Approval of minutes of September 7, 2001

The minutes of the September 7, 2001 meeting were approved as amended. On page 5, the motion on revised BBA Curriculum and College Residency requirements, the first sentence was corrected to read, "The Committee approved the Robinson College of Business request to count Math 1070..."

Revisions to Faculty Handbook

The Committee approved the motion as amended to change the GSU Faculty Handbook as indicated to a) Recognize the growing importance of new technologies in teaching and learning and b) focus on the attainment of learning outcomes independent of instructional delivery approaches.

Motion: That the GSU Faculty Handbook (www.gsu.edu/%7Ewwwfhb/fhb.html) be changed as indicated below to

a. recognize the growing importance of new technologies in teaching and learning and
b. focus on the attainment of learning outcomes independent of instructional delivery approaches.

Deletions  Additions  [Rationales]  Effective July, 1 2002

Section 401.01

All teaching faculty shall provide by the end of the first week of class, each quarter term, a copy of a course syllabus to each student in their classes. Also, a copy of each syllabus shall be provided the departmental office no later than the end of the first week of class.

The Vice President for Academic Affairs will forward to the University Senate a specific policy regarding items to be included on the syllabus.

Course syllabi shall contain the following items of information:
1. complete course title and number; name of professor; quarter term, year;
2. statement of faculty member's accessibility to students outside of class (e.g., office hours, telephone number);
3. prerequisites (if any) for the course;
4. objectives of the course;
[Being consistent with educational theory and enabling the best educational practices requires learning objectives whose outcomes are measurable. Without explicitly stated learning outcomes, assessing the attainment of the outcomes is not possible.]
5. course assignments (e.g., required readings and activities) and due dates;
6. specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross listed undergraduate and graduate classes, the course requirements will specify any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged that differentiate graduate level from undergraduate level work;
7. grading policy; how the final grade is to be determined with respect to the weights assigned to various course requirements;
8. attendance policy (see current University general Catalog for University guidelines). If there are specific requirements for attendance these should be stated;
9. list of text(s) or other required course materials;
10. make up examination policy;
11. all syllabi should include the following statement: 'The course syllabus provides a general plan for the course; deviations may be necessary.'
12. all syllabi should refer to the Policy on Academic Honesty (Section 409).

401.03 Student Attendance

In this section as well as Section 401.04, "attendance" refers to the specific requirements for attendance including requirements for the frequency and kind of participation by designated communication channels. [This paragraph stipulatively defines "attendance" so that it covers many different instructional methods.]

The resources of the University are provided for the intellectual growth and development of its students; it is expected that students should attend class regularly will follow the specific requirements for attendance including requirements for the frequency and kind of participation by designated communication channels. There are two formal institutional regulations regarding class attendance: Veterans' attendance policy, delineated below; and Regents' Test Preparation course attendance policy (see current Catalog).

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. All professors will, at the beginning of each quarter term, make a clear statement to all their classes in the syllabus their policies for handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor. If a faculty member wishes to withdraw a student from the course for exceeding the established absence policy, the faculty member should originate a "Withdrawal Form" (available from the Office of Academic Assistance and from the Registrar), and indicate in the space provided that the student violated the absence policy for the course. The completed form should be forwarded to the departmental chairman's office. Students must be present in attendance for announced quizzes, laboratory periods, or final examinations unless the reasons for the absences are acceptable to the professors concerned. Faculty are encouraged to take into consideration whether a short term absence results from participation in University business, from attendance at recognized religious holidays of the student's faith, from summons to jury duty, or from similar compelling reasons for absence. Faculty should make students aware of the academic consequences of their absences.

401.04 Veteran Attendance

In this section as well as Section 401.03, "attendance" refers to the specific requirements for attendance including requirements for the frequency and kind of participation by designated communication channels.

Georgia State University has contractual responsibilities for monies paid as Veterans' Benefits. Students receiving veterans' benefits must comply with attendance regulations of the University and the Veterans Administration. No such veteran may drop any course or stop attending any class without prior approval of the Registrar's Office and executing formal withdrawal procedures with that office and the Office of the Veterans Coordinator. There are no exceptions to this rule. Georgia State University is required to report to the Veterans Administration on absence and progress toward educational objectives and other matters affecting benefits. At the beginning of each quarter term, "Veterans Attendance Rolls" are provided to each faculty member for convenience in record keeping. It is the responsibility of each professor to report to the Veterans Service Office any veteran who has accumulated 10 class hours of consecutive absences. Forms for reporting non attendance are available in the Office of Academic Assistance of each college.

Section 401.06 Textbooks and Other Course Materials

Textbook and course material selection is the prerogative of the instructor except when departments or colleges have selected textbooks and course materials for multiple section or required courses. Faculty will strive to select textbooks and other course materials that comply with requirements for accessibility of the Americans with Disabilities Act, other applicable acts, and their implementing regulations. Textbook orders are coordinated by the departments and are forwarded to the University Bookstore. [While it opens up new possibilities for conveying knowledge, the emergence of electronic media as required or supplementary resources for courses creates an institutional responsibility to ensure that those resources are accessible to those with disabilities. The responsibility runs from the adoption of electronic resources for a course rather than from the enrollment of a disabled student in the course. The Workforce Investment Act of 1998 Section 508 stipulated that federal agencies purchase only accessible software and that federal websites be made accessible, a requirement that is likely to be extended to all agencies receiving federal funding.]

Section 401.08 Assessment of Student Learning Outcomes:

Each course should be assessed to determine the extent of student achievement of the stated learning outcomes and to inform the subsequent improvement of the learning experiences in the course. [This is a proposed new section. A driving force behind education is the student's achievement of the stated learning objectives. Because it is difficult to know whether students are achieving the learning objectives without assessing the students' performance, assessment is required.]

Section 402.01 Final Examinations

A final examination is defined as an examination to be given in a class room during the scheduled time and day after the end of
classes for the quarter term. The standard in class final examination length is two hours. It is expected that a final examination will be given in each course as part of the requirements for the course as stated in the syllabus, unless one of the following conditions apply:

- In the original, the meaning of "class room" was a physical space. The use of electronic media for thinking and communicating opens up new possibilities for the definition of a "class room", e.g., a virtual classroom enabled asynchronously or synchronously. Removing the connotation of physical space would let instructors configure "class rooms" to suit the learning objectives of the course.

A. departmental/college policy governs final examinations for the course;
B. the academic nature of the course does not warrant a final examination in the opinion of the instructor;
C. an alternative form of examination to be completed after the end of classes for the quarter term is being given (for example, a "take home" final examination to be completed by students off campus after the end of classes for the quarter term).

The schedule of times and days during which such final examinations are to be given is listed in the Quarterly Schedule of Classes, which is distributed made available by the Office of the Registrar during the registration period prior to each quarter term. Those examinations which are designated on the course syllabus as class final examinations must be given at the designated time during the final examination schedule unless a change is authorized prior to the examination time by the dean (or designee) of the college in which the instructor is teaching. After the Dean's Office approves the request, a dean's office representative will communicate with the Office of the Registrar regarding assignments of rooms.

The instructor is responsible for taking reasonable steps to ensure the integrity of the examination environment. Different approaches may be required to ensure the integrity of student assessment in different venues, as appropriate for the learning objectives.

[Herefore, the GSU Faculty Handbook has not made instructors explicitly responsible for ensuring the integrity of student assessment. This change would vest the responsibility with the instructor.]

[The clustered exam policy, which is not modified by this motion, makes up the remainder of 402.01.]

Section 408.01 Assignment of Instruction Facility

The following policy has been adopted regarding class assignments to rooms.

A. Classrooms are assigned to a class, not a professor. If a faculty member's teaching assignment is changed, the professor is reassigned to another class with a designated room. The classes must be taught in the classroom to which they were assigned. If a classroom is unsatisfactory, a request to change the assignment should be made through the departmental chairman. The Dean's Office will consider the need for an adjustment very carefully before requesting a change from the Office of the Registrar.

B. Classroom chairs and/or tables should not be moved from one room to another by students or faculty. The classrooms are set up with maximum seating for specific types of classes and cannot be changed without adversely affecting other classes scheduled in the room.

C. Special class requirements (such as a room with tables, projection screen, etc.) should be noted on the original schedule from the Dean's Office in order that they may be given consideration.

D. Factors to be considered in setting class sizes are the course learning objectives, the level and kind of the expected student-instructor interactions, the assignment of personnel support such as graduate teaching assistants, the availability of instructional support systems and services, facility-related constraints, and workload balancing.

[The emergence of electronic learning platforms opens up new possibilities for the configurations of spaces used for student learning, in time periods designated for class sessions and at times of students' choosing. This new paragraph makes explicit the need to consider a wider range of factors in setting class sizes.]

Motion to Revise Reentry Policies

The Committee approved the motion to revise the reentry policies:

Section 1

A reentry student is a student who has been enrolled at Georgia State University and who:

- Has not registered for courses at Georgia State University during the previous 24 months; or
- Attended any term as a transient and wishes to attend an additional summer term as a transient.

This would align the reentry requirements with the catalog change requirements and would be more student friendly by reducing the number of students who have to fill out the reentry paperwork. The effect of this section is that students would automatically get a registration appointment card for 24 months instead of 12.

The colleges would need to make a uniform decision to adopt this policy for graduate students.

There was some discussion on charging a reentry fee. EMG has the purview to set fees and it could be recommended to Bill Fritz to have a discussion within EMG and ask EMG to get data on how much paperwork is generated on those students who applies for reentry and don't show up.

Section 2

All students applying to reenter who were last enrolled in the Learning Support Program (formerly the Department of Academic Foundations and Developmental Studies), have COMPASS scores below those currently required to exit LSP and have not fulfilled their LSP requirements must either...
take the appropriate COMPASS tests and earn the minimum reading score currently required to exit LSP, the minimum writing score currently required to exit LSP and the minimum math score currently required for admission of nontraditional applicants or complete their LSP courses at another USG institution (e.g., GPC) and then reapply for reentry.

This section reflects the fact that GSU no longer offers the reading and writing LSP courses. Students needing these courses must therefore attend institutions which do offer them.

Motion to Streamline the Appeals and Petitions Process
The motion to streamline the appeals and petition process was approved as amended. All Admissions and Standards appeals and petitions (Admissions, Scholarship, and Academic Regs appeals) will use the following procedure:
Appeals/petitions may be initiated by students, faculty, or staff.
A subcommittee to be composed of at least two three faculty will review the appeal/petition and take final action.
All subcommittee decisions will be distributed, on a regular basis and as information items, to all members of Admissions and Standards.

Policy for Mandatory Use of Email by Students at Georgia State University
The Committee reviewed the policy for mandatory use of Email by students at Georgia State University from the IS&T Committee. After some discussions, the committee agreed to have Dr. Rainbolt send an official note to Bill Evans that Admissions and Standards has serious reservations about the wording of the policy as forwarded to the committee.

Motion Regarding Additional Academic Units Required for Admission
The Committee approved the motion regarding additional academic units required for Admission. Effective immediately, freshman applicants will no longer be required to take additional academic courses beyond the 16 core CPC units.

Proposed Disruptive Behavior Policy and Ad Hoc Committee on Grievance, Appeals, and Complaint Processes
The Committee considered Proposed Disruptive Behavior Policy and Ad Hoc Committee on Grievance, Appeals, and Complaint Processes and made several suggestions. The review of the two polices were to standardize and make uniform. The Committee recommended including a broad definition of what is meant by disruptive behavior. It was also suggested to make sure the policy is in line with the code of conduct. Other questions included what grades should be assigned, what happens if the student is not exonerated and where information should be forwarded. There was also concern about power positions. Elaine will send correction of typos and grammatical errors to George.

Revisions to 02-03 Calendar
The Committee approved the revisions to the 02-03 Calendar striking Summer 02 from the motion. The Board of Regents revised its policy of considering dates for the earliest classes could start and now uses days. The 2002-03 Academic Calendar was revised to start classes on Monday.

SUMMER 2002

May Session

May 13 Monday May Session classes begin
May 27 Monday Memorial Day, no classes
June 3 Monday Last day of classes
June 4-5 Tues.-Wed. Final Exams
June 7 Friday Grades due

Six and Seven Week Sessions

June 17 Monday Six and Seven week classes begin
July 4 Thursday Independence Day, no classes
July 27 Saturday Last day of six week classes (6 week courses that would have met on July 4 meet today)
August 5 Monday Last day of seven week classes (7 week courses that would have met on July 4 meet today)
August 6-10 Tues. B Sat. Final Exams
August 12 Monday Commencement
August 13 Tuesday Grades due

FALL 2002

August 19 Monday Classes begin
September 2 Monday Labor Day, no classes
Nov. 27 B Dec. 1 Wed. B Sun. Thanksgiving Holiday, no classes
Policy to Increase Math Placement Testing
The motion to increase math placement testing was approved as amended. Effective Fall 2002, all new degree seeking undergraduate students who do not have credit for an Area A math course will be required to take a math placement test. Students who wish to take a math course must take a math course no higher than the course indicated by the placement test.

Motion to Give Admissions and Standards Final Action Authority
The motion to give Admissions and Standards final action authority was tabled. The Committee was asked to think about the motion as it would set precedent and to bring concerns and thoughts for discussion at the next meeting.

Motion to Revised Admissions Requirements for Home Schooled Students
The motion to revised Admissions requirements for home schooled students was approved.
Before October 2001, Board of Regents policy concerning the admission of home schooled applicants or applicants from non accredited high schools required certain scores on seven SAT II tests and an evaluation of foreign language competency (see section B of the proposal). In October, 2001 the Board of Regents authorized University System of Georgia institutions to also use an alternate method of evaluating these applicants (section A). This policy would allow such applicants to Georgia State University to qualify for admission by choosing one of the two options authorized by the Board of Regents.

Applicants for freshman admission who have been home schooled or have attended non accredited high schools may be considered for admission by meeting one of the following two criteria:

A. Portfolio Admission
Students who wish to apply for admission under the portfolio review option must:
Demonstrate a combined SAT I test score (or an ACT equivalent) that is at or exceeds the average SAT I for those enrolled as first time freshman for the previous fall term. In addition, both the SAT verbal and the SAT math subtest scores must meet the minimum Georgia State University standard for freshman admission, and
Submit a portfolio that demonstrates satisfactory completion of the 16 College Preparation Courses (CPC) required for admission to a USG research institution. This portfolio must include information about the course of study leading to satisfactory completion of each CPC unit, including a list of all educational resources (books and other materials), course outline, and appropriate outcomes assessment.

Georgia State University reserves the right to request any further information that it feels necessary to evaluate the completion of the CPC requirements.

OR
B. SAT II Admission
Students who wish to apply for admission under the SAT II test option must:
Demonstrate both SAT verbal and SAT math subtest scores that meet the minimum Georgia State University standard for freshman admission, and
Submit acceptable scores on seven SAT II Subject tests and demonstrate proficiency in a foreign language at the level of two years of high school study. Minimum acceptable scores on the prescribed SAT II Subject tests are:

520 on the English Writing test
530 on the Literature test
500 on the Math IC test or a score of 570 on the Math IIC test
520 on the Biology test
540 on the Chemistry test or 590 on the Physics test
560 on the American History and Social Studies test, and
540 on the World History test

The appropriate level of competency in a foreign language will be evaluated by the Georgia State University Department of Modern and Classical Languages utilizing methods including both oral and written components.

Recorded by:
Wanda F. Taylor