Senate Committee on Admissions and Standards

Minutes: January 23, 2019, 12:30-2 p.m., 25 Park Place, #2150


Approval of minutes from meeting on October 31, 2018.

The minutes of the October 31, 2018, meeting were approved.

Motion to Count C Minus Grades toward Graduation Requirements
(Revised January 2019)

Effective Fall 2019

Undergraduate students at Georgia State University will be required to achieve an overall institutional GPA of 2.0 and a major GPA of 2.0 to receive a bachelor’s degree from the University. C minus grades will be used to satisfy graduation requirements. This policy does not affect course pre-requisites in academic programs. A college may propose a different standard to the Senate Committee on Admissions and Standards, if there are accreditation or other academically based reasons to exclude C minus grades from the graduation requirements.

Rationale:
Graduation requirements are inconsistent among colleges. Some colleges allow C minus grades and others do not. There are cases when two students in the same class, who earn the same grade do not receive the same credit toward graduation for the class. Petitions are inconsistently filed based on who the student happens to speak to and inconsistently approved depending on who conducts the review. The proposed policy would provide consistency while maintaining academic quality standards.

Submitted by Alison Calhoun-Brown to Senate Committee on Admission and Standards

Approved by Admission and Standards January 23, 2019.

Motion to Grant Priority Registration to Panther Band Members

Motion: This motion seeks to achieve priority registration for the participating cohort in the Georgia State University Panther Band in Fall and Spring terms.

Rationale: Panther Band members are bound to the many competitive schedules of teams such as football, men’s basketball and women's basketball. These student give up much of their time to support these sports teams and to foster the spirit of Georgia State University, yet do not have the same access to
building academic schedules around team competition schedules. Priority registration for this group would provide them the best opportunity to select courses that help progress toward graduation while being available to participate in the group. For reference, Panther Band is a class in both fall and spring semesters - MUS1063/3063/7063 and MUA1059/3059/7059 respectively.

Submitted by Chester Phillips to Senate Committee on Admission and Standards

Approved by Admissions and Standards January 23, 2019.

Motion to Change Honors Recognition and Requirements

Additions

College: Honors College
Department: NA
Contact name and email/phone: Dr. Sarah Cook, 413-5577, scook@gsu.edu
Implementation term: Fall 2019
Degree / major program: NA
CIP Code: NA

Current Catalog Copy for Honors Recognitions and Requirements:
1700.50 Honors Recognitions and Requirements

Students may choose to work toward any or all of three formal recognition levels. These are recorded on transcripts and on diplomas and acknowledged at graduation. Honors recognitions require 3.3 grade-point averages overall and in honors coursework. No courses with grades of D or F may be applied toward the satisfaction of the requirements for honors recognition. All incoming freshmen honor students are required to enroll in Honors 1000, a one-hour seminar that introduces students to research-based academic work in the disciplines.

• Honors: Granted to students who complete at least 12 credit hours of coursework in lower-division honors classes at Georgia State University (in addition to Honors 1000). The 12 hours of lower-division coursework (1000 and 2000 level courses) must be in classes selected from at least three major areas of study with no more than two classes in any one area. Many of these courses can fulfill core requirements (Areas A – E).
• Advanced Honors: In addition to fulfilling the requirements for Honors, Advanced Honors are granted to students who complete at least 12 semester hours of honors coursework at the upper division level (3000 and 4000 level courses), plus two upper-level honors interdisciplinary seminars, for a total of 18 hours of upper-level courses. Three semester hours of thesis research work (4870), nine hours of honors dimensions, and nine semester hours of graduate courses may be applied toward this recognition.
• Research Honors: Granted to students who complete the requirements for Advanced Honors and an honors thesis, including at least six semester hours and not more than nine semester hours of honors research and thesis coursework.

Proposed Catalog Copy for Requirement for Honors Recognitions
1700.50 Honors Recognitions Distinctions and Requirements

Students are encouraged to earn one of the three formal recognition levels distinctions bestowed by the College: 1. Honors Laureate or 2. Research Laureate. Recognition of Laureates is recorded on transcripts and acknowledged at the Honors College graduation ceremony and the University’s Commencement.

Honors recognitions require 3.3 grade-point averages overall and in honors coursework. No courses with grades of D or F may be applied toward satisfaction of the requirements for honors recognition Honors or Research Laureate. All incoming freshmen honor students are required to enroll in Honors 1000, a one-hour seminar that introduces students to research-based academic work in the disciplines.

- Honors Laureate: Conferred to students who complete at least 42 24 credit hours of coursework in lower-division honors courses at Georgia State University (in addition to Honors 1000). The 12 hours of lower-division coursework (1000 and 2000 level courses) must be in classes selected from at least three major areas of study with no more than two classes in any one area. Many of these courses can fulfill core requirements (Areas A—E). Honors credits can be completed in lower division courses to fulfill the core (Areas A -F), in upper division courses to fulfill the major (Areas F - G), or electives. No more than 12 hours of lower division credit and no less than 6 hours of credit in HON 3000-4000 courses may be applied to the Honors Laureate recognition.

- Advanced Honors: In addition to fulfilling the requirements for Honors, Advanced Honors are granted to students who complete at least 12 semester hours of honors coursework at the upper division level (3000 ad 4000 level courses), plus two upper level honors interdisciplinary seminars, for a total of 18 hours of upper level courses. Three semester hours of thesis research work (4870), nine hours of honors dimensions, and nine semester hours of graduate courses may be applied toward this recognition.

- Research Laureate: Conferred to students who complete an honors thesis as a part of the Honors Laureate requirements plus one other research activity as specified below. The Research Laureate does not require additional credit requirements beyond the Honors Laureate; it specifies that students take one or both research courses (HON 4870; 4880) within the required minimum of 24 hours. the requirements for Advanced Honors and an honors thesis, including at least six semester hours and not more than nine semester hours of honors research and thesis coursework.

Students can become an Honors or Research Laureate by taking a selection of upper and lower division courses from the following categories.

A. HON 1000: Students entering as freshmen are required to complete a HON 1000 seminar. Accepted applicants and transition students may complete a HON 1000 seminar but HON 1000 is not a requirement.

B. Lower Division Courses: Honors-Only sections in the core or Honors Add-On sections in any lower division course. Students may apply no more than 12 credits in lower division courses.
C. Upper Division Courses: Students may complete courses in the following categories:
   a. HON 3000 - 4000 courses including interdisciplinary seminars, service learning courses, colloquia, Honors-Only or Honors Add-On sections in upper division courses, or Honors Enrichment Contracts. Students must earn no less than 6 credits of HON 3000-4000 courses.
   b. No more than 6 credits in special initiatives such as a second Critical Thinking through Writing course, a Writing Across the Curriculum course, a Digital Learning course, a Women Lead course, a departmental or program signature experience, study abroad courses, domestic field schools; the Georgia Legislative Internship Program or the Honors College London Experience,
   c. Graduate courses: 6000 or 8000 level courses with permission of the instructor or College Office of Academic Assistance

Students who wish to be recognized as a Research Laureate may complete HON 4870 but must complete HON 4880 within the 24 required credit hours. The student would also need to complete one of three other research activities: 1. Present work at GSURC, 2. submit a manuscript to DISCOVERY, the Honors College Research Journal, or 3. Present at a professional or student-oriented research conference.

Early in their course of study students will be asked to declare their intent to pursue the Honors or Research Laureate recognition. If students indicate a desire to obtain a laureate recognition, they are required meet with their Honors Academic Advisor on a yearly basis to ensure they are on track to meet requirements without delaying graduation.

Rationale for Change

This proposal eliminates the current three levels of distinction in the College (General, Advanced, and Research Honors) and replaces them with two new recognitions: Honors Laureates and Research Laureates. To graduate as Honors Laureates, students must earn at least 20% of the 120 required credits in Honors curriculum. To graduate as Research Laureates, students must complete a thesis project as a part of the required credit hours plus a research-related, non-credit bearing activity such as participation in GSURC.

This proposal should increase student engagement in the honors curriculum. The current standard in the Honors College allows great variability across students; it stipulates that students must enroll in a HON prefix course or honors designated stand-alone section, an add-on section, or dimension, every third semester. Thus, too many Honors students participate minimally in Honors curriculum and too few students complete an Honors thesis project, which many Honors Colleges require. Our proposal aligns with the national standards for a fully-developed honors college. The National Collegiate Honors Council (NCHC, 2010) states that the “curriculum of the honors college constitutes at least 20% of a student's degree program.”
Students may earn honors credit from a variety of sources (see Figure 1). Importantly, Research Laureates do not take additional credits beyond the requirements for Honors Laureate. Instead, the Research Laureate recognition specifies the research nature of credits and activities. For example, a student who wishes to earn recognition as a Research Laureate may enroll in 4870 and 4880 for 6 credits. These 6 credits would count toward the 20% of credits in honors. The student would also need to complete one of three other research activities: 1. Present work at GSURC, 2. submit a manuscript to DISCOVERY, the Honors College Research Journal, or 3. Present at a professional research conference.

Our proposal does not and cannot require every Honors College student to complete 20% of their credits in Honors credit because we do not grant a degree, but it does create a strong incentive for more students to engage meaningfully in an Honors education by offering a richer Honors curricular experience than the current models offers. Honors students will have the opportunity to meet core and major degree requirements with Honors curriculum and thus have an Honors experience across their undergraduate careers. Other potential outcomes include:

1. Reducing barriers to completing an honors thesis
2. Challenging students to take advantage of existing QEP initiatives (e.g., CTW, College to Career) and other innovative initiatives (e.g., Digital Learning)
3. Encouraging experiential learning including internships and study abroad opportunities
4. Encouraging the completion of departmental signature experiences
5. Developing students competitive for national scholarships and fellowships as well as graduate and professional school.

Anticipated impact on other programs within the offering department, the college, or the university.

The anticipated impact on other units is the need and ability for departments/institutes to offer sufficient opportunities for Honors College students to earn the required honors credit for recognition. To mitigate this impact, we have built into the requirements some opportunities to take courses that do not remove faculty from other courses and represent student initiative and desire for rigor, such as a second Critical Thinking through Writing course, a Writing Across the Curriculum course, a Digital Learning course, a Women Lead course, or a departmental or program signature experience; experiential Learning courses such as study abroad courses, the Honors College London Experience, or the Georgia Legislative Internship Program; and 6000 or 8000 graduate-level courses with permission of the instructor.

Additional resource requirements, if any, and budget implications (e.g., personnel costs, library acquisitions, computing/equipment costs, facilities and other operating costs, graduate student support). Intended method of funding additional costs if any.

Additional fiscal and human resources will be required. The Honors College will submit a proposal for an Honors College Participation Fee that begins with incoming 2019 first-year students, enrolled applicant and transition students. A majority of the fee will support curricular expansion and staff support for the expansion.
The Honors College current budget for curricula, supplemented by the proposed fee, would support more than the number of Honors only sections of courses needed for students to graduate with laureate status (the most expensive, but also most unrealistic model for expansion due to limited faculty available to teach HON only sections). Thus, we will work with departments to offer add-on sections, enrichment contracts (formerly dimensions), and thesis opportunities. We will also expand the number and type of Honors courses offered.

The Honors College is currently developing additional resources for faculty teaching honors curriculum (e.g., stand-alone, add-on, or offer enrichment contracts). For example, the Honors College will:

- Invite faculty to an annual “So You’re Teaching in Honors…” workshop
- Provide individual consultation by Associate Dean/seasoned Honors College professors
- Create support videos on iCollege for Honors Faculty, featuring successful assignments and methods of instruction by seasoned Honors College professors.
- Provide example syllabi, assignments, and in-class exercises and workshops
- Establish Peer mentoring by seasoned Honors College professor who has taught successfully
- Provide templates for enrichment contracts
- Hold monthly faculty coffees to discuss challenges and successes in Honors curriculum and provide social support.
- The Honors College Office of Academic Advisement will work closely with departments, advisors and faculty, and particularly students, to ensure that every student who desires to earn a Laureate recognition will be able to do so without extending time to graduation or exhausting financial resources. The Office of Academic Advisement will audit transcripts to ensure completion of the Laureate requirements.

Offices, departments, committees, and individuals consulted during the development of the Proposal. The Honors College has met with each college to review the proposal and discuss implications for their college.

Andrew Young School of Policy Studies
  Cynthia Searcy, Assistant Dean
  Mathieu Arp, Director of Academic Assistance
College of the Arts
  Maria Gindhart, Associate Dean
  Sekeia Harris, Director of Academic Assistance
  Melody Milbrandt, Professor, School of Art and Design
  Phil Lewis, Professor, School of Film, Media & Theatre
College of Arts & Sciences
  John Medlock Assistant Dean
  Shelley-Ann Williams, Director of Academic Assistance
  Rob Baker, Associate Professor, Chair of Undergraduate Council
  The CAS Undergraduate Council
Institute of Biomedical Sciences
  Tim Denning, Associate Professor, Director of Undergraduate Program
Across the university, representatives from each college were supportive of the proposal. Several have already developed “The Honors Experience in (major),” (e.g., Philosophy and Neuroscience has included this information on their undergraduate web page). Others have identified possibilities in their curriculum for Honors credit.
1. When will the new recognitions begin?

Fall 2019: Honors College students who matriculate under the Fall 2019 catalog will follow the requirements for the new honors recognitions. Students currently enrolled in 2019 and pursuing one of the three distinctions will be able to earn that distinction.

2. Will the new standards for recognition dissuade native, transition, and transfer students from applying to the Honors College?

Each step we have put in place to make this process more selective has resulted in a higher number of applications. We currently have approximately 200 more applicants each year than we have the resources to serve.

3. Will efforts to achieve Honors or Research Laureate status delay time to graduation?
Honors College advisors will work with students to ensure graduation within 4-6 years. Our 6-year graduate rate is 85% and our 4-year rate is 73%. The average Honors College student enters with 22 credit hours thus they are well positioned to graduate on time. Currently, approximately 40% graduate with one or more of the current Honors Distinctions.

4. What will happen to students who do not earn 24 credits in Honors curriculum?

These students are still able to graduate in good standing in the Honors College but receive no special designation on their transcript.

5. Will the requirement for good standing in the Honors College change?

No. Good standing in the Honors College consists of maintaining an institutional GPA of 3.3 and enrolling in at least one course for honors credit every three semesters.

6. Will students face impediments to achieving 24 hours of Honors-designated credit?

First-year students with no to some advanced credit should face few if any, impediments. The Honors College, in conjunction with other colleges, currently offers many core courses on a regular basis. Students entering with a high number of credits or students applying to the college after their first year will have the opportunity to complete their core in honors courses and (average in the Honors College is 22 credits at entry) through a variety of other sources of Honors credits listed in Figure 1 (Pathway for Honors Laureates).

Students who enter the Honors College after completing 60 hours of credit may have difficulty graduating as Honors or Research Laureates. The College currently encourages students to apply well ahead of 60 hours to take full advantage of the Honors College experience. If students apply after 60 hours, they will work with an advisor to determine if admission to the Honors College is an advantage or disadvantage to progression. Even without the proposed changes in distinctions, it makes little sense for students over 60 hours to enter the College without a specific plan for a meaningful honors experience.

7. How will this change effect Perimeter Honors College students who transition?

Honors credit earned at Perimeter Honors College will count toward the 20% required for either recognition.

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1 The Honors College will have sufficient fiscal resources to support this proposal in academic year 2019-2020. Pending BOR approval, the Honors College will assess a $250 fee per semester for Honors College Students in good standing. A conservative estimate of this fee will provide sufficient funds for courses and support staff to coordinate this initiative.

2 Area A: ENGL 1103; Area B: SCOM 1000; Area C: ENGL 2110, ENGL 2120, ENGL 2130, PHIL 2010, RELS 2001, FLME 2700, MUA 1500 AH 1700; Area D: BIOL 2107, BIOL2108; CHEM 1211, CHEM 1212; GEOL 1121, 1122; PHYS 2211, 2212; Area E: HIST 1111, HIST 1112, HIST 2110; ECON 2100, ECON 2106, ECON 2105; POLS 1101, 2401, PSYC 1101, WGSS 2010, ANTH 1102, 2110, 2130
Tim Renick gave a quick update on Spring 2019 registration and SACS:

Spring registration is up approximately 18 percent / 20,000 credit hours. The final drop is happening today, but it should affect fewer than 600 students.

SACS’s once-in-ten-year visit is taking place over 3 days in February. The university will present the College-to-Career QEP.

Adjourned at 1:14.

Recorder: Lori Howard

Remaining Committee Meeting Dates for 2018-2019 Senate Year

March 27, 2019

April 24, 2019

(June and July meetings will be called if needed.)