

HANDBOOK
HEALTH SCIENCE PROGRAM
California State University, Sacramento

Prepared by:

Melinda J. Seid, Ph.D.
Program Coordinator
(REV 2002/2003)

TABLE OF CONTENTS

	Page
INTRODUCTION	4
HEALTH SCIENCE PROGRAM	5
Mission Statement	5
Program Philosophy and Goals	5
Program Competencies	5
NATURE OF THE PROFESSION	6
Health Educators	6
Health Care Administrators	6
Occupational Health and Safety	6
EMPLOYMENT TREND	7
Health Educators	7
Health Care Administrators	7
Occupational Health and Safety	8
HEALTH SCIENCE ADVISING/WORK IN PROGRESS SHEET	9
Community Health Education	9
Health Care Administration	10
Occupational Health & Safety	10
EQUIVALENCIES AND TRANSFER OF CREDIT FROM OTHER INSTITUTIONS	11
HEALTH SCIENCE MINOR REQUIREMENTS	12
OCCUPATIONAL HEALTH AND SAFETY MINOR REQUIREMENTS	12
PRIOR APPROVAL - HLSC 195/199	13
HLSC 195 FIELDWORK PROCESS	13
HLSC 195 FIELDWORK PREREQUISITES	14
SPECIAL PROBLEMS HLSC 199	14
STUDENT ADVISING	15
General Information	15
Assigning Faculty Advisor	15
Changing Advisor	16
Student Responsibilities	16
Program Coordinator Responsibilities	16
Faculty Advisor Responsibilities	16
Graduation Procedures	17
Substitution of HLSC Course Requirements	17

HEALTH SCIENCE ACADEMIC POLICIES	18
Minimum Grade Policy	18
Repeat Policy	18
Credit by Examination	18
Academic Probation	18
Academic Dismissal	19
Appeal Process	19
STUDENT RIGHTS AND RESPONSIBILITIES	20
Rights in the Classroom	21
Rights to Privacy	22
Rights to Freedom of Association	23
Right of Inquiry, Expression & Information	23
Rights Regarding Publication	24
Rights of Due Process & Appeal	24
Rights to Substantial Input into the Determination of University Policy and Instructional Programs	25
RESPONSIBILITIES OF THE STUDENT	25
KINESIOLOGY AND HEALTH SCIENCE DEPARTMENT STUDENT GRADE APPEAL PROCEDURES	26
HEALTH SCIENCE PROGRAM GRIEVANCE PROCESS	26
APPENDICES	27
Projected Graduation Calendar	28
Change of Advisor	29
Academic Advising Portfolio Checklist	30
Graduation Evaluation Application Worksheet	31
Graduation Petition Course Substitution	32
CSUS Repeat Grade Petition I	33
CSUS Repeat Grade Petition II	34

INTRODUCTION

The purpose of the Handbook is to acquaint students with the relevant policies of the Health Science Program. The Handbook is designed to assist the faculty and students in student program planning and advising.

Responsibility for the preparation, maintenance, and update of the Handbook is that of the Health Science Program Coordinator. The Handbook is reviewed annually by the Program Coordinator and the Health Science faculty to ensure that the text is in compliance with the policies of the University, School of Health and Human Services, Department Kinesiology and Health Science, and the Health Science Program. **Students should follow the Health Science curriculum of their appropriate catalog year.** In the event of conflicts between the policies and the Health Science Program and the University, those of the University prevail. The existence of this Handbook does not excuse the Health Science studies student from knowledge and understanding of those primary University policies, which serve as a source of Health Science Program policies or changes in policies and procedures which are not note in the Handbook.

Currently, the Health Science Program offers three areas of emphasis: Community Health Education, Health Care Administration, and Occupational Health and Safety. The Handbook will describe the course work required for each area and comment on their career possibilities. The Handbook also includes the requirements for the Health Science minor and the Occupational Health and Safety minor.

Many of the processes and procedures detailed in the Handbook require the use of one or more Health Science Program or University forms. These forms are identified in the text and examples of the forms are provided in the Appendices.

Recommendations for changes to processes and procedures for the Health Science Program or to the Handbook itself should be submitted in writing directly to the Program Coordinator.

This Handbook represents Health Science Program policies as the date of publication and is effective for Academic Year 2002/2003.

HEALTH SCIENCE PROGRAM

Mission Statement

The Health Science Program's mission is to provide students with the fundamental knowledge, skills, and abilities to preserve and enhance the health of the public through the understanding of program models and management strategies; promoting healthy lifestyles and preventing illness, injury, and premature death.

Program Philosophy and Goals

Health science is a discipline concerned with health promotion and disease prevention for all people. The study of health science incorporates knowledge from such areas as sociology, psychology, chemistry, biological sciences, epidemiology, statistics, health education, health administration, occupational and environmental health and safety. The Bachelor of Science in Health Science degree prepares students for graduate programs or entry-level positions in community health education, health care administration or occupational health and safety. To achieve this goal, the Health Science program provides students with a well-structured set of curricular experiences and faculty mentorship to meet the demands of the work world or further education.

Program Competencies

Upon graduation with a B.S. in Health Science the student will be able to:

1. demonstrate critical thinking skills through the application of health promotion, prevention and protection theories and concepts
2. integrate diverse disciplines such as sociology, psychology, chemistry, biology, anatomy, and physiology in the identification and control of psycho-social and physical factors affecting health
3. use fundamental statistics and research methods for the systematic study and evaluation of the distribution and determinants of health risk in populations
4. demonstrate effective written composition and oral communication skills
5. use computer technology to research, analyze, communicate and present health information
6. work collaboratively with others in problem solving, research, decision making, and the completion of projects.
7. articulate the values, ethics, and standards of the health science profession
8. demonstrate an understanding of contemporary health and safety issues within a global and societal context
9. develop an interest in life-long learning of the health science field and profession

NATURE OF THE PROFESSION

Public health is concerned with health promotion and disease prevention for all people. There are several career fields in public health in areas such as, but not limited to, research, health education, health program management, environmental safety, occupational safety, and nutrition. Public health employs a multi-disciplinary workforce with degreed professionals in such areas as, but not limited to, business administration, computer science, engineering, biological science, and/or health science who practice in public health settings.

Health educators provide information on health issues and concerns to the public and targeted groups. They provide individuals with accurate information and motivation so that informed decisions can be made about personal health behaviors. Health educators address issues such as AIDS, drug and alcohol abuse, smoking, exercise, and nutrition. They assess community needs, coordinate resources, and identify ways to accomplish the health objectives, plan meetings and conferences, and train other health professionals and volunteers. Health educators may specialize in the following categories: public or community health (organizing community coalitions to solve public health problems), school and college health (teaching school health education and often counseling students), patient health (working with other health care professionals in hospitals for rehabilitative services), and wellness and health promotion (planning and managing health promotion programs for employees in work settings, health fitness centers, and hospitals). Health educators work in schools and colleges, public health agencies, voluntary health agencies, community organizations, government agencies, hospitals/clinics, wellness centers, and corporations.

Health care administrators plan, organize, and coordinate the delivery of health care at hospitals, nursing homes, medical group practices, outpatient clinics, health maintenance organizations, and other health facilities. Administrators' tasks are many and varied. They are responsible for facilities, services, personnel, budgets, programs, and relations with other organizations. The administrator works closely with the institution's governing board and medical staff to develop plans, policies, and procedures, and then ensure that they are carried out. The administrator must see that the necessary staff, resources, and equipment are available to provide the best patient care. The administrator may hire, train, and supervise staff; plan the budget including setting fee schedules for patient services and establishing billing procedures; plan current and future space needs; purchase supplies and equipment; and prepare official reports. The administrator is normally the institution's representative to outside organizations such as civic organizations, businesses, and other health groups. Nursing home administrators need the same skills as health care administrators in other settings but, because nursing homes are typically smaller with fewer administrative staff, the nursing home administrator is more directly involved in detailed management decisions. In smaller hospitals and nursing homes, health care administrators personally coordinate the day-to-day activities that make the organization run smoothly. In larger organizations there may be a staff of assistant administrators who direct specific aspects of the daily operation and report to a chief administrator. Health care administrators are needed in a variety of settings including hospitals, nursing homes, public health agencies, outpatient clinics, health maintenance organizations, insurance corporations, private corporations, and many other types of health facilities.

Occupational health and safety professionals are concerned with the identification, prevention, and control of health and safety hazards related to work and the environment. Applying principles drawn from health, management, psychology, physics, chemistry, and related fields they prevent "harm to people, property and the environment." The occupational health and safety profession includes safety management specialists, occupational health specialists, safety inspectors, and compliance personnel.

Depending on the size of the organization, companies often have an occupational health and safety staff person or department. Safety management and occupational health specialists frequently are responsible for the development, implementation, and maintenance of effective health and safety programs and policies. Whereas safety management specialists may be responsible for developing and directing company safety program efforts, occupational health specialists focus on the identification and control of occupational health hazards. Consulting companies, insurance companies and government agencies also employ health and safety specialists.

EMPLOYMENT TRENDS

Personnel are needed in practically every area of specialization in public health. The U.S. Department of Human Services in its Eighth and Ninth Reports to the President and Congress on the Status of Health Personnel in the United States declared that shortages of public and community health personnel currently exist in the following specialties: epidemiology, biostatistics, several environmental and occupational health specialties, public health nutrition, public health nursing, and public health and preventative medicine.

Health Educators

The job outlook is very good. The need for health educators will increase as the population and the average life expectancy increases. Health educators play an important role in teaching the general public to live a healthier and more productive life.

There is a growing demand for culturally diverse outreach workers trained in behavioral and community-based intervention technologies to both educate and empower populations at risk to improve and enhance their health status.

The salary depends on the location and type of health education provided. On average, health educators with a baccalaureate degree earn \$12.00 to \$21.00/hour. Health educators with master's or Ph.D. degrees may earn more depending on the experience and type of employment setting.

Health Care Administrators

Employment of health care administrators is expected to grow faster than the average (increase of 21 to 35%) for all occupations through the year 2006 as health services continue to expand and diversify. Opportunities will be good in home health care, long term care and nontraditional health organizations such as managed care operations, particularly for health care administrators with work experience in the health care field and strong business and management skills. Graduates with bachelor's degrees usually begin as administrative assistants or assistant department heads depending on the facility.

The demand for qualified managers and administrators trained in public health technologies will grow as the industry expands. Increasingly, health care administrators will need to deal with the pressures of cost containment and financial accountability, as well as the increased focus on preventive and primary care.

Earnings of health care administrators vary by type and size of the facility, as well as by level of responsibility. Earnings are high, but long weekly work hours are common. Facilities such as nursing homes and hospitals operate around the clock, and administrators and managers may be called at all hours to deal with problems. They may travel to attend meetings or inspect satellite facilities.

Occupational Health and Safety

Based on an expectation of continuing public demand for a safe environment, the US Department of Labor projects a 10 to 20 percent growth in employment of occupational health and safety specialists, inspectors and compliance officers through 2010. Additional job openings are projected based on the need to replace those who retire from the field. Job and employment opportunities in private industry will be reflected in industry growth trends and the need to continue self-enforcement efforts in the areas of government and company OH&S regulations and policies.

Employment in government agencies and large private firms generally offer more generous benefits than smaller firms. Salaries vary depending upon academic and professional credentials, the type and size of employer, and the type and level of job responsibility. In addition, the USDOL noted that government employment of inspectors and compliance officers is seldom affected by general economic fluctuations. Depending upon the nature of employment, the job can involve fieldwork, travel, and irregular work hours.

Student's Name: _____
HLSC Advisor: _____
Today's Date: _____
Catalog: Major _____ G.E. _____

HEALTH SCIENCE ADVISING/WORK IN PROGRESS SHEET

Major Requirements—BS in Health Science
(Effective Fall 2002)

Effective Fall 1998 all courses in the HLSC major must be completed with at least a “C” grade.
(Courses in parentheses are prerequisites)

Total Units Required for BS Degree: 120

Total Units Required in Major: 67-70

A. Required Lower Division Courses (25 Units)

- ____(3) *BIO 10 Basic Biological Concepts**
- ____(4) BIO 25 Introductory Human Anatomy
- ____(4) BIO 26 Introductory Human Physiology (Bio 25 or instructor permission)
- ____(5) *CHEM 6A Introduction to General Chemistry (One year high school chemistry strongly recommended)
- ____(3) *HLSC 50 Healthy Lifestyles
- ____(3) *PSYC 5 Introductory Psychology: Individual & Social Processes***
- ____(3) *STAT 1 Introduction to Statistics (MATH 009 or three years of high school mathematics which includes two years of algebra and one year of geometry; completion of ELM requirement and the Intermediate Algebra diagnostic test.)

B. Required Upper Division Courses (12 Units)

- ____(3) HLSC 114 Human Ecology and Health
- ____(3) HLSC 118 Community Health
- ____(3) HLSC 148 Epidemiology (BIO 10, CHEM 1A, STAT 1 or instructor permission)
- ____(3) HLSC 195 Fieldwork--Health or Safety (HLSC courses depend upon concentration, permission of faculty advisor, program coordinator and department chair)

C. Concentrations (30-33 Units)

Community Health Education (30 units)

- ____(3) HLSC 100 Fundamentals of Safety and Health
- ____(3) HLSC 112 Disease Prevention
- ____(3) HLSC 116 Public Health Administration and Policy
- ____(3) HLSC 119 Community Health Education
- ____(3) HLSC 122 Mental Health
- ____(3) HLSC 124 Consumer and Patient Health Education
- ____(3) HLSC 130 Alcohol and Other Drugs
- ____(3) HLSC 144 Community Health Planning and Evaluation
- ____(3) HLSC 147 Health Data Analysis (STAT 1 and/or instructor permission)
- ____(3) Select **one** HLSC elective from the following three HLSC courses:
- ____(3) HLSC 117 Global Health
- ____(3) HLSC 134 Human Sexuality
- ____(3) HLSC 150 Aging and Health

Health Care Administration (30 units)

- ____(3) ACCY 1 Accounting Fundamentals
- ____(3) ECON 1A **OR** ECON 1B Macro- or Microeconomics
- ____(3) OBE 153 Management of Human Resources
- ____(3) MGMT 160 Principles of Quality Management
- ____(3) HLSC 116 Public Health Administration and Policy
- ____(3) HLSC 144 Community Health Planning and Evaluation
- ____(3) PSYCH 108 Organizational Psychology **OR** OBE 151 Diversity and Management
- ____(3) SWRK 151 Health Services and Systems
- ____(3) COMS 161 Health Communications
- ____(3) PHIL 104 Bioethics

Occupational Health and Safety (31-33 units)

- ____(3) HLSC 100 Fundamentals of Safety and Health
 - ____(3) HLSC 106 Occupational Health (HLSC 100 or instructor permission)
 - ____(3) HLSC 107 Occupational Safety (HLSC 100 or instructor permission)
 - ____(3) HLSC 108 Occupational Health and Safety : Laws and Regulations
 - ____(3) HLSC 109 Cause and Control of Loss (HLSC 100 or instructor permission)
 - ____(4) *PHYS 10/10L Physics in Our World
 - ____(5) CHEM 6B Introduction to Organic Chemistry and Biological Chemistry
(CHEM 6A or CHEM 1A)
- OR**
- ____(3) CHEM 20 Organic Chemistry (CHEM 1B)
Select **three** of the following courses:
 - ____(3) MGMT 138 Principles of Risk Management and Insurance
 - ____(3) BME 261 Ergonomics
 - ____(3) ENVS 130 Environmental Toxicology
 - ____(3) HLSC 196 Experimental Offerings in Occupational Health and Safety

* Fulfills General Education Requirement

** Transfer students who have taken Bio 25 and/or Bio 26 can substitute another science course for Bio 10

*** Students can also fulfill Psych 5 with one of the following combinations: Psych 1 and Soc 1 or Psych 1 and Anthro 2 (cultural)

Advising: It will be necessary to work very closely with an advisor to complete the BS degree in a timely manner. Therefore, the HLSC faculty strongly recommends that all HLSC students consult with an advisor prior to registration each semester.

EQUIVALENCIES AND TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

The following are equivalent courses that may be taken at community colleges to fulfill lower division requirements. Please contact a Health Science Studies advisor if a particular course or college is not listed below or for further information consult www.assist.org.

Students seeking credit for courses taken at a community college, college or university should provide the faculty advisor with current transcripts indicating the course in question, and a course description from either the college/university catalog or course syllabus from the year the course was taken. This will help facilitate the credit process. Copies of the course transcript and written approval by the faculty advisor should be placed in the student's personal portfolio.

<u>CSUS</u>	<u>American River College</u>	<u>CSUS</u>	<u>Sierra College</u>
Bio 10	Bio 1A	Bio 10	Bio Sci 1
Bio 25	Bio 25	Bio 25	Bio Sci 5
Bio 26	Bio 26	Bio 26	Bio Sci 6 and 6L
Chem 6A	Chem 2A	Chem 6A	Chem 2A
Stat 1	Stat 1	Stat 1	Math 13 OR Math 14
*Psych 5	Psych 2 or Psych 3	*Psych 5	Psych 2
	<u>Consumnes River College</u>		<u>Yuba College</u>
Bio 10	Bio 1A	Bio 10	Bio 1
Bio 25	Bio 25	Bio 25	Bio 4
Bio 26	Bio 26	Bio 26	Bio 5
Chem 6A	Chem 2A	Chem 6A	Chem 2A
Stat 1	Stat 1	Stat 1	Stat 1
*Psych 5	Psych 3	*Psych 5	Psych 1B
	<u>Sacramento City College</u>		
Bio 10	Bio 5A		
Bio 22	Bio 25		
Bio 26	Bio 26		
Chem 6A	Chem 2A		
Stat 1	Stat 1		
*Psych 5	Psych 2 or Psych 3		
		*NOTE: Psych 5 is <u>not</u> equivalent to Psych 1	
		Can be credited if one of the following	
		combinations is completed:	
		Psych 1 + Soc 1 <u>or</u>	
		Psych 1 + Anthro 2	

HEALTH SCIENCE MINOR REQUIREMENTS

All HS courses must be completed with a “C-“ grade or better.

The Minor in Health Science will consist of 21 units all of which must be Health Science (HLSC) courses. The 21 units selected require approval by the Health Science Program Coordinator.

OCCUPATIONAL HEALTH AND SAFETY MINOR REQUIREMENTS

The Minor in Occupational Health and Safety consists of a total of 18 units. The core consists of 12 units. The six (6) additional upper division units are selected from a list of five Health Science courses. **Contact Dr. Michael Nave for further information.**

All HS courses must be completed with a “C-“ grade or better.

A. Required Upper Division Courses (12 units):

- HLSC 100 Fundamentals of Safety and Health (3 units)
- HLSC 106 Occupational Health (3 units)
- HLSC 107 Occupational Safety (3 units)
- HLSC 108 Occupational Health and Safety: Laws and Regulations (3 units)

B. Additional Upper Division Requirements (6 units):

Select two of the following:

- HLSC 109 Cause and Control of Loss (3 units)
- HLSC 116 Public Health Administration and Policy (3 units)
- HLSC 118 Community Health (3 units)
- HLSC 195 Fieldwork – Safety (3 units)
- HLSC 196 Experimental Offerings in Safety (3 units)

PRIOR APPROVAL - HLSC 195/199

Before accumulating hours toward the required HLSC 195 fieldwork experience students need to consult with the HLSC Program Coordinator to ensure that the fieldwork experience is appropriate for their career interests and fulfills HLSC 195 requirements. (See HLSC 195 Fieldwork Manual) This procedure applies also to HLSC 199 Special Projects. (See HLSC 199 Special Projects Manual)

HLSC 195/199 are individualized experiences designed to accommodate a student's career interests and fulfill HLSC 195/199 course requirements. To avoid any complications with an initiated, but non-approved, HLSC 195/199 experience, it is important for students to consult with the HLSC Program Coordinator before accumulating any hours or work toward HLSC 195/199.

Any changes in fieldwork placements or duties must be approved by the program coordinator.

Paperwork for HLSC 195 Fieldwork should be initiated one semester prior to the fieldwork experience.

HLSC 195 – FIELDWORK PROCESS

HLSC fieldwork should be taken during your last year in the major after you have completed the prerequisites for your concentration. Please consult the HLSC Student Handbook or the HLSC 195 Fieldwork manual (located in the KHS office) for the prerequisites.

Procedure:

1. The semester prior to taking fieldwork you should meet with your HLSC academic advisor to discuss fieldwork location possibilities. Then you should notify the Program Coordinator so that you will be enrolled in HLSC 195 for the following semester.
2. During the semester in which you enroll for fieldwork you need to complete the appropriate HLSC 195 forms and submit them to the Program Coordinator by the second week of the semester. Failure to enroll in HLSC 195 on a timely basis may delay your expected graduation date.
3. Completed HLSC 195 Fieldwork form (6.1) includes:
 - A. place of internship
 - B. specific duties and responsibilities of the internship
 - C. signature of the site fieldwork supervisor
 - D. signature of the HLSC academic advisor supervising your internship

FIELDWORK - HLSC 195

The HLSC 195 Fieldwork Manual can be obtained from the Kinesiology and Health Science Department Office (3rd floor, Solano Hall). Policies and procedures are described in more detail in the Fieldwork Manual.

Fieldwork is required for all Health Science majors. **It is highly recommended that students pursuing a dual concentration in Health Science complete a 2 unit (90 hours) fieldwork experience in each concentration.**

Prerequisites:

Community Health Education: HLSC 118 Community Health, HLSC 119 Community Health Education, HLSC 144 Community Health Planning and Evaluation, and be in their senior year. (HLSC 116 Public Health Administration and HLSC 148 Epidemiology are recommended.)

Health Care Administration: HLSC 116 Public Health Administration, HLSC 118 Community Health, HLSC 144 Community Health Planning and Evaluation, and be in their senior year.

Occupational Health and Safety Studies: HLSC 100 Fundamentals of Safety and Health and one of the following: HLSC 106 Occupational Health, HLSC 107 Occupational Safety or HLSC 108 Occupational Health and Safety: Laws and Regulations, be in their senior year, and consent of the OH&S advisor.

Fieldwork provides the student with opportunities to demonstrate aptitudes, skills, initiative, and creativity in their option, as well as apply course knowledge into practice in the fieldwork experience. Students should work closely with a faculty advisor to select a fieldwork site that matches the student's preferences, interests, and needs. **Students are not allowed to use their places of employment to fulfill the fieldwork requirement.**

SPECIAL PROBLEMS - HLSC 199

The HLSC 199 Manual can be obtained in the Kinesiology and Health Science Department Office (3rd floor, Solano Hall). Policies, procedures, and guidelines are described in more detail in this manual.

HLSC 199 is for individual research, a special project or directed reading. It is open only to Health Science majors and minors who appear competent to carry on individual work. Admission to this course requires approval of the faculty under whom the individual work is to be conducted, the Program Coordinator, and the Department Chair.

STUDENT ADVISING

General Information

Students are to meet with an advisor during the first semester they are enrolled at CSUS to complete a projected graduation calendar. A copy of the Projected Graduation Calendar is in the Appendix. Students should provide the advisor with copies of all college transcripts and catalog description for courses they wish considered for substitution. To facilitate the advising process, students should have already selected one of the HLSC concentrations. Failure to meet with a major advisor early in the curriculum process could delay graduation. Therefore, students should meet with their major advisors at the beginning of each academic year to discuss any revisions in their projected graduation calendars.

Generally, transfer students who have completed the Required Lower Division Courses have approximately four semesters remaining (satisfactory completion of 12 or more units per semester) depending on General Education and Graduation requirements. A sample projected calendar for a student selecting the Community Health Option is as follows:

<u>Fall 1</u>	<u>Spring 1</u>	<u>Fall 2</u>	<u>Spring 2</u>
HLSC 100	HLSC 114	HLSC 116	HLSC 144
HLSC 112	HLSC 119	HLSC 147	HLSC 148
HLSC 118	HLSC 122	HLSC 130	HLSC 195
HLSC elective	HLSC 124		

HLSC courses are three units unless otherwise stated. Remaining units to equal a course load of 12 or more units per semester should include any General Education and/or CSUS University courses required for graduation.

Assigning Faculty Advisors

In accordance with the University's Advising Policy, all students who do not have a faculty advisor will be assigned one. Students in Health Science are assigned to an advisor based on their area of concentration:

Akbar Davami – community health
Melinda J. Seid – health care administration
Edward Meister – community health
Michael E. Nave – occupational health and safety

Changing Advisors

To change advisors, students must have the Change of Advisor form signed by their assigned advisor. Students then submit the form to their new advisor for signature. The form is kept by the student in his/her academic advising portfolio. A copy of the Change of Advisor form is in the Appendix.

Student Responsibilities

Students are expected to develop and maintain an advising file and meet with their advisors on a regular basis. See Appendix for the Academic Advising Portfolio Checklist. In accordance with the University's Advising Policy, the advising file should contain the following, but is not limited to:

- unofficial and official evaluations of General Education courses taken,
- unofficial copies of transcripts of courses taken at other college/universities,
- reports of placement scores,
- semester grade reports,
- copies of any academic forms and petitions,
- notes taken during advising sessions

Students on academic probation are required to meet with their advisor each semester that they are on probation. Those who fail to do so will be denied access to CASPER.

Students are encouraged to develop and maintain an academic portfolio of all their coursework at CSUS. These portfolios can be considered personal academic performance histories of all work conducted at CSUS. Items usually contained in such portfolios are case study projects, papers, examinations, and materials developed for courses, internships, or special projects. It is also a good idea to maintain individual course files for all courses taken at CSUS to include course syllabi, handouts, examinations, papers, etc.

Program Coordinator Responsibilities

1. Assumes the primary responsibility for the development and implementation of the HLSC program's advising policy and procedures. The Coordinator reviews HLSC policies and procedures each academic year and revises them accordingly.
2. Communicate regularly with the program's advisors to keep them informed of changes in HLSC program, General Education or University requirements.

Faculty Advisor Responsibilities

1. Be current in HLSC program, General Education and University requirements for graduation.
2. Meet with advisees on a regular basis so that they can complete their academic plan in a timely manner.
3. Assist students in selecting a HLSC option and making course selections for their academic plan.

4. Help advisees prepare graduation applications and forward the completed applications to the HLSC Program Coordinator for review and approval.
5. Review request for course waivers or substitutions for graduation and refer the student (with appropriate documentation) to the HLSC Program Coordinator for approval.
6. Advise students about career options, graduate schools, scholarships, internships, and/or part-time employment, where appropriate.

Graduation Procedures

In preparation for graduation students should obtain a petition for graduation from the Academic Advising Office or Admissions and Records Office (Lassen Hall). The petition must be filed with the Admissions and Records Office by May 1 for Spring graduation and November 1 for Fall graduation. Petitions must be filed two semesters prior to the anticipated semester of graduation. (Example: Anticipated graduation – Spring 2004, File Date – May 1, 2003)

Students should complete the graduation petition using the correct CSUS catalog and submit the completed form to the HLSC Program Coordinator for review and signature. Depending upon their unique circumstances, students can have three CSUS catalog options: (1) catalog year of continuous college enrollment, (2) catalog year when transferred to CSUS, or (3) catalog year of anticipated graduation. See Appendix for a sample worksheet of a graduation evaluation application and course substitution/waiver form.

A completed course substitution form must accompany the petition indicating any HLSC course requirements that were fulfilled by previously approved courses from other institutions or other CSUS departments. (See section on Substitution of HLSC Course Requirements).

When the Evaluations Office (of the Admissions and Records Office) has completed the evaluation of the graduation petition, a copy of the evaluation is sent to the petitioner. Students should carefully review the evaluation to ensure that there are no inconsistencies with their graduation expectations. Questions regarding the evaluation should be directed to the degree programs analyst who reviewed the petition.

Prior to filing the petition for graduation, students should check with the Academic Advising Office to ensure that they have fulfilled CSUS General Education and CSUS University Graduation requirements.

Substitution of HLSC Course Requirements

Courses taken at other institutions or from other CSUS departments are not automatically substituted for HLSC course requirements. This applies to students who are declaring Health Science as their majors, as well as current HLSC majors/minors. Students need to provide the HLSC Program Coordinator with transcripts indicating those courses and, if necessary, course descriptions for approval. The course approval process may include consultation with the HLSC Faculty Committee. Any approved course substitutions will be acknowledged in writing and students should keep this documentation in their personal files. This documentation will be required during the graduation petition process.

Current HLSC major/minors need prior approval if they anticipate taking courses at other institutions or other CSUS departments to fulfill HLSC course requirements. In cases whereby students did not follow this process, a subject matter proficiency examination can be required of the student to demonstrate mastery of the subject from a Health Science perspective.

HEALTH SCIENCE ACADEMIC POLICIES

Minimum Grade Policy

Courses required in the major with an HLSC prefix must be completed with a grade “C-” or better for students with catalog rights prior to Fall 1998.

Effective Fall 1998 for students entering the HLSC Program. A minimum of a “C” grade is required for any course to be used in the Health Science major.

Repeat Policy

HLSC majors and minors can only repeat Health Science courses one time if they receive less than a “C” grade during the first attempt. Students must meet with their academic advisor before petitioning the department to repeat the course. Refer to the Repeat Policy section of the CSUS Catalog for additional information.

Majors repeating courses designated with a HLSC prefix for the second time must submit a **Repeat Petition** to the HLSC Program Coordinator for signature and approval. The HLSC faculty and/or HLSC Advisory Committee, depending on the petitioner’s academic status, will review the request. Forms can be obtained from the Academic Advising Center. *See Appendix for a copy of the CSUS Repeat Petition.*

Credit by Examination

A student who seeks course credit by examination is to enroll in the course to be challenged. No course may be challenged after the first two weeks of the semester. The instructor of the course will conduct an assessment of the student’s readiness for the challenge for credit examination. Refer to Credit by Examination section of the CSUS Catalog.

Academic Probation

HLSC students on academic probation must meet with a major advisor as soon as possible to complete an academic plan to correct any deficiencies. Failure to address academic probation status on a timely basis could result in academic dismissal from the HLSC major.

Academic Dismissal

Students who are academically disqualified from CSUS and wish to be reinstated into CSUS, as an HLSC major must submit a **Request for Reinstatement** form (obtained from Admissions and Records) to the HLSC Program Coordinator. The request must be accompanied by (1) a personal statement addressing the cause of the dismissal and how academic deficiencies will be corrected, and (2) CSUS and transfer (if applicable) transcripts. The HLSC faculty and/or HLSC Advisory Committee depending on the severity of the petitioner's academic status will review the request.

It is not uncommon that a student who is subject to dismissal be expected to seek reinstatement under "undeclared" status and to maintain a semester G.P.A. of 2.5 or better for two consecutive semesters prior to reinstatement into the HLSC program. During that time the student is not allowed to enroll in HLSC courses for the major. The student can enroll in HLSC general education courses to fulfill only general education requirements.

Appeal Process

Students can request a meeting with the Program Coordinator to discuss the outcome of their request for reinstatement. If the student is not satisfied with the outcome of the meeting with the Program Coordinator, he/she can request a meeting with the HLSC faculty and/or HLSC Advisory Committee and Department Chair. The last chain of appeal in the School of Health and Human Services would be to request an appointment with the Dean. At this point, students not satisfied with the outcome of the appeal process are referred to University procedures.

STUDENT RIGHTS AND RESPONSIBILITIES

CSUS Academic Policy

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 which 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 provision 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 which 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 scheduled 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 status, 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 file, 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 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 resident assistants accompany them, 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 which 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 Student Affairs. 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 should 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 OF THE STUDENT

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 through 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 Student Affairs.

KINESIOLOGY AND HEALTH SCIENCE DEPARTMENT STUDENT GRADE APPEAL PROCEDURES

I) WHAT GRADES MAY BE APPEALED

Letter grades or Credit/No Credit grades may be appealed.

II) GROUND FOR APPEAL: A GENERAL STATEMENT OF POLICY

- A. Faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades.
- B. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.
- C. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

III) GRADE APPEAL PROCEDURES: SUMMARY OF BASIC STEPS

Consult the Kinesiology and Health Science Department Chair for Student Grade Appeal Procedures.

HEALTH SCIENCE PROGRAM GRIEVANCE PROCESS

Whenever a student has a conflict with a HLSC faculty member, he/she should discuss the matter with the faculty member. If the matter cannot be resolved, then the student should contact the Program Coordinator. Further action would be to request an appointment with the Department Chair by submitting a memo to the Department Chair, briefly stating the incident. The Department Chair shall respond to the written request. The last chain of appeal in the School of Health and Human Services would be to request an appointment with the Dean. At that point, students not satisfied with the outcome of the appeal process are referred to University procedures (<http://www.csus.edu/admbus/umanual/> under “Student Grade Appeal Process.”)

APPENDICES

Forms

1. Projected Graduation Calendar
2. Change of Advisor
3. Academic Advising Portfolio Checklist
4. Graduation Evaluation Application Worksheet
5. Graduation Petition Course Substitution
6. CSUS Repeat Grade Replacement Petition I
7. CSUS Repeat Grade Replacement Petition II

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 Kinesiology and Health Science Department
 Health Science Program

Student: _____
 HLSC Advisor: _____
 Today's Date: _____
 Catalog: _____

HEALTH SCIENCE PROGRAM
Projected Graduation Calendar

Fall _____	Intersession _____	Spring _____	Summer _____
Fall _____	Intersession _____	Spring _____	Summer _____
Fall _____	Intersession _____	Spring _____	Summer _____
Fall _____	Intersession _____	Spring _____	Summer _____

Directions: Fill in each square with the courses that the student intends to enroll in for that semester. Complete a projected graduation calendar for the student from the time of entry into CSUS until the projected graduation date. It may be necessary to use more than one calendar sheet. The student should keep the calendar for future reference.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Kinesiology and Health Science Department
Health Science Program

CHANGE OF ADVISOR

Name of Student _____

Social Security Number _____

Assigned Advisor _____

I understand the student named above has chosen a new advisor and I have adjusted my records accordingly.

Assigned Advisor's Signature

Date

New Advisor _____

I have accepted the student named above as a new advisee.

New Advisor's Signature

Date

ACADEMIC ADVISING PORTFOLIO CHECKLIST

The student's academic advising portfolio should contain the following items:

- _____ Unofficial and/or official evaluation of General Education courses taken (CSUS GE Evaluation Transcript)
- _____ Unofficial copies of transcripts of courses taken at other colleges/universities
- _____ Reports of placement test scores
- _____ Semester grade reports
- _____ Copies of forms and petitions
- _____ HLSC Projected Graduation Calendar
- _____ HLSC Advising/Work in Progress sheet with course substitutions (if applicable) approved and signed by HLSC academic advisor or Program Coordinator
- _____ Other, please specify _____
- _____

HLSC Advisor: _____

ADVISING RECORD

<u>DATE</u>	<u>OUTCOME</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SAMPLE WORKSHEET
 California State University, Sacramento
 BACHELOR'S DEGREE APPLICATION

PRINT OR TYPE NAME AS IT IS TO APPEAR ON DIPLOMA

SSN 001-01-0101

Wanna B. Graduate
 FIRST MIDDLE LAST

6000 J Street
 LOCAL ADDRESS
Sacramento, CA 95819
 CITY STATE ZIP CODE

(916) 278-6441 /
 PHONE HOME OTHER

Diploma will be mailed to the same address that is on file with the Registrar's Office.

Graduation Date: Fall 20 Spring 2003 Summer 20

Degree:
 BA BS BM Second Bachelor's Degree

Credential Candidate: Yes No

Catalog Year of Major/Minor 2002/03

MAJOR: Health Science
 Concentration, Plan or Option:
Community Health Education

MINOR: _____

DEPT	NO.	COURSE TITLE	SEM HOURS	GRD	DEPT	NO.	COURSE TITLE	SEM HOURS	GRD	DEPT	NO.	COURSE TITLE	SEM HOURS	GRD
* Bio	10	Basic Bio. Concepts	3	B+	HSC	130	alcohol + other Drugs	3						
* Bio	25	Human Anat + Physiol I	4	B	HSC	149	Com. Health Planning	3						
* Bio	26	Human Anat + Physiol II	4	B-	HSC	147	Health Data Analysis	3						
* Chem	6A	Intro. to Gen. Chem.	5	C+	HSC		elective	3						
HSC	50	Healthy Lifestyles	3	A-										
* Psych	5	Psych: indiv. + social	3	A-										
* Stat	1	Intro. to Statistics	4	B										
HSC	114	Human Ecology + Health	3	B										
HSC	118	Community Health	3	A										
HSC	148	Epidemiology	3	B										
HSC	145	fieldwork	3	CR										
HSC	100	Fund. of Safety Health	3	A-										
HSC	112	Disease Prevention	3											
HSC	116	Pub. Health Admin. + Policy	3											
HSC	119	Com. Health Educ.	3											
HSC	122	mental health	3											
HSC	124	consumer health self-care	3											

MAJOR * Waiver or Substitution of courses and/or hours:
see attached RHS substitution form

MINOR

MAJOR ADVISOR'S APPROVAL:

MINOR ADVISOR'S APPROVAL:

MAJOR *CHAIRPERSON'S APPROVAL:

MINOR *CHAIRPERSON'S APPROVAL:

FOR OFFICE USE ONLY

STUDENT'S SIGNATURE _____ DATE _____

Date Coded _____
 Initials _____

SAMPLE WORKSHEET

Prepare in TRIPLICATE and attach to graduation contract

Wenre B. Graduate SSN: 001-01-0101
 First Middle Last
 Major: Health Science Option: Community Health Educ.

Health & Physical Education -- Graduation Petition										
SUBSTITUTION					SUBSTITUTION					
CSUS COURSE REQUIREMENT					SUBSTITUTION					
Dept.	No.	Course Title	Semester Units	Grade	Institution	Dept.	No.	Course Title	Semester Units	Grade
Bio	10	Basic Bio Concepts	3		SEC	Nutr	10	Nutrition	3	B+
Bio	25	Human Anatom Physio I	4		ARC	Bio	25	Anat + Physio	4	B
Bio	26	" " II	4		ARC	Bio	26	Anat + Physio	4	B-
Chem	6A	Intro. to Gen Chem.	5		SEC	Chem	6A	Gen. Chem	5	C+
Psych	5	Psych: Anom + Social	3		CRC	Psych	1 and 1	Intro. to Psych. and Intro. to Soc.	3/3	C+
Stat	I	Intro. to Statistics	3		CRC	Math	13	Statistics	4	B
COURSE WAIVED										
CSUS COURSE REQUIREMENT					SUBSTITUTION					
Dept.	No.	Course Title	Semester Units	Grade	Institution	Dept.	No.	Course Title	Semester Units	Grade
Major Advisor's Approval:					Comments:					
date										
Major Chair's Approval:										
date										
Student's Signature:										
date										



CSUS REPEAT GRADE REPLACEMENT PETITION I

Courses repeated prior to the Fall 1998 term **ONLY**. Use reverse for courses taken Fall 1998 or later.

NAME _____
LAST FIRST MI

SUBMIT COMPLETED
FORM TO
ADMISSIONS AND RECORDS
COUNTER

STUDENT IDENTIFICATION NUMBER (SSN) _____

COURSE INFORMATION

Please fill in every item below. List all attempts except those with grades of "AU" or "W". Use a separate petition for each course.

	NAME OF COLLEGE/ UNIVERSITY	SEMESTER & YEAR	DEPT. NAME AND COURSE NUMBER	TITLE OF COURSE	UNITS	GRADE EARNED
PREVIOUS ATTEMPT(S)						
FINAL ATTEMPT						

↓
If taken Fall 1998 or later, use
the other side of this form.

Answer these questions:

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Were both enrollments at CSUS? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Were the titles and course numbers the same? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you enroll in the course only two times? | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered YES to all of these questions you do not have to obtain signatures. Return your completed form to the Admissions and Records Counter.

If you answered NO to questions 1 or 2, you must obtain the signature of the Chairperson of the department offering the course as verification that the courses are equivalent in content and emphasis.

DEPARTMENT CHAIR SIGNATURE

DEPARTMENT

DATE

The repeat policy in effect FALL 1990 - SUMMER 1998 differed in two key respects from the current policy:

- Students could only repeat (for grade replacement) courses in which they received a grade of "C-" or lower.
- Students taking a course three (or more) times were required to obtain the Department Chair's approval by the end of the third week. If you answered NO to question 3 above, you may ask the Department Chair to retroactively consider a request to have only the final grade counted in your g.p.a. Chairs reviewing records of students who did not file timely repeat petitions may at their discretion authorize the Registrar to count only the final attempt OR may require that the second and subsequent attempts be averaged in the g.p.a. The Department Chair's decision is final.

DEPARTMENT CHAIR: CHECK ONE BOX and SIGN above, please.

Count only final attempt in
grade point average

Average grades of second and subsequent
attempts

For Records Office Use: Updated _____

CSUS REPEAT GRADE REPLACEMENT PETITION II

Courses repeated Fall 1998 or later **ONLY**. Use reverse if all attempts were taken prior to Fall 1998.

NAME _____
LAST FIRST MI

SUBMIT COMPLETED
FORM TO
ADMISSIONS AND RECORDS
COUNTER

STUDENT IDENTIFICATION NUMBER (SSN) _____

COURSE INFORMATION

Please fill in every item below. List all attempts except those with grades of "AU" or "W". Use a separate petition for each course.

	NAME OF COLLEGE/ UNIVERSITY	SEMESTER & YEAR	DEPT. NAME AND COURSE NUMBER	TITLE OF COURSE	UNITS	GRADE EARNED
PREVIOUS ATTEMPT(S)						
CURRENT ATTEMPT						

Leave blank if course
is now in progress.

CHAIRPERSON OF THE DEPARTMENT OFFERING THE COURSE
MUST APPROVE THE REPEAT PETITION IF:

- 1) repeat or original course is taken at another accredited institution, or
- 2) the repeated course differs in number or title from the original course.

OBTAIN APPROVAL PRIOR TO ENROLLING IN THE REPEAT COURSE.

DEPARTMENT CHAIR SIGNATURE

DEPARTMENT

DATE

IMPORTANT INFORMATION:

1. A student may repeat any CSUS course once and have the most recent grade earned (EVEN IF IT IS A LOWER GRADE) used in determining grade point average. The original grade remains on the transcript, but is not included in the g.p.a. calculation. In the case of multiple repeats, the second and all subsequent attempts will be averaged together in the g.p.a. calculation. (Even if the Department offering the course granted permission to enroll in the course third or subsequent times, grades of second and all subsequent attempts are averaged together.)
2. Departments may limit the number of authorized attempts. If a student exceeds the repeat limit established by a department, the department may administratively drop the student from the course and/or disallow use of the course to fulfill graduation requirements.
3. If a "Repeat Grade Replacement Petition" is not submitted by the student, incorrect unit and grade point totals may exist on transcripts until the student's graduation evaluation is completed.
4. The repeat grade replacement policy of a transfer institution, if it can be determined, will be applied to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.
5. Students who hold a bachelor's degree may not repeat courses for grade replacement for which they earned credit as an undergraduate, nor may they repeat courses at other institutions for the purpose of improving the CSUS g.p.a.