Minutes of the meeting of September 13, 2010

The minutes of the September 13, 2010 meeting were approved as distributed.

Post-Census Retention Numbers

Dr. Timothy Renick presented a report on the Post-Census Retention numbers for Fall 2010. The quality of freshman class set records across the board. SAT scores topped 1100. FI increased 25 points over last Fall. High School GPA, SAT and ACT all set records. Georgia State cannot legally admit students based gender, citizenship, ethnicity or race criteria, however, the Fall 2010 freshman class is the best admitted and most diverse on academic grounds by gender, citizenship, ethnicity, race and economically (49% of incoming freshman are on Pell).

The Fall 2009 pre-census cohort full-time, first-time Freshman one-year retention rate is 84.2%, a 9% increase. The Progression rate (percentage retained with sophomore standing) is 69.5%, a 2.1-point increase. The graduation rate decreased 1.5 points to 48.1%.

Early College

The motion to add the Early College Policy to Section 1100 of the Undergraduate Catalog was approved.

Motion: The following is added to Section 1100 of the Catalog as a new subsection.

Effective Immediately

Definition

Early College is a program that allows students from selected high schools to enroll at Georgia State. Early College students enrolled in a participating high school may earn a high school diploma with the potential to earn an Associate's degree or two years of college credit towards a Bachelor's degree. Unlike Move on When Ready (MOWR) and Joint Enrollment (JE), Early College enrollment is open only to students enrolled at an Early College high school that has partnered with GSU.

Deadlines

Applicants must submit the application and required documents by the appropriate deadline. Early College deadlines are set by joint agreement of the GSU Office of Admissions and the Early College high school. Students should consult their Early College liaison for applicable deadlines. Early College students do not pay an application fee.

Admission Requirements

Because of the demanding nature of college-level course work at a research institution, Early College students must have a high degree of academic potential and maturity. To be considered for admission, a student must meet the following minimum requirements:

- Have spent the entire year prior to enrollment at an Early College high school in Georgia.
- Be currently enrolled at an Early College high school that has partnered with GSU.
- Be high school sophomore (to apply to be an Early College student as a second semester sophomore or as a junior) or a high school junior (to apply to be an Early College student as a senior).
- Obtain the recommendation of the student’s high school guidance counselor.
- Obtain the approval of the student’s parents or legal guardians.
- Be on track to complete all CPC requirements.
- Achieve a minimum high school GPA of 2.75 in college prep (CPC) courses. (Note: In 2012 when Georgia high schools go to a single diploma, CPC (College Prep Curriculum) courses will be renamed “Required High School Curriculum (RHSC)” courses.)

In addition, the admission decision will also consider:
A personal essay to be reviewed by the high school guidance counselor making the recommendation. The student’s attendance record in high school. Normally, a minimum attendance rate of 90% is required to be permitted to take classes at Georgia State.

Students must also provide a copy of their most recent high school transcript showing all grades completed to date.

Admission to Georgia State under Early College does not imply admission to any other status. Early College students who later wish to enroll at GSU outside the Early College program must reapply.

**Academic Regulations**

Early College students must follow the following academic regulations in addition to all the other academic regulations of GSU.

- They may not attend classes during the summer semester except by special permission of the GSU Student Advisement Center.
- They may attend for a maximum of five semesters. (However, students should be aware that the ACCEL program will only pay for four semesters. See Financial Regulations below.)
- The courses in which they are enrolled must be part of GSU’s core curriculum and must count towards their high school graduation requirements.
- They must pass any placement exams required for the courses they wish to take.
- They may not take any courses at any other institution of higher education while enrolled in the program.
- They may not live on campus but may participate in some student clubs and other student life activities with the advance permission of the Office of the Dean of Education.

Early College students may only enroll in GSU courses approved by their high school guidance counselor and GSU Student Advisement Center.

- If they earn a GSU cumulative GPA below 2.0, in next semester students must either attend a USG 2-year institution (that is a GSU Early College partner) or attend only high school. They may return to GSU only after taking at least six hours at the 2-year institution and earning a GPA of 3.0 (or better) or earning a high school semester GPA of 3.25 (or better).
- Students must participate in the Early Alert program. Faculty who have Early College students in their courses must participate in the Early Alert program.
- College credits earned while in the Early College program are transferable to other USG institutions.

Early College students should be aware that they must meet all state high school graduation testing requirements, including End of Course Tests and the Georgia High School Graduation Tests. GSU courses are not designed to prepare students for these tests.

**Rationale:**

Early College is currently the only admissions status that is not governed by a Senate approved admissions policy. Sound basic practice and SACS regulations require that all admissions decisions be covered by a University policy. This policy is modeled on the MOWR and JE policies with changes as appropriate.

**Add-Drop Policy**

The motion on Adds and Drops was approved.

**Motion:**

1332.10 Dropping Classes and Voluntary Withdrawal

Georgia State University reserves the right, at any time during the semester, to drop any student from classes for failure to pay tuition and fees. However, students should not assume that Georgia State will drop them from classes for failure to pay tuition and fees. Students who cease to attend, but do not formally drop their classes using GoSOLAR at https://www.gosolar.gsu.edu/webforstudent.htm, will suffer serious financial and academic consequences.

A. Drop Periods, Withdrawal Periods, and Grades of W

1. During registration: When the registration system is open to students at the beginning of each term, students may drop or add classes using GoSOLAR. When a class is dropped during this period, no grade is recorded and no record of the student’s being enrolled in the class appears on the student’s transcript. Registration ends at 5 p.m. on the first Friday of the term. *(After this time, students will not be able to add or drop courses on their own.)*
2. During the second week of classes: During the second week of classes, faculty have the discretion to request to add or drop students from classes. Factors such as space availability and health and safety regulations may apply to such requests. When a class is dropped during this period, no grade is recorded and no record of the student being enrolled in the class appears on the student’s transcript. The second week of classes ends at 5 p.m. on the second Friday of the term.

3. After the second first week of classes and before the midpoint of the term: During this period, students may withdraw from a class or classes using GoSOLAR. Students will receive a grade of W or WF for any class dropped during this period depending on whether or not they have exceeded their limit of withdrawals with a grade of W. Specifically, students will automatically be awarded a W if they have not exceeded their limit and a WF if they have. Grades of W and WF appear on the student’s transcript. (Note: A grade of WF is treated as an F for GPA calculation purposes.)

4. After the midpoint of the term: After the midpoint of the term, voluntary withdrawals cannot occur.

Students should consult the course syllabus for specific instructor policies regarding such matters as penalties for missing the first class, an exam, an assignment, or a project. These will include, among other things, being dropped or withdrawn from a course. All these policies must be stated on the course syllabus.

Rationale:
Current practice does not match with policy. Adds and drops (a.k.a registration adjustments) are occurring after the second week of classes and it is not reasonable to expect that all registration adjustments will be made by the end of the second week of classes. However, registration adjustments are done by faculty, not students and the Catalog is designed for students. The registration adjustment period does not need to be stated in the Catalog.

The registration adjustment period begins at 5 p.m. on the first Friday of the term and ends at a date and time set by the Registrar. During this time, unit heads, in consultation with the faculty, may make registration adjustments. Factors such as space availability and safety regulations may apply to such requests.

Students need to be officially informed that they are subject to the registration adjustment policies for their classes. These policies vary widely across campus but all should be stated on course syllabi.

Discussion of Draft Strategic Plan
Admissions and Standards reviewed the October 18, 2010 draft of the Strategic Plan with special emphasis on Goal 3, as it is within the purview of the Committee. The following changes to the draft will be recommended to the Strategic Planning Committee.

Goal 3. Initiative 2
Language in the draft: Faculty who become Teaching Academy Fellows will explore ways to integrate their highly productive research agendas with greater teaching effectiveness in order to produce significant advances in student research and learning.
Suggested revision: Faculty who become Teaching Academy Fellows will explore ways to integrate their scholarship with greater teaching effectiveness in order to produce significant advances in student research and learning.
Rationale: The language in the draft appears to imply that non-tenure-track faculty (e.g., lecturers) cannot be Teaching Academy Fellows. The Committee suggests using the more inclusive term “scholarship” in order to remove this implication.

Goal 3. Initiative 3
Language in the draft: All undergraduates will complete at least one "signature" experience before graduation.
Suggested revision: All undergraduates should complete at least one "signature" experience before graduation.
Rationale: The language in the draft is too firm because it may be that the costs of the signature experience are too high. The Committee suggests using “should” to soften the wording.

Goal 3. Initiative 3
Language in the draft: (3) The Professional Fellows program will provide a way for students in Georgia State's professional schools to partner with those already working within their chosen profession.
Suggested revision: (3) The Professional Fellows program will provide a way for students to partner with those already working within their chosen profession.
Rationale: The language in the draft limits the Professional Fellows program to students in the professional schools. But students in programs located outside a professional school do professional internships. One example is students in Communication working at CNN as they seek a Journalism degree. The Committee suggests removing the phrase that limits the scope of the Professional Fellows.

Goal 3. Initiative 3
Suggested revision: Add the following sentence to the end of this paragraph:
Georgia State will seek to develop addition signature experiences.
Rationale: This addition reinforces the word “initially” found earlier in the paragraph, “Initially four signature experiences are proposed,” because it is very likely that additional signature experiences will be developed.

Language in the draft: By establishing an Honors College, the University will join other universities nationally in giving its Honors efforts stature and visibility on campus. Guided by a dean the Honors College can more effectively advocate for the educational experiences and resources needed by our high ability students.
Suggested revision: By establishing an Honors College and providing it with the resources necessary for high-ability students to succeed, the University will join other universities nationally in giving its Honors efforts stature and visibility on campus. Guided by a Dean and housed in an appropriate central location, the Honors College can more effectively advocate for the educational experiences and resources needed by our high ability students.
Rationale: The Committee suggests adding language from the report of the Committee on a Possible Honors College to highlight the resources and space needed for a vibrant Honors College.

Goal 5. Initiative 4
Language in the draft: (b) introducing a Global Leadership Certificate program in select undergraduate majors.
Suggested revision: (b) introducing a Global Leadership Certificate program for undergraduates.
Rationale: Instead of being limited to select majors, the Committee thinks that all majors should have the opportunity to earn the Global Leadership Certificate.

Recorded by:
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