Policy states all appeals must be completed within one calendar year. Would a school/college
the appeal within one month of the assigned grade. In general University policy is that students have one year to appeal their grade. Generally speaking university policies are followed by all so students are not treated differently no matter where. Although in the absence of a consistent University policy and practice, grade appeal is not managed across colleges/schools consistently.

One year grade appeal seems like a long time to initiate because if a student, waits for a full year and loses the appeal and has to wait a full year to re-take the course to get the grade they need to progress, they could be delayed in graduation. Proposed revised to complete within one calendar year with a shorter timeframe for initiating grade appeal. Or, initiate and completed within one calendar year. Concern will students understand that appealing a grade on day 363 will not be able to be completed by day 365.

on campus over the summer. JCSB allows students to appeal one month into the fall semester to appeal.

Is it possible to change the term expectations in evaluation to criteria - criteria is what is used in a rubric. Expectation can be difficult to define because it could be course expectations or expectations of the course.

Number 2 & 3 (twice in 3) - request to remove the term undergraduate and equivalent. Concern that the term equivalent implies that not all students are equal in the class. There are some graduate students who take undergraduate

Follow-up questions:
- o Can we identify the policy that indicates that all undergraduate students must receive a midterm grade?
- o Can midterm grades be changed by the instructor?

Repeating courses
Points of interest:

This policy was adopted last year and it has been very successful.

In the middle of the policy box statement, in bold and underlined there is a highlighted addition with regard to courses that may be repeated for credit. What we found was that there were some issues with repeating a course when the course was designed to be repeated. Unless identified the new grade replaced the old grade, but each time the student took the course it was a different experience. It was designed so each time a student takes the course, they are supposed to get credit and a new grade every time you take that course for some courses (e.g., a student has to take a special topics class six times for the major - it is a different class technically each time).

How do we approach retaking a course if the student failed as a consequence of academic dishonesty? The question is if a student received a lower grade as a result of an academic integrity sanction, there is nothing in this policy that prohibits them from taking the course again and fixing that. So if they got an F in the course because they whatever, based on the way it sounds, they can take the course and have that F removed from their GPA.

I have learned and they have gained the content of the course. When we are talking about student learning, if the student put forth the right effort and demonstrates that they learned the content, then I think that is student success. I look at this more from a student learning perspective and if a student can demonstrate that they learned the content i   Continuing to
                                                              -taken the course could keep them from being certified, prolong or keep them from graduating, etc. We are giving them the opportunity to move on.

There is a TYPO in the middle of box, Note: should be <u>whether</u> and it says <u>wether</u>.

Motion made by Joanne Langan to approve the *Repeating Courses* policy with the with typographical correction and seconded by Robert Cole   unanimous approval.

Withdraw
Points of interest:

We need to work toward a consistent use of the term across campus. We use the term in 3 different ways:
- o withdraw from *a course*;
- o withdraw from *a semester*;
- o withdraw from *the University.*

Perhaps clarity in use across campus is to use the qualifiers noted above. After additional exploration, withdraw is used widely across our peer institutions and