

Minutes of Joint Meeting of Academic Council and Academic Affairs Committee
Attending were Deans Byo, Charignon, Dykema, Edgar, Miller, Paraska, Swartz,
Dr. Coffield, Dr. Behen, Mrs. Botty, Dr. Bridgham, Dr. Chrisp, Mr. Dillon,
Mr. Fortunato, Dr. Hare, and Dr. Richley.

Engineering Science Room 213 - 4:00 p.m.

November 4, 1968

The meeting was called to order at 4:05 p.m. The purpose of this meeting was
for consideration of the document on Withdrawals, Warnings, etc.

After discussion, Dr. Richley moved the second sentence in (2) of Recommendation 1
should read as follows:

A withdrawal made after the three-to-six week period will be recorded
as an F unless the withdrawal was the result of circumstances over
which the student had no control, as shown by evidence presented
by the student in a petition to the appropriate dean.

Dean Edgar seconded the motion. Motion carried.

Dean Charignon moved that the following become (3) in Recommendation 1 and that
the present (3) and (4) become (4) and (5) respectively:

Any grade of F assigned because of absence may be reviewed upon
petition to the appropriate dean.

Dean Dykema seconded. Motion carried.

Mrs. Botty moved acceptance of Recommendation 1 as amended. Dr. Richley seconded.
Motion carried.

After a general discussion on Recommendation 2 the following motion was made:

Dean Edgar moved to eliminate (2) in Recommendation 2 thereby making
paragraphs (3) and (4), (2) and (3).

Dean Miller seconded. Motion carried.

Dr. Hare moved that the following paragraph (4) be added in Recommendation 2:

The present E grade is hereby discontinued. Dean Edgar seconded.
Motion carried.

Dean Paraska moved that Recommendation 2 be adopted as amended. Mrs. Botty
seconded. Motion carried.

Dean Swartz moved that the first sentence on the second page of Recommendation 3 should read as follows:

Transfer students admitted in good standing or on probation must meet those point average requirements indicated for their total hours including transfer hours accepted by the University.

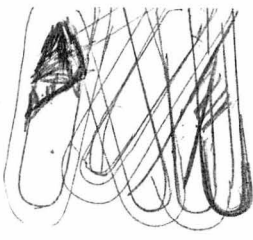
Dr. Crisp seconded. Motion carried.

Dean Swartz moved we accepted Recommendation 3 as amended. Mrs. Botty seconded. Motion carried.

The committees agreed to present the document to the Senate, as amended, as a joint document.

A copy of the revised recommendations is attached.

Meeting adjourned at 5:30 p.m.



TC

RECOMMENDATION 1: WITHDRAWALS

(1) Present grades of WP and WF be eliminated; substitute W for withdrawals properly processed, F otherwise. W's will not enter into grade point computation; F's apply as usual.

(2) W be given for all withdrawals properly processed during the first six weeks of any quarter (or first three weeks of either split summer session). A withdrawal made after the three-to-six week period will be recorded as an F unless the withdrawal was the result of circumstances over which the student had no control, as shown by evidence presented by the student in a petition to the appropriate dean.

(3) Any grade of F assigned because of absence may be reviewed upon petition to the appropriate dean.

(4) By "properly processed" in the above is meant withdrawals made in conformity with the instructions on the official Change of Registration form.

(5) Where withdrawals change the status of a student (full-time to part-time), the student immediately forfeits any privileges contingent upon full-time status, and all interested parties which legally require it will be notified (draft boards, scholarship or loan-supporting agencies, etc.).

RECOMMENDATION 2: INCOMPLETES

(1) The grade of I may be given to a student who has been doing satisfactory work in a course but who, for reasons beyond his control and deemed justifiable by the teacher, has not completed all requirements for a course when grades were submitted. A written explanation of the reason for the I must be forwarded to the records office for inclusion in the student's permanent record, with copies to the student, department chairman, and the dean of the school. A standard form, which must include a record of the student's grade at the time he left the course, is provided for this purpose.

It must be emphasized that an I may be used only for a student whose previous work in that course has been satisfactory, and only for reasons beyond that student's control. In no case may an I be used to allow a deficient student extra time to avoid failing the course.

(2) Until the I is converted, it will not be included in the calculation of the student's point average.

(3) Department chairmen are granted authority to convert grades of I into final grades in cases where teachers may have severed connections with the University or have become incapacitated before accomplishing conversion of the grade.

(4) The present E grade is hereby discontinued.

RECOMMENDATION 3: WARNINGS, PROBATIONS, AND SUSPENSIONS

To make clearer to a student what academic situation he has got himself into, four categories of academic status have been established: good standing, warning, probation, and suspension. The last three categories are intended as extended opportunities to permit a student ultimately to achieve graduation, not as punishments. Suspension, which means an unspecified period of separation from the University, assumes the possibility of a greater maturity which will increase the student's judgment and responsibility, qualities which should improve his capacity for academic achievement.

Recognizing that the transition from high school to college may be a difficult one, the minimum levels of academic achievement during the student's first two years in college have been set somewhat below what will be required of him in order to graduate. The point averages required are as follows:

<u>Cr. Hrs.</u>	<u>GPA</u>
1-14	1.4
15-29	1.5
30-44	1.6
45-59	1.7
60-74	1.8
75-89	1.9
90+	2.0

A student who falls below the specified average for the number of hours he has passed will be warned that he has dropped below the minimum grade for good standing. If by the end of the following quarter he has failed to bring his average up to the minimum, he will be put on probation. If at the end of the probationary quarter he has failed to bring his average up to the minimum, he will be suspended; however, if he makes substantial improvement during a probationary quarter--averages at least 2.25 for that quarter--he will be continued on probation even though his cumulative

average does not reach the minimum.

Transfer students admitted in good standing or on probation must meet those point average requirements indicated for their total hours including transfer hours accepted by the University.

Regulations for students with 90 or more quarter hours: a student with Junior or Senior standing may be held to any requirements deemed necessary by his school dean in order to restore or maintain academic standing. Probation or suspension may be employed at the dean's discretion.

Justifications for recommended changes in point averages and academic status categories.

1. All the recommendations assume (a) that a final overall point average of 2.0 or better will be required for graduation, and (b) that it is unreasonable to demand a point average that high of all students from the beginning of their college career. The first assumption will not be argued because it appears to be the established practice in American colleges. The second assumption is based on the fact that as a state institution we are required to admit all Ohio residents who have graduated from an accredited high school, no matter how low their academic standing may have been at the time of graduating from high school. Some of these students are probably incapable of graduating from college, others though probably capable of achieving college graduation are seriously handicapped because of inadequate preparation in high school, emotional or intellectual immaturity, difficulty in adjusting to the new academic situation, or unwillingness to accept immediately the greater demands made by college instruction. Since our experience has shown that a good many students who start out with a point average well below 2.0 do ultimately graduate, it appears socially desirable that such students be given a reasonable opportunity of staying in college until they have demonstrated either their inability to do college work or their capacity to overcome their initial difficulties.

2. The present requirement that a student have a point average of 2.0 when he becomes a sophomore after having been required to have 1.5 during his freshman year was carried over from the semester system. As a result a student who was in good standing with 1.5 at the end of his freshman year cannot possibly achieve a 2.0 average in the one quarter in which he changes from freshman to sophomore status. The suggested gradual increase from a minimum of 1.4 to 2.0 over a period of six quarters should make the students much more aware of the jeopardy that they are in and also much more likely that they can rescue themselves from their difficulties without having to undergo the major shock of suspension.

3. The new category of warning should accentuate the student's awareness of his academic status and, it is to be hoped, would save a good many of them from being placed on probation.

4. The premature or artificial imposition of a higher grading standard may have disastrous effects on the grading practices of teachers. When a teacher is very much aware that the assigning of an F, D, C, or even B grade rather than a higher one may result in putting a student on probation or on suspension, he may sometimes give a student a higher grade than is deserved because he is reluctant to seem to have the responsibility for jeopardizing the student's academic status. Discussions with teachers whose grade distribution shows an excessive number of A's and B's have made it quite clear that in too many instances the higher grades were not earned by the students but were given to them to prevent the student from being excluded from an academic category which his earned grade would not have entitled him to. The gradual increase in the point average requirement from quarter to quarter should remove a great deal of this pressure from the teachers.

5. Last but not least it should be pointed out that the present selective service regulations tend to work a major hardship on the student without money. A student who can afford it can attend college full-time and normally be deferred from the draft until he receives his baccalaureate degree. Because he does not have to hold a job to support himself he can devote full time to his study and should, granted a satisfactory secondary school preparation and adequate intelligence, be able to remain in good standing without much difficulty until he graduates. But without the necessary money he must find a job if he is going to survive economically while going through college, and part-time jobs are not always available. Nevertheless, if he is to be deferred he must carry a full load. Inevitably this means that some male students attempt to carry full academic loads and full work loads with disastrous results so far as their point averages are concerned. The suggested changes would not, of course, eliminate the fundamental inequity, but they would probably mitigate it to some extent, which is about all we can hope for.