Approval of minutes from meeting on February 14, 2018
The minutes of the February 14, 2018, meeting were approved.

Motion to approve Global and City Scholars Programs
Presented by John Medlock, College of Arts & Sciences.

1352.30 Global Scholars
Students who earn a B or better in five 3000-4000 courses with the global perspectives designation and who have an institutional grade-point average of 3.0 or higher at the time of graduation will be recognized as Global Scholars. Catalog course descriptions will identify courses that include the designation.

Courses that count toward the Global Scholars designation may be from the major or from other disciplines. However, the intent of the Global Scholars program is for students to earn this designation within the bounds of their current undergraduate program. Students are not encouraged to take additional classes beyond those in their major, elective area, or minor (if applicable) in pursuit of this designation.

Global competence is defined as “the skills, knowledge, and awareness that enhance the ability to function in a global environment." Each of these aspects of global competence can be further subdivided as follows:

Skills
• Foreign language skills: the ability to communicate in a language other than English
• Communication skills: the ability to communicate with diverse audiences and with people from different backgrounds and learning styles
• Analytical skills: the ability to analyze and synthesize comparative and cross-cultural information with sound judgment

Knowledge
• Comparative grasp of political systems, histories, religions, cultures, literatures, economies, etc.
• Recognition of global interconnectedness and conflict
• Ability to think critically about the U.S. and see it in a global context

Awareness
• Openness to different thoughts, ideas, and perspectives; curiosity; adaptability; flexibility in ambiguous or unfamiliar situations as well as in international or intercultural environments
• Willingness to stay abreast of international current events and seek out new intercultural opportunities at home or abroad
• Appreciation of and respect for difference and diversity and a highly developed sense of empathy, awareness, and concern

Students earning the Global Scholars designation will receive an official notice from Georgia State University. Recipients are encouraged to include the honor on resumes, curricula vitae, professional portfolios, and other methods of documenting academic accomplishments. For additional information
about the Global Scholars designation, please contact your college office of academic assistance or the University Advisement Center.

1352.40 City Scholars
Students who earn a B or better in five 3000-4000 courses with the cities perspectives designation and who have an institutional grade-point average of 3.0 or higher at the time of graduation will be recognized as City Scholars. Catalog course descriptions will identify courses that include the designation.

Courses that count toward the City Scholars designation may be from the major or from other disciplines. However, the intent of the City Scholars program is for students to earn this designation within the bounds of their current undergraduate program. Students are not encouraged to take additional classes beyond those in their major, elective area, or minor (if applicable) in pursuit of this designation.

Courses are designed to help students develop competence in urban issues and thus help them to become leaders in understanding the complex challenges of cities and in developing effective solutions to those challenges.

City courses at Georgia State are ones that meet one or more of the following criteria:
1. Have as a substantial focus the historical, geographical, social, cultural, economic, environmental, political, policy & planning, and/or design dimensions of city life.
2. Provide students with hands-on experience in addressing or investigating problems or opportunities inherent in city life.

Competence in urban issues is defined as “the skills, knowledge, and awareness that enhance the ability to understand and address the problems and possibilities of cities.”

Skills
• Analytical skills: the ability to analyze and synthesize comparative and diverse information about cities with sound judgment
• Communication skills: the ability to communicate with diverse audiences and with people from different backgrounds and learning styles
• Organizational skills: the ability to recognize diverse contributing partners and find ways to integrate other disciplines toward a constructive end

Knowledge
• Recognition of the complex interconnectedness of cities in urban systems
• Ability to think critically about the complex challenges posed by the city as a creative force in society

Awareness
• Interest in new and different thoughts, ideas, and perspectives; curiosity; adaptability; flexibility in ambiguous or unique situations
• Appreciation of and respect for differences and diversity, coupled with a developed sense of openness, empathy, and concern
• Advocacy for effective solutions that contribute to livable communities and sustainable cities

Students earning the City Scholars designation will receive an official notice from Georgia State University. Recipients are encouraged to include the honor on resumes, curricula vitae, professional portfolios, and other methods of documenting academic accomplishments. For additional information about the City Scholars designation, please contact your college office of academic assistance or the University Advisement Center.

TO DO LIST: The question was raised whether 1000- or 2000-level courses might count toward this designation. The designation is intended to be completed in the upper division for Bachelor’s students, but we will further discuss what role lower division courses might play.

Motion approved.
Motion to adopt the same practice for Honors awards for the LLM Degree programs as for the JD awards and to have those distinctions recognized on the student’s official transcript.

TABLED until April meeting so that the stakeholders can be present.

Information Item: New Admissions Process for Perimeter College Freshmen
Presented by Scott Burke, Perimeter

(Draft)
The Board of Regents recently released new guidelines for their General Requirements for Learning Support Programs (LSP) that will allow us to change the way we evaluate and admit students to Perimeter College. While the document does indicate that it is not an admission document I believe that LSP placement and admissions cannot be separated.

The new guidelines allow us to place more emphasis in the evaluation of an applicant on the high school grade point average and the courses they complete. Testing for most part, will happen, if at all, post admission decision. I believe this will also significantly cut down on the number of incomplete files for PC. Many of the applications in last year’s cycle remained incomplete because we were awaiting a student’s ACCUPLACER results. This policy will allow us to admit students who meet the high school GPA requirement (as calculated using the 17 required high school units only) more quickly without having to wait on them to test. Time to decision is crucial in convincing a student to commit to us and to allow them to move successfully through the next steps in the enrollment process.

Please find below an abbreviated summary of the new parameters:

1. GPA only admission policy (Test optional)
   a. >=3.2 - Full admission into collegiate level coursework
   b. 2.5–3.19 - Default placement into co-requisite English and math courses
      (Language will be added to the acceptance letter indicating student can opt in for testing for collegiate readiness by taking either ACCUPLACER, SAT or ACT.)

2. Minimum test scores (ACCUPLACER, SAT, or ACT) will still be required for admission of the following populations:
   a. Non-traditional students
   b. Students submitting GED scores
   c. Freshman with high school GPAs below 2.5

73.4% of PC students admitted for fall 2017 had high school GPAs of 2.5 or higher (69.4% for fall 2016). Removing the test requirement for this group eliminates a costly and time consuming additional step for the majority of PC applicants, and allows the institution to more closely align with its access mission. Typically, ~25% of PC admitted students have high school GPAs between 2.0 and 2.5, and the minimum test scores currently required for admission will remain in place for this group. Note that the 2.5 GPA threshold suggested for PC is higher than the 2.0 minimum being used for fall 2018 by other USG state colleges such as Georgia Gwinnett College and Atlanta Metropolitan College

This will be effective immediately.

Information Item: New Catalog Copy for Co-Requisite Learning Support Program
Presented by Carol Cohen.

1310.50 Learning Support Program
The Learning Support Program (LSP) is for undergraduate students admitted with high school grade point averages (GPA) or standardized test scores indicating that they will require additional support to succeed in
collegiate English or mathematics courses.

English:
Students do not require the Learning Support Program (LSP) in English if they meet any of the following conditions:

- Student has credit for an Area A English course (must meet the minimum grade of “C”)
- Student has a final high school GPA of 3.2 or higher in the Required High School Curriculum.
- Student has an ACT English score of 17 or higher.
- Student has an SAT Verbal/Critical Reading score of 430 or higher on the “old” SAT.
- Student has an SAT Reading test score of 24 or higher on the “new” SAT.
- Student has an Accuplacer Reading Comprehension score of 61 or higher AND an Accuplacer WritePlacer score of 4 or higher.

Students who do not meet any of the conditions above must take English 0999 (Support for ENGL Composition) with ENGL 1101.

Mathematics:
Math 1001 or 1101
Students do not require the Learning Support Program (LSP) in Mathematics 1101 or Math 1101 if they meet any of the following conditions:

- Student has credit for an Area A mathematics course (must meet the minimum grade of “D”)
- Student has a final high school GPA of 3.2 or higher in the Required High School Curriculum.
- Student has an ACT Mathematics score of 17 or higher.
- Student has an SAT Mathematics score of 400 or higher on the “old” SAT.
- Student has an SAT Math test score of 22 or higher on the “new” SAT.
- Student has an Accuplacer Elementary Algebra score of 67 or higher

Students taking Math 1001 who do not meet any of the conditions above must take Math 0997 (Support for Quantitative Reasoning) with the Math 1001 course. Students taking Math 1101 who do not meet any of the conditions above must take Math 0998 (Support for Math Modeling) with the MATH 1101 course.

Upon completion of MATH 1101/1001 with a grade of C or better students are eligible to enroll in MATH 1111 with the MATH 0999 co-requisite course for majors requiring college algebra.

Math 1111
Students do not require the Learning Support Program (LSP) for Mathematics 1111 if they meet any of the following conditions:

- Student has an Accuplacer Elementary Algebra score of 84 or higher
- Student has an ACT Mathematics score of 29 or higher.
- Student has an SAT Mathematics score of 650 or higher on the “old” SAT.
- Student has an SAT Math test score of 33.5 or higher on the “new” SAT.

LSP placement and courses
It is required that LSP students meet each term with an academic advisor for advice regarding course selection.

For this reason, an advisement hold is placed on each LSP student’s record each term. The hold is lifted after the student has seen an advisor and their schedule is approved. Any student considering dropping or withdrawing from a LSP course must first meet with an advisor. The advisor will inform the student of the program’s drop and withdrawal policies, including the right to apply for an emergency withdrawal if an emergency situation exists.

LSP courses do not count towards degree requirements or a student’s GPA at Georgia State University. They
are, however, used to calculate a GPA for Pell and other financial aid awards, and the courses and grades earned appear on a university transcript. LSP courses are graded using the same system as other Georgia State courses.

Exiting LSP
Students who have exited an area of Learning Support at any institution in the University System of Georgia are not required to re-enter that area upon transfer to Georgia State University.

There is no limit on attempts for co-requisite remediation.

Students exit an LSP area when they successfully complete the collegiate course in their area(s) of remediation regardless of their grades in the co-requisite course. Exit for collegiate MATH includes a grade of D or better (C or better may be required for higher level mathematics prerequisites), and exit of collegiate ENGL is with a grade of C or better.

Students requiring LSP must enroll in LSP courses during their first semester of enrollment. Students requiring Learning Support in both English and Mathematics may defer enrollment in co-requisite Learning Support and the accompanying collegiate courses for one or the other area, but must be continuously enrolled in one or both until the college-level courses have been passed. All area A requirements must be completed within the first 30 hours of enrollment.

Requests for waivers to any of the above regulations should be submitted to the Director of the University Advisement Center.

**Old Business**
We are not changing the academic calendar start or end dates (class clock start and end times have been modified). The catalog now stipulates that final exams are now part of the contact hours for our university. If there is no final exam in a course, that class meeting time should still be utilized.

Changes to the summer semester time clock will be discussed at a future meeting.

Adjourned at 1:05 pm.

**Recorder:**
Lori Howard

**Remaining Committee Meeting Dates for 2017-2018 Senate Year**
This committee customarily meets on the last Wednesday of each month from 12:30-2 p.m. in 25 Park Place, #2150.

April 25, 2018