

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