

SENATE COMMITTEE ON ADMISSIONS AND STANDARDS

December 11, 2012

PRESENT: Larry Berman, Jacobus Boers, Allison Calhoun-Brown, David Cheshire, Kim Darnell, Dan Deocampo, Laura Fredrick, Patrick Freer, Gerald Gay, Olga Jarrett, Colleen Joyce, Felisha Norrington, Carmen Perez, Chester Phillips, George Rainbolt, Tim Renick, Shari Schwartz, Christine Skwiot, Brian Thoms, Gertrude Tinker-Sachs, Sara Weigle, Shell-Ann Williams, Yongsheng Xu, Yi Zhao

Minutes of the Meeting

The minutes of the October 9, 2012 meeting were approved as distributed.

Proxy Voting for Associate Dean of Honors College

The Committee approved the motion regarding the voting rights for the Associate Dean of the Honors College as amended.

Motion:

Whenever the Dean of the Honors College does not attend a meeting of Admissions and Standards Committee meeting and the Associate Dean of the Honors College is in attendance, the Associate Dean Sarah Cook will serve as the Dean's proxy with voting rights.

Admission to the Upper Division in Journalism and Film

The committee approved the motion on admission to the upper division in journalism and film:
Effective Fall 2013

Motion:

- A. The following portions of sections 3270 (Film and Video) and 3380 (Journalism) of the Catalog are repealed:
 - a. All 3000-4000 level Film/Video courses require students to have an overall Georgia State University Institutional GPA of 2.5 prior to enrollment.
 - b. All 3000/4000-level journalism courses (excluding Jour 3500) require students to have an overall Georgia State University Institutional GPA of 2.5 prior to enrollment.
- B. The following material is added to sections 3270 (Film and Video) and 3380 (Journalism) of the Catalog:
To Section 3270
 - All 3000-4000 level Film/Video courses require students to
 - * have completed all courses with the "FILM" prefix that are in Film's Area F and
 - * have earned a GPA of 2.5 in these FILM courses.

This GPA will be calculated based on the first attempt at these FILM courses at Georgia State University. WFs counts as an attempt. However, transfer students who transfer these course(s) into Georgia State, may use the grades in the transferred course(s) to calculate the GPA or they may attempt them once at Georgia State.

Once a student is eligible to take 3000-4000 Film/Video courses, they remain eligible to take them as long as they are eligible to enroll at Georgia State University.

To Section 3380

All 3000-4000 level Journalism courses require students to

* have completed all courses with the "JOUR" prefix that are in Journalism's Area F and

* have earned a GPA of 2.5 in these JOUR courses.

This GPA will be calculated based on the first attempt at these JOUR at Georgia State University. WFs counts as an attempt. However, transfer students who transfer these course(s) into Georgia State, may use the grades in the transferred course(s) to calculate the GPA or they may attempt them once at Georgia State.

Once a student is eligible to take 3000-4000 Journalism courses, they remain eligible to take them as long as they are eligible to enroll at Georgia State University.

Admission to the Upper Division in Nursing

The Committee approved the motion to modify the admissions requirements of the nursing program.

Motion:

Section 5030.20 is modified as follows:

~~Deletions~~ Insertions

5030.20 Program Admissions

Nursing

The ~~student~~ *applicant* must meet the general admission requirements of Georgia State University and the Division of Nursing. Acceptance to the university allows the *applicant* ~~student~~ to register for prerequisite course work, ~~leading to the professional program in nursing and~~ *but* does not guarantee ~~automatic~~ admission into the nursing program. Acceptance into the professional program requires a separate application and admissions process. ~~Applicants~~ *Students will be* admitted on a space-available basis. *The University gives some preference to applicants who began their college careers at Georgia State and meet all other criteria.*

A person may apply to Nursing only twice. If not accepted on the first application, applicants who have earned fewer than 42 credit hours must meet with an advisor in the Student Advisement Center. Applicants who have earned at least 42 credit hours and are not accepted on the first application must meet with an admissions advisor in the Byrdine F. Lewis School of Nursing.

A student who has a cumulative GSU GPA below 3.0 at the end of their first semester at GSU is permanently ineligible to apply to enter Nursing.

A student who has a cumulative GSU GPA below 3.3 at the end of their third semester at GSU is

permanently ineligible to apply to enter Nursing.

Two program options are available in the undergraduate nursing program: the traditional option and ACE (Achieving the Curriculum Expeditiously). The traditional option is six semesters and does not require summer classes. The ACE option is four semesters, including summer over a 16-month period. Students in both options have identical degree requirements; however, the ACE option has more stringent application requirements.

Traditional Option Prerequisites: The following courses are prerequisites, which must be completed before entering the traditional option in the fall or spring semester.

- Area A courses of the Core Curriculum
- Biol 1110K, Biol 1120K - Anatomy & Physiology 1 & 2
- Biol 2300, Biol 2310 - Microbiology with lab
- Chem 1151K, Chem 1152K (Survey of Chemistry 1 & 2) or Phys 1111K, Phys 1112K (Introductory Physics 1 & 2) or Biol 1103K, Biol 1104K (Introductory Biology 1 & 2)

It is recommended that Nurs 2010 be taken before beginning the nursing courses, but it is not required.

Traditional Option Requirements to be Eligible to Apply:

1. Acceptance to Georgia State University.
2. Completion of prerequisite courses.
3. A minimum grade point average of ~~2.80~~ 3.30. Higher grade point averages receive preference for admission.
4. *A minimum grade point average of 3.30 in the science courses listed above under "Traditional Option Prerequisites." In computing this GPA, only the first two attempts at a course will be considered. Even if a student repeats a course under GSU's repeat-to-replace policy, only the first two attempts will be considered in the Nursing admissions process.*
5. Successful completion of the current version of the Test Essential Academic Skills (TEAS).
6. A two-page typed paper discussing the applicant's position on a current social or health-related issue.
7. Two letters of reference. One should be academic (high school or college instructor); one should be professional (employer, volunteer organization, etc.).
8. An Application Cover Sheet form.
9. Answers to a short list of questions that are included with the Application Cover Sheet form.

ACE Option Prerequisites: The ACE option requires the following prerequisites, in addition to those listed for the traditional option, be completed before entering the first semester of the ACE option.

- All Core Curriculum requirements, Areas A-E
- Nurs 2010 (Health and Human Development Across the Lifespan)
- SNHP 3000 (Communication and Cultural Diversity)

- Psyc 3140 (Abnormal Psychology)

ACE Option Requirements to be Eligible to Apply:

1. Acceptance to Georgia State University.
2. Completion of prerequisite courses.
3. A minimum grade point average of ~~3.0~~ 3.30 for applicants already holding a bachelor's degree; a minimum grade point average of ~~3.25~~ for applicants who do not yet hold any bachelor's degree. Higher grade point averages receive preference for admission.
4. A minimum grade point average of 3.30 in the science courses listed above under "Traditional Option Prerequisites." In computing this GPA, only the first two attempts at a course will be considered. Even if a student repeats a course under GSU's repeat-to-replace policy, only the first two attempts will be considered in the Nursing admissions process.
5. Successful completion of the current version of the Test Essential Academic Skills (TEAS).
6. A two-page typed paper discussing the applicant's position on a current social or health-related issue.
7. Two letters of reference. One should be academic (high school or college instructor); one should be professional (employer, volunteer organization, etc.).
8. An "Application Cover Sheet" form.
9. Answers to a short list of questions that are included with the "Application Cover Sheet" form.
10. Successful completion of the legislative requirements in U.S. and Georgia History, and U.S. and Georgia Constitution.

Admission selection for both options is based on GPA, number of and grades earned in required science courses taken, score on the nursing entrance exam, letters of reference, and a social/health issue paper. If the applicant's native language is not English, regardless of language of instruction, he or she may be required to submit acceptable results on the Georgia State Test of English Proficiency (GSTEP) or the Test of English as a Foreign Language (TOEFL).

It is important that *applicants* ~~students~~ are aware of the current level of competition for admission. The program can accommodate only a limited number of students each year.

[The remainder of the section is unchanged.]

Rationale:

The University enrolls over 300 new students per year who declare an intention to apply to the Nursing program. However, due staffing constraints, the program admits approximately 140 students per year and many of these slots go to transfer students. This has resulted in the rejection of many GSU students who then often leave GSU. The motion reduces the number of students eligible to apply. It also provides a mechanism to redirect students who are not admitted to Nursing to other health-related majors where they can be successful. In addition, the Office of Retention is working with the various colleges to help creating new BIS pathways for these students.

The data reveal that students who start off with a low GPA have essentially no chance of gaining admission to the Nursing program.

Admission to the Upper Division in Exercise Science

The Committee approved the motion on the Exercise Science Upper-Division Requirements

Motion:

The Program Academic Regulations section of Section 4100 of the Undergraduate Catalog is deleted and replaced as indicated below.

Text Added:

Enrolling in some upper-level courses offered by the Department of Kinesiology and Health is restricted. These courses are:

- KH 3500 Athletic Training,
- KH 3550 Evaluation and Instrumentation in Exercise Science,
- KH 4280 Psychology of Physical Activity,
- KH 4290 Cardiopulmonary Physiology,
- KH 4300 Neuromuscular Physiology and Plasticity,
- KH 4350 Fitness Program Management,
- KH 4360 Clinical Exercise Physiology,
- KH 4600 Advanced Biomechanics for Exercise Science, and
- KH 4630 Fitness Assessment and Exercise Prescription.

To enroll in these courses, a student must have completed the core curriculum (See Section 1410), completed KH 2220 Anatomy In Kinesiology/Health with a grade of “C” or higher, completed KH 2230 Physiology Kinesiology/Health with a grade of “C” or higher, and have earned a GPA of 2.5 or higher in these two courses.

KH 2220 and KH 2230 may be attempted only twice. The KH 2220/KH2230 GPA will be computed using the last attempt in each course. A WF counts as an attempt. Transfer students who transfer these course(s) into Georgia State, may use the grades in the last attempted transferred course to calculate the GPA or they may attempt them up to two times at Georgia State.

Once a student is eligible to take the restricted KH courses, the student remains eligible to take them as long as the student is eligible to enroll at Georgia State University.

Rationale:

This change is part of GSU’s larger project of moving away from using cumulative GPA as a criteria in upper-division admissions. Using cumulative GPA causes there to be students who have declared a major but cannot take courses in that major. It also leads students to seek easy courses to boost their cumulative GPA even if those courses are not relevant to their major.

The proposal, based on the model first adopted by RCB, uses grades in gateway courses (KH 2220 and KH 2230) in place of cumulative GPA. A check of the data indicates that the GPA in these courses is highly correlated with success in the restricted KH courses.

Transient Credit

The Committee approved the motion on Transient Credit

Motion:

The current policy regarding transient credit is repealed and replaced with the following:

Section 1320.20 Transfer Credit for Transient Students

Transient students are Georgia State University degree-seeking undergraduates who enroll temporarily at another institution with the intention of returning to Georgia State. Georgia State remains the student's home institution. Terms other than transient (such as visiting student, unclassified student, or special student) may be used at other institutions.

These regulations do not apply to credit earned through cross registration, which is considered resident credit.

A degree-seeking undergraduate student who wishes to be a transient student must obtain a transient letter from the Office of the Registrar. A transient letter is a type of letter of certification that offers information regarding a student's academic standing and is an official recommendation from Georgia State University that a student be admitted to another institution for a visiting term. Students request this letter of certification via the web. See [URL] for instructions.

A student may not take courses for degree credit at another institution during the semester he or she expects to graduate from Georgia State.

It is vital that students considering transient status review the rules regarding transfer credit (Section 1320.10), the rules regarding academic residency (Section 1440), the rules regarding credit for grades of D (Section 1450), and individual college policies on the number of course attempts. The rules in these sections specify limits on the credits taken as a transient that will transfer to Georgia State as well as limits on the credits that will count towards the Georgia State degree requirements. Students are encouraged to check with their advisor and the transfer equivalency charts prior to enrolling in the course. See www.gsu.edu/success/equivalency_charts.html

It is the student's responsibility to comply with application procedures and any other requirements that the other institution may have regarding establishing status as a transient student there.

After completing the course, it is the student's responsibility to promptly request that an official transcript be sent from the other institution to: Georgia State University, Office of Undergraduate Admissions, P.O. Box 4009, Atlanta, GA 30302-4009. Questions about transfer credit for courses taken as a transient should be addressed to the University Advisement Center.

Rationale:

GSU's current transient policy is much more complex than those of the other research universities within the Georgia System. It is also resource intensive. The previous policy is a reflection of a time in which it was felt that transient credit was something to be discouraged. However, given the changing nature of students in Georgia (e.g., their movement between institutions), it is more appropriate to reduce barriers to transient credit. This will facilitate graduation.

Credit for MOOCs

The motion on Massive Open Online Courses (MOOCs) was approved as amended. The MOOCs committee will remain active and will consider issues as they may occur.

Motion:

Georgia State University recognizes that the attainment of collegiate-level knowledge and skills can occur in many settings. Recently, massive open online courses (MOOCs) have received much attention.

A MOOC is a course that is (a) entirely online and (b) open to anyone (no admissions requirements).

The University Senate affirms that no Georgia State policies preclude departments or colleges from granting credits for MOOCs. Moreover, no GSU policy precludes the incorporation of MOOCs in GSU courses.

Appropriate text, explaining these policies regarding MOOCs, will be added to the Undergraduate Catalog as Section 1320.90, Credit for Massive Open Online Courses (MOOCs).

Background and Additional Considerations

This document lays out the ways that Georgia State will grant credit for MOOCs and discusses issues regarding other ways that the University can respond to the advent of MOOCs.

I. Credit for MOOCs

A. Transfer Credit

If a student receives credit for a MOOC from an accredited institution, this credit will transfer as does any other credit. Georgia State's transfer credit policy does not include any restrictions on the mode of delivery of the course. See Section 1320.10.

[Not a change in policy.]

B. Credit by Examination

If a student takes a MOOC and gains knowledge and skills that lead to a passing score on an approved examination, the student will be awarded credit by examination. See Section 1320.40.

Departmental requests to grant credit by examination for MOOC courses must be approved

through the college's normal curriculum review process.
[Not a change in policy.]

C. MOOCs of Other Institutions Incorporated into Georgia State Courses

Existing or new Georgia State courses may incorporate content from MOOCs. The requirements of a Georgia State course may be nothing more than that students complete the requirements of the MOOC offered by another institution. Alternatively, portions of a MOOC may be assigned as part of a Georgia State course or completing the entirety of a MOOC may be part of the assignments of a Georgia State course.

[Not a change in policy.]

D. MOOCs Offered by Georgia State

Existing or new Georgia State courses may be offered as MOOCs. Individuals who have been admitted to GSU and officially register for these courses according to GSU's registration procedures will receive credit as they would for any other Georgia State course.

[Not a change in policy.]

E. Other Options

The state of MOOCs is in flux. Departments who see appropriate ways to give credit for students taking MOOCs that do not fall under A-D above are encouraged to make proposals to Admissions and Standards for the modification of this policy.

II. Additional Issues Regarding MOOCs

Georgia State encourages innovation that improves student learning. Therefore, the University also encourages the rigorous evaluation of new methods of instruction to verify that they effectively support student learning. The following are not policies to be enforced. They are issues that faculty, staff, and administrators should consider when making decisions about MOOCs.

A. A spectrum of the different ways that MOOC might lead to course credit.
(There are in rough order of ease of implementation.)

1. Transfer credit for a MOOC offered by another accredited institution for which that institution gives credit.
2. Credit by examination for a MOOC offered by another institution.
3. A GSU course that integrates a MOOC offered by another institution.
 - a. Students sign up for a GSU course and the entire content of the course is to do the MOOC. The MOOCs assessments are evaluated in the manner specified by the MOOC.
 - b. Students sign up for a GSU course and the entire content of the course is to do the MOOC. However, the MOOCs assessments are evaluated by GSU faculty.
 - c. Students sign up for a GSU course and part of the content of the course is to do all or

part of a MOOC. Other GSU specific assignments are also given.

4. GSU produces a MOOC and GSU students sign up for it.

B. Potential Benefits

1. MOOCs might increase student learning. They might increase student learning for particular students and/or they might increase the number of students who can learn from a course.
2. MOOCs might remove/reduce barriers to higher education. Depending on how they are designed, they might remove barriers such as a commute times, scheduling conflicts, lack of sufficient space at universities, etc.
3. MOOCs might be significantly cheaper than other courses. This cost savings could be substantial.

C. Potential Challenges

1. Assessment is a key issue for MOOCs (as it is for all courses). The quality of the assessments will have a large impact on both student learning and the accuracy of the assessment of student learning. When it comes to MOOCs, assessment may be a challenge because the method of delivery is new to many students and faculty.
2. While it goes without saying that the primary responsibilities with regard to academic honesty belong to the student, faculty and departments designing MOOCs should be mindful to set up courses that support students who seek to be honest and do not reward those who cheat.
3. It is unlikely that one type of MOOC (or MOOCs in general) will be appropriate for all courses or for all students. For example, some have suggested that MOOC courses have high DWF rates and are thus better for self-motivated students. Faculty and departments should consider what courses are best suited to what kinds of MOOCs and also the nature of the students appropriate for a particular MOOC.
4. Because a MOOC is a different kind of course, it may be necessary for there to be a MOOC orientation for students. Certain modules of GSU 1010 might be useful. It seems logical that the MOOC orientation would be online. In addition, advisement interventions may need to be specifically designed for students in MOOCs.
5. The economic effects of MOOCs on higher education are unclear. They might cause a serious reduction in university revenues (or they might not).
6. If GSU offers credit by examination to assess the learning in MOOCs, it seems likely that a fee would have to be charged. It is not clear how Board of Regents tuition and fee policies apply to in such cases.
7. The University needs to consider the distinction between giving credit for the course and allowing a course to meet prerequisites but not give credit. In general, the MOOC committee is skeptical of claims that an assessment shows that a student has met the prerequisites for a course but not that the student deserves credit for the prerequisite course.
8. In order to assess MOOCs effectively, GSU may need to change the coding in Banner so as to allow us to determine the method of delivery of a particular section of a course.
9. The current student evaluation of instructor forms do not appear to be well-designed to

- provide the data to allow faculty and departments to assess MOOCs.
10. There are many issues surrounding MOOCs and faculty workload. It is not clear how to translate existing workload policies to apply to MOOCs.
 11. In designing MOOCs, faculty and departments need to be mindful of the needs of disabled students. MOOCs can offer significant advantages for some students with some disabilities, but the MOOCs must be designed to realize those advantages.
 12. GSU will need to set up appropriate incentives for depts/faculty to experiment with MOOCs. Getting the incentives right is both difficult and important.
 13. Both the production of MOOCs by GSU faculty and the incorporation of non-GSU MOOCs into GSU courses should be assessed by departments. The annual review process might be one way to organize this assessment.
 14. Faculty interested in developing MOOCs should work with appropriate university offices (IST, Faculty Commons) to insure quality of delivery of program is appropriate to University standards.

Rationale:

Goal 1 of GSU's 2011-2016 Strategic Plan is to "become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates." MOOCs may well forward this goal. Goal 2 is to "significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders." MOOCs may be particularly attractive to working adults seeking graduate degrees. MOOCs are a new development and GSU needs to reflect so as to put in places the policies and procedures that will maximize their benefits for the learning of our students.

Recorder: Wanda F. Taylor