

# Meeting Minutes: Committee on Academic Affairs

July 27, 1999

Brasstown Valley Resort

Young Harris, Georgia

## MINUTES

The Administrative Committee on Academic Affairs held its Summer meeting on July 27, 1999 at Brasstown Valley Resort located in Young Harris, Georgia. Chairperson Michael Thomas called the meeting to order at 10:15 a.m.

The minutes of the April 13, 1999 meeting were approved as distributed.

### I. Committee Reports

#### A. Council on General Education Core Curriculum Guidelines

Dr. Joan Lord, Chair, explained that the Regents Administrative Committee on Institutional Effectiveness (RACIE), asked the **Council on General Education** to identify commonalities in student learning outcomes across the system. A report on student learning outcomes will be ready for dissemination at the next ACAA meeting. The recommendation was to amend item 2.04.04 in the *Academic Affairs Handbook*. It will read as follows:

Students will receive full credit for courses completed in Area A regardless of whether they complete the entire area. Students switching from a non-math/science to a math/science track must meet the minimum essential skills of pre-calculus or calculus as appropriate.

The recommendation passed.

#### B. Regents Administrative Committee on Institutional Effectiveness

Dr. Thomas Jones, Chair, discussed the Regents Administrative Committee on Institutional Effectiveness (RACIE) program review activities for the upcoming academic year. On September 9 - 10, 1999 an Academic Program Review Symposium will be held at Columbus State University. Dr. Jones encouraged the Chief Academic Officers to invite Institutional Research/Planning/Effectiveness Directors, Deans and Department Heads, Faculty Leaders and Directors.

### II. Academic Committee Recommendations

#### A. Teacher Education Area F

Dr. Joan Lord, Chair of the Council on General Education, explained that the Council reviewed the **recommendation concerning Area F in Teacher Education**. She recommended on behalf of the Council on General Education that the Area F not be accepted. She noted that it was not developed

with the required involvement of Arts and Sciences faculty and it did not provide adequate guidance with respect to students pursuing careers in secondary teaching or in the various P-12 certification areas. She called for interpretation of the current principles on teacher preparation with regard to the requirement that programs designed to prepare secondary teachers require the student to major in the discipline they plan to teach. The following question was posed, "Does this include the BSED degree in discipline areas as well as BA and BS degrees in the discipline?"

The ACAA Committee voted on the following actions to resolve the issues concerning Teacher Education Area F:

- The motion to accept Area F was opposed unanimously.
- The motion to create a Committee to revise Teacher Education Area F with a specified composition of the Arts & Sciences Deans and Education Deans from each of the schools offering programs in teacher preparation plus one representative from each of the two year colleges was approved unanimously. The motion was proposed and accepted with the understanding that a waiver of the bylaws is required.

#### B. English Committee

The following are the ACAA Committee's votes on each recommendation of the Academic Committee on English:

- The **English Academic Committee recommends** that in order to ensure that all University System of Georgia graduates are technologically proficient all students take the Regents' Test on the computer with a phase-in period of 3-5 years. The Committee unanimously approved the recommendation. (This recommendation was made in response to the Technology Action Plan.)
- Because of the heavy grading load and the necessity for individualized student attention, the Regents' Academic Committee on English recommends a maximum teaching load of twelve semester hours for faculty teaching freshman composition courses. The Committee unanimously opposed the recommendation. (Institutional Matter)
- The Regents' Academic Committee on English recommends that we follow the NCTE guidelines for a maximum of eighteen students in freshman composition classes. The Committee unanimously opposed the recommendation. (Institutional Matter)
- The Regents' Academic Committee on English recommends that every institution require a sophomore-level literature course in the core. The Committee unanimously opposed the recommendation. (Institutional Matter)
- The Regents' Academic Committee on English recommends that the council on general education should determine ways of requiring foreign language in the core. The Committee unanimously opposed the recommendation. (Institutional Matter)
- The Regents' Academic Committee on English recommends that the Applied English courses not be used for college preparatory course work. The Committee unanimously supported the recommendation.

### III. Senior Vice Chancellor's Report

#### A. Governor's Education Reform Commission

Dr. James Muyskens, Senior Vice Chancellor, discussed the focus, objectives, and observable outcomes of the Governor's Education Reform Commission. The Commission will focus on activities of the Department of Education, K-12, and the Department of Technical and Adult Education. The Commission consists of four subgroups: Funding, Accountability, Climate, and Seamless Education. Among other reports, the Commission is studying the acceptance of credit and the establishment of a community college system.

#### B. Regents' Agenda

Dr. Muyskens discussed the Regents' Agenda for Academic Year 2000. The Regents will focus on the Comparator Institutions Project, Accountability, Benchmarks for Effectiveness and Efficiency, Management Review, and Technology Master Planning. Dr. Muyskens further discussed the redirection budget initiatives and how institutions should plan for eminent scholars, become involved in economic development, and pursue special funding opportunities.

#### C. Postsecondary Options Program (PSO)

##### 1. Eligibility of Fourth Math

On behalf of the School to College Transition Committee (e.g., a joint DOE - BOR Committee that has dealt with PSO and other issues), Dr. Ed Rugg asked the Committee to vote on the change in policy regarding the **fourth math requirement concerning postsecondary options**. The motion to approve the change in the fourth math postsecondary option was accepted unanimously. The document entitled, "Proposed Modification of Section 3.01.01 C6, Joint Enrollment/Early Admission of High School Students/Postsecondary Options (BOR'S Academic Affairs Handbook) to Accommodate the Fourth Math Requirement of the CPC" was approved.

2. **Department of Education's Changes** The document entitled, "**Superintendent's Recommendation: Postsecondary Options 10-4-2-3**" which shows how the Department of Education rules have changed concerning postsecondary options was distributed to the Chief Academic Officers.

### IV. International Admissions Update

Dr. Richard Sutton, Director of International Programs, presented a recommendation to amend the **Academic Affairs Handbook, Section 3.01/3.01.01/C/4 dealing with the admission of students with non-U.S. academic credentials and/or whose first language is not English**. The recommendation was developed by a USG committee chaired by Dr. Jennifer Lund. The text of the recommendation is attached to these minutes. Dr. Sutton explained the need to establish a Systemwide standard for English (TOEFL) proficiency, with an option for conditional admission. The ACAA approved the recommendation unanimously.

### V. Report of the Nominating Committee

Dr. Michael Thomas, ACAA Chair, announced that the Nominating Committee members (i.e., Dr. Lloyd Benjamin, Dr. Thomas Jones and Dr. Josephine Davis) met to discuss nominees for the 1999-2000 Chair-Elect position. The nominee for the 1999-2000 Chair-Elect position was Dr. Bettie Rose Horne, Vice President for Academic Affairs at Abraham Baldwin Agricultural College.

**VI. Election of 1999-2000 Chair-Elect**

The Administrative Committee on Academic Affairs moved by acclamation to accept the nomination of Dr. Bettie Rose Horne as the ACAA 1999-2000 Chair-Elect.

**VII. Comments of 1999-2000 Chair**

Dr. Thomas Jones, ACAA Chair, announced that next year's summer meeting would be held July 16 - 18 at Callaway Gardens.

**VIII. Announcements**

**A. The Video-Exploratorium Committee**

Dr. Lloyd Benjamin, Vice President for Academic Affairs at Valdosta State University, announced that the Video-Exploratorium 2000 Conference would be held January 24 - 26, 2000. In preparation for the conference, campuses will be encouraged to attend a team leader meeting on Wednesday, October 20 at Rock Eagle for a 1/2 day session. Dr. Benjamin encouraged the Vice Presidents to become actively involved in the Committee with technology liaisons on campus. The Exploratorium Committee will discuss the future use of technology and its impact on the academic community. The committee meetings will focus on the latest technologies available from WebCT to H323 and the best practices for implementation on a campus level. All academic vice presidents, media administrators, faculty leaders and instructional technology managers are invited to attend.

**B. Management Development Seminar**

Dr. Michael Thomas announced that the National Association of Academic Affairs Administrators was holding the *21st Annual Management Development Seminar* on November 10 - 12 in Charleston, South Carolina. Brochures were disseminated and Dr. Thomas encouraged the Chief Academic Officers to attend or send a designee.

The meeting was adjourned at 12:00 noon.

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Respectfully Submitted,  
Marci M. Middleton, MBA, MS  
Director, Academic Program Coordination  
USG

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# Recommendations from Council on General Education

An additional clarification to policies related to the Core is in order. The Council has been clear in its thinking that composition courses and essential skills mathematics courses (Math Modeling, College Algebra, Pre-Calculus, and Calculus) would all transfer individually. As a matter of fact, the *Frequently Asked Questions* document on our Core Curriculum website (which serves as copy for institutional brochures spelling out students' rights and responsibilities with respect to the transfer of the Core) addresses this question. It guarantees the course-by-course transfer of both the composition and mathematics courses.

Some institutions, however, have decided not to offer Math Modeling or College Algebra and now believe that they may be able to reject the math course for transfer for students in non-math/science majors. They would be forced to accept the math course if the student had completed all work in composition -- and thereby presented a complete Area A. Some have made the interpretation, however, that they might be able to reject it if the student had not completed both composition courses and thus could not present the complete Area A.

The Council on General Education proposes the addition of the following statement to item 4 in 2.04.04:

Students who do not change intended majors or programs of study will receive full credit for courses completed in Area A regardless of whether they complete the entire area.

The rationale for the clarification is to allow students who completed Math Modeling or College Algebra to transfer the course regardless of whether they have completed English composition.

Source: Attachment A of the July 1999 ACAA meeting.

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# Recommendations from Council on General Education

## Recommendation on Teacher Education Area F

*Letter Addressed to Dr. Jan Kettlewell from Dr. Angela Lumpkin, Chair of the Teacher Education Academic Advisory Committee*

June 21, 1999

Dr. Jan Kettlewell  
Assistant Vice Chancellor for Academic Affairs  
Board of Regents of the University System of Georgia  
270 Washington Street., S.W.  
Atlanta, Georgia 30334-1450

Dear Jan:

On behalf of the Teacher Education Academic Advisory Committee, I am sending to you the Articulation Agreement regarding Area F for Teacher Education programs within the University System of Georgia (USG). This agreement is the culmination of several discussions among the Deans of the Colleges of Education and representatives of the two-year institutions. We believe that this agreement is consistent with the Outcomes for Teacher Education Programs approved by the Council on Majors during the quarter to semester conversion process. This agreement also reaffirms that two-year and four-year institutions may achieve these Outcomes through various combinations of courses, each of which will be transferable. This articulation agreement also stipulates that each student who completes the Area F at a USG institution and transfers to another USG institution in the same major will have previously demonstrated achievement of the Outcomes and thus met the requirements for Area F.

Thank you for transmitting this information to the Undergraduate Council and Chief Academic Officers at each USG institution.

Sincerely,

Angela Lumpkin

Chair of the Teacher Education Academic Advisory Committee

### **Articulation Agreement Regarding Area F for Teacher Education Programs (Majors in Early Childhood, Middle Grades, Secondary, and P-12 Fields)**

Eighteen (18) semester hours in lower division (1000/2000) level courses are required. The 18 hours are divided into two sub-areas: sub-area I, which includes prerequisite courses for upper division professional education

sequences, and sub-area II, which are courses related to the discipline. The range of possible hours in each sub-area is 6-12, with a total of 18 required in Area F. Each sub-area is described below.

Sub-area I (16 - 12 hours): Specific courses are not prescribed for this area. Each two-year or four-year institution will develop courses to meet the outcomes given below. A separate course is not required for each outcome.

Outcomes:

1. The role of professional educator, including ethical and effective practice.
2. The social, historical, and philosophical perspectives and methods of inquiry used in the analysis of education issues.
3. The teaching process as it evolves from the study of human growth and development, learning, and instruction.
4. The wide range of abilities and exceptionalities representative of students in schools and teaching practices that are effective with these abilities.
5. The use of current technologies which are directly related to effective teaching.

For example, courses entitled Introduction to Education, Human Growth and Development, Instructional Technology for Teachers, and Teaching the Exceptional Child, as well as other similarly focused courses, would address these outcomes. Any combination of courses which meets the outcomes and the 6 - 12 semester hours requirement would be acceptable.

Sub-area II (6 - 12 hours): Courses related to the discipline should follow the description for each teacher education major identified below:

Early Childhood: A math class if 6 hours not completed in Areas A-E of the Core; choices of content courses not taken in Areas A-E of the Core.

Middle Grades: Choices from two content areas selected for concentration -- Social Science, Science, English/Language Arts, or Mathematics\*

Secondary: Content in the discipline major -- Science, Mathematics, Social Sciences, or English\*\*

P-12: Content in the discipline major -- Physical Education, Foreign Language, Art, Music, or Special Education

\*Middle grade courses in the areas of concentration must correlate with the Middle Grades Quality Core Curriculum standards for public schools.

\*\*Courses should be selected from the Area F described by the Board of Regents Advisory Group for the selected discipline major.

Total of 18 hours for each program in Area F. This articulation agreement ensures that each student who



completes the Area F at a University System of Georgia (USG) institution and transfers to another USG institution in the same major will have previously demonstrated achievement of the Outcomes for Teacher Education Programs and thus met the requirements for Area F.

Source: Attachment B of the July 1999 ACAA meeting.

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# Regents' Academic Committee on English Recommendations

Teaching Subcommittee: Jean Bridges, Chair

Recommended:

**The English Academic Committee recommends that in order to ensure that all University System of Georgia graduates are technologically proficient (see Action Plan C.1.d) all students take the Regents' Test on the computer, with a phase-in period of 3-5 years (see Action plan B.1.d).**

Recommendation seconded by R. Weatherspoon; unanimously approved.

Freshman English Subcommittee: Charles Davis, Chair

Recommended:

**Because of the heavy grading load and the necessity for individualized student attention, the Regents' Academic Committee on English recommends a maximum teaching load of twelve semester hours for faculty teaching freshman and composition courses.**

Recommendation seconded; unanimously approved.

Recommended:

**The Regents' Academic Committee on English recommends that we follow the NCTE guidelines for a maximum of eighteen students in freshman composition classes.**

Recommendation seconded by Dan Ross; unanimously approved.

Recommended:

**The Regents' Academic Committee on English recommends that every institution require a sophomore-level literature course in the core.**

Recommendation seconded by Valerie D'Ortano; unanimously approved.

Recommended:

**The Regents' Academic Committee on English recommends that the Council on General Education should determine ways of requiring foreign language in the core.**

Recommendation seconded by Elsa Gaines; unanimously approved.

New Business

Applied Language courses:

Recommended:

**The Regent's Academic Committee on English recommends that the Applied English courses not be used for college preparatory coursework.**

Recommendation moved by Dan Ross and seconded by Larry Mobley; unanimously approved.

Source: Attachment C of the July 1999 ACAA meeting.

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# Recommendations from Council on General Education

## The Fourth Math Requirement and Joint Enrollment

### Proposed Modification of Section 3.01.01 C6, Joint Enrollment/Early Admission of High School Students/Postsecondary Options (BOR's ACADEMIC AFFAIRS HANDBOOK) To Accommodate The Fourth Math Requirement of the CPC

Section 3.01.01C

#### 6. Joint Enrollment/Early Admission of High School Students/Postsecondary Options

The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which the student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit; and (2) an early admission program in which the student enrolls as a full-time college student following completion of the junior year in high school. The minimum admission standards for both the joint enrollment and early admission programs have been developed to allow certain advanced students to receive both high school and college credit for some courses.

##### a. Admission Standards

##### i. Completion of the University System of Georgia CPC requirements with the following exceptions:

Students with SAT I Verbal scores of at least 530 (or comparable ACT) scores who have not completed the final unit of high school English and/or social studies may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment or early admissions program.

Students with SAT I Mathematics scores of at least 530 (or comparable ACT scores) who have not completed the final unit of mathematics may be permitted to fulfill those high school requirements with the appropriate college courses taken through the joint enrollment or early admissions program. Generally, PSO students will have completed their CPC math requirements before their senior year and will be prepared to take precalculus or a higher level math course. Students should be aware that, while College Algebra, Math Modeling, or Statistics may be taken through PSO, these courses will not apply toward a college degree in science, engineering, computer science, and many other fields. High school advanced algebra/trig taken in high school should provide better preparation for majors requiring calculus and should be taken no later than the 11th grade.

With the exception of the final units of high school English, social studies and/or mathematics, a

college course may not be used to fulfill the University System of Georgia's CPC requirements. Students who have not completed the 13 CPC requirements beyond these three exceptions may be admitted through the joint enrollment program if they are enrolled in the necessary high school courses and are scheduled to complete the requirements by the end of the senior year.

Students who do not necessarily meet all of the above criteria but who demonstrate very high academic abilities through their SAT performance may be admitted to enroll in college courses at the discretion of the institution. Institutions may set additional requirements but may permit students with scores of at least:

- 700 on the SAT I Mathematics test to enroll in college courses that require advanced mathematical ability;
  - 700 on the SAT I Verbal test to enroll in college courses that require advanced verbal ability; and
  - In addition, students with extremely high combined SAT I scores may be admitted through the provision for Outstanding Students described in Section 3.01.01 C3.
- ii. Minimum SAT I score of 1030, combined Verbal and Mathematics sections, or the comparable ACT Assessment Program score as established for the University system;
  - iii. Minimum cumulative high school grade point average of 3.0 or a numerical average of 80 or higher in academic subjects;
  - iv. Exemption of all Learning Support requirements for early admission;
  - v. Written recommendations from the high school principal or counselor;
  - vi. Written consent of parent or guardian (if the student is a minor);

b. Instructional Requirements: Joint Enrollment

- i. Students must be carefully advised and allowed admission only to those courses for which they have adequate preparation.
- ii. Where possible, only full-time faculty members of the institution offering the program shall be assigned responsibility for joint enrollment courses. If a joint enrollment course is taught during the regular school day on the high school campus, a part-time teacher may not be assigned responsibility for the course if that teacher is employed full-time by the high-school.

c. Acceptance of Transfer Credit: Joint Enrollment

Units of the University System of Georgia are prohibited from accepting transfer credit awarded by an college or university to students enrolled in joint high school or college enrollment programs unless those students have a minimum combined SAT I score of 1030 and a HSGPA of 3.0 (B) on a 4.00 scale.

Source: Attachment D of the July 1999 ACAA meeting.

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# Recommendations from Council on General Education

## Superintendent's Recommendation

### Superintendent's Recommendation: Postsecondary Options 10-4-2-3

Rule: Amendment/Adoption

160-4-2-.34 POSTSECONDARY OPTIONS

#### **RECOMMENDATION:**

It is recommended that the State Board of Education Adopt Rule 160-4-2-.34 POSTSECONDARY OPTIONS.

#### **DISCUSSION:**

The amendment to this rule, that will become effective with the 1999-2000 school year clarifies the guidelines of the Postsecondary Options Program and combines into one rule all the opportunities for attending postsecondary institutions while still enrolled at a public secondary school. It provides an updated definition of Postsecondary Options, updates other definitions, and redefines and renames the program for joint secondary/postsecondary credit and the program for postsecondary credit only. It specifies the responsibilities of each of the parties involved in the Postsecondary Options process.

- *Programmatic Impact:* Clarifications to this rule will make the Postsecondary Options Program easier to implement at the local school level.
  
- *Governance Impact:* None.
  
- *Fiscal Impact:* There is no anticipated negative fiscal impact on the local school system or on the Georgia Department of Education. In some instances, students or postsecondary institutions may be responsible for course costs above the amount generated by the enrolled students FTE.

#### **ACTION TAKEN AT THE JANUARY MEETING:**

The State Board of Education authorized the State Superintendent of Schools to initiate the rulemaking procedures in accordance with the Georgia Administrative Procedure Act.

No objection was raised by any standing committee of the Legislature with which the rule was filed.

#### **160-4-2-.34 POSTSECONDARY OPTIONS**

A committee of postsecondary institution representatives and representatives from the department have been meeting since January to discuss the implications of the rule change. Comments were received from the Board of Regents and Kennesaw State University requesting that we delay making the changes for one year. The department met with the Office of Planning and Budget and they stated that the department policies and rules must comply with state laws. The portion of the law which relates to the payment of tuition, materials, and fees

may be found in §; 20-2-161.1 O.C.G.A. which states in part: "The department shall pay to eligible institutions . . . the lesser of the following amounts for pupils enrolled therein: (1) The actual costs of tuition, materials, and fees directly related to the approved courses taken by the pupils at such institutions; or (2) The amount that pupils would have earned under this article if those pupils had been in equivalent instructional programs in a local school system for that portion of the instructional day in which the pupils were actually enrolled in eligible institutions pursuant to this Code section.

Note: Text highlighted in color was changed or amended.

#### **160-4-2-.34 POSTSECONDARY OPTIONS**

(1) **PURPOSE.** This rule provides for a student who is at least 16 years of age or who is classified as a junior or senior in a Georgia public high school to take approved courses full-time or part-time, at an eligible institution.

#### **(2) (1) DEFINITIONS**

**(a) Approved courses** - courses based on the concepts and skills included in the Quality Core Curriculum (QCC) for grades 9 - 12, *aligned to existing QCC courses by the eligible institution*, and approved by the Georgia Department of Education for equivalency credit and funding *and offered during the regular school year*. These courses *shall be taught by faculty or adjunct faculty whose primary teaching responsibility is at the postsecondary level*.

**(b) Course** - instruction for which credit is awarded.

**(c) Credit** - Carnegie units earned and applied toward high school graduation and credit hours earned toward the completion of a postsecondary program of study.

**(d) Department** - the Georgia Department of Education.

**(e) Eligible Institutions** - any of the following located within Georgia.

1. Any two-year or four-year degree-granting public college or university;
2. Any state-operated postsecondary technical institution; or
3. If there is no public eligible institution within the 25-mile radius from where a student lives as defined in paragraphs 1 and 2, any two-year or four-year regionally accredited degree-granting nonproprietary (private, not-for-profit) college or university located within the 25-mile radius of the student's residence.

**(f) Eligible Student** - any Georgia public high school student who is at least 16 years of age or who is classified as a junior or senior, has not received a high school diploma and is eligible for enrollment in accordance with state law.

**(g) Equivalency** - the number of postsecondary credit hours or courses needed to equal one Carnegie unit.

**(h) Full Load** - the minimum number of postsecondary courses or credit hours needed for a student to be



considered full-time.

(g) **Postsecondary options** - the program in which a student enrolls jointly in a high school program and a college or postsecondary technical/career preparation program. There are two types:

1. **Postsecondary Credit Only Program (PSCOP)** - a program of study in which the student receives college or technical career preparation credit from the postsecondary institution for courses taken through that institution.
2. **Postsecondary Dual Credit Program (PSDCP)** - a program of study in which the student receives college or technical career preparation credit and high school Carnegie unit credit for courses taken through the postsecondary institution.

(j h) **Postsecondary Options Dual Credit Program Grants Account** - an account maintained in the department for disbursing payments to eligible institutions for approved courses taken by eligible students at the eligible institutions.

(i) **Program** - the arrangement for a public high school student to enroll at a postsecondary institution and earn high school Carnegie unit credit(s) and/or postsecondary credit hours.

(j) **Regular School Year** - two semesters or three quarters which typically comprise the school year, i.e., fall and spring or first and second semesters or fall, winter and spring quarters.

## **(2) REQUIREMENTS FOR POSTSECONDARY CREDIT ONLY PROGRAM**

- a. *Students, who through the advisement process are anticipating meeting all graduation requirements by the end of their senior year and who wish to enroll jointly at a postsecondary institution to take courses not approved for QCC credit, are eligible to do so. These courses may be applied to students' transcripts but shall receive no postsecondary options funding.*
- b. *Students should make application to the postsecondary institution. Students who participate in this program are under the jurisdiction of the postsecondary institution regarding the selection of courses and the assignment of grades and must abide by the rules and regulations of the institution.*

## **(3) REQUIREMENTS FOR POSTSECONDARY DUAL CREDIT PROGRAM**

- a. *Students, local school systems, and eligible institutions shall adhere to the Postsecondary Dual Credit Program Guidelines published annually by the department.*
- b. *Students who are juniors and seniors and who through the advisement process at the high schools and postsecondary institutions and who wish to take approved courses at postsecondary institutions are eligible to receive dual credit and funding for those courses. Such students are responsible for abiding by the rules of both the high school and postsecondary institutions attended.*

**(a c) A student shall be eligible to participate in the program if he or she the student:**

1. Is enrolled in a Georgia public school, and
2. Has not received a high school diploma, and
3. Is at least 16 or is classified as a junior or senior and is eligible for enrollment in accordance with O.C.G.A. §; 20-2-150, and
4. Has been accepted by an eligible institution.

**(b d) A student's participation in the program:**

1. Is limited to the remaining amount of time normally required to complete the high school diploma, from the time of initial participation in the program, based upon the ratio of 45 quarter hours or 30 semester hours equaling six Carnegie units or a maximum of two school years.
2. *Requires that the student adhere to paragraph (2) (b) of Rule 160-4-2-.16 Scheduling for Instruction.*
3. 2 Is limited to *the regular school year, i.e., fall, winter and spring quarters or fall and spring semesters.*
4. 3 Is subject to the provisions in O.C.G.A. §; 20-2-150.
5. 4 Is to be continued through the end of a quarter or semester even though he or she *the student* may become age ineligible under O.C. G. A. § 20-2-150 during the quarter or semester of enrollment.
6. 5 Requires the student to provide his or her transportation unless the student's IEP calls for transportation as a related service.
7. 6 Requires the student to request and sign a form authorizing the postsecondary institution to notify the school system of the student's grade in each course.
8. 7 Shall not require the student to pay any of the actual costs of tuition, materials, and fees directly related to the approved courses. The local school system shall provide at no cost to the student and/or parent(s) or guardian(s) the services prescribed in an IEP for a student with disabilities, as specified by the Individuals with Disabilities Education Act (IDEA) and Rules 160-4-7-.01 through.14. *May require payment of additional fees to the postsecondary institution when the amount is beyond that generated by the OBE funding formula. Such fees shall be billed by the postsecondary institution to the student.*
9. 8 Requires the student to pay for items not ordinarily included in tuition and fees, such as calculators, books and specialized tools, providing such items are a normal part of the requirements for the course and remain the property of the student.
10. 9 *Requires the local school system to provide at no cost to the student and/or parent(s) or guardian(s) the services prescribed in an IEP for a student with disabilities, as specified by the Individuals with Disabilities Education Act (IDEA) and State Board of Education Reules 160-4-7 Special Education.*

11. 9 Shall be accommodated as necessary according to Section 504 of the Rehabilitation Act of 1973.
12. 10 Prohibits the student from receiving other state student financial aid. *Shall require that the student adhere to existing rules and regulations regarding the receipt of other state student financial aid.*

**(c e) The department shall:**

1. Review the description of each course for which an eligible institution seeks approval and approve any such course which is transferable for credit in the high school program.
2. Publish annually a chart of approved courses for credits transferable to the high school program as referenced in the Postsecondary Options *Dual Credit Programs* Directory.
3. Develop appropriate forms and counseling *advisement* guidelines for the administration of the program.
4. Establish a *Postsecondary Options Dual Credit Program Grants Account* from which:
  - i. Payments to eligible institutions shall be made upon receiving documentation of eligible student enrollment and in accordance with the provisions of this rule.
5. *The item, #5 is not listed in the document.*
6. 7 For any student who indicates an interest, provide counseling *advisement* information to the student and his or her parent(s) or guardian(s) which shall include:
  - i. The names of eligible institutions, approved courses, information about approved academic transferable credit and local and state high school graduation requirements.
  - ii. The name of a contact person at each eligible institution for information concerning costs associated with tuition, books, materials, fees, and available support services.
  - iii. Procedures for scheduling approved courses between the high school and the eligible institutions.
  - iv. The potential effect of the program on a student completing a course and completing required high school graduation requirements.
  - v. Consequences of course implementation, course failure and the possible delay of high school graduation.
  - vi. Eligibility information for participating in extracurricular activities.
  - vii. The academic and social responsibilities of the student and his or her parent(s) or guardian(s), including continuing responsibilities to obey the rules of both the eligible institution and the high school.
7. 8 Prior to enrolling, require parent(s) or guardian(s) and the student who elects to participate to sign a form

stating that they have received the counseling *advisement* services specified and that they understand the responsibilities and possible consequences.

8. 9 Apply the credits earned *from approved courses* at the eligible institution to satisfy the requirements for eligibility in competitive activities and apply the provisions of Rule 160-5-1-.18. Competitive Interscholastic Activities in Grades 9 - 12: No Pass/No participate to students enrolled in this program.

**(e.g.) An eligible institution participating in the program shall:**

1. Submit annually to the department a description of each course *and identify the OCC course* for which the eligible institution seeks approval under this program.
2. Establish entrance criteria for eligible students seeking enrollment in this program.
3. Require that an academic advisor be appointed for each eligible student who enrolls in the program.

(ii) *The* total amount of payments for any student shall be limited to the amount of money generated by the QBE funding formula had the eligible student been enrolled at the high school in the classes for which the student seeks credit.

**(d f) The local school system shall:**

1. Accept toward state and local high school graduation requirements and subject area requirements of the Georgia *State* Board of Education the postsecondary credit of an eligible student who successfully completes an approved course at an eligible institution.
2. Require eligible students to meet state assessment requirements as referenced in Rule 160-3-1.07 Testing Programs - Student Assessment.
3. Record on the student's high school transcript each approved course name, grade and amount of credit earned for each course.
4. *Develop policies on postsecondary enrollment that:*

i. *Correlate the student's grades earned at the postsecondary institution and the secondary cumulative grade point average.*

ii. Provide for the assignment of high school classes to students who do not participate in the program after they have enrolled.

iii. Include the criteria for:

i. Written consent of the parent(s) or guardian(s) (if the student is a minor); and

ii. Written verification by the high school principal of the student's eligibility and intended

enrollment in the eligible institution.

(4) Develop policies that correlate the student's grade earned at the postsecondary institution and the secondary cumulative grade point average.

(5) Develop policies on postsecondary enrollment for eligible students in the program and for assigning high school classes to students who do not participate in the program after they have enrolled.

*6 5. Make students aware of the opportunity of postsecondary options programs as part of the development of their plan of study. By April 1 of each school year or prior to enrollment in an eligible institution, the school systems shall provide general information about the postsecondary options program to all eligible students.*

Source: Attachment E of the July 1999 ACAA meeting.

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# Recommendations from the Office of International Affairs

## Revisions to Amend Section 3.01/3.01.01/C/4 of the Academic Affairs Handbook

3.01 Admissions Requirements for Programs Leading to the Baccalaureate Degree

3.01.01 Freshman Requirements

C. Exceptions to Freshmen Admissions Requirements for Special Groups of Students

**DELETE the existing section 3.01/3.01.01/C/4 and REPLACE as follows:**

**4. Admission of Students with non-u.s. academic credentials. Admission of students whose first language is not English.**

**a. Admission of students whose secondary education was completed outside the United States system of Education.**

These students may be admitted with (1) acceptable foreign credentials and 2) English language proficiency as described below:

**1. Foreign Credentials as Criteria for Academic Admissibility of Freshmen**

Academic performance as described by a certificate, diploma, or other document deemed generally equivalent to U.S. college preparatory studies by a reputable credential evaluator (internal or external to the institution) will be permitted for the purposes of admission of students who graduated from high schools outside the U.S. system of education.

**2. English Language Proficiency Requirements for students whose first language is not English and whose language of instruction throughout secondary school was not in English.**

**English Proficiency and Freshmen:**

- a. Non-native speakers of English who meet minimum SAT verbal admissions requirements do not need to take the Test of English as a Foreign Language (TOEFL) for admissions purposes.
- b. In lieu of the SAT verbal test score, the Test of English as a Foreign Language (TOEFL) or some other System-approved evaluation of English proficiency is required for the admission of students whose first language is not English *and* who did not attend a secondary school where English was the primary language of instruction.
- c. The *minimum* TOEFL score acceptable\* for admission to a USG institution is 523 on the paper

TOEFL or 193 on the computer TOEFL. Institutions and departmental programs within the institution may set higher minimum TOEFL scores for admission.

\*A score of 550 on the paper TOEFL or 213 on the computer TOEFL is the *recommended* guideline.

- d. An otherwise academically admissible applicant with credentials from another country who needs supplemental English language instruction (as indicated by an approved method for determining English Proficiency in section 4.A.2.b.) may be admitted to a degree program on the condition that the student will receive the supplemental English language instruction in a System-approved program. This conditional admission is possible only at those institutions approved to provide English language instruction for non-native speakers of English.
- e. Programs of English-as-a Second Language under provision 4.A.2.d above must be approved by the Senior Vice Chancellor for Academic Affairs.

#### **English Proficiency and Transfer Students:**

- a. Students who are non-native speakers of English, who transfer from an institution of higher education outside the U.S. where English was not the language of instruction, would be required to submit a TOEFL score or some other recognized evaluation of English along with their foreign credentials.
- b. Students who are non-native speakers of English and who are transferring from an accredited institution of higher education inside the U.S., may be required to retake the TOEFL if their English proficiency cannot be demonstrated to the satisfaction of the admitting institution in an alternate fashion.

### **3. U.S. Immigration Regulations**

- a. Federal regulations place significant responsibilities on students and universities in the administration of the U.S. laws pertaining to F-1 or J-1 non-immigrant students. Institutions are required to follow certain recordkeeping and reporting requirements of the U.S. government.
- b. Institutions enrolling international students are required to determine academic admissibility and the financial resources of applicants prior to the issuance of the immigration document I-20 A-B or IAP-66.
- c. Only a Designated School Official appointed by the institution's president and registered with the U.S. Immigration and Naturalization Service (INS) may sign forms I-20 A-B, I-538, and other F-1 student immigration-related documents.
- d. Only a Responsible Officer or Alternate Responsible Officer approved by the U.S. Department of State may sign forms IAP-66.

#### **b. Admission of Students (not otherwise covered in section 4.A.2) whose first Language is Not English**

This section applies to those students whose first language is **NOT** English **AND** who completed most, but **NOT** necessarily all, of their education in schools where the primary language of instruction was **NOT** English.

1. Because the SAT Verbal score may not be a valid predictor of success in college for such students, they may be exempted from the minimum SAT Verbal and Freshman Index requirements. Such students must then meet the minimum TOEFL score requirement stated in section 4.A.2.c and must meet all other requirements for their admissions category.
2. Math admissions criteria, including the SAT or ACT, and placement criteria will continue to be required. Institutions may develop procedures to determine whether there is a need for placement in Learning Support reading and English and/or ESL courses for students meeting the minimum TOEFL requirements.

Source: Handout at the July 1999 ACAA meeting.

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