

**Ohio University Faculty Senate**  
**Monday, April 8, 2019**  
**Margaret M. Walter Hall, Room 235, 7:10pm**  
**Meeting Minutes DRAFT**

In attendance

- *College of Arts and Sciences: G. Buckley, Doug Clowe, Chen, G. (sub. for G. Buckley), H. Edwards, S. Gradin, M. Gurien, K. Hicks, M. Holt, Johnson, J. (sub. for N. Sandal), P. Jung, M.K. Hurley, J. McLaughlin, L. McMills, R. Muhammad, R. Palmer, H. Perkins, W. Roosenberg, E. Stinaff, S. Wyatt*
- *College of Business: J. Hiler, A. Pueschel, D. Ridpath, A. Rosado Feger*
- *College of Fine Arts: M. Franz, V. Marchenkov*
- *College of Health Sciences and Professions: M. Clevidence, C. Miller, B. Sindelar, S. Spjeldnes, S. Webb*
- *Heritage College of Osteopathic Medicine: B. Franz, C. Stork, J. Wolf*
- *Clinical: A. Healy*
- *Patton College of Education: L. Harrison, C. Hartman, S. Helfrich,*
- *Regional Campus – Chillicothe: Allison White*
- *Regional Campus – Eastern: P. McMurray-Schwarz*
- *Regional Campus – Lancaster: S. Doty*
- *Regional Campus – Southern: Y. Shao-Lucas*
- *Regional Campus – Zanesville: S. House, C. Vickers, Amy White*
- *Russ College of Engineering: D. Arch, B. Branham, J. Cotton, G. Riefler, D. Schwerha*
- *Scripps College of Communication: B. Bates, B. Debatin, E. Hendrickson, F. Lewis, B. Reader*
- *Voinovich School of Leadership and Public Affairs: D. Kauneckis*
- *Athens At Large: G. Michaud*
- *Regional Higher Education: D. Nickles, T. Pritchard*

Excused: A. Chadwick, K. Geist, J. O'Keefe, B. Owens, K. Raney, A. Sergeev, H. Siebrits, S. Williams

Absent: R. Brannan, C. Lowery, N. Manring, G. Weckman

Ohio University Faculty Senate  
Agenda for Monday, April 8, 2019  
Room 235, Margaret M. Walter Hall, 7:00-9:00pm

- I. Executive Vice President & Provost Chaden Djalali
- II. Roll Call and Approval of the March 4, 2019 Minutes
- III. Chair's Report—Joe McLaughlin
  - a. Faculty Senate Spring Elections Results
  - b. Status of Resolutions
  - c. Updates & Announcements
  - d. Upcoming Senate Meeting: **May 6, Walter Hall 235, 7:00-9:00pm**
- IV. Officer Elections—Nominating Committee
- V. Promotion & Tenure Committee and Professional Relations Committee—Sherrie Gradin & Sarah Wyatt
  - a. Sense-of-the-Senate Resolution Erosion of Tenure & Faculty Positions/ Workload during Budgetary Restrictions—First Reading (See Appendix A)
- VI. Educational Policy & Student Affairs Committee—Betty Sindelar
  - a. Resolution to Modify Use of the Term “Experiential Learning” in the Undergraduate Catalog—First Reading (See Appendix B)
  - b. Resolution to Clarify Course Retake Language in the Graduate Catalog—Second Reading & Vote (See Appendix C)
- VII. Finance & Facilities Committee—Susan Williams
- VIII. New Business
- IX. Adjournment

Meeting called to order at 7:03 p.m.

**I Executive Vice President & Provost Chaden Djalali**

President Nellis is travelling. Provost Djalali reported on the following:

1. Two dean searches have concluded successfully: the Dean of the College of Engineering and the Dean of Libraries
2. Two dean searches are ongoing at this time: the Dean of the College of Arts & Sciences and the Dean of Honors of Tutorial College. The search for the new director of OU Press and the search for the new Executive Dean for Regional Campuses are also ongoing. The Eastern and Chillicothe campuses will have interims deans for now.
3. The Board of Trustees approved the One Ohio Initiative; a draft of the implementation plan will be shared with Executive Committee once it is ready.
4. The budget is still a work-in-progress. All units, academic and administrative, are involved.

**Q&A**

Senator White asked when the regional faculty would know about the forthcoming One Ohio plan.

The Provost stated that with the replacement of Bill Willan would require an implementation plan including representation of the regional campuses. The exact composition of the plan was not finalized and external existence would be requested and included.

Senator Roosenberg stated that President Nellis promised that there would be equality of cuts between academic and administrative units. Will that promise be fulfilled, asked the senator?

The Provost said the budget is a work in progress as we are asking colleges to balance their budgets. More information would be made available at the May 2019 meeting.

Senator Debatin commented that RCM has created some problems, including layers of administrators, although RCM did create a level of transparency that is not apparent in the current cuts. The senator further stated that evaluating how well a unit is doing cannot be reflected in the numbers.

The Provost said he is data driven and is using the data to move the university toward a balanced budget.

Senator Reader stated that we have been cut to the bone and that the senator was insulted by the reference to “get onboard.” Administrators work for us and not the other way around, he commented.

The Provost replied the Provost was on the faculty side. Administrators are there to help to offer expertise to faculty, not to replace them or undermine their authority.

Senator Gradin inquired about any discussions on the athletic side of the budget.

The Provost replied that the Provost was not involved in those discussions.

Senator Roosenberg noted that their department had lost 20% of Group I faculty.

In addition, Senator Julie White noted that the speed of the Deans’ searches has made it difficult for faculty to attend and made it difficult for faculty to feel part of shared governance.

The Provost replied that the speed is partly about Colleges not wanting an interim Dean.

Senator White also noted that if this is an extreme budget issue, we need to be willing to look at Athletics. Moreover, the use of search firms is expensive and not always a satisfactory way to conduct searches.

Faculty Senate Chair McLaughlin expressed concern that these discussions are not occurring in April instead of December. While we might not have had the full picture of the nature of the cuts in December, knowing that large cuts were coming would help units plan. The budget is always a work-in-progress but transparency is key to understanding and helping with planning.

The Provost said now we are working with 5-year plans.

A senator asked if there were any plans for increasing enrollment?

The Provost replied that the administration was looking at marketing to address gap between yield and admissions and asking alumni to meet with prospective students. There are also efforts to make transferring other universities to OU less complicated.

Senator Hicks noted that academics are being asked to balance then can we ask the athletics to balance their budget?

The Provost said he would bring that forward.

Senator Debatin stated that the administration was not doing a good job with communications. For example, many times very important things are announced late afternoon on Friday. It is symbolic but bad practice. Secondly, faculty are not being included in various policy discussions in spring semester and the final decision is made during late spring or summer without faculty input.

The Provost said that we are focusing on what we can control: quality of education and the monitoring of the budget plan as it moves forward.

## **II Roll Call and Approval of the March 4, 2019**

Faculty Senate Secretary Robin Muhammad took roll call.

The minutes from the March 4 meeting were approved unanimously. A correction was made prior to the meeting regarding the attendance. Senator Jim Taylor attended the March 4 meeting; he was incorrectly omitted from the attendance meeting from the last meeting.

## **III Chair's Report**

Faculty Senate Chair thanked Katie Hartman for her service and setting up the new Qualtrics Election Survey. All new senators can come and vote at the May meeting. Terms of exiting senators technically end on July 31. There will be a Fall Orientation for new senators. At the May meeting senators will also have an opportunity to state their preferences for committee work.

### Status of Resolutions:

The Faculty Senate Chair met with Deb Shaeffer. She will be in the May meeting. Over three academic years, non-academic units will be taking a higher than 7% cut.

The Faculty Senate Chair gave the annual presentation to Board of Trustees reporting on the decline in faculty over all and the concerns about the proposed changes to regional campuses.

Four resolutions we passed in March have been signed by Provost, including the changes in the faculty classification.

May 6, 2019 is the upcoming meeting.

### **Q&A:**

Senator Harrison asked about getting a better understanding of how administrative staff are being counted in academic and non-academic units.

Chair McLaughlin said we can bring this information back to the Provost.

Senator Julie White said that it is not clear about the RCM transition and that it was good to do this before revisions of Gen. Ed.

Senator Debatin stated that some colleges are run by budget people and that decision-making is removed from the faculty.

Senator Roosenberg commented that at least RCM offered some transparency. The transparency is almost lost currently.

Senator Schwerha asked about information on enrollment since we are 277 below last year's number of students enrolled currently. The senator then asked, Do we know how that affects enrollment? Is it the effect of rape culture and other negative news coming from our campuses?

Faculty Senate Chair McLaughlin said that the University of Cincinnati, for example, attracts students who want internship.

Senator Harrison said the question of quality education needs to be brought up when we are having budget conversations.

#### **IV Officer Elections – Nominating Committee**

Officers Election was conducted by Nominating Committee member Ken Hicks:

Robin Muhammad, Chair Candidate  
Sara Helfrich, Vice-Chair Candidate  
Ana Rosado-Feger, Secretary

Each candidate was endorsed by at least one statement from a senator present at the meeting.

There was a voice vote since there was no request for a secret ballot.

The slate of officers was voted for unanimously.

#### **V Promotion & Tenure and Professional Relations Committee (Sherrie Gradin and Sarah Wyatt) - See Appendix A**

The senate discussed the first reading of the sense of the senate:

Senator Roosenberg expressed concern for conversion for faculty who do not have terminal degrees.

PRC Committee Chair Wyatt emphasized that departments would control the process in order to retain high quality faculty.

## **VI Educational Policy & Student Affairs Committee (Betty Sindelar)**

EPSA Betty Sindelar guided the discussion around the “clean up” of the language in the undergraduate catalog of experiential learning; this is not a policy change.

There was discussion about the second resolution, up for a second reading, and it was approved unanimously.

Beth Quitslund provided a brief but informative presentation on the need for an accelerated graduate program that would allow master’s program acceptance and graduate credit starting in as undergraduates.

## **VII Finance & Facilities Committee**

No report

## **VIII New Business**

No new business

## **IX Adjourned at 9:15 p.m.**

Appendix A

**Sense-of-the-Senate Resolution on  
Erosion of Tenure and Faculty Positions/Workloads during Budgetary  
Restrictions  
Promotion & Tenure and Professional Relations Committees  
First Reading  
April 8, 2019**

**Whereas** budget constraints on Ohio University are accelerating the erosion of tenure at Ohio University through attrition of tenure track faculty, and a resulting increase in the ratio of non-tenure track to tenure track lines;

**Whereas** tenure is the means by which academic freedom, the creation of new knowledge, shared governance, and curricular integrity are encouraged and protected;

**Whereas** the erosion of tenure both locally and nationally is a major threat to academic freedom, shared governance, curricular integrity, and to increasing research, scholarly, and creative activity of the faculty;

**Whereas** cuts in recent years have continued to flatline or even decrease the number of tenure track faculty in most departments, even though President Nellis and EVP & Provost Djalali have publicly stated their desire to raise the research profile of Ohio University;

**Whereas** the conversion of non-tenure track lines to tenure track lines would help support the research mission and since conversion can be achieved through multiple avenues, including the conversion of nationally hired NNT faculty to TT as appropriate; and

**Whereas** the upcoming integration of RHE faculty into the Athens campus departments will require due diligence afforded to appropriate TRS scores and promotion and tenure guidelines; **[text altered here to remove numbers]**

**Be it resolved that** the University use its ability to hire tenure track faculty on variable workload distribution (Faculty Handbook II.A.1.B) to protect both the research and teaching mission of academic departments, *with* the expectation that all tenure track faculty contribute to some extent to all areas (TRS) of the mission of the university;

**Be it resolved** that since the Faculty Handbook (II.A.1.B) allows for variable workload distribution for Tenure track faculty, departments, schools, and colleges, in sync with



their mission, define the mechanisms and conditions by which to hire, tenure, and promote teaching-intensive or research intensive faculty. (Not solely to be driven by budgetary concerns.);

**Be it resolved** that those responsible for hiring requests and decisions will hire, whenever possible, tenure track faculty at differential workloads before defaulting to non-tenure track Instructional faculty. Reliance on part-time, fixed term contract instructors should be rare;

**Be it resolved** that the Senate and Provost's Office collaboratively create mechanisms for **establishing** appropriate **pathways from** non-tenure track to teaching- or research-intensive tenure track lines;

**Be it resolved** that potential implicit or invisible impacts of changes in distributions be considered when making decisions. For instance lowering service expectations not only impact shared governance and engagement internally, but would also impact Ohio University's faculty's ability to raise the national and international profile of faculty through engagement outside of the university;

**Be it resolved** that faculty workloads be transparent and fairly evaluated with clear metrics for faculty evaluation based on differential workloads; and, that evaluation and promotion and tenure criteria reflect actual workload distribution of faculty, including teaching-intensive, research-intensive or balanced faculty lines as appropriate to their mission; and

**Be it resolved**, we request that if this resolution is supported by the Faculty Senate the Provost signs this Sense of the Senate resolution in support as outlined in VI.B.4.F of the *Faculty Handbook* ("The Provost may sign the resolution as reflection of support for the Senate's position").

Appendix B

**Resolution to Modify Use of the term Experiential Learning in the Undergraduate Catalog**

Educational Policy and Student Affairs (EPSA) Committee  
Faculty Senate

**Whereas** the OHIO Board of Trustees approved the introduction of the Career and Experiential Learning fee in January 2018;

**Whereas** Career and Experiential Learning fee is intended to provide “support for certain internship and other experiential education activities, opportunities for employment upon degree attainment, career and leadership development services and programming, employer recruitment, and alumni professional engagement”<sup>1</sup>;

**Whereas** OHIO introduced the Career and Experiential Learning Fee (\$6 per credit hour, capped at 12 credit hours per semester) for undergraduate degrees beginning with the OHIO Guarantee 2018-19;

**Whereas** the OHIO University Undergraduate Catalogue 2018-19 uses the terms *experiential learning* and *portfolio-based assessment* interchangeably to refer to providing “credit for college-level experience gained through employment or other experience” through a “specific process to compile a portfolio of learning that is reviewed by appropriate University faculty members and assigned a credit value”;

**Whereas** the Ohio Department of Higher Education’s Prior Learning Assessment Initiative uses the term *prior learning assessment* to refer to credit by examination, military credit, and portfolio-based assessment.<sup>2</sup> ODHE uses the term *portfolio-based assessment* for when “students develop a summary (paper or electronic) of their learning experiences outside the traditional college classroom that is then assessed by the institution to determine whether academic knowledge and skills have been acquired”<sup>3</sup>; and

**Whereas** OHIO’s University Curriculum Council has approved a broader use of the term *experiential learning* to describe the process whereby knowledge is created through the transformation of experience using activities that are intentionally designed to develop students’ knowledge, skills, and attitudes through experience related to a field. Contexts

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<sup>1</sup> Source: Ohio University, The OHIO Guarantee 2018-19. Retrieved from <https://www.ohio.edu/bursar/ohio-guarantee-18-19.cfm>.

<sup>2</sup> Source: ODHE, PLA with a Purpose: Prior Learning Assessment & Ohio’s College Completion Agenda. Retrieved from <https://www.ohiohighered.org/PLA/resources#d>

<sup>3</sup> Source: ODHE, PLA with a Purpose, Glossary of Prior Learning Assessment (PLA) Terms. Retrieved from <https://www.ohiohighered.org/PLA/resources#d>

of experiential learning include (but are not limited to) internships, apprenticeships, clinical experience, fellowships, cooperatives, field work, practicums, community engagement (service-learning, community-based research, volunteering), interactive simulations, role-playing, performance, professional internship / student teaching, study abroad / cultural immersion, research (basic, applied, lab, industry, community), live case studies, job training, and student organization leadership.

**Be it resolved** that the OHIO University Undergraduate Catalogue be changed to remove the term *experiential learning* and adding the term *prior learning assessment* when referring to *portfolio-based assessment*:

[text with changes marked]

1. Options for Receiving Credit subsection of the Academic Policies and Procedures section

~~Experiential Learning and Course Credit by Examination~~ **Prior Learning Assessment**. You also may be able to earn credit without attending formal classes through two opportunities offered through OHIO's Office of Instructional Innovation. ~~Experiential learning (also referred to as portfolio-based assessment)~~ **Prior learning assessment** is designed to provide credit for college-level experience gained through employment or other experience. You follow a specific process to compile a portfolio of learning that is reviewed by appropriate University faculty members and assigned a credit value. Course credit by examination allows you to study or review a given subject and be tested on the subject within six months of enrollment, after which a letter grade is assigned and credit is awarded based on performance on the examination. ~~Experiential learning (portfolio-based assessment)~~ **Prior learning assessment** and course credit by examination may be available on request; each request is evaluated on a case-by-case basis to determine if the option is appropriate to meet the student's goals. These options are not eligible for financial aid. More information is available at [www.ohio.edu/ecampus/credit-for-experience.html](http://www.ohio.edu/ecampus/credit-for-experience.html) (See also eCampus information in the catalog.)

2. Transferred Credit from Ohio Colleges and Universities subsection of the Academic Policies and Procedures section

**Transfer of Nontraditional Credit**. Credits earned at a state-supported institution located in Ohio through pass/fail options, credit by examination, ~~experiential learning~~ **prior learning assessment**, and by other nontraditional methods will be applicable to the equivalent courses when available at Ohio University. If there are no equivalent courses and if the courses are not applicable to the statewide guarantee equivalencies, Transfer Module, General Education requirements, or specific programmatic requirements, the courses will count as free electives. However, some programs or degrees have limitations on the number of

nontraditional credits which can be counted, or there may be a limit to the fields in which these credits may be taken. In these cases, credit shall be applied for transfer students in the same manner as for native students.

3. Official Grades subsection of the Academic Policies and Procedures section

TX NA Transferred ~~Experiential Learning~~ **Prior Learning Assessment.** No

Effective Fall Quarter 2007-08.

4. Requirements subsection of the Graduation Requirements – University section

No more than 30 semester credit hours earned in ~~experiential learning (also referred to as portfolio-based assessment)~~ **prior learning assessment** may be applied toward a bachelor's degree, and no more than 15 semester credit hours toward an associate's degree. Successful completion of [UC 2030 - Credit for Work Experience: Portfolio Development](#) is a requirement for **prior learning** assessment (~~experiential learning~~).

[clean text of revised changes]

1. Options for Receiving Credit subsection of the Academic Policies and Procedures section

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No more than 30 semester credit hours earned in prior learning assessment may be applied toward a bachelor's degree, and no more than 15 semester credit hours toward an associate's degree. Successful completion of [UC 2030 - Credit for Work Experience: Portfolio Development](#) is a requirement for prior learning assessment.

Appendix C  
**Resolution to Clarify Course Retake Language in the Graduate Catalog**  
**Educational Policy & Student Affairs Committee**  
**April 8, 2019**  
**Second Reading & Vote**

**Whereas** all graded OHIO graduate courses contribute to the student’s cumulative OHIO graduate GPA; and

**Whereas** the current catalog policy is meant to communicate that non-repeatable graduate classes are meant to be taken once for credit and to prevent graduate students from taking classes again primarily for the purpose of raising their cumulative GPAs; and

**Whereas** the current catalog language, adapted from the undergraduate policy (see Appendix A), does not communicate that policy clearly or in a way consistent with the Registrar’s terminology; and

**Whereas** current policy does not provide adequate guidance for when faculty should authorize retaking a graduate course; and

**Whereas** the current method of recording graduate credit hours counts all attempts in non-repeatable hours and thus does not conform to University policy (see Appendix A); and

**Whereas** the grade required to meet program requirements is always above a C- but may be higher in some programs;

**Be it resolved** that the Academic Policies and Procedures section of the Graduate Catalog be amended as shown below:

[with changes marked]

**Standards of Work**

Graduate accumulative grade point average (GPA) includes all graduate courses taken at Ohio University. Conferral of a graduate degree or certificate requires an accumulative graduate GPA of at least a 3.0 – GPA cannot be “rounded up” to achieve a 3.0. No course with a grade below C (2.0) may be used to satisfy any graduate degree or certificate requirement. Taking a graduate-level course a second time does not remove or replace a grade from a previous attempt.

Students taking courses in post-baccalaureate or non-degree status must adhere to the same standards of work as degree and certificate students. **Note: graduate**

**courses taken by undergraduate students through OHIO Honors, departmental honors, or Honors Tutorial College will have course grades applied to their undergraduate GPA** ~~undergraduate students taking graduate courses through College Honors or Honors Tutorial College will have graduate courses count toward their undergraduate GPA~~ unless they have applied for and received permission to take graduate courses for graduate credit. Grades for courses taken in undergraduate for graduate credit status will become part of the student's official graduate record and graduate grade point average.

Individual graduate programs, schools, departments, or academic colleges may establish standards more rigorous than those in this section. For example, programs may set minimum grade expectations for courses, or programs may consider academic progress based on work done as part of the active program exclusive of previous graduate work.

### **Repeating a Course**

Repeating a course is to complete a course more than once for credit. This can be done only with repeatable courses, which are designed to be taken multiple times (e.g., thesis credits 6950, dissertation credits 8950). The policy on second and subsequent course attempts does not apply to repeatable courses. Some departments place a limit on the total number of credits that may be earned or counted toward degree requirements in a given repeatable course.

### **Second and Subsequent Course Attempts**

Students may not take a graduate-level course more than once if the prior attempt has met degree requirements. In the event that a graduate student must take a class again to achieve a sufficient grade for a graduate program, the previous grade stays on the transcript and in the GPA calculation. Non-repeatable graduate courses will earn credit only once. ~~A regular graduate-level course with fixed content cannot be retaken to affect the student's GPA.~~ All course attempts and grades appear on the permanent academic record (transcript) and are calculated in the graduate GPA.

[clean version of revised text]

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### **Background only – not part of resolution**

#### Appendix A

The current language in the Graduate Catalog was approved by Graduate Council during the Q2S catalog revision. It derives from the undergraduate catalog, as reflected in University Policy 12.040 (Grading):

#### **E. Repeating a Course**

Repeating a course is to complete a course more than once for credit. This can be done only with repeatable courses, which are designed to be taken multiple times (e.g., MUS 3400, PSY 4900). Some departments place a limit on the total number of credits that may be earned in a given repeatable course.



## **F. Retaking a Course**

A regular undergraduate course with fixed content can be retaken to affect the student's GPA. Retaking the course removes the hours and the effect of the earlier grades from the calculation of the GPA. However, all grades appear on the permanent academic record (transcript). The last grade earned is the one used to calculate the GPA, even if it is lower than the earlier grade(s), and only the last instance's credit hours are accepted toward any requirements for graduation. Some graduate and professional schools will include all grades in their own calculation of the GPA when determining a student's eligibility for admission, even though Ohio university calculates the GPA using only the last grade in a retaken course.

Courses taken at Ohio University and retaken at another university are not eligible for grade point adjustment under this policy. Effective Summer Quarter 2010-11, the university limits the number of times an undergraduate course may be retaken to a maximum of two in addition to the first attempt.

Retaking a course after graduation will not change graduation GPA or honors status.

**Ohio University's official grading policy is silent about how non-repeatable graduate courses taken more than once appear on the transcript.**