

GERONTOLOGY STUDENT HANDBOOK

**Insert
Picture**

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
SOCIAL SCIENCES AND INTERDISCIPLINARY STUDIES

Gerontology Program
Office: El Dorado Hall 1030
Phone: 916-278-7163
www.csus.edu/gero

**WELCOME
TO THE GERONTOLOGY PROGRAM !**



The undergraduate gerontology program at CSUS is a unique opportunity to prepare for an exciting career in the increasingly important interdisciplinary field of gerontology.

The responsibility for your educational preparation for your role as a gerontologist is a shared responsibility. Faculty of the Gerontology Program are committed to guiding you as you learn the accurate and current theoretical knowledge as well as the necessary technical skills needed in this challenging professional role. As a student, you have the responsibility to be equally invested in your education. You can assume this responsibility by attending class, being prepared, paying attention, involving yourself in the class, participating in student activities, and letting go of any preconceived outcomes. By doing so, you will be open to truly exploring and learning both the art and science gerontology.

The next following semesters will prepare you for your role as a professional who will meet the varied needs of older adults and their caregivers in diverse settings. This is both a challenging and awesome responsibility. To make this learning experience a more productive and positive time, the Student Handbook has been designed to provide answers to many questions, which have frequently been asked during the course of the program.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
SOCIAL SCIENCES AND INTERDISCIPLINARY STUDIES
Gerontology Program
Student Handbook

This Handbook, for students in the undergraduate gerontology program, focuses on policies and procedures intended to assist students and faculty on matters specific to progression through the program. Students are responsible for the contents of this Handbook. Receipt of this Handbook implies acceptance of the conditions of the

At some time during a student's progression through the program, there may be policy changes. These policy changes will be distributed, in writing, during class periods. It is the student's responsibility to assure that arrangements are made to secure copies of any policy changes. Policy changes will also be posted on the bulletin board in the outside the Gerontology Program Office (El Dorado Hall 1030).

Please sign and return the receipt below to the Gerontology Office, located in El Dorado Hall Room # 1030. This receipt will be placed in your permanent file.

DETACH HERE

RECEIPT OF HANDBOOK

I acknowledge that I have received the Student Handbook of the Gerontology Program, California State University, Sacramento. I understand that this Handbook is official notification of the policies and procedures applicable to my progress through the CSU, Sacramento Gerontology Program. I also understand that it is my responsibility to keep appraised of any change in policies related to students that occur during my progression through the program.

CONFIDENTIALITY AGREEMENT

I understand and agree that I shall respect and maintain the confidentiality of all discussions, deliberations, records and any other information generated in connection with client care, quality assurance, or peer review activities. I shall disseminate the foregoing only where expressly required by law or by official policy or approval by the Gerontology Program.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

After signing, return to Gerontology Office.

For placement in student's file.

TABLE OF CONTENTS

WELCOME	2
INTRODUCTION/HANDBOOK RECEIPT	3
GERONTOLOGY PROGRAM INFORMATION	
Program Mission.....	7
Program Purposes.....	8
Program Objectives.....	8
Student Learning Outcome Criteria	9
CSUS Writing Standards	12
CSUS Composition Grading Standards.....	13
Dichotomous Scale for Evaluating Writing.....	15
ADVISING	
Academic.....	16
Course Planning Grid.....	17
Financial Aid.....	18
Gerontology Scholarships.....	18
Internship Requirements.....	19
REGISTRATION, ATTENDANCE, AND ABSENCES	
Casper.....	22
Leave of Absence (LOA)	22
Emergency LOA.....	22
Add/Drop Policies.....	23
Credit by Examination.....	23
COURSE POLICIES	
Grading	24
Academic Dishonesty	24
Repeat Required Gerontology Courses	25
GERONTOLOGY ORGANIZATIONS	
<u>Student</u>	
Gero Student Association	28
Sigma Phi Omega.....	28
Gerontology Alumni Association.....	28
<u>Professional</u>	
American Society on Aging (ASA).....	29
Association Gerontology in Higher Education (AGHE).....	29
California Council of Gerontology & Geriatrics (CCGG).....	29
Geriatric Society on Aging (GSA)	29
National Council on Aging (NCOA).....	29
STUDENTS RIGHTS AND RESPONSIBILITIES/UNIVERSITY AND PROGRAM GOVERNING POLICIES	
Student Rights and Responsibilities.....	30
Student Grievance Procedures.....	36
Student Complaint Policy and Procedures.....	38
State Information Practices Act.....	42

Petitions	42
Alcohol and Drug Policy	46
Sexual Harassment Policy	52
Grade Appeal Procedure	61

STUDENT RESPONSIBILITIES IN FACULTY EVALUATION

GRADUATION	43
Petitions	44

Learning Resources

Library	65
Recommended Texts	65
Used Books	65

MISCELLANEOUS

Handbook Receipt	3
University Grading Policy	59
Incomplete Grades	60
Sample Graduation Evaluation	63
Confidentiality Agreement	67

GERONTOLOGY PROGRAM INFORMATION

Gerontology is the interdisciplinary study of aging. Interdisciplinary studies encompass and explore phenomena from multiple angles. This program incorporates this multidirectional view in all twelve (12) required courses as students systematically engage in academic and experiential inquiry about aging issues. Courses challenge students to critically explore their beliefs about aging individuals and families from an holistic aspect based on current research on older adults. This holism includes viewing individuals and their responses to aging from the following perspectives: physical, psychological, social, gender/cultural, and spiritual realms. Many courses allow for and/or require direct application of these aspects.

The focus of the gerontology curriculum is applied social policy and allied health. Students complete twelve (12) required Core and Interdisciplinary courses and four (4) Interdisciplinary elective courses. Students choose the direction of their two (2) internship courses based on their personal and professional goals with older adults. These internships can occur in almost any agency or setting of interest to the student, and are facilitated by Gerontology Faculty. These internship experiences, seminars, and writing assignments assist students in bringing together earlier learned concepts while applying them in real world situations.

Gerontology students often combine this major with other majors and minors on campus. This is advantageous because this first hand knowledge about the fastest growing population cohort in America is needed in personal life experiences and all careers. Gerontology graduates are employed in a variety of careers and professions in both the private and public sectors, in large and small businesses and many times in entrepreneurial fields. Entry level positions vary. Some are in health care (e.g. nursing, physical therapy, occupational therapy, recreation therapy, speech, in home supportive services, social work, dentistry, music therapy, pet therapy). Some are in public policy (e.g.. State of California, the Legislature, Commission on Aging, American Society of Aging, Area 4). Other graduates are in business (e.g. financial counseling, restaurant managers, banks). Some graduates work at management levels, managing others who do direct care of seniors, and others work directly with older adults. Still others work behind the scenes developing programs, doing research, or providing programs for older adults.

The CSUS Gerontology Programs provide learners with:

1. A knowledge base from the social, natural, and behavioral sciences.
2. Opportunities for exploring gerontology, an emerging discipline in society.
3. Opportunities for functioning in various roles as advocates for aging individuals, caregivers and the older population.
4. Opportunities for exploration of issues related to social policy, ethics and aging adults.
5. Opportunities for functioning in an interdisciplinary role with other discipline-based practitioners.
6. An appreciation of life-long learning and development for people of all ages.
7. Opportunities for developing competency in information literacy.

California State University Sacramento

Gerontology Program

Graduates of the Gerontology Program are expected to demonstrate competence in the nine (9) Program Objectives (S.O.). Evidence of successful S.O. accomplishment is measured by (49) Student Objectives. Each course in the Major contributes toward students' completion of the Program Goals. Each course strives toward incorporating content, learning methods and experiences which direct students toward achieving the Program Objectives required for various University surveys, course assignments, field practice journals, Professional Portfolio reviews, and the Culminating Community Project. Accomplishment of these outcomes are formally documented at the conclusion of the student's second internship course (Gero 195B).

Gerontology Program Mission

Gerontology is an applied interdisciplinary program that fosters study of the aging process along the life continuum; particularly the years after 65, focusing on individuals, families, and communities. It is designed to promote an understanding of gerontological issues within scientific biological, psychological, socio-cultural, life long learning, and political contexts. The Gerontology Program's mission is to prepare graduates to assume roles in diverse settings serving the older adult community throughout the region, state and nation, and to develop a clearly humanistic, ethical, responsible, and professional approach to the conduct of those roles. Students may expect the Program's interdisciplinary course work to provide the following:

- an interdisciplinary foundational knowledge base from the social, natural, and behavioral sciences that will prepare students for practice or graduate school
- opportunities for exploring gerontology theory and practice
- opportunities for functioning in various roles as advocates for aging individuals, caregivers and the older population
- opportunities for exploring issues related to social policy, ethics and aging adults
- opportunities for functioning in an interdisciplinary role with other discipline-based practitioners
- an appreciation of life-long learning and development for people of all ages
- opportunity for developing competency in information literacy.

Gerontology Program Purposes

It is the intent of the Gerontology Program to:

1. provide an integrated interdisciplinary program of courses and field experiences that lead to a Bachelor of Science Degree with a major with a Major, Minor or Certificate in Gerontology.
2. prepare individuals for careers in varied gerontological practice areas based upon demographic projections of need for personnel in planning, administering, coordinating and delivering older adult services.
3. prepare gerontological practitioners who are aware of the effects of social policy on aging individuals and families.
4. facilitate students' progression from community colleges to the University when acquiring a B.S. degree in gerontology.
5. offer individuals currently working in the community opportunities to learn advanced skills and acquire professional training in gerontology.
6. enhance and strengthen the relationships between the Gerontology Program and Sacramento area agencies and institutions planning or delivering services for older person.
7. enhance the interest and commitment of faculty and the University and provide a vehicle for interdisciplinary study and research in the field of gerontology.
8. provide academic preparation for graduate study in Gerontology or other related fields.

Program Objectives and Student Outcome Criteria

The Program Objectives address the three broad areas of 1) values, 2) knowledge acquisition, synthesis and application, and 3) skill acquisition, competence, and application as applied specifically to the gerontology discipline. These objectives reflect the expectation that students continuously examine and explore their beliefs and values as they progress along their learning continuum. These objectives also delineate that knowledge be derived from multiple sources both academic and experiential. Program Objectives addressing values and knowledge give rise to objectives for skill application.

Skill competence is conceptualized as both general to learning and living in today's world, and specific to interdisciplinary Gerontological practice. These skill competencies embrace five primary areas of transferable skills. These include 1) critical thinking (logic and problem solving), 2) effective written and oral interpersonal communication, 3) creative thinking, 4) moral/ethical reasoning, and 5) information literacy. Gerontology students are expected to progressively apply and build on these learned general skills in their coursework as well as in their interactions with and management of individuals in their field practice in gerontology.

Students are expected to achieve the following Program Objectives by building on their prior academic and experiential knowledge while completing their course of study in the Gerontology Major. It is anticipated that most of the interdisciplinary courses will provide unique opportunities for students to learn and practice general and specific skills leading to achievement of the Program Objectives, however, not all courses will address each of the Outcome Criteria. The final measurement of Outcome Criteria will be done at the completion of the Program through the identified measurements.

These outcomes are:

1. Demonstrate knowledge of the discipline of gerontology and its role in society.
2. Apply current theory and research in gerontology.
3. Use knowledge of reciprocal relationships among older adults, their families and society.

4. Use knowledge of the diversity of older adults in the American society.
5. Demonstrate socially-conscious behavior regarding the older population.
6. Acquire knowledge necessary for competent interdisciplinary gerontological practice.
7. Demonstrate critical thinking as a foundation for decision making.
8. Exhibit effective written, oral and interpersonal communication skills with individuals, caregivers, families, and staff.
9. Exhibit effective use of various sources of information needed for functioning in a global, information society.

Program Objectives and Student Learning Outcome Criteria

Program Objective #1

1. The Gerontology major at CSUS Sacramento will be expected to study, review, and reflect on the discipline of gerontology and its role in society.

Student Learning Outcome # 1

The Learner will:

- 1.1 Appreciate how the changes in demographics impacts various aspects of our society, past, present and future.
- 1.2 Compare and contrast applied gerontology to other applied social sciences.
- 1.3 Discuss various aspects of gerontology and how it affects and is affected by society.
- 1.4 Relate to others the need for gerontology as a discipline.

Program Objective #2

2. The Gerontology major at CSU Sacramento will be expected to study, review, reflect on and apply current theory and research in gerontology.

Student Learning Outcome #2

The Learner will:

- 2.1 Interpret basic biological, psychosocial, developmental theories related to aging.
- 2.2 Define theory and explain how it is used in gerontological practice.
- 2.3 Describe the role and use of interdisciplinary theories in advancing gerontological knowledge and practice.
- 2.4 Identify and use research and methodologies which contribute to the pursuit and extension of gerontology's body of knowledge.
- 2.5 Critically review studies and articles and apply findings to practice areas to improve health and well being of society as a whole.
- 2.6 Use current research in gerontological theory and practice to develop.

Program Objective #3

3. The Gerontology major at CSU Sacramento will be expected to study, review, reflect on and have knowledge of reciprocal relationships among older adults, their families and society.

Student Learning Outcome #3

The Learner will:

- 3.1 Explore how the self develops throughout the adult life continuum.
- 3.2 Develop a personal definition of successful aging and relate it to others.
- 3.3 Explain how cultural, societal, and political structures influence own and older adults' behavior.

Program Objective #4

4. The Gerontology major at CSU Sacramento will be expected to study, review, reflect on, and use knowledge of the diversity of older adults in the American society.

Student Learning Outcome #4

The Learner will:

- 4.1 Analyze own beliefs about diversity and aging.
- 4.2 Analyze the effects of stereotypes on the older adults and how this may limit access to jobs, medical care or a person's autonomy.
- 4.3 Recognize the impact of race, class, gender and age on society.
- 4.4 Understand how to appropriately generalize or resist generalization across groups, specifically the older adult population.

Program Objective #5

5. The Gerontology major at CSU Sacramento will be expected to demonstrate socially-conscious behavior regarding the older population.

Student Learning Outcome #5

The Learner will:

- 5.1 Discriminate between own values, beliefs & facts regarding the older population.
- 5.2 Articulate own values, beliefs & information regarding aging to other individuals.
- 5.3 Recognize variations in older adults with respect to the following domains: physical changes, psychosocial responses, gender, and cultural and ethnic backgrounds.
- 5.4 Examine social policies developed in answer to unique concerns of an aging society.
- 5.5 Develop and awareness of ethical concerns of the aging population.
- 5.6 Understand and develop commitment to social policies benefiting older adults and their families.
- 5.7 Advocate for older adults and older adult groups in the community.
- 5.8 Recognize the value of life long learning for all individuals.

Program Objective #6

6. The Gerontology major at CSU Sacramento will be expected to study, review, reflect on and demonstrate competent interdisciplinary gerontological practice.

Student Learning Outcome #6

The Learner will:

- 6.1 Demonstrate mastery of current knowledge and research in gerontology as it relates to:
 - 6.11 Holistic (bio-psycho-social-cultural-spiritual and gender related) aspects of aging.
 - 6.12 Social policy and aging.
 - 6.13 Financial and legal aspects of aging.
 - 6.14 Case management.
 - 6.15 Professional/ethical/legal practice skills with older adults.
- 6.2 Demonstrate the multidisciplinary characteristics of gerontological practice.
- 6.3 Function in a professional and ethical manner with clients, families, agency staff and faculty.
- 6.4 Demonstrate ability to correctly use various assessment tools when working and collaborating with older clients/ families/ caregivers & staff.
- 6.5 Correctly implement learned intervention skills in a professional/ethical manner.
- 6.6 Demonstrate the ability to efficiently and effectively refer to and use various community services and resources.
- 6.7 Use knowledge of multiple service and professional roles when arranging and facilitating services for older adults.

Program Objective #7

7. The Gerontology major at CSU Sacramento will be expected to demonstrate critical thinking as a foundation for decision making.

Student Learning Outcome #7

The Learner will:

- 7.1 Display the ability to move from remembering through analysis and application to synthesis and evaluation.
- 7.2 Identify fundamental assumptions when analyzing information related to older adults.
- 7.3 Present counter viewpoints and alternative hypotheses on various issues related to aging.
- 7.4 Apply theories and concepts drawn from interdisciplinary courses to promote the health and well being of aging individuals, families, and aggregate groups.
- 7.5 Use the decision making process (assessment, planning, implementation and evaluation) in a professional manner to formulate alternative solutions to concerns and problems when working with older adults, caregivers, families, and professional staff.

Program Objective #8

8. The Gerontology major at CSU Sacramento will be expected to study, review reflect on and exhibit effective written, oral and interpersonal communication skills with individuals, caregivers, families and staff.

Student Learning Outcome #8

The Learner will:

- 8.1 Write clear, well organized, grammatically correct and documented papers on age related issues.
- 8.2 Complete necessary agency reports within written guidelines.
- 8.3 Orally present information in a manner that is clear, organized, concise, documented, professional and uses adult learning principles.
- 8.4 Demonstrate effective and sensitive verbal and written communication skills with clients, families, agency staff, faculty and the public to manage and facilitate interdisciplinary interaction and cooperation.
- 8.5 Operate effectively in agency environments through development and use of communicative and interpersonal skills.
- 8.6 Collaborate with appropriate individuals and information sources in a timely manner when delivering services in the practice area.

Program Objective #9

9. The Gerontology major at CSU Sacramento will be expected to have basic computer skills necessary to find, create and communicate gerontological and interdisciplinary knowledge and information in a global, information society.

Student Learning Outcome #9

The Learner will:

- 9.1 Use computerized and on-line data bases to find published research.
- 9.2 Integrate use of email, the internet and web pages to obtain information and to communicate with others.
- 9.3 Demonstrate understanding of multiple sources of information when functioning in various gerontological practice roles.
- 9.4 Use appropriate and current informational sources when researching data related to older adult populations.
- 9.5 Use appropriate information sources when managing and solving concerns and problems of older adults, caregivers, families and staff members.

CSUS Advisory Standards for Writing in the Undergraduate Major

The following rubric is used by faculty in the Gerontology courses when reading and grading student writing.

EXCELLENT - a paper in this category:

- Addresses the assignment thoughtfully and analytically, setting a challenging task.
- Displays awareness of and a sense of purpose in communication with an audience.
- Establishes a clearly focused controlling idea.
- Demonstrates coherent and rhetorically sophisticated organization; makes effective connection between ideas.
- Provides clear generalizations with specific detail, compelling support and cogent analysis.
- Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
- Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

STRONG - a paper in this category:

- Addresses the assignment clearly and analytically, setting a meaningful task.
- Addresses audience needs and expectations.
- establishes a clearly focused controlling idea.
- Demonstrates clear and coherent organization.
- Provides clear generalizations and effective support and analysis.
- Cites relevant sources, effectively integrating them into text when appropriate.
- Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

ADEQUATE - a paper in this category:

- Addresses the assignment with some analysis.
- Addresses most audience needs and expectations.
- Establishes a controlling idea.
- Demonstrates adequate organization.
- Provides support for and some analysis of generalizations.
- Cites appropriate sources, adequately integrating them into text.
- Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English.

SERIOUSLY FLAWED - a paper in this category:

- Addresses the assignment inadequately.
- Shows insufficient audience awareness.
- Strays from the controlling idea or the idea is unclear.
- Displays formulaic, random, or confusing organization.
- Lacks generalizations, or provides generalizations with inadequate support or analysis.
- Fails to cite sources or cites and/or integrates them inappropriately.
- Shows deficient control of syntax, word choice, and conventions of Standard English.

FUNDAMENTALLY DEFICIENT - a paper in this category:

- Fails to address assignment
- Demonstrates a lack of audience awareness.
- Lacks a controlling idea.
- Lacks organization or organizes illogically.
- Fails to use outside sources or misuses the texts of others.
- Shows inadequate control of syntax, word choice, and conventions of Standard English.

California State University, Sacramento Composition Grading Standards

"A" - Excellent Essay

Thesis: The "A" essay has a clearly stated thesis that controls the direction and development of the essay. The thesis is worthy of development, and it has been narrowed sufficiently to be manageable. The thesis and the essay it introduces clearly address the assignment and the instructor's specific assignment requirements.

Communication: The essay communicates clearly to the reader. The writer has met the audience's needs and expectations, has chosen a tone that interests and persuades the audience, and has chosen language and examples that clarify the essay's message.

Development: The main point of each paragraph is clear, and it supports the thesis. These points are in turn developed within the paragraph through analysis and example. The writer uses developmental techniques such as comparison/contrast, cause/effect, or definition to clarify and develop the thesis and adequately support his or her contentions.

Organization: The essay is logically organized, with each paragraph leading clearly to the next and building support for the thesis. Transitions are effective and clear. The essay's introduction engages the reader's interest, and the conclusion is appropriate, effective, and not mechanical or redundant.

Style: The essay is clear and concise with little awkwardness or ambiguity. Sentences show variety and effective use of subordination, and there are few, if any, examples of choppy sentences, awkwardness or wordiness. Diction is not only correct but shows careful and sensitive choice. The essay reflects the writer's awareness of the relationship between voice, audience, purpose and the essay's content and style. The writer has created a fresh personal and provocative essay.

Mechanics: There are few, if any, mechanical or grammatical errors. Editing is thorough, and the manuscript is neat.

Revision: The essay reveals that the writer has thought carefully about the assignment and the topic, has explored and analyzed his or her thoughts, and has revised for clarity, audience awareness, development, persuasiveness, and correctness.

"B" - Good Essay

The "B" essay will contain some, but not all, of the strengths of the "A" essay, falling away from the "A" essay in some of the following ways:

The "B" essay responds appropriately to the assignment with a thesis that is challenging, clear and worth developing. As in the "A" essay, the thesis controls the direction of the paper. The writer addresses the audience persuasively, though the essay might occasionally fall short of anticipating the audience's needs and expectations.

The thesis is persuasively argued and adequately supported, though the essay's examples might be less specific, vivid, or appropriate than those of the "A" essay. Organization is clear and logical, though occasionally relocating a paragraph or an example or searching for a smoother transition would have strengthened the essay.

Generally, sentence structure is varied and correct and diction reflects careful revision and thoughtful choices. Though the essay might contain a few mechanical errors and some ineffective sentences, others might occasionally show rhetorical flair. As with the "A" essay, the "B" essay reflects the writer's thoughtfulness and care with revision. Editing is thorough, and the manuscript is neat.

"C" - Satisfactory Essay

Like the "A" and "B" essays, the "C" essay will be organized around a central idea and will address the assignment. However, the thesis might be less clearly defined, it might not be sufficiently narrowed to tightly guide the essay's direction, or it might be less engaging than the thesis of the "A" or "B" essay.

While the essay does focus on the assignment and the writer does develop the thesis with examples and details, the examples might sometimes be sparse or the details might occasionally be too general. The essay's organization is generally clear but might be stiff or formulaic, transition might be weak, and some lapses in paragraph unity or occasional repetition of ideas might lessen the essay's effectiveness and weaken its clarity. While the essay does reflect some awareness of audience and tone, this awareness will generally be less strong than in the "A" or "B" essays, and the essay will thus be less persuasive and less clear.

Most sentences are correct, but some might be monotonous (choppy, repetitive, or lacking in variety or subordination) or might contain some errors in grammar, punctuation, or sentence structure. While the errors are not so severe as to impede understanding, it might be apparent that ideas calling for complex construction and fine distinctions over-extend the writer's stylistic and rhetorical resources.

The essay communicates, but the writer does not exhibit complete control over clear, effective expression of his or her ideas nor over the process of revising for clarity, persuasiveness, and correctness. Editing has occurred, and the manuscript is neat.

"D" - Poor Essay

The "D" essay has no central idea or one that is too general to give shape to the paper or too obvious to be developed. The essay might not focus adequately on the assignment and it might not adequately address the audience's needs and expectations. The essay's arguments lack support, development is inadequate, and the writer might exhibit a poor balance between general ideas and specific development of those ideas. The essay might contain organizational problems such as faulty or nonexistent transitions or paragraphs that do not logically connect to one another or to the thesis.

As a result of incorrect or ineffective work choice, lack of audience awareness, or a weak sense of voice, the essay is not persuasive. Sentences are often ungrammatical or poorly constructed, or they contain inadequate variety and subordination. Problems with spelling, punctuation, diction, proofreading and editing further impede understanding, force the reader to pause or backtrack in order to follow the discussion, and hinder effective communication. The writer needs to increase and improve his or her revision for clarity, focus, persuasiveness and correctness. Editing has not occurred, and the manuscript is not neat.

"F" - Failing Essay

The "F" essay often has no central idea. Its organization might be random, or the essay might lack focus. The writer does not exhibit a sense of audience awareness. As a result, the essay might have little development of support, it might be missing clarifying details and examples, or it might contain details that are irrelevant or distracting. The essay might be off the topic or be unduly brief.

The essay's sentences might be choppy, with the writer depending on many simple sentences lacking variety or subordination. The essay will usually contain major and repeated errors in diction, syntax, grammar, punctuation, spelling, and/or proofreading. The essay, because of its multiple problems, fails to communicate, and needs extensive revision for clarity and effectiveness. Editing has not occurred, and the manuscript is not neat.

Dichotomous Scale for Evaluating Writing

Yes	No	Substance	Comments
_____	_____	1. Paper addresses the issue.	_____
_____	_____	2. Paper has a focus, a central idea.	_____
_____	_____	3. Paper develops major aspects of the central idea.	_____
_____	_____	4. Paper shows awareness of importance of main ideas.	_____
_____	_____	5. Paper addresses all required areas.	_____
Organization			
_____	_____	6. Structure or pattern of the paper is clear.	_____
_____	_____	7. Paper has introduction, development & conclusion.	_____
_____	_____	8. Each paragraph is coherent.	_____
_____	_____	9. Transitions from ideas/paragraphs/sections are logical.	_____
Mechanics			
_____	_____	10. Sentence structure is correct.	_____
_____	_____	11. Sentences are not awkward.	_____
_____	_____	12. Sentences are varied.	_____
_____	_____	13. Errors in use of verbs are few (Û 2).	_____
_____	_____	14. Errors in pronoun use are few (Û 2).	_____
_____	_____	15. Errors in modifiers are few (Û2).	_____
_____	_____	16. Errors in word usage are few (Û2).	_____
_____	_____	17. Punctuation errors are few (Û 5).	_____
_____	_____	18. Spelling/Typo errors are few (Û 3)	_____
_____	_____	19. Correct/complete use if APA format throughout paper.	_____
_____	_____	20. Correct usage of citations/references in paper .	_____
_____	_____	21. Topic comprehension level (overview or in depth analysis)	_____
_____	_____	22. Shows creativity (writing and material usage).	_____
_____	_____	23. Paper directions followed	_____
Evidence			
_____	_____	24. Statements are correct.	_____
_____	_____	25. Opinions are adequately supported.	_____
_____	_____	26. Sources are identified * documented appropriately.	_____
_____	_____	27. Sources are current <u>for topic</u> (within 5 years).	_____

ADVISING

Academic Advising

Academic advising for the gerontology major is performed by Dr. Cheryl Osborne, the Director of Gerontology. The responsibility for the initial planning for each student's program rests with the student, rather than the advisor. Students are encouraged to see their advisor prior to registration each semester for their advisor's input and approval. **At a minimum, students are required to see their academic advisor during their first semester on campus and before the fourth week of the semester, one year prior to their graduation date; to complete their graduation petition.** Advising meetings are by appointment only. A student may sign up for an appointment with Dr. Osborne by calling the Gerontology office (278-7163). Advising meetings may be in person or sometimes over the phone. If you have a phone appointment, please call Dr. Osborne (278-7163) at your specific time. If the line is busy, please call again in a couple of minutes. Please leave a message if you are unable to make your appointment and reschedule your meeting.

Academic advising about specific general education is available from Academic Advising located in Lassen Hall Room 1012 (278-6351). It is highly recommended that students receive general education advising prior to registration.

During a student's first semester they will receive a formal evaluation (in the mail) from the Evaluations office located in Lassen Hall (278-4862). This evaluation is designed to outline which general education and CSUS requirements have been met and which ones need to be fulfilled.

ALWAYS check with professors and the Program Director for any "rumored" changes or modifications (they are usually just that – rumors!)

Course Planning Grid

COURSE		Fall 03	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05
GERO	100 Issues of Aging in America<		X*		X		X*
GERO	101 Services for the Aging υ <	X		X		X	
GERO	102 Social Policy and Aging υ <	X		X		X	
GERO	103 Gerontology Practice υ <		XⒸ		X		XⒸ
GERO	195A Field Experience in Gerontology υ <	X	XⓂ	X	X	X	X
GERO	195B Field Experience in Gerontology υ 6	X	XⓂ	X	X	X	X
GERO	199 Special Problems Related to Gerontology	X	X	X	X	X	X
BIO	120 Biology of Aging (Prerequisite Bio 10 or 20) υ	X		X		X	
BME	196A/171 Assistive Technology for the Disabled				X		X
BME	261 Ergonomics			X		X	
EDC	296R Counseling the Older Adult		X		X		
ETHN	133 Cross-Cultural Aging in America υ <	X		X		X	
FACS	119 Nutrition and Aging	X		X		X	
FACS	141 Family Finance	X	X*	X	X	X	X
FACS	147 Legal and Financial Aspects of Aging υ		XⒸ		X		XⒸ
FACS	159 Adulthood and Aging in Human Development υ <	X		X		X	
HLSC	116 Public Health Administration	X					
HLSC	150 Aging and Health	X		X		X	
KINS	136 Sport and Aging	X	XⓂ	X	X	X	X
NURS	163 Holistic Approach to Aging υ <	X	XⒸ	X	X	X	X
OBE	150 Management of Contemporary Organizations	XⓂ*Ⓒ	XⓂ*Ⓒ	X	X	X	X
PSYC	119 The Aging Brain				X		
PSYC	150 Psychological Aspects of Aging		XⓂⒸ		X		X
PSYC	151 Psychological Aspects of Death υ	X	XⓂ*	X	X	X	X*Ⓒ
RLS	124 Therapeutic Recreation and Aging υ	X		X		X	
NURS & NURS	150 Research in Nursing & Special Problems OR υ (2) 195 (1)	X	X	X	X	X	X
SOC	102A Research Methods Laboratory OR υ	X	XⓂ*	X	X	X	X
SWRK	111 Intro to Research Methods and Program Evaluation υ	X	XⓂⒸ	X	X	X	X
SWRK	151 Health Services and Systems υ	X	X*	X	X	X	X

Please see the Gerontology coordinator for information on prerequisites and substitutions and authorization for GERO 195A,B and 199.

υ Major Requirement

< Minor Requirement

6 First Friday AM's x5, take after majority of coursework

Ⓜ morning class

*afternoon class

Ⓒ evening class

Financial Aid and Scholarships

Information about scholarships and loans can be obtained from the Financial Aid Office on Campus. The Financial aid office (278-6554) is located in Lassen Hall. Interested students are encouraged to explore various opportunities early so deadlines are made. Remember, often scholarships are not awarded because no one applies!!

There are three types of scholarships at CSUS: community, institutional, and departmental. Information about community and institutional scholarships can be obtained at the scholarship office (278-6179) located in Lassen Hall next to Admissions. Also, community scholarships are posted on the board at the Financial Aid office. Information about departmental and other community scholarships is located on the bulletin board outside the Gerontology office located in El Dorado Hall Rm 1030. *Forms are obtained at the Financial Aide office.

Private Scholarships

The following scholarships may be applied for by getting a scholarship packet from the scholarship office (Lassen Lobby) in late January. Due dates are usually around early March. There may be other scholarships you find yourself eligible for – be sure to check out all of them in scholarship/financial aid office!

Renaissance Society Gerontology Scholarship

Awarded yearly based on the applicant's personal letter. Recently, two \$500 scholarships have been awarded.

HarvestAge Inc. Scholarship

An award of \$100 or more is made each year. This is a one time award to a junior or senior student with GPA > 2.5. Preference is given to those with gerontology volunteer service.

Patricia Lee Memorial Scholarship Fund

Based on registration fees, recipients must be a junior or senior with a GPA of > 2.5 Preference is given to those with nursing background and gerontology volunteer service.

Robert F. Osborne Scholarship (still being funded, not awarded yet)

The award is based on a GPA >3.0 in the last 45 units and applicant's personal letter. It is open to students with junior or senior status. Consideration is first given to full time gerontology students.

AGHE Fellowship

Association of Gerontology in Higher Education Fellowship. Deadline is usually October. Check bulletin board, AGHE.org website, or call AGHE 202-289-9806.

INTERNSHIP REQUIREMENTS

Students must meet all the requirements listed below. It is your responsibility to be aware of the requirements and any expiration dates immunizations, screenings, and CPR certification. Failure to meet these requirements in a timely manner will result in the student not being allowed to progress in the Internship.

Course Requirement/Planning

The Internship courses (non paid) are the culminating experiences in the Gerontology Major and Minor. These courses are “real time” learning experiences. They are designed to help you apply the interdisciplinary concepts and practice skills you have learned in all your courses. In order to do this, you must have senior status and have taken all of your Gerontology Core courses and most of your Multidisciplinary Core courses before beginning your Internship. You should choose the organization/agency for your Internship based on your career aspirations in gerontology with help from the Dr. Osborne.

Plan to meet with Dr. Osborne by the **middle of the semester prior** before you plan to begin your Internship. Bring some ideas of where you might like to intern or what older adult groups you would like to work with and together we will decide on the best available experience for you! Follow the steps outlined in the Course Syllabus available in the bookstore, or on the gero website.

Health Requirements

Tuberculosis Screening Program

Tuberculosis skin tests are required by some agencies before beginning your Internship mandatory for students who have been screened prior to their fifth clinical semester. Students with a positive reaction will require a chest x-ray and evaluation by the Student Health Center physician in charge of this program. There is no charge for the x-ray or for prophylactic medication indicated.

Hepatitis B

Some agencies may require immunization for Hepatitis B before beginning your Internship. This may be arranged through the student’s private insurance carrier or through the Student Health Center for an additional fee.

STUDENTS SHOULD NOT RECEIVE ANY IMMUNIZATION UNTIL THEY HAVE HAD A PPD (Tuberculosis Screening). Immunizations and PPD may be given together, but immunizations cannot be given before the PPD. Recently administered live virus vaccines can cause false negative PPD results.

Additional Requirements

Finger Printing

More and more agencies are requiring employees and students to be finger printed. Inquire whether this is necessary for you to do is to Intern in this agency. Also ask where to go and if they will pay for it or if you need to.

Negative Drug and Blood Alcohol Screens

Some agencies may require negative drug and blood alcohol screens before beginning your Internship. The costs of the health screens are usually assumed by the student. Documentation of the negative screens must be included in your Internship Portfolio. Medications, which have been prescribed by an authorized health provider, are not considered to constitute a positive drug screen.

CPR Certification

Current CPR certification is recommended prior to participating in Internships. Please submit photocopy of certificate (front and back) to faculty at the first Internship Seminar and place one in your Internship Portfolio.

Miscellaneous

Personal Health Insurance

All gerontology students are highly encouraged to carry personal health insurance. Contact the CSUS Student Health Center for available carriers.

Professional Attire

Proper attire must be worn whenever you are working as a student intern. Check with your Intern Supervisor at the agency for their requirements. Ask if you should wear a name badge. Some places require one with a photo ID. Inquire how you can get one – often the agency will provide one! Wear this name/photo ID badge for all learning experiences when you are presenting yourself as a student from CSUS.

Nonconductive work shoes with a closed toe and either a closed heel or an open heel with a secure heel strap are usually preferred. Tennis shoes and clogs with a totally open heel are not appropriate shoes to wear in many direct, patient/client care agencies.

Attendance/Make Up Policies

It is professional and imperative that you be on time for your Internship experiences. Your supervisor is interested in helping you to have the best experience possible and this can only happen when you work together and he/she can count on you being present. Attendance at all internship experiences is mandatory. Should circumstances arise when a student is unable to attend (e.g., illness) the instructor and agency supervisor must be notified in advance. Students are responsible for all hours (including Seminars) missed due to student illness or emergency. Talk with your agency supervisor and professor to develop a plan to complete your objectives and hours.

Travel Requirements

Students are required to provide their own transportation to and from Internship experiences. Almost invariably this will mean access to a private vehicle; carpooling, however, is feasible in some limited situations. Distance traveled is varied and dependent on you choice of agency.

Variability of Hours

Internship hours vary according to the needs of the agency and your time commitments. They must be agreed upon by you and your agency supervisor. Negotiate these at the beginning of your internship and only change them with your supervisor's knowledge and approval. The total hours in the Internship are 135. The course hours are distributed as follows:

Onsite	112
Seminar	12
Project	<u>5</u>
Total	135

REGISTRATION, ATTENDANCE, AND ABSENCES

“CASPER” Registration

Students should register for all classes except Gero 195A & B and Gero 199 through Casper. The department will register you for those three after you have met with Dr. Osborne. Your registration will show up on your schedule after the first Friday of the semester. If you must show registration earlier for scholarship reasons please contact Dr. Osborne.

Leave of Absence (LOA) Requests

The CSUS University catalog addresses leaves of absence sub-headed under Registration Procedures.

Specific types addressed are Medical, Military, and Planned Educational leaves. Planned educational leaves must be requested the semester prior to the desired leave.

The procedure for requesting a planned LOA in the Gerontology Program is as follows:

1. A petition form is obtained through Academic Advising in the Student Service Center.
2. This petition and a letter addressed to the Director stating the reasons for the LOA.
3. The student will be informed of the decision as soon as possible, by written or verbal communication.
4. The approved petition and the submitted letter are taken to the Admissions and Records Office for submission to the University.

Emergency Leave of Absence

In the event a student must take an emergency LOA, the following procedure should be followed:

1. Student should immediately contact the student's academic advisor to notify the advisor of the situation.
2. A letter is submitted to the Director of the Program describing the situation and requesting a LOA.
3. Students must be cognizant of University policy regarding LOA, and follow University guidelines. Failure to do so may necessitate re-registration in the University. (Refer to University Catalog).

ADD/DROP POLICIES

ADDING COURSES

ADDING after the fourth week of instruction is allowed **only** when a University error has been made. Evidence of the error must be submitted with the add form.

Note

Instructor's signature, signature of the Program Director, and Associate Dean of the School of Social Sciences and Interdisciplinary Studies must be on the add form and submitted to the Registrar's by the "census date".

DROPPING COURSES

Requests to drop courses within the Gerontology Program **after** the second week of the semester will be considered only for serious and compelling reasons and at the discretion of the instructor(s) and the Program Director.

Such reasons may be:

- a. changes in employment
- b. medical problems
- c. emotional problems
- d. economic constraints
- e. total withdrawal from the University
- f. other extenuating circumstances

Drops are **not** permitted during the last two weeks of the semester except for situations clearly beyond the student's control.

CREDIT BY EXAM - CHALLENGING COURSES

Students seeking to challenge any course should register for the course and consult the professor for that course before or during the first class of the semester. Documentation of the reason for challenging the course should be supplied at that time to the professor. Challenges must be completed prior to the second Friday of the semester. If you successfully pass the challenge you will receive CR on your grade report at the end of the semester. If you do not pass, plan to continue on and complete the course for a grade.

GRADING POLICIES

Gerontology course grades are determined in accordance with University policy using published grading criteria for each course.

Assignment Policies

Instructors in each gerontology course will provide students with the dates and times for all assignments (papers, presentations, and examinations) at the beginning or the semester. The number of assignments and exams given in each course will vary.

Weekly quizzes are given in some of the courses. These consist of items representative of content to be covered in class or weekly readings and reflect class preparation. **Copies of examinations are usually not returned on a permanent basis in gerontology courses to insure test security.** Students have the right to review their tests and be informed of the correct answers after course exams are scored. Faculty in each course will instruct students on the process to be followed for reviewing exams in that course. Students are encouraged to make an appointment with course faculty to discuss questions, concerns, or suggestions regarding tests or testing procedures.

All examinations are monitored. **Students are not permitted to leave the classroom while a test is in progress.** A student will not be allowed to continue to write the examination if this policy is violated.

Academic Dishonesty

Any student suspected of academic dishonesty, i.e., cheating on an exam or paper, plagiarism*, will be reported to the Vice President for Student Affairs. If an investigation reveals that an act of academic dishonesty has been committed, the student will receive an "F" grade in the course in which the incident occurred. In addition, the student can be placed on probation, suspended, or expelled from the University. (California Administrative Code Sections 41301-41304 of Title 5, Article 1.1)

* Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgment of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgment. Plagiarism is doubly unethical because it deprives the author of the rightful credit and gives that credit to someone who has not earned it. It is not necessary when the material used is common knowledge. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It also is plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action. (According to the guidelines established by President Donald R. Gerth, reference PM 90-04, January 31, 1989)

Grading

A student must obtain a grade of **73% or better** all gerontology core courses to progress through the program.

Incomplete grades are awarded when a “portion of required course work has not been completed and evaluated in the prescribed period of time. It is the responsibility of the student to bring pertinent information to the attention of the professor and to determine from the professor the remaining course requirements which must be satisfied to remove the incomplete” (University Catalog). You need to have completed at least 50% of the course work to be eligible for an Incomplete. You have one year to remove the Incomplete before it automatically converts to an “F”. CR/NC courses convert to NC.

The required assignment(s) must be turned in to the appropriate professor (the one who agreed on the Incomplete) for grading in sufficient time for the grade to be removed prior to the beginning of the next semester.

Repeating Required Gerontology Courses

A student who receives a grade of less than 73% (C-, D, or F letter grade) in a required gerontology core or multidisciplinary core course must submit a letter of intent to the Gerontology Program Director to: a) repeat the course the next semester course is available; b) apply to the University for a Leave of Absence; or c) state when the course will be retaken. This letter must be submitted by **January 15** for the **Spring** semester of **August 15** for the **Fall** semester. A copy of the letter will be placed in the student’s file. It is strongly recommended that students discuss these options with their academic advisors as soon as they are aware they may not be passing a Gero course.

In the event that a second required Gero course has been failed, whether the same or a subsequent course, the student must petition the Program through the Director for permission to continue in the Gerontology Program. This petition should be submitted **immediately** after learning of the course grade, and no later than January 15 for Spring Semester or August 15 for Fall Semester.

Field/Internship Grading

Field/Internship courses in Gerontology are graded CR/NC. All course assignments must be completed at 73% or greater. See Course Syllabus for more details.

Repeat Course Policy

The student repeating a gerontology course must follow the university's Repeat Course Policy as follows:

A student may repeat courses, including the courses used to determine the number of units and grade points in the calculation of CSUS GPA, under the following conditions:

1. Credit has not been earned for a more advanced course (as determined by the department offering the course being repeated).
2. Approval of the Chair of the department offering the course has been obtained (see Note b below) in cases where:
 - a) the original or repeated course was taken at another institution.
 - b.) the repeated course differs in title and/or number from the original course.
3. Approval of an academic advisor (see Note b) and the chair of the department offering the course has been obtained in cases where the course is being repeated a second (or subsequent) time (see Note a).
4. The department offering the course has not limited the number of times a student may take the course (see Note c).

If a student earns a NC grade in a letter graded course that the student chose to take credit/no credit (CR/NC), the course may be repeated for credit/no credit or a letter grade. Letter graded courses which the student chose to take CR/NC and for which the student earned credit may not be repeated for a letter grade. A course in which a letter grade was earned may be repeated for CR/NC, subject to the conditions for CR/NC grading in letter graded courses.

If a student wishes to repeat a course in which he/she earned a C grade or higher, or credit in a more advanced course, he/she must obtain approval of an academic advisor (see Note b) and the chair of the department offering the course and must petition for permission from the Academic Standards Committee. The Academic Standards Committee will make its determination on the basis of the academic advisor's and chair's explanation of why the repeat is warranted (see Note a).

IMPORTANT NOTES

- a. All necessary approvals, for courses taken at CSUS, must be obtained (or requested in the case of petitions to Academic Standards Committee) by the end of the third week of instruction. If the necessary approvals are not obtained by the end of the third week of instruction then the grades will be averaged (unless the Chair indicates otherwise).
- b. Students who are repeating a course for the first time are encouraged to see an advisor before they repeat the course in order to discuss preparation and strategies for successful completion of the course. Students who wish to repeat a course for a second (or subsequent time) must meet with an academic advisor. Undeclared students should meet with a “general” advisor (e.g., advisors in the Academic Advising Center, Academic Achievement Centers, Admissions Office). A declared Major who wishes to repeat a non-major course may meet with either a “general” advisor or his/her major advisor. However, when the course being repeated is a major course, meeting with a major advisor is required.
- c. An academic department may establish a maximum number of times a student may enroll in a course. If a student exceeds the limit without departmental approval, the department may disenroll the student, may deny the repeat petition, and/or may disregard the course if it is presented for fulfillment of graduation requirements.
- d. The repeat grade policy of a transfer institution, if it can be determined, applies to a student’s record at the time of transfer. If it cannot be determined, the CSUS policy shall apply.
- e. This policy cannot be used to improve the undergraduate GPA of a post baccalaureate student. Nor can a graduate student repeat courses at another institution since transfer credit is not posted to graduates’ records.
- f. This policy only applies to the computation of GPA at CSUS (e.g., medical schools and law schools tend to disregard the repeat policy of another university/college, and apply their own repeat policy). It should also be noted that the original grade remains on the transcript with a notation that the course has been repeated in a subsequent semester.

GERONTOLOGY ORGANIZATIONS

STUDENT

Gerontology Student Association (GSA)

GSA is a student organization established by and for gerontology students. Its purpose is to promote leadership in students, provide a venue for networking, and keep its members abreast of changes in the field of gerontology.

GSA provides student input on faculty committees, guest speakers on a variety of different topics, organized university and community service, and assistance in student recruitment at local schools and colleges.

Gerontology Honor Society

The CSUS Gerontology Program is a member of the only international honor society in gerontology, Sigma Phi Omega. Since 1980 Sigma Phi Omega National Honor Society has recognized the excellence of those who study gerontology/aging, as well as the professional aging service personnel. The purpose of the program's Gamma Chi chapter is to promote scholarship, professionalism, friendship and services to older persons, and to recognize extraordinary achievements in gerontology, aging studies, and related fields. Student membership is open to baccalaureate students who have a GPA of 3.3 or higher and graduate students who have a GPA of 3.5 or higher. Additional information is available from the Chapter President, Dr. Cheryl Osborne.

CSUS Alumni Association, Gerontology Chapter

The Gerontology Program encourages all program graduates, majors and minors, to join the Gerontology Chapter of the Alumni Association. The Gero Chapter, through the Longevity Center, organizes a variety of community education, social, and fund raising activities to benefit Gerontology students, academic programs, and alumni. Membership information can be obtained from the Program office or the University office of Alumni Affairs.

PROFESSIONAL

For current information on the following organizations check the gero website for these agency's current websites

American Society on Aging (ASA)

Association Gerontology in Higher Education (AGHE)

California Council of Gerontology & Geriatrics (CCGG)

Geriatric Society on Aging (GSA)

National Council on Aging (NCOA)

STUDENTS RIGHTS AND RESPONSIBILITIES: UNIVERSITY AND PROGRAM GOVERNING POLICIES

Student Rights and Responsibilities

PREAMBLE

This University exists to provide an opportunity for education to enable students to live a more perceptive and fulfilling life. Its aim is to inspire them in creative and critical thinking and to encourage them to contribute their ideas for the improvement of the society in which they live.

Basic to the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas ceases, and research, teaching and learning are stifled. Knowledge is as broad and diverse as life itself, and the need for freedom is equally broad. The University always must strive to strike that balance between maximum freedom and necessary order that best promotes its basic purposes by providing the environment most conducive to the many-faceted activities of research, teaching, and learning.

Upon enrollment, the student becomes a member of the academic community and thereby accepts both the rights and responsibilities associated with that membership. As a member of the academic community, students have the right to challenge any attempt to deprive them of their rights, either as a citizen or as a student. The policies and procedures contained in this document attempt to define both the students' freedom and the limits to those freedoms.

Statement of Student Rights and Responsibilities is subject to and limited by all applicable regulations of the constitution of the United States and of state law, including regulations passed by the Trustees of the California State University and local campus regulations duly instituted by the President of the University.

The campus is not a sanctuary immune from civil law and authority, and students may be prosecuted for violation of the law, whether an action occurs on the campus or off; however, University sanctions will be imposed only for those violations that interfere with University functions.

It is the responsibility of each student, faculty, administrative, and staff person to adhere to all policies in this document.

To protect student rights and to facilitate the definition of student responsibilities at California State University, Sacramento, the following statements are set forth:

Freedom of Access to Higher Education. The University is open to all persons who are qualified according to its admission standards and current resource limitations. In addition, the University shall make all possible effort to provide for the education of all students by making equitable provisions for their admission, instruction, counseling, and housing. Under no circumstances will an applicant be barred from admission to the University because of race, religion, creed, sex, national origin, ethnic background, political affiliation, economic status, handicap, or age. The University will inform all prospective students, upon request, of the academic standards required by the University. Normally these standards will be contained in the University catalog.

RIGHTS IN THE CLASSROOM

The classroom is the essential part of the University, and the freedom to learn should be promoted and encouraged by the instructor. Students have the right to assume and expect:

- A. That they will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students will be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- B. That they will receive thoughtfully prepared presentations that are purposefully related to the stated objectives of the course, consonant with the description in the University catalog.
- C. That instructors will inform them of the course requirements, the methods to be employed in determining the final course grade, and of any special requirements, including attendance, prior to the last day to drop a course without penalty.
- D. That they will be provided with an opportunity to review and discuss any graded examinations and papers. It is expected that examinations will be graded within a sufficiently appropriate time to make the examinations part of the student's learning experience. Students have the right to review and discuss all tests and papers by the last academic day of each semester, if feasible. Faculty must keep all examinations and papers submitted by students for at least one semester after the completion of the course to enable students to review their work if it was not possible for this review to take place by the last academic day of the semester as noted above.
- E. That all instructors will meet their classes regularly and at schedule times and that an effort will be made to notify students when class is not being held or when an instructor is to be late.

- F. That all instructors will provide a reasonable proportion of time for student conferences, and office hours for these student conferences shall be posted and adhered to.
- G. That their course grade represents the instructor's good-faith judgment of the student's performance in the course. (A lack of good faith may be established by adequate demonstration that a grade was based on something other than the student's performance in the class, as outlined in grievance procedures.)
- H. That unjustified failure of the instructor to meet classes, repeated lack of preparation which results in incompetent performance by the instructor, or discrimination against a student because of his or her race, religion, creed, sex, national origin, ethnic background, political affiliation, economic status, handicap, or age, is a legitimate ground for student complaint to the department, or division, or the dean of the school.
- I. That they may participate in procedures designed to solicit their opinion on teaching effectiveness. The school/division deans/chairs, with adequate input from faculty and students, shall be responsible for developing procedures for obtaining and utilizing student opinion on teaching effectiveness. The results may be made available by the department.
- J. That race, religion, creed, sex, national origin, ethnic background, political affiliation, economic background, handicap, or age differences shall not be used in a derogatory manner in the classroom.
- K. That graduating seniors have the right to complete all requirements for a course before Commencement.
- L. That they not be given tests or additional work beyond what has already been assigned during the week prior to final examinations of each semester. With the permission of the instructor, graduating seniors may waive the rights stated in Section K.

RIGHT TO PRIVACY

A. The student has a right to protection against improper disclosure of information concerning grades, personal views, beliefs, political associations, health, counseling, or character which any faculty, administrative, or staff person acquires in the course of his/her professional relationship with the student. Character references and written and recorded statements of ability, including recommendations sought by prospective employers, based upon information contained in cumulative record files, will be provided only with the knowledge and prior written consent of the student. Exceptions will be made only where law dictates.

1. To minimize the risk of improper disclosure of information contained in a student's cumulative record, separate files shall be kept for each student. The conditions of access to each individual's file shall be contained in a policy statement available in the office of the Dean of Student Affairs. Transcripts of academic records will contain only information about academic status and performance. Disciplinary status will be added to transcripts only when authorized by the President, with notification to the student. Information from cumulative record files will not be available to any person, on-campus or off-campus, without the express written consent of the student involved except where authorized by law. Provision shall be made, in accordance with state law, for routine destruction of non-current disciplinary records in accordance with the "Policy on Disciplinary Records" on file in the office of the Dean of Student Affairs.
2. Students shall have the right to see all cumulative record files pertaining to them and the right to include a response to any information contained therein.

B. Members of the University community enjoy rights of privacy in their living quarters as do members of the general community. The rooms of University residency students shall not be searched and personal possessions of the students shall not be seized unless authorized by University regulations as stated in the housing license or by laws of California. Routine sanitary inspection may be conducted by campus officials in on-campus housing when they are accompanied by resident assistants, but only upon prior notice of at least 24 hours. The student must be present during any search or inspection by University officials.

RIGHTS TO FREEDOM OF ASSOCIATION

Students are free to organize, join associations, and promote their common interests. Students shall be free to discuss openly all questions of interest to them; and to express their opinions publicly or privately. The membership policies and actions of CSUS student organizations will be determined by those students who hold bona fide membership in the University, as long as they are non-discriminatory and in accordance with law, Trustee, and University policy.

- A. No student, shall, on the basis of sex, race, religion, national origin, creed, ethnic background, political affiliation, economic status, handicap, or age, be denied the benefits of participation in student organizations at CSUS.
- B. Affiliation with a non-University organization does not qualify a student organization from University or ASCSUS recognition.
- C. Any organization whose purposes are not prohibited by law or regulations of the Trustees shall be entitled to petition for recognition by the University.
- D. Student organizations and interest groups are required to submit a current list of officers, a statement of non-discrimination, and a faculty advisor where appropriate, to the Dean of Students or designee. They are not required to submit a list of members as a condition of recognition.
- E. The University exercises no control over the student's involvement in off-campus events that have no relationship with the University.

RIGHT TO FREEDOM OF INQUIRY, EXPRESSION, AND INFORMATION

Students are permitted the fullest expression of beliefs through any means that are orderly and do not violate the rights of others.

- A. The University will not condone acts of violence, vandalism, coercion, or other illegal interference with its legitimate functions.
- B. Students and student organizations are free to invite and to hear any person of their choosing. However, speakers or programs funded from mandatory student body fees are subject to prior review to assure conformance to Trustee and campus policy. If campus facilities are needed and available, the scheduling procedure will insure order and adequate preparation for the event, but in no instance will the University be used as a device for censorship or restraint beyond valid Trustee regulation, University policy, or law.

- C. The students, through their official governing body, the Associated Students of California State University, Sacramento, have the right to an effective and representative role in expressing their wishes.
- D. The student shall have the right to access all documents containing University, school and departmental policies, procedures, standards, and regulations.

RIGHTS REGARDING PUBLICATION

Student-controlled media are available to the campus community and are also essential in stimulating intellectual exploration and in keeping open the channels of free and responsible communication.

- A. The Associated Students of California State University, Sacramento, student organizations, and individual students may publish and otherwise communicate information and opinion. These groups and individuals are not liable or subject to sanctions and restraints beyond those imposed by provisions set forth by the ASCSUS Media Board, Trustee regulations, University policy, or law.
- B. Student publications and other communications media are guaranteed the editorial freedom necessary to engage in free inquiry and expression without advance approval of content. Appointment and removal of editors shall be in accordance with duly established procedures of the appropriate ASI agency.

RIGHTS OF DUE PROCESS AND APPEAL

Student Discipline

The student shall have the right of due process and appeal in matters of student discipline, as prescribed by California State University and Colleges Student Disciplinary Procedures, copies of which are available in the office of the Dean of Students. The student shall be considered innocent unless proven guilty.

At their request, all students shall have the right to counsel during any questioning by any University official that may reasonably lead to initiation of any disciplinary action. The right to counsel may be exercised at any time during questioning in which the student feels that he/she is in need of counsel.

The student shall be informed of this right by the official before any questioning and shall be informed of the capacity in which the official questioning him/her is serving, i.e., discipline investigation or informal conversation.

“Counsel” shall be interpreted to mean any other person the student chooses, attorney or lay. The student shall be aware that the use of an attorney will mean the possible forfeiture of an informal hearing.

Student Grievances

Procedures have been established to hear grievances of students who believe their basic rights have been denied or violated. These procedures include methods of redress for students whose rights are found to have been abridged. It is hoped that most disputes will be resolved informally.

- A. Departments shall have clearly defined procedures for the receipt and consideration of student complaints concerning violation of student academic rights. At the departmental level, these complaints are to be handled on an informal basis. These procedures shall be on file in the department and division or school, as well as in the office of the Dean of Student Affairs.
- B. Each school or division shall also have clearly defined procedures for the receipt and consideration of student complaints after the informal means of resolution at the departmental level have been exhausted. These procedures shall allow for a hearing. A student may appeal the ruling of a department to the school or division.
- C. If, after a hearing and decision following Section B above, the student feels there was not fairness in the procedure, the student shall have the right to appeal the decision to the office of the Academic Vice President. If there are appeals to the office of the Academic Vice President, that office shall provide for a committee consisting of a representative from that office, disinterested faculty member appointed by the Academic Senate, and a disinterested student appointed by the Student Senate to consider the appeal of the student. The role of this committee within the Academic Vice President's office is to determine whether or not there was a procedural fairness at the school or division level. If there was not procedural fairness, the Academic Vice President will instruct the committee, the school, or the divisional committee to conduct a new hearing.

RIGHT TO SUBSTANTIAL INPUT INTO THE DETERMINATION OF UNIVERSITY POLICY AND INSTRUCTIONAL PROGRAMS

The functioning of the educational community requires an awareness of mutual responsibility, understanding, trust and respect in order that all its members may actively contribute to the development of policies and programs. The purpose shall be achieved through continuous cooperation within the educational community.

- A. The student has the right to an effective and representative role in recommending University policies. The Associated Students shall be contacted whenever the President of the University is considering the formulation of University policy that would have a direct and substantial impact upon students as students, so that they are afforded the opportunity to forward a recommendation.
- B. Students are also guaranteed the opportunity to participate in revision and improvements of curricula through service on curriculum committees.

RESPONSIBILITIES

It is the student's right and responsibility to know the policies, procedures, standards, and regulations that affect student rights; and it shall be the student's responsibility to obtain and act appropriately on such information. Ignorance of the information made accessible to the student shall not be cause to waive policies, procedures, standards, and regulations.

RESPONSIBILITIES IN THE CLASSROOM

It is the responsibility of the student to meet appropriate standards of performance and conduct stated by the instructor.

RESPONSIBILITIES REGARDING USE OF UNIVERSITY FACILITIES

Arrangements for speakers and events shall be made thorough the University's Program Advising Office. The use of University equipment and facilities involves the responsibility of adhering to established procedures for the use and safety of equipment and facilities.

RESPONSIBILITIES REGARDING FREEDOM OF INQUIRY, EXPRESSION, AND INFORMATION

If an individual student or group denies the rights of others or seriously interferes with, obstructs, or disrupts the orderly operation of the University or of organizations accorded the use of University facilities, such actions are subject to disciplinary sanctions contained in Title 5 as administered through the application of the California State University Disciplinary Procedures. Copies of both are available in the office of the Dean of Students.

Policy Administrator: Dean of Students

Index cross-references: Rights, Students; Responsibilities, Students

STUDENT COMPLAINT POLICY AND PROCEDURES SUMMARY

PHILOSOPHY

All members of the University community are expected to interact with civility and respect, recognizing at the same time the unique tradition of the University to provoke thought, stimulate discussion, and examine dissent. The University recognizes that complaints may result from alleged inequitable or improper treatment of a student by another student, a University employee or by enforcement of an inherently unfair policy or failure by members of the University to adhere to University policy.

The University encourages resolution of disputes in a fair and collegial manner. It is expected that every effort will be made to resolve differences at the informal level probably on a one-to-one basis. If that process is not satisfactory, a third party will be engaged to assist in resolving the dispute.

POLICY

This document establishes a process for students to request redress and resolution of alleged inequitable or improper treatment not covered by other established processes implemented through the Office of Affirmative Action, academic departments or the Judicial Affairs Officer, located in the Office of the Vice President for Student Affairs. The following types of complaints and offices of primary responsibility are listed below:

<u>Complaints</u>	<u>Office of Primary Responsibility</u>
1. Discrimination/Harassment based on race, ethnicity, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability or Vietnam veteran status.	Affirmative Action Office
2. Grade Appeal	Academic Department (Student Grade Appeal Procedures)
3. Student Discipline	Office of the Vice President for Student Affairs (Title V, Sec. 41301)

If necessary, the Office of the Vice President for Student Affairs and the Affirmative Action Office will be available to assist the student in selecting the most appropriate complaint procedure to resolve his/her dispute. The Office of the Vice President for Student Affairs will make the final decision as to the most appropriate procedure to be employed for resolution of the complaint. However, each Program Center Administrator (PCA) should become familiar with this process to ensure expeditious resolutions of disputes covered by the policy.

If none of the three complaint procedures described above are appropriate, then the following procedure is designed to provide a vehicle for redress of that complaint.

The Office of the Vice President for Student Affairs will compile a summary of all formal complaints and their outcomes at the end of each semester. A copy will be provided to each Program Center.

COMPLAINT PROCEDURES

Each University Program Center Administrator (PCA) (see attachment) will be responsible for appointing a Complaint Coordinator and implementing the process incorporated in this procedure to address the student complaint originating in his/her area of responsibility. Each academic year the PCA will forward the name of the coordinator to the Office of the Vice President for Student Affairs.

Initiation of Complaint

The complaint must be initiated no later than one year from the date the incident occurred.

Informal Resolution Process

1. The student must attempt to resolve the dispute informally with party(ies) involved. The party(ies) named in the complaint has an obligation to be available to the student for objective discussion of the dispute.
2. If a resolution is not accomplished in Step 1, the student must meet with the department head(s) or the unit supervisor of the parties named in the complaint.
3. If the complaint is not resolved through the informal process, the student may initiate the Formal Resolution Process.
4. If the complaint is not resolved through the informal process, the student may request from the department head or the unit supervisor involved in the informal complaint a statement in writing within 10 instructional days as to the result of the effort to resolve the complaint.

Formal Resolution Process

1. Complete complaint form:

The student must submit the completed complaint form (available in the Office of the Vice President for Student Affairs) to the Office of the Vice President for Student Affairs within 10 instructional days of receiving the written result of Step 4 of Informal Resolution Process. Students must return the form along with a copy of the statement received from Step 4 of Informal Resolution Process to the Office of the Vice President for Student Affairs. The Vice President for Student Affairs will forward the complaint form to the appropriate PCA who will forward it to the Program Center Complaint Coordinator (PCCC) for action.

2. Notification and response of named parties:

The PCCC will transmit a copy of the completed complaint form to the party(ies) named in the complaint and that party's unit supervisor.

3. Hearing committee established:

a. The Complaint Hearing Committee shall consist of 3 members (one faculty, one student, and one staff/administrator), to be selected from the Complaint Hearing Panel. *

1. Office of the Vice President for Student Affairs will forward the names to the PCCC.
2. The PCCC will inform the party(ies) in the complaint of the names of the members of the complaint committee.
3. Committee members may be challenged for causes by the student complainant or the party(ies) named in the complaint.
4. No individual from the same department as the named party(ies) may serve on the Committee. Individual members of the Hearing Committee may decline to serve on a particular committee.
5. If additional names are required, the Office of the Vice President will forward Coordinator. The decision of the Coordinator (as to committee composition) is final.

From here on follow the University guidelines for Formal Resolution Process.

Student Complaint Procedure Summary

Initiation by Student no later than one year from the date the incident occurred.

Informal Resolution Process

1. Parties (student and person named) meet.
2. If no resolution in Step 1, student meets with department head of party named.
3. Department head attempts to resolve complaint.
4. Department head notifies student in writing within 10 instructional days of Step 2.

Formal Resolution Process

1. Student files complaint form in the Office of the Vice President for Student Affairs.
2. Program Center Complaint Coordinator receives formal complaint, notifies party named and department head.
3. Hearing Committee is established and hears complaint.
4. Committee's findings are reported to the Program Center Head within five instructional days of the conclusion of the hearing.
5. Program Center Head acts on Committee's findings and recommendations and sends copy of action to student complainant, party named and the Office of the Vice President for Student Affairs.
6. If disciplinary action is recommended, or necessary for faculty or staff, the President or his/her designee will initiate the action following appropriate MOU. If additional names are required, the Office of the Vice President will forward Coordinator. The decision of the Coordinator (as to committee composition) is final, or legal guidelines. If disciplinary action is requested or necessary for students, the Office of the Vice President for Student Affairs will initiate the action following appropriate guidelines.

Appeal

Appeals are limited to alleged procedural errors only. The appeal must be filed in writing and include the specific grounds for the appeal. It is to be submitted to the Special Assistant/Legal Advisor to the President.

STUDENT GRIEVANCE PROCEDURES, SECTION 504, REHABILITATION ACT

GENERAL POLICY

It is the policy of California State University, Sacramento, to comply with the Section 504 Regulations adopted by the Department of Health and Human Services. Accordingly, any student who believes that there has been a violation of the regulations is encouraged to discuss the matter with the campus 504 coordinator or with the Dean of Students. If such discussion does not resolve the matter, the student may then initiate a grievance. The 504 Coordinator shall inform the grievant of his/her right to file a grievance directly with the Office of Civil Rights, Department of Justice, in lieu of or in addition to filing under university grievance procedures.

Refer to University Guidelines for further information regarding student grievances.

THE STATE INFORMATION PRACTICES ACT

The State Information Practices Act provides that students may have access to their own records, including those kept by the Gerontology Department. When a student wishes to inspect his or her records, a written request must be submitted to the Program Director. Copying all or part of the records must be done at the student's expense and under secure conditions.

PETITIONS

In general, a petition is a formal request to get a rule or policy waived because of unusual circumstances. Petitions must be initiated by the student in writing and submitted to the Program Director. It should clearly state what the student wants and why the request should be granted. The Program Director will then consider the request, and make a recommendation to the Program faculty.

STUDENT RESPONSIBILITIES IN FACULTY EVALUATION

Student Opinion Polls (SOP)

At the end of each semester, students may be asked to complete teacher evaluation polls. These SOPs may be collected in either theory or clinical courses, as students are asked to rate the teaching effectiveness of faculty. The student should assume responsibility for providing honest evaluative data. The evaluation tool consists of a computer-scored rating scale with a section for written comments. Student confidentiality is protected in this process. After grades are submitted at the end of the semester, results of the SOP are shared with faculty.

Faculty Evaluation

All full and part-time faculty are evaluated on a regular basis and results of Student Opinion Polls are reviewed in this process. A minimum of two courses, per academic year, is evaluated for each full-time faculty member.

GRADUATION

All baccalaureate degrees at CSUS require completion of seven basic requirements.

- 1) Total Units (120 for gerontology)
- 2) General Education (some prerequisite courses can be used for G.E.)
- 3) History and Government (can meet G.E.)
- 4) English Composition (a prerequisite **and** G.E. requirement)
- 5) Writing Proficiency (students are exempt **only** if they attended a community college or CSUS system immediately prior to Fall 1979, or petition for acceptance of equivalent requirement from another school [See University Catalog])
- 6) Major (48 units for gerontology)
- 7) GPA (2.0 minimum required for admission)

All requirements must be met. Students must pay particular attention to the TOTAL NUMBER OF UNITS. Meeting GE and Gerontology major requirements may NOT meet the requirement of 120 units required.

STUDENTS WITH A LEARNING DISABILITY

At the beginning of the semester, a student who has been determined (by the Campus Disability Testing Office) to have a learning disability must speak to and present the evaluation verification to the Faculty of Record for each enrolled course. This will allow the faculty to make arrangements for any special considerations (i.e., test taking, etc.) for the student. Informing the faculty in a timely manner will enable the faculty to assist the student as the student progresses through the course.

University Deadlines

When you are in your second to last semester of the major, it is important to fill out a Graduation Contract for the University. Second degree students may be advised by the University to complete a Graduation Contract sooner. Graduate petitions can be picked up in the program office. The dates are printed in the Class Schedule and contracts are available from the Program Office (in holders outside office). An appointment must be made with your major advisor well before the deadline (fourth Friday of each semester). It is important to complete the contract on time as requirements are reviewed before your last semester. This allows for any necessary adjustments in course scheduling and priority registration is guaranteed.

When filling out the contract, please consider the following:

Catalog of Graduation Choice - You may select from three different catalogs to meet 1) major requirements; 2) G.E.; and 3) all other University requirements (see CSUS catalog for definition of catalog rights). The form (see sample) does not provide space for more than one catalog choice although you may be eligible. If a student is eligible for an earlier catalog which exempts them from new G.E. or Writing Proficiency requirements, the Evaluations Office will note this on the form returned to the student after the contract is evaluated.

If the catalog differs from the course(s) you took, you must asterisk (*) the course and explain under the Waiver or Substitution section why there is a difference.

Once you have completed your Graduation Petition, be sure to make an appointment with Dr. Osborne. She must review and approve each Petition. After she has signed it you need to take it to the cashier and pay for graduation !!

G.E. and Upper Division Requirements

The Academic Advising Center (Lassen 105) has a wealth of information for students regarding G.E. requirements.

Transfer students to CSUS will have G.E. courses taken at other institutions evaluated for equivalency (Lassen 111F) and an admission evaluation should be received by the end of the first semester at CSUS. Retain a copy of this evaluation as it is useful for advising.

Second Baccalaureate

Students with a prior baccalaureate degree are considered post-baccalaureate students and automatically fulfill G.E. requirements, except for the state requirement of U.S. History and State and Local Government. College courses taken elsewhere may be transferred to CSUS, but must be equivalent to approved courses (see Class Schedule for History and Government Courses). The requirement may also be met through challenge examination.

Commencement Attendance

The University Commencement exercises are held at the end of the Fall and Spring semesters for graduates completing the Program in both Fall and Spring. Attendance is not mandatory, but is strongly recommended. The commencement is the official time for the Program and University to honor its graduates. It also is a time for students to express their support for the University. Most importantly, it is a time for you and your family to celebrate and enjoy your accomplishments!!

Alcohol Beverage and Drug Policy

California State University, Sacramento (CSUS) recognizes that the abuse of alcohol and other drugs is a threat to the mission of this institution and to the members of this University community. Students, faculty and staff have a mutual interest and shared responsibility to preserve, communicate, advance knowledge, cultivate wisdom, encourage creativity, and promote values ensuring the survival of humankind and improving the quality of life.

The following policy and procedures set regulations for the use of alcohol as well as delineate the prohibition of the use of illicit drugs. This policy supercedes all other previous policies (UMA 00550) regarding the use of alcoholic beverages at CSUS.

I. Policy Statement

- A. Except as indicated by this policy, it is unlawful for any person to sell, offer for sale, give away or furnish to another person in any manner, or consume any alcoholic beverage on the CSUS campus.

- B. Except as lawfully prescribed, drugs are prohibited on the CSUS campus, at University sponsored events off-campus and where a campus community member is representing the University at an off-campus event. Additionally, the unlawful manufacture, distribution, dispensing, possession or use of any controlled substances is prohibited.

II. Violations

- A. All applicable laws will be enforced by the Department of Public Safety.

 - B. In addition to criminal prosecution, the University may impose sanctions on students, faculty and staff found in violation of this policy.
 - 1) Students may be warned, placed on probation, suspended or expelled from the university. Additionally, students living in the residence halls may be removed from campus housing.

 - 2) Faculty and staff may be counseled, issued a letter of reprimand, referred to and required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program, suspended without pay or terminated. (UMD 03350)
- A. *Federal Laws*
 - 1) *Possession of Illicit Drugs*
First offense: prison sentences up to one year and fines up to \$100,000. Second offense: prison sentences up to two years and fines up to \$250,000. Special sentencing provisions apply for possession of crack cocaine, including imprisonment of 5 to 20 years and fines up to \$250,000 for first offenses, depending upon the quantity of crack possessed.

2) *Trafficking of Illicit Drugs*

Under federal law, the manufacture, sale or distribution of all Schedule I and II illicit drugs (e.g., cocaine, methamphetamines, heroin, PCP, LSD, Fentanyl, and all mixtures containing such substances) is a felony. First offense: prison sentences of five years to life (20 years to life if death or serious injury is involved), and fines of up to \$4 million for offenses by individuals (\$10 million for other than individuals). Federal law also prohibits trafficking in marijuana, hashish, and mixtures containing such substances. First offense: maximum penalties range from five years to life (20 years to life if death or serious injury is involved) and fines up to \$4 million for offense by individuals (\$10 million for other than individuals). Penalties vary depending upon the quantity of drugs involved. Second offense: penalties range from 10 years to life (not less than life if death or serious injury is involved), and fines up to \$8 million for individuals (\$20 million for other than individuals). The trafficking of medically useful drugs (e.g., prescription and over the counter drugs) is illegal. First offense: prison sentence up to five years. Second offense: prison sentence up to ten years.

III. Notification

In compliance with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA):

- 1) Every student shall annually receive a copy of the policy.
- 2) Each new employee will be given a copy of the policy.

IV. Alcoholic Beverage Consumption and Sale on the CSUS Campus

University policy is consistent with all applicable state, county and city laws regarding alcohol and other drugs. In addition, the following are CSUS regulations regarding alcoholic beverage consumption and sale:

A. Consumption and Sale of Alcoholic Beverages

- 1) The consumption of alcoholic beverages by individuals twenty-one (21) years of age and over is permitted on University premises subject to the limitations contained in this policy and within enforcement provisions provided by state law, rules and regulations.
- 2) Alcoholic beverages **MAY NOT BE SOLD OR CONSUMED** in generally accessible open areas. Additionally, alcoholic beverages will not be sold or consumed at events, which do not permit complete control, in accordance with University policy, Department of Alcoholic Beverages Control rules and state laws.
- 3) Alcohol **MAY BE SOLD AND CONSUMED** in permanently licensed campus facilities and only as a part of CSUS

Foundation operations. The CSUS Foundation is responsible for establishing and administering procedures that comply with campus policy and rules set forth by the Department of Alcoholic Beverage Control.

- 4) Other campus facilities may be licensed on a temporary basis for the SALE AND CONSUMPTION of alcoholic beverages. The Foundation shall provide service for such events in a manner consistent with University policy and Department of Alcoholic Beverage Control regulations.

Permission to sell and consume alcoholic beverages at special events, in unlicensed space with a temporary permit, must be secured in advance by submitting the Application for Approval for the Consumption and/or Sale of Alcoholic Beverages. The CSUS Foundation will work with the organizer to obtain a permit for the temporary SALE AND CONSUMPTION of alcoholic beverages in an unlicensed space. This form is obtained through the Foundation, and is returned there for University approval.

B. Consumption Without Sale

- 1) Alcoholic beverages may be CONSUMED IN PERMANENTLY LICENSED campus facilities, subject to the following conditions:
 - a) The source of funds for purchase of beverages, or the donor of the beverages, must be stated in writing and on file with the University.
 - b) The manner of service will be accordance with University policy, Department of Alcoholic Beverages Control rules and state laws.
- 2) Alcoholic beverages may be CONSUMED IN UNLICENSED campus facilities, subject to the following conditions:
 - a) Schools, divisions, departments, student organizations, auxiliary organizations, and other recognized faculty, staff or student organizations and University co-sponsored groups may receive approval for specific events to CONSUME, BUT NOT SELL, alcoholic beverages in unlicensed campus facilities.

The sale of alcohol for profit is prohibited. Exchanging any consideration, either directly or indirectly, for an alcoholic beverage constitutes a sale. "Consideration" includes money, tickets, tokens, or chips, which have been issued in exchange for money or anything else of value. The affixing of an admission charge, donation or collection of funds at the event

at which alcoholic beverages will be served to those that pay the admission charge or contribute funds constitutes a sale. A sale requires the submission and approval of the Application for Approval for the Consumption and/or Sale of Alcoholic Beverages. This form is obtained through the CSUS Foundation, and is returned there for University approval.

- b) Approval shall not be granted to individuals.
- c) In advance of the event, groups must request permission and receive approval for the consumption of alcoholic beverages by submitting the Application for Approval for the Consumption and/or Sale of Alcoholic Beverages. This form is obtained through the CSUS Foundation and is returned to this office for approval.
- d) No authorization for the consumption of alcoholic beverages shall be assumed unless approval has been received in writing. A copy of this approval must be available at the event.
- e) Established procedures for reserving University facilities shall be followed in addition to the request for the consumption of alcoholic beverages.
- f) An event shall not be open to the public or University community at large and shall not be advertised to the public or University community as an event where alcoholic beverages are to be served. Attendance at an event shall be limited to members of the sponsoring group and their invited guests.
- g) An officer or host of the sponsoring group and the person in charge of the event are both individually responsible and liable for compliance with all applicable laws, regulations, University policies and procedures.
- h) No minors shall be permitted to consume alcoholic beverages at any time. No person under twenty-one (21) years of age shall be in attendance unless specific control procedures to prevent service to and consumption by minors have been previously approved.
- i) No obviously intoxicated person shall be furnished, served or given an alcoholic beverage.
- j) The University administration has the prerogative of overruling the non-legal binding portions of this policy.

C. Alcoholic Beverages & Athletic Events at the Stadium

- 1) A contained area for the consumption of legal alcoholic beverages within a segment of the parking lots adjacent to the stadium is to be established.
- 2) Alcoholic beverage consumption in other campus locations, with the exception of spaces licensed for the sale and service of alcohol, is not permitted.
- 3) All parking areas will be opened two hours before games or other events.
- 4) All consumption in the parking lots will end at the start of the athletic event.
- 5) There will be no re-entry to the stadium after completion of the first half of a football game.
- 6) A contained area for the sale and consumption of legal alcoholic beverages is to be established within the stadium.
- 7) The sale of alcoholic beverages shall cease at the end of the third quarter.
- 8) Firm enforcement of the law and university policy will be followed.
- 9) Thorough management of the circumstances of events will be practiced with respect to security, underage drinking, waste disposal and the like.

D. Student Organization Recruitment and Alcohol

- 1) All membership recruitment functions (e.g., fraternities and sororities, departmental clubs, and special interest groups) shall be alcohol free.
- 2) Recruitment functions are identified as any organizational event including members and non-members occurring between the time of the opening of the residence halls and the acceptance of an invitation to membership.

V. Description of Health Risks

Information on risks associated with alcohol/drugs is available through the Student Health Center Health Education Department. The office can be contacted in Room 122 of the Health Center or by phone at 278-5422. Additional information on health risks may be found on the CSUS web page at www.csus.edu/hlth/adc.

Amphetamines: Excitation, increased pulse rate and blood pressure, paranoia, insomnia, decreased mental ability, sexual impotence, hallucinations, convulsions, death.

Cocaine: Tremors, muscle twitches, paranoia, seizures, nasal bleeding and inflammation, damage to nasal septum and blood vessels, death as a result of cardiac or respiratory arrest.

Nicotine: High blood pressure, emphysema, bronchitis, heart and lung cancer, death.

Caffeine: Nervousness, insomnia, dehydration, stomach irritation, fatigue.

Alcohol: Decreased judgment, impaired motor function, dehydration, hangover, depression, obesity, impotence, malnutrition, liver and brain damage, delirium tremors, , overdose or use in combination with other depressants can cause respiratory failure, death.

Depressants: Slurred speech, disorientation, hangover, nausea, depression, convulsions, shallow respiration, weak and rapid pulse, can be fatal if mixed with alcohol.

Narcotics: Respiratory and circulatory depression, dizziness, vomiting, dry mouth, lowered libido, lethargy, constipation, weight loss, temporary sterility and impotence, withdrawal sickness, stupor, death.

Inhalants: Headaches, dizziness, accelerated heart rate, nausea, nasal irritation, cough, hallucination, liver, kidney, bone marrow and brain damage, death.

Marijuana: Impaired motor skills, fatigue, paranoia, disordered behavior, potential lung damage.

VI. Resource Information

A comprehensive listing of resources is found on the CSUS web page at www.csus.edu/hlth/adc.

Employee Assistance Program 916-278-5018
 Psychological Counseling Services 916-278-6416
 Residence Halls 916-278-6655
 Student Activities 916-278-6595
 Student Health Center 916-278-6461
 Safe Rides 1-800-GO-4-CSUS
 Alcoholics Anonymous (AA) 916-454-1100
 AL-ANON 916-334-2970

VII. Other Campus Policies

Several campus departments have an alcoholic/drug policy tailored to their specialized needs, i.e. drug testing. Some of these include, but are not limited to:

Associated Students, Inc.
 Division of Intercollegiate Athletics
 Division of Nursing
 Faculty & Staff Affairs
 Office of Student Activities
 Office of Residential Life

California State University, Sacramento Policy on Sexual Harassment

It is the policy of California State University, Sacramento to maintain a working and learning environment free from sexual harassment of students, staff and faculty and those who seek such status. All students, staff and faculty should be aware that this University is concerned and will take action to eliminate sexual harassment. Sexual harassment is not only unprofessional conduct and a violation of the law, it is also conduct subject to disciplinary action at the campus level.

This policy recognizes the University's commitment to the understanding that the maintenance of ethical standards and the concerns for academic freedom prohibit the exploitation of faculty, staff, and students. The University is required by law and by system policy to take all steps necessary to prevent sexual harassment. These steps include informing individuals of their rights and responsibilities, developing educational programs to sensitize the campus community to the issue, and developing sanctions against harassment. The University is also legally liable for sexual harassment perpetrated by its employees. Additionally, employees may also be held personally liable for acts of discrimination or sexual harassment.

Since sexual harassment is a complex, emotionally charged topic which raises questions about the nature of relationships among and between women and men in academic and work environments, the University will continue its policy of ensuring that an educational awareness program exists for all supervisors-managers and all faculty, full-time and part-time, temporary and permanent. With education and strict enforcement, the University expects that incidents of sexual harassment will be reduced and that there will be a change in the attitudes and expectations that perpetuate it. The Affirmative Action Officer has been designated the Title IX Coordinator who is responsible for explaining the procedures for filing complaints of discrimination based on sex and sexual harassment filed by students and employees and is responsible for leading this University effort. The Dean of Faculty and Staff Affairs is the President's designee for purposes of this policy.

Definition (of Sexual Harassment)

An individual's behavior constitutes sexual harassment when it is sexual in nature and unwanted by the person toward whom it is directed. A finding of sexual harassment will be made when one or more of the following circumstances are present:

1. Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
2. Submission to or rejection of such conduct is used as a basis for a personnel

decision or an academic evaluation affecting an individual;

3. The conduct has the purpose or effect of interfering with the work performance of faculty or staff or creating an intimidating, hostile, offensive, or otherwise adverse working environment; or

4. The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Examples of sexual harassment might include: inappropriate personal attention by an instructor or person with power or authority over another, inappropriate touching, personal questions or comments of a sexual nature, pressure for dates or sexual activity, attempted sexual relations, sexual relations, sexual cartoons or posters, and sexual jokes or comments.

CONSENSUAL RELATIONSHIPS IN THE INSTRUCTIONAL AND SUPERVISORIAL CONTEXT

No person who has instructional responsibilities (faculty, instructor, graduate assistant, adjunct, undergraduate assistant, tutor) shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in a course taught by the person with instructional responsibilities whose academic work (including work as a teaching assistant, internship supervision, etc.) is being supervised by the person with instructional responsibilities.

No person (faculty, student, staff and/or administrator) who has supervisory responsibilities shall have an amorous relationship (consensual or otherwise) with anyone with whom they have supervisory responsibility. Persons in close personal relationships (including spousal) need to be aware of perceived or real conflicts of interest.

CONSENSUAL RELATIONSHIPS OUTSIDE THE INSTRUCTIONAL AND SUPERVISORIAL CONTEXT-(A CAUTIONARY NOTE)

Amorous relationships between and among members of the campus community occurring outside the instructional or supervisory context may lead to difficulties.

These relationships which the parties view as consensual may appear to others to be exploitative. Further, in such situations (and others that cannot be anticipated), the parties may face serious conflicts of interest and should be careful to distance themselves from any decisions that may reward or penalize the other party involved. A member of the campus community who fails to withdraw from participation in activities or decisions that may reward or penalize the party with whom he or she has or has had an amorous relationship will be deemed to have violated his or her ethical obligation to the University community.

COMPLAINT PROCEDURE

Prevention is the best tool for the elimination of sexual harassment. The University will take all steps necessary to prevent sexual harassment from occurring, by affirmatively raising the subject, expressing strong disapproval, applying appropriate sanctions, informing employees and students of their rights and how to raise the issue of harassment under Titles VII and IX, raising the consciousness of would-be victims, and developing methods to sensitize all concerned. It is the legal responsibility of department heads, deans, supervisors, and managers to take all necessary and appropriate steps to prevent and correct sexual harassment problems. The first corrective step may be informal. [Note: that using an informal process to resolve a complaint is not a prerequisite for filing a formal complaint. Any person may directly file a formal complaint at any time within the prescribed timelines.] If informal steps are unsuccessful, the matter will be pursued via the formal corrective action or complaint process.

A determination of sexual harassment must consider two (2) factors:

1. The conduct itself; and 2. The context in which it occurred.

Informal Process

As stated above, whenever possible, complaints should be resolved informally. Students may receive informal advice and assistance by contacting advisors in the offices of the campus Affirmative Action Office, the counseling staff in the Student Health Center, any of the School Deans, the Women's Resource Center, or the Office of the Vice President for Student Affairs. Faculty and staff may receive advice and assistance by contacting the offices of their immediate supervisors, the office of Faculty and Staff Affairs, the campus Affirmative Action Office or the Employee Assistance Program.

Third party complaints (complaints filed by one person on behalf of another) may be filed by contacting or submitting a written complaint to Dr. Stephanie T. Lieberman, Affirmative Action Office, Administration 259. The complaint should include the same information requested in

3a. "The Filing of a Written Complaint". The third party complainant will be informed within five (5) working days of filing a complaint which of the existing procedures will be used to investigate and resolve his/her complaint. [Note: The complainant does not have to exhaust campus administrative remedies, i.e., informal processes, before he/she file with the Office of Civil Rights (OCR).]

Formal Process-Internal

If informal discussion does not resolve the problem, and if the complainant wants to file a formal complaint, then a formal written complaint procedure may be initiated. The Affirmative Action Officer is responsible for maintaining the files on all reported cases and will act as a consultant on all investigations, thus providing support for this policy.

1. Employees covered by discrimination complaint procedures in their Memorandum of Understanding (i.e., Units 2, 3, 5, 7, 9) will follow their contract procedures;
2. All other CSUS employees (permanent, probationary, and temporary) will follow the procedures as outlined in Executive Order 419;
3. Students and non-CSUS employees will use the following procedures when they are charging a faculty or staff member with sexual harassment. Other issues of sexual harassment between students will be handled through the Office of the Vice President for Student Affairs.

[Note: The complainant does not have to exhaust campus administrative remedies before he/she files with an outside agency (e.g., Department of Fair Employment & Housing (DFEH), Equal Employment Opportunity Commission (EEOC), Office of Civil Rights (OCR), Office of Federal Contract Compliance Programs (OFCCP).]

a. The Filing of a Written Complaint

The written signed complaint must include the following:

- 1) The specific act(s) or circumstances that are the basis of the complaint, including the time and place of the alleged action, and 2) The remedy or action requested.

b. Time Limits for the Complaint

A formal complaint will be considered if it is filed with the Affirmative Action Office within ninety (90) calendar days of the alleged act. If the act(s) are continuous, then the time for filing may be within 90 calendar days of the most recent occurrence of the act.

If circumstances arise which might deter the victim from timely filing, the time may be extended by the President or his/her designee or the Affirmative Action Officer. Any time limit that expires on a day observed as a day off by the University shall be extended to the next regular work day. Once the formal complaint has been filed, the President's designee or the Affirmative Action Officer may extend any other time limits; however, a written reason for the extension, mailed to the complainant, must be given. The President's designee for this policy will be the Dean of Faculty and Staff Affairs.

c. Acceptance of Complaint

The complaint shall be reviewed by the Affirmative Action Officer to determine whether the alleged act(s) are within the scope of this procedure. If the complaint meets the above criteria and is acceptable, it shall receive an administrative review. A notice of the complaint shall be forwarded to the accused and to his/her

supervisor(s) (department chair, dean, or administrator of the accused).

d. Administrative Review

The Affirmative Action Officer shall review the complaint and institute an investigation to be conducted by appropriate impartial (one who has no conflict of interest) investigator(s). This investigation should take no more than thirty (30) calendar days to complete. There may be circumstances, however, (e.g., breaks), which would necessitate extension of this timeline by the President's designee. Such extensions will be made only for good cause, and the parties will be notified promptly. After such an investigation, the designated investigator(s) shall issue a report of his/her findings to the Affirmative Action Officer within ten (10) calendar days after completion of the investigation. After receipt of these findings, the Affirmative Action Officer shall make a recommendation to the appropriate Administrative Council level administrator (Dean, Associate Vice President, or Vice President) as to any action to be taken.

Both parties will also be notified of these findings at the conclusion of any inquiries and/or investigation into a complaint of discrimination based on sex or sexual harassment. Notification will, at a minimum, inform the complainant that the inquiry and/or investigation has been concluded, whether discrimination based on sex or sexual harassment has been found, and whether appropriate action will be taken. Further, this notice will inform the complainant of her/his right to appeal and where to obtain this information.

If disciplinary action is recommended against a faculty or staff member by the Affirmative Action Officer, procedures outlined in the appropriate MOU or other CSU policy shall be followed.

If disciplinary action is recommended against a student, procedures as outlined in the Students Rights Handbook shall be followed.

e. Representation

The complainant, the respondent, and/or the University may be self-represented or represented by another person at any stage of the formal process.

f. Written Response to the Complaint

Following the Affirmative Action Officer's recommendation to the President or his/her designee, a written response to the complaint shall be sent by the Affirmative Action Officer to all persons involved. This shall be done no later than thirty (30) calendar days from receipt of the findings from the designated administrative investigator. The time may be extended by the President's designee.

If the complainant is not satisfied with the written response by the President/designee and/or Affirmative Action Officer, she/he may initiate formal external procedures (see Formal External Review Procedures-Attachment B). g.

Appeal Procedures

If a complainant is not satisfied with the outcome of the complaint process described above, she/he may file a written appeal with the President of CSUS or the President's designee within five (5) working days of receipt of the response from the Affirmative Action Officer. The appeal shall outline the basis upon which the complainant believes the appeal should be granted.

The President or the President's designee will acknowledge receipt of the appeal within five (5) working days and will, within twenty (20) working days, provide a written decision to the complainant and respondent. The President's decision is the final University decision.

Attachments: A: Regulations and Liability B: Formal External Review

ATTACHMENT A REGULATIONS AND LIABILITY

Sexual harassment has been defined for faculty and staff by the Equal Employment Opportunity Commission as a violation of Sec 703 of Title VII of the Civil Rights Act of 1964, as amended.

1. Under Title VII, the University is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment. This responsibility is imposed on the University regardless of whether the specific acts complained of were authorized or even forbidden by the University and regardless of whether the University knew or should have known of their occurrence. The University will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.
2. With respect to persons other than those mentioned in subsection (1) above, the University is responsible for acts of sexual harassment in the workplace where the University, or its agents or supervisory employees, knew or should have known of the conduct. The University may rebut apparent liability for such acts by showing they took immediate and appropriate corrective action.
3. Individuals are also liable for their acts. Such liability may include tort or criminal liability for assault and battery.

Students

Students' complaints against a faculty member or staff are covered under Title IX of the Civil Rights Act of 1964. Title IX prohibits discrimination based on sex in all federally assisted educational programs. Title IX requires the institution to adopt and publish a procedure for prompt and equitable resolution of the students' complaints. (The impact of sexual harassment on students has great potential for harm. They may fear academic reprisals such as lower grades or denial of recommendations.)

The Affirmative Action Officer has been designated the Title IX Coordinator who is responsible for explaining the procedures for filing complaints of discrimination based on sex and sexual harassment and for receiving and directing such complaints to the proper processing party. FORMAL EXTERNAL REVIEW

A formal external review* may be done by any of the following:

Fair Employment and Housing Commission - 365 days from last incident

Equal Employment Opportunity Commission - 300 days (10 months) from last incident

Office of Federal Contract Compliance - Compliance must be met on a day-to-day basis in accordance with Executive Order 11246

U. S. Department of Education - 180 days from last incident or 60 days from the outcome of grievance complaint.

Civil Courts - One year from date of discovery

Criminal Courts - Misdemeanor, 1 year - Felony, 3 years

* Procedures and time limits are subject to change and the complainant is responsible for determining his/her rights and the agencies' procedures.

University Grading Policy

GRADE SYMBOLS

A Exemplary achievement of the course objectives. In addition to being clearly and significantly above the satisfactory fulfillment of course requirements, the work exhibited is of an independent, creative, contributory nature.

B Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.

C Satisfactory achievement of the course objectives. The student is now prepared for advanced work or study.

D Unsatisfactory achievement toward the course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.

F Ineffective achievement toward the course objectives. The student has made no clearly significant progress.

U "Unauthorized withdrawal" indicates that a student did not officially withdraw from a course, but failed to complete it. It is charged as a failing grade in gpa calculation.

CR Satisfactory achievement of course objectives.

NC Unsatisfactory achievement of course objectives.

I Incomplete; a portion of the requirements usually completed during one term remains to be completed and evaluated.

SP Satisfactory Progress to date on thesis, project or similar course work usually extending beyond one term.

W Withdrawal or drop has been authorized after fourth week of instruction.

RD Report Delayed because a grade has not been reported to the Registrar due to unforeseen circumstances beyond control of student.

AU Audit grade indicates student's status as Auditor and does not earn degree credit.

CSU, Sacramento will use a +/- grading system, beginning Fall 1985.
(AS 82-45)

CSUS will use A, B, C, D, and F grades for lower division courses.

(AS 82-63)

INCOMPLETE GRADES

The grade of I (Incomplete) signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons. There is still a possibility of earning credit. It is

the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement as to the conditions for removal of the Incomplete shall be in writing and placed on file with the appropriate campus department until the Incomplete is removed or the time limit passes. A final grade is assigned when the work agreed upon has been completed and evaluated.

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

Removal of Incomplete grades requires the approval of the instructor who awarded the grade. In those cases where the instructor is no longer teaching on campus, students should consult the appropriate department chair. The appropriate campus department is defined as the office of the chairperson of the academic department for which the student is requesting the "I".

After the Incomplete grade has converted to an "F" (after the one-year limit has expired), the approval of both the instructor and department chair is required to remove an Incomplete grade.

In those courses where the normal practice requires extension of course requirements beyond the close of a term, e.g. thesis or project type courses, the "SP" grade symbol is required, not the "I" grade. The "SP" symbol is only used in connection with courses that extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number

applicable to the student's educational objective. All work is to be completed within one calendar year of the date of first enrollment, except graduate theses which may extend up to two years. A final grade will be assigned to all segments of the course on the basis of overall quality. Any extension of this time period must receive prior authorization by the Dean of Graduate Studies.

Incomplete grades are not appropriate when the student stops attending a course without officially withdrawing. The proper grade in this case is a "U" (Unauthorized Withdrawal).

GRADE CHANGE

A change in letter grade can be approved by the department chairperson within 90 days after being posted to the student's record only in the case of a declared clerical error. The definition of clerical error is an error made by the instructor or assistant in grade estimating or posting. Under no circumstances, except for completion of work when "I" was issued, may a grade change be made as the result of work completed or presented following the close of a grade period. Grades cannot be changed to "W" nor can they be changed from a letter grade to CREDIT/NO CREDIT.

The faculty member who submitted an entry for a student's record should be notified if that entry is changed, and the faculty member's department should also receive notification. Copies of each change of grade form, completion of final grade form, petitions and/or correspondence, or a special notification will be sent to the department for distribution to the appropriate faculty member. (FS 76-52)

GRADE CHANGE/DELETION

1. Earned grades based on an evaluation of the student's performance in the course cannot be removed through the Academic Standards Subcommittee petition procedure. Grades on student academic permanent records may be modified by Course Repeat Grade Policy, Academic Renewal and/or grade appeal procedures. The student receiving an I grade has a year to complete the course requirements and earn a grade. If the incomplete is not completed within one year, the grade will convert to F and cannot be removed through the petition procedure. This policy does not exclude filing a petition to extend the one-year limit for incompletes.

2. A petition for grade change/deletion may be submitted for the following:

- a. to remove failing grades assigned for failure to complete the course due to illness-related causes. Medical verification and approval of the instructor and department chair are required.
- b. to correct errors in student records caused by misapplication of drop policies by academic departments and errors made in completing registration forms (e.g., wrong code, wrong "bubbles" mark-sensed, etc.).

3. Every petition must be verified and have a recommendation signed by the instructor and the department chair. (A signature of the department secretary or rubber stamp signatures are not acceptable.)

4. Petitions must be submitted within one academic year from the end of the semester in which the grade was received or error made.

5. All students must file drop forms with the Registrar's Office in order to drop courses. Some community colleges and other universities and colleges may have a system where non-attendance during a prescribed number of classes at the beginning of the term automatically results in students being dropped from the class. Therefore, a petition for change/deletion approved by the instructor and department chair for failure to properly drop a course during the student's first semester at CSUS may be accepted.

C- GRADES FOR PREREQUISITE COURSES

A grade of "C-" will be considered as a "C" for prerequisite courses, unless a department specifically decides otherwise.

If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description.

This policy applies only to prerequisites stated in terms of letter grades. It does not modify regulations such as those concerning academic warning, probation, or disqualification that are stated in terms of numerical grade point average. (AS 84-66, PM 85-07)

ACADEMIC HONESTY

Policy & Procedures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO POLICIES AND PROCEDURES REGARDING ACADEMIC HONESTY

I. GENERAL PRINCIPLES

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.

II. RESPONSIBILITIES OF STUDENTS AND FACULTY

In order to prevent the integrity of learning from being compromised by acts of academic dishonesty, CSUS has assigned the following responsibilities to students and faculty.

A. Student Responsibilities

Students are responsible for:

1. Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
2. Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
3. Not taking credit for academic work that is not their own.
4. Not knowingly encouraging or making possible cheating or plagiarism by others.

B. Faculty Responsibilities

Faculty are responsible for:

1. Informing students of course expectations and grading requirements in the syllabus.
2. Grading and evaluating academic work in a fair, consistent, and unprejudiced manner. This means following the grading guidelines set forth in both university policy and the course syllabus.
3. Ensuring that students are aware of relevant academic dishonesty policies.
4. To the best of their ability, designing and conducting class examinations and assignments in a way that will minimize the possibilities of academic dishonesty.
5. Reporting and otherwise dealing with cases of academic dishonesty in an appropriate manner.
6. Assuming that students are acting honestly and in good faith unless the contrary is demonstrated.

IV. INSTRUCTOR EVALUATION AND REPORTING OF CHEATING CHARGES

When a faculty member responsible for a course has reason to believe, and has evidence to substantiate that the behavior of a student or students amounts to cheating as defined above, the faculty member shall take the following steps:

1. Arrange a meeting with the student and at that time advise the student of the allegations and make him or her aware of the supporting evidence and the probable consequences. Any classroom confrontation should be as discreet as possible. If, as a result of this meeting, the instructor believes that the student's response is insufficient to offset the charge of academic dishonesty to the extent that he or she may be excused, the instructor will inform the student of the sanctions to be assigned or recommended in accordance with Section V below. All notes and discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations of university policy involving specific individuals in the classroom before other members of the class. Faculty may find it necessary to discuss cases of academic dishonesty among themselves, with their department chair or designee, as well as with appropriate staff or administrators or both, but they must also recognize that a student's reputation is at stake and be discreet.
2. Report the infraction and the action taken to the Judicial Affairs Officer in the Office of the Vice President for Student in writing. The written report should contain at a minimum the following information: student name and ID number, description of the incident, summary of the action taken by the faculty member, and photocopies of any relevant documentation supporting the charge of academic dishonesty (e.g., in a plagiarism case, copies of the student's paper and source materials from which the student allegedly plagiarized).

3. The instructor may impose the recommended penalty and make the report called for in Section 2 above without a meeting when a student fails to attend a scheduled meeting to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the instructor makes a good-faith effort to contact the student but is unable to do so. In either case, the student's right to appeal is preserved.

VI. STUDENT RIGHTS

Nothing in this policy is intended to deny students who come within its scope appropriate due process, including the right to be informed of the charges, the nature of the evidence supporting the charges, and the right to have a meeting with the faculty member, the Judicial Affairs Officer, or other decision-maker, at which time statements and evidence on behalf of the student may be submitted. The student also has the right to a determination of the facts of the case based on a preponderance of the evidence presented. Nor is anything in this policy intended to deny the right to appeal, through appropriate University channels, any decision resulting from such a meeting. In the case where an appeal is made alleging that the grade-sanction was not proportional to the offense and therefore arbitrary, the appeal is governed by the grade appeal process.

A. Due Process Review

A student charged with cheating may request that Student Affairs conduct an informal review to determine if due process was denied by the instructor when deciding that cheating occurred. This request shall be made no later than the end of the semester following the semester in which the challenged finding was made. If it is determined that due process has not been denied, the instructor's decision shall be final.

If Student Affairs finds on review that due process was denied because:

1. the instructor's decision that cheating occurred was not based on a preponderance of the evidence before the instructor, or
2. the instructor failed to provide the student with informal notice of the charges and a hearing,

Student Affairs shall return the matter to the instructor and direct that the question whether cheating occurred be reconsidered by him or her in light of the preponderance of the evidence after informal notice and a hearing have been given to the student.

B. Right to a Hearing in the Case of Administrative Sanctions

When an administrative sanction is being considered, Executive Order 628, Student Disciplinary Procedures for the California State University, stipulates that a student shall be entitled to a hearing to determine whether violations of conduct and conduct-related regulations have occurred.

C. Findings

Findings by the Instructor: The instructor's determination that cheating has occurred shall be final when made after informal notice and hearing and supported by a

preponderance of the evidence before him or her. This decision shall govern the question of whether cheating has occurred when that question arises in any subsequent matter before any board, tribunal or committee of the university or one of its units except as noted in the following paragraphs.

An exception to this rule shall apply when the Office of Student Affairs decides whether to apply university sanctions in a case of cheating. In such cases, Student Affairs shall be governed by Executive Order 628 and campus policy consistent with it.

Findings by the Hearing Officer: The finding by a hearing officer, after a formal hearing, that cheating or plagiarism did or did not occur in a particular case shall be final and binding on the parties to that case. It shall also be binding on any other campus tribunal, board, or committee when deciding a claim that depends, in whole or in part, on whether cheating occurred.

D. Revision of Instructor's Findings in Rare Cases

Conceivably in the course of one of its investigations the Office of Student Affairs may discover evidence that would exonerate a student charged with academic dishonesty or mitigate the severity of an academic sanction imposed for the offense. In that case the Office of Student Affairs shall invite the instructor assigning an academic sanction to reconsider in light of this evidence his or her conclusion that the student cheated or that the academic sanction is proportional to the offense. The instructor shall reconsider his or her conclusion or sanction in light of the additional evidence before him or her and decide whether to: (a) reach a different conclusion as to the existence of academic dishonesty; (b) impose a less severe academic sanction; or (c) maintain the conclusion reached or the sanction imposed previously.

IMPORTANT NOTICE!!

As you are preparing to file your Bachelor's Degree Graduation Application, you should be reminded that passing the Writing Proficiency Exam is a graduation requirement for all students graduating under a 1979-80 or subsequent Catalog. Graduate students are also expected to have demonstrated writing proficiency at the undergraduate level. For the location of further information on these requirements for undergraduate and graduate students, check the index of your CSU catalog under "Writing Proficiency Requirement".

Since no one is excused from the Writing Proficiency Requirement for any reason, it is recommended that students satisfy this requirement as early as possible in order to avoid delaying graduation plans. Students who fail the Writing Proficiency Exam, for example, may need to take courses in expository writing, attend counseling sessions, take workshops, and study with tutors in order to bring their writing up to college-level proficiency. Since a passing score on the Writing Proficiency Exam is also a prerequisite for Advanced Study Courses (another graduation requirement), graduation plans can be further delayed by a failure to attend to the Writing Proficiency Requirement as early as possible.

The Writing Proficiency Exam is offered in October, January and March of each academic year and once in the summer. Juniors and seniors are encouraged to take the WPE at the earliest administration possible. For instance, if juniors need a passing score on the WPE as a prerequisite for a course in the spring semester, they should take the examination in the summer or in October. Results from the January administration of the examination come too late to be of use in assigning courses in the CAR (Computer Assisted Registration) for the spring semester.

For precise dates and information on how to register for the exam you may call the Testing Center (278-6296; Lassen 202) or the WPE Office (278-6409; English 111).

LEARNING RESOURCES

A. **Library**

The University Library is an important support for the gerontology program. Learning to use its extensive resources is essential to achieving the program objectives. If you are not familiar with the CSUS Library, it is highly recommended that you attend a library orientation. They are scheduled at varying times at the beginning of the semester.

The third floor in the Library houses the Science and Technology Reference Department. You will probably use this section more than others. There are reference librarians in this section who can help you use the various literature review references and who can initiate a computer reference search.

B. **Recommended Texts**

In addition to the required textbooks for each course, faculty make available to students, through the campus bookstore, a variety of resource books and supplemental texts. Purchase of recommended texts is optional, but students find the addition of these books valuable throughout the program, and later in practice.

C. **Used Books**

Although the majority of gerontology students opt to keep their textbooks for future reference, books can be resold to the University Bookstore, and subsequently are available for purchase by Gero students in following semesters.

PROGRAM PERSONNEL

A. **Faculty**

Currently there are five full time faculty including the Program Director and faculty in six other Interdisciplinary programs and departments, and several part-time faculty teaching in the undergraduate, graduate certificate, and special masters programs. All full-time faculty have at least a master's degree and many have doctoral degrees. Part-time faculty are used in place of faculty who have been granted release time or who are on leaves or approved reduced workloads.

More than one faculty member may be assigned to a course and be responsible for course development.

The Gerontology Program Director holds ultimate responsibility for all educational offerings within the Program. The Program is available for student appointments and to assist students and faculty to achieve program goals and resolve any concerns that arise. Currently the Program Director serves as Academic Advisor for all Gerontology students. Students should see their individual course faculty regarding course information and concerns prior to meeting with the Program Director.

B. **Staff**

To schedule an appointment with the Program Director, please check the binder at the front desk in El Dorado Hall and sign up.

C. **Faculty Appointments**

Each faculty member is required to post three hours a week designated as office hours for student conferences. Dr. Osborne's and Professor Schier-Anzelmo's are placed in Purple Binder located on the Front Counter in El Dorado Hall. If the designated hours are incompatible with the student's schedule, the student may make individual arrangements with the instructor.

D. **Program Office**

El Dorado Hall 1030
Telephone: 278-7163.

The workrooms, ELDH1016, ELDH1020, ELDH1021 and ELDH1025 are for staff and faculty use only. Students are not permitted in these areas.

Please sign, detach and give to faculty.

**California State University, Sacramento
College of Social Sciences and Interdisciplinary Studies
Gerontology Program**

CONFIDENTIALITY AGREEMENT

I understand and agree as follows:

That confidentiality is vital to the free and candid communication necessary to effective quality assurance client privacy and activities, peer review, and consideration of the qualifications of staff members and applicants to perform specific procedures.

That I shall respect and maintain the confidentiality of all discussions, deliberations, records, and any other information generated in connection with these activities by the agency's staff, departments, divisions, or their committees.

That I shall only disseminate the foregoing where expressly required by law, pursuant to officially adopted policies of the organization, or where no officially adopted policy exists, only with the express approval of the Organization's Staff or its designee. I shall make no voluntary disclosures of such discussions, deliberations, records, and information except to persons authorized to receive it in the conduct of organizational affairs.

That in the event of a breach or threatened breach of this confidentiality agreement, the University may as applicable and as it deems appropriate, pursue University procedures and/or take any other action available to the University to address such noncompliance.

Student Signature: _____ Date: _____

Print Student Name: _____