

Meeting Minutes: Committee on Academic Affairs

June 5, 2001

Sea Palms Resort

I. Welcome and Introductions

The joint meeting of the Administrative Committee on Academic Affairs and Administrative Committee on Student Affairs held its summer meeting on June 5 at Sea Palms Island Resort. Chairpersons Bettie Home and Charlie Nutt welcomed the assembled group and provided opening remarks.

II. Report of the Senior Vice Chancellor

A. Postsecondary Education Panel - Office of Education Accountability (See Attachment --- Postsecondary Indicators Advisory Panel)

Dr. Dan Papp, Senior Vice Chancellor for Academics and Fiscal Affairs, informed the Chief Academic and Student Affairs officers that the Office of Educational Accountability has provided the Board of Regents with additional details concerning the upcoming accountability report. The preliminary draft recommendations were sent to USG Presidents in early May. Among the additional details provided were the draft postsecondary indicators, preliminary draft recommendations, and schedule for reporting comments. Dr. Kathleen Burk, a USG member of the Postsecondary Indicators Advisory Panel, informed the group of the following timeline:

Date	Proposed Action
June 20	USG recommendations will be reviewed by the Office of Educational Accountability Advisory Panel.
Mid-August	The Office of Educational Accountability will develop proposed indicators to be sent to the ECC.
December 2001	Proposed indicators will be adopted
December 2002	The first Office of Educational Accountability report on the indicators will be provided.

Discussion ensued. Dr. Papp explained that specific indicators might be used for different sectors. Dr. Papp further explained that the Student Satisfaction Survey would be completed every three years and that the USG would have other opportunities to modify accountability measures in the future.

B. Admissions 2001

1. Additional Academic Units

Dr. Papp explained that changes might take place regarding home-schooled students and those students who want to attend USG institutions but graduate from non-accredited high schools. Currently, all take the SAT II tests. Due to issues raised by parents and legislators, the following proposed guideline was discussed during the meeting. **It was emphasized that the following discussion regarding admission standards for home-school students, students graduating from non-accredited high schools, and electives is part of the post implementation review of the 2001 Admission Requirements. The results of the review will be announced later this year.**

2. Other Pending Changes

Dr. Papp explained that other pending changes involved electives. During the past year, many interest groups have requested that certain courses be counted as electives. These elective requests have included such courses as journalism, information technology, home economics, and ROTC. With the exception of information technology, these are just a few of the examples of unapproved electives. Dr. Papp explained that courses counted as electives need to be analytical, theoretical, and considered as preparatory courses for postsecondary study. The reason electives are considered is to further increase the courses students take depending on whether they are involved in block scheduling or another form of scheduling. Dr. Papp explained that electives would probably be eliminated and the USG system may add an additional CPC unit in the future. The group concluded that it was not in the USG's purview to define an elective for K-12 schools.

C. eCore™/G.L.O.B.E. Update

Dr. Papp explained that the Global Learning Online for Business and Education ("G.L.O.B.E.") program was created approximately four years ago to assist with marketing programs and distance education programs in the State. G.L.O.B.E. operations will move to the Gwinnett University Center and provide more marketing support for eCore™ Areas A - E and streamline processes. Dr. Kris Biesinger provided the group with an eCore™ student profile. Some of the statistics highlighted include the following:

- o 56.9% worked 40 or more hours per week
- o 33.3% of students who took courses during Fall 2001, also took courses in Spring 2001
- o 81.3% were taking courses on campus in addition to eCore™ courses
- o 91.4% accessed their courses from home; 27.6% used America Online™

Dr. Biesinger further explained that eCore™ was created to expand access for non-traditional students who could not attend traditional, campus-based courses for their core curriculum. By July 13, fall courses will be available for review and reside on the USG WebCT server. Due to certain restrictions, courses will not have copyrighted materials. Dr. Biesinger also informed the group about specific measures to enhance the development of on-line course materials:

1. Student orientation on-line courses: These courses need to cover WebCT, on-line research, and

- on-line learning communities.
2. On-line Teaching and Learning: Faculty teaching and learning centers can provide administrators with information concerning the faculty experience in an on-line learning community.
 3. WebCT: WebCT takes faculty information and helps students interpret what they can accomplish on-line to meet class objectives and goals.
 4. Galileo Tutorial: This tutorial will be available in July. It is beneficial to students and helps fill the void of library orientations.

D. USG/DTAE Relations

1. Update on "block credit" issue re: Certificate/AAS/BAS

Dr. Papp explained that Governor Barnes' emphasis is on seamlessness and cooperation between USG institutions and the Department of Technical and Adult Education ("DTAE") institutions. Dr. Papp informed the group that he met with Dr. James Rogers, Executive Director of the Southern Association of Colleges and Schools ("SACS"), to clarify issues dealing with transfer of credit, block credit, and the Bachelor of Applied Science degree. "Block credit as a concept no longer exists." Dr. Papp advised that the critical SACS issues are faculty, criteria for teaching at the level for which a degree is offered, and the collegiate nature of transfer courses. Discussion ensued and the chief academic officers inquired about their accountability for the faculty credentials of a DTAE instructor. Dr. Papp explained that Valdosta State University has signed letters of agreement stating that all DTAE faculty members meet SACS requirements. Because every USG institution may not have similar agreements, Dr. Kenneth Breeden, DTAE Commissioner, has pledged to have all DTAE faculty vitas available on-line. Institutions that offer AAS degrees will not be held to a higher standard than that currently followed. Dr. Papp advised the group to maintain the availability of their articulation and cooperative agreements.

2. Mini-core

Dr. Papp explained that over a year ago, the University System and DTAE developed a joint committee to review Area A courses regarding transferability. It was discovered that there was much overlap between the USG institutions and COC accredited DTAE institutions. The Academic Advisory Committee on Mathematics reached a consensus on common courses for transferability. The Academic Advisory Committee on English recommended a common curriculum to the GPECC committee. The mini-core is under review and discussion. Some of the key issues under review involve comparative costs across systems, transferability of only COC accredited institutional courses, and examination of the impact on two-year colleges.

3. PACTS

Dr. Jan Kettlewell provided the group with an update concerning the Performance Assessment for Colleges and Technical Schools ("PACTS"). Dr. Kettlewell explained that PACTS was charged by the Board in May 1996 with the following recommendations:

- The University System should consider developing a standards-based approach to admission as a supplement to the traditional approach to admission.
- The focus in such an approach should be on what students know and can do rather than on what courses they have completed.
- A group of institutions should be selected (working with P-16 Councils) to develop and pilot a standards-based approach to admission.

The goals of PACTS include the following: to describe what it takes to be "college ready" and to pilot test an alternate, performance-based admission system into technical colleges, two-year colleges, and universities. The participating University System institutions are divided into four regions: Metropolitan Atlanta P-16 (Georgia State University and Georgia Perimeter College), Middle Georgia P-16 (Ft. Valley State University and Middle Georgia College), South Georgia P-16 (Valdosta State University and Abraham Baldwin Agricultural College), and the Southeast Georgia P-16 (Armstrong Atlantic State University, Savannah State University, and Coastal Georgia Community College). The PACTS timeline involves three phases. Phase I consists of research and development from 1998 - 2003 supported by the Pew Charitable Trusts. Phase II consists of process replication from 2003 - 2005. Phase III involves full implementation by Fall 2005.

As of Fall 2002, it is anticipated that a small number of students will be admitted based on PACTS transcripts. During this period, an accountability system will be developed to track student admissions and progress. After Fall 2002, follow-up data will be further investigated to determine the effectiveness of PACTS and whether this method could be used for home-schooled students. Data gathering on PACTS students will consist of demographic information and high school data such as courses taken, course grades, overall grade point averages, PSAT scores, SAT/ACT scores, and PACTS proficiency scores.

E. Postsecondary Options Program Status

1. ECC Committee

While describing another example of USG-DTAE Relationships, Dr. David Morgan provided an update concerning the work of the Education Coordinating Council (ECC) Committee. As a primer, Dr. Morgan explained how the Governor's Education Reform Act established the Education Coordinating Council, a group that meets quarterly to discuss, among other issues, postsecondary options. The postsecondary options program is a 2 to 3 million-dollar program. The program was initially established to be revenue neutral with funds distributed directly to high schools. Instead, the funds were deposited into a Department of Education account. Tuition costs were to be paid based on this account. This process is not operational because no records have been kept of students participating in the program. The program is open to private institutions for those students who do not have access to a public college or university. Funding levels have not changed and caps have not been placed on spending amounts. As a result,

public high schools are losing funding and academically prepared students. Although Dr. Kenneth Breeden, DTAE Commissioner, has recommended that public high schools receive \$636 and private colleges receive \$8,000 for public high school participants, Governor Barnes maintains that the program should be revenue neutral. Under DTAE's proposal, state universities and two-year colleges will receive full tuition; however, research universities will not receive full tuition remuneration. The following ECC issues require closure: 1) revenue neutrality of funds and 2) an alternative plan for the distribution of funds if revenue neutrality is not feasible.

2. **Bookends Committee Recommendations**

Dr. David Morgan reported that the Bookends Committee had met and provided specific recommendations to the ACAA Executive Committee (see attached recommendations). The recommendations involve changing student fees and streamlining administration of postsecondary options. Specifically, one recommendation concerns bypassing existing bureaucracies to inform more parents about the postsecondary options program. It was recommended that the information be distributed to SAT takers. The following recommendations were presented to the joint meeting of Student Affairs and Academic Affairs officers.

Recommendation Needs Further Study --- Change the minimum requirements for entry into PSO from the current minimum SAT (or ACT) score and HGPA to a Freshman Index of 2500 and exemption from Learning Support.

Recommendation Needs Further Study: Eliminate the prohibition of using high school teachers.

Recommendation Agreed to in Concept: Agree that PSO law should be changed to be less restrictive.

Recommendation Agreed to in Concept: To achieve equivalency in the level of instruction, course content and evaluation, PSO courses and instructors should meet the same requirements as all other courses and instructors in the institution.

Recommendation Agreed to in Concept: Institutions should have some latitude to waive individual fees for certain students, especially when students do not directly benefit from the service for which the fee is charged.

Recommendation Agreed to in Concept: Although data collection will be a challenge, a PSO program brochure should be developed for distribution to parents/guardians of rising juniors taking the CPC curriculum in January of the sophomore year.

Recommendation Agreed to in Concept: Although data collection will be a challenge, the System should set goals of increasing PSO enrollment.

Recommendation Agreed to in Concept: Institutions should conduct periodic evaluations with

high school principals and counselors regarding the quality and effectiveness of the PSO program. USG institutions should conduct longitudinal studies of the later academic performance of PSO students.

F. Comprehensive Program Review

Dr. Dan Papp reported that the System office and institutions are at the stage where "virtual unanimity can be reached what Degrees and Majors have been approved." Dr. Papp reported that during the upcoming year, the System Office would begin the first series of reviews. All undergraduate programs will be reviewed over an agreed upon 7 or 10-year cycle unless an institution elected an earlier review due to upcoming SACS or discipline related accreditation visits.

G. Streamlining of Board Policies/Procedures

Dr. Papp reported that previously chancellor Portch had sent the "no-nonsense memo" to institutional Presidents for comment. The varied responses have been compiled into a twenty-four-page report. Some items will be revised in Board policy and procedures while others will require ad hoc committee work or further deliberation. Some examples of the topics that will be addressed as a result of institutional feedback are the following:

Monthly Budget Amendments	Memorandum I Procedures
Centers	Institutes
New Program Review	Major Religious Holidays
USG Leave	Faculty Workload
Out-of-State Enrollment	Clarification of Students for Tuition
Summer School Salaries	Emeritus
FIS Administrative Approvals	Personnel Appointment Constitutional Implications

Various ad hoc committees will be formed to address these issues. Reports from the committees are due by November 2001.

H. Faculty Sick Leave Committee

Dr. Papp indicated that an ad hoc committee concerning faculty sick leave had been formed. Dr. Anne Gormly, Vice President for Academic Affairs and Dean of the Faculty at Georgia College & State University, will chair the Faculty Sick Leave Committee. The committee members include Dr. Grace James (South Georgia College), Dr. John Black (Dalton State College), Dr. Vaughn Vandegrift (Georgia Southern University), and Dr. Peter Shedd (University of Georgia). A report on the recommendations and findings of the committee will be presented at the next regularly scheduled meeting of the Chief Academic Officers.

I. Budget Issues/Hiring Slowdown

Dr. Papp reported that the University System budget would be streamlined in the upcoming academic year. This is due to the fact that the state legislature did not provide funds for "full whole harmless" losses experienced under the semester system. Students did not change their number of courses taken with the revision to the semester system. Dr. Papp reported that the System office is calculating the credit hours lost for baccalaureate programs during the shift to the semester system. Dr. Papp also reported that the Governor's office had issued a "hiring slowdown." The request to hire new personnel is a three-step process that involves immediate departmental review, academics and fiscal affairs review, and then, review by the Office of Planning and Budget. It takes at least three weeks to process these requests. Thus far, the System has experienced one rejection to hire.

J. Post-Tenure Review

Dr. Papp reported that over the past four years, at least 2,700 faculty members had undergone the post-tenure review process. Of the total number of reviews, 72 faculty members were performing at an unsatisfactory level, 165 required improvement plans, and 704 submitted voluntary improvement plans

K. Distance Learning

1. SACS Substantive Change

Dr. Kris Biesinger reported that the SACS substantive change committee would review twelve institutions for the pilot comprehensive distributed education assessment. A total of 65 programs within various institutional sectors will be reviewed. The complete electronic review is scheduled for October 2001. The SACS co-chairs conducting the electronic review are Elba Auley (Austin Community College) and Thelma Thompson DeLoach (Norfolk State University). Dr. Biesinger requested that each participating institution provide the name of a principal contact person for the SACS review. Dr. Biesinger further reported that SACS officials will be focusing on the following areas: truth in advertising, easy access, compatible services, and assessment processes.

2. ADA Requirements

Dr. Kris Biesinger distributed material concerning "Accessibility of Internet Based Resources." Dr. Biesinger informed the group of the importance and emerging guidelines concerning ADA accessibility for on-line courses. According to the information provided, "Section 504 of the Rehabilitation Act of 1973 mandates that any agency receiving federal funds may not exclude or discriminate against individuals based on disability. It is the position of the Department of Education that section 504 applies to web based and other electronic resources." Dr. Biesinger suggested that institutions assist students by increasing access to on-line tutorials and other resources.

L. Georgia Technology Authority

Mr. Randall Thursby reported that Georgia Technology Authority purchasing and processing activities

were successful. Ongoing efforts are being made to improve the interface between the GSAMS network and the Georgia Technology Authority telecommunications network. The System has an opportunity to work with the Georgia Technology Authority and simultaneously maintain its autonomy. In anticipation of a RFP for services such as voice, data, LAN, staffing, maintenance, and desktop resources, the System is engaged in facilitative sessions concerning one service provider for all institutions. The outsourcing contract will be effective for 7 to 10 years and is worth approximately 8 billion dollars. Mr. Thursby reported that over the next 12 months the financial systems would follow the People Soft system. System-wide participation in Microsoft™ licensing is under discussion. Mr. Thursby also reported that Jim Flowers had joined the System office staff. Mr. Flowers was previously Deputy Director of the Georgia Technology Authority and was a technology advisor to Governor Barnes.

M. Agency Strategic Plan for the University System

Ms. Margaret Taylor announced that the Governor's Office and the Office of Planning and Budget had developed a state agency strategic plan. The System office will be required to produce a strategic plan that complements the state strategic plan and relates to the Governor's strategic directions for the State. The deadline for providing this document is June 30. Ms. Taylor reported that during the May 2001 Board meeting, Regents would develop a revised vision statement and strategic goals. The complete Regents strategic plan will not be complete until January 2002. To respond to the Governor's request, Ms. Taylor indicated that a draft document would be electronically distributed later in the week with a solicitation for goals and objectives associated with such strategic topics as ICAAP, distributed education, increasing academic productivity, accelerating economic development, maximizing cooperation with other state agencies, retaining staff and administrators, and retaining students. The group was instructed to e-mail their comments to Ms. Taylor in advance of the June 30 deadline.

BREAK: Separate Academic Affairs and Student Affairs Meetings

III. Review and Approval of March 16, 2001 Minutes

Dr. Bettie Horne called the meeting to order and welcomed all new Chief Academic Officers to the University System. Dr. Horne also announced that the following individuals had decided to retire or leave their academic vice presidential roles: Dr. Joan Lord (SREB), Dr. Margaret Smith (Faculty), Dr. Elliott McElroy (upcoming retirement in December), and Dr. David Morgan (upcoming transitional retirement from the System).

The minutes of the March 16, 2001 meeting were approved as distributed.

IV. Comprehensive Program Review

As a follow-up to information provided during the joint session concerning Comprehensive Program Review, Drs. David Morgan and Richard Sutton reported that some analysis of programs had occurred in the foreign languages. Almost every undergraduate program was triggered based on the current indicators.

Dr. Sutton asked whether a system-wide analysis of foreign languages should be conducted. The Chief Academic Officers explained that they did not want a system-wide review because it would limit their flexibility. However, completing reviews within the context of the 7 to 10 year cycle was feasible. Dr. Sutton indicated that a follow-up report would be presented to the group upon conferring with the Foreign Language Advisory Committee.

V. Bookends Committee PSO Recommendations

Dr. David Morgan requested that Dr. Phil Buckhiester, Vice President for Academic Affairs at North Georgia College & State University, delineate each recommendation made by the Bookends Committee with references to PSO recommendations. Discussion ensued with the following recommendations:

1. Change the minimum requirements for entry into PSO from the current minimum SAT (or ACT score and HGGPA to a Freshman Index of 2500 and exemption from Learning Support. *Issue/Action: There is no mention of the CPC requirements with this recommendation.*
2. Eliminate the prohibition of using high school teachers. *Issue/Action: A substitute motion was included that rescinded the recommendation. It was endorsed by all members present with no opposed votes.*
3. Remove the restrictiveness of courses that can be taken through PSO and substitute a more general statement such as "Students on track with the College Preparatory Curriculum may take any course in the USG core curriculum approved by the Department of Education. *Issue/Action: If students perform at a high level, they are unfettered by the requirements.*
4. Inclusion of requirement that PSO courses taught in high schools would use the same syllabus and textbooks as those taught on the college campus and that all PSO teachers would be regularly evaluated by the college for which they are teaching. *No issues were addressed. The VPAAAs concurred with the Executive Committee.*
5. University System institutions should be allowed to waive student activity fees for PSO students. It should also be an option for institutions whether or not to charge technology fees. *No issues were addressed. The group concurred with the Executive Committee.*
6. The Assistant Vice Chancellor for Media and Publications should develop a brochure on the PSO program and distribute to the parents/guardians of all rising juniors taking the CPC curriculum in Georgia's public high schools in January of the student's sophomore year. *Issue/Action: When do the students actually receive the material? Change the wording to include receipt of material by January 31. What is the status of DOE concurrence on this issue? Broaden the statement to include working with counterparts in the Department of Education and Department of Technical and Adult Education.*
7. The System should set goals of increasing PSO enrollment. During 2001 - 2002, data would be gathered to determine the numbers of eligible students and the System would set reasonable goals

depending on the changes brought about to encourage more participation. These goals should be set by spring 2002. *No issues were addressed. The VPAAAs concurred with the Executive Committee.*

8. Institutions should conduct periodic evaluations with high school principals and counselors regarding the quality and effectiveness of the PSO program. In addition, USG institutions should conduct longitudinal studies of the later academic performance of PSO students and report these to the System Office of Academic Affairs. *No issues were addressed. The VPAAAs concurred with the Executive Committee.*

At the conclusion of discussing each item, the Chief Academic Officers voted in favor of the Executive Committee's endorsements with no opposing votes.

VI. Academic Advisory Committee Recommendations

A. Educator Preparation

Dr. Jan Kettlewell presented the group with the 2001 refinements to the Regents' 1998 Principles and Actions for the preparation of Educators for the Schools. Dr. Kettlewell reported that recommendations from institutions requesting to exceed the 120-semester credit hour limit were under review. It was pointed out that there were inconsistencies between recommendations for certification for early childhood education and middle school. In other words, twelve semester credit hours separately in math and reading are not consistent for each area. The group recommended that the mathematics requirements be clarified further at the junior and senior levels. A motion was made to provide substitute language in the certification portion of what the University assures in order to give breadth to student preparation. Dr. Phil Buckhiester reported that the Annual Report would not be available until after the first graduating class of 2002.

B. Foreign Languages

Dr. Richard Sutton, System office liaison to the Academic Advisory Committee on Foreign Languages, informed the group of the Academic Committee recommendations (see attached). The recommendations were remanded to other offices or committees or not endorsed. The following is a synopsis of the recommendations.

1. Foreign-language departments participate in a range of joint-degree programs designed to add foreign language and culture competence to degrees in the social sciences, business, nursing, humanities and education. A language minor adds a unique dimension both culturally and linguistically to any degree program. In order to assess more accurately the productivity of foreign-language departments, it is important to credit both departments' participation in double majors and to consider the number of minors and certificate candidates, in addition to the number of department majors.

ACAA Executive Committee Recommendation: Refer to the USG Office of Strategic Research

and Analysis. **Full Committee Action: Referred to the USG Office of Strategic Research and Analysis.**

2. The Foreign Language Academic Advisory Committee supports initiatives that address the growing need for qualified foreign language teachers in the school systems. We support qualitative assessment to determine that an adequate number of foreign-language content courses are maintained in all programs involved in foreign-language teacher training, consistent with the recommendations of the Georgia's Teacher Quality Enhancement Plan. We further recommend simplifying the teacher certification process through alternative certification or other appropriate means.

Executive Committee Recommendation: Refer to the Educator Preparation Academic Advisory Committee. **Full Committee Action: Referred to the Educator Preparation Academic Advisory Committee.**

3. The Foreign Language Academic Advisory Committee recommends that a representative of the Committee be included in system-level discussions involving foreign-language curricula. The representative would be available to participate in meeting concerning e-core, system-wide certificate programs and any discussions relevant to foreign-language courses and international programs.

Executive Committee Recommendation: Refer to the USG Office of International Programs. **Full Committee Action: Referred to the USG Office of International Programs.**

4. In support of the P-16 Initiative to provide the seamless articulation necessary to the development of foreign language proficiency, and in light of substantial research documenting the many benefits of sustained foreign language study, the Academic Advisory Committee for Foreign Languages recommends that the Board of Regents endorse efforts by the Georgia Department of Education to extend the foreign language sequence in high school to at least three years and to begin foreign language instruction before high school. We recommend specifically that the Board of Regents, in addition to the requirement of two years of high school foreign-language study, also recommend strongly that a third year be included in the additional required academic units. Such extended articulation would result in enhanced student preparedness for college study, and would address the need for a better-prepared workforce for Georgia in the areas of business, technology, and the service areas, including education.

Executive Committee Recommendation: No endorsement.

Full Committee Action: Not endorsed, in anticipation of the Chancellor's stated intention to revise CPC admissions requirements to include an additional unit in one of the five core fields.

5. The Foreign Language Academic Advisory Committee recommends that it be empowered, with

funding and technical support, to produce media (e.g. videos, brochures, etc.) that convey accurately the foreign language needs in our state and highlight successful accomplishments of University System of Georgia students, programs, and graduates of those programs. In addition, this information should include statistics on the non-English-speaking population and their needs in such areas as education, social, legal, and medical services. This information should also document the significant presence of foreign investment and tourism and the resulting needs for a multilingual and interculturally competent workforce.

Executive Committee Recommendation: Refer to the USG Office of International Programs.

Full Committee Action: Referred to the USG Office of International Programs.

6. The Foreign Language Academic Advisory Committee recommends that review of foreign-language programs system-wide include, but not be limited to, a demonstration of the following:

the program's viability through inclusion of the foreign language minor or the equivalent, as well as the major;

service in the area of the core curriculum;

service to the state and region in terms of teacher education, keeping in mind the new state standards for teacher preparation;

references to program quality thorough adherence to national standards and best practices in the classroom;

efforts at articulation with high schools for a seamless sequence of foreign language courses;

the essential nature of services provided through foreign language instruction in the areas of translation, interpreting, service learning projects, cultural awareness, and the development of language skills for the community;

commitment to the USG goal of internationalization and transcultural experiences;

innovation in creating a more highly qualified labor pool, which will make Georgia competitive in the 21st-century business environment;

the importance of foreign language instruction in cognitive development, intellectual growth, and in producing an informed, enlightened citizenry aware of cultural diversity.

Executive Committee Recommendation: Endorse

Full Committee Action: Endorsed, with the understanding that institutional reviews of

foreign language programs will be supplemented by concurrently gathering related data from other resources.

7. Whereas the passing rate for the Praxis II in Spanish is 54%, of which includes a base of 20-30% native speakers;

whereas the level of difficulty is quite high nationally and the rankings for standards and accountability in foreign language in secondary education in Georgia are substantially lower;

whereas the severe teacher shortage in foreign languages in Georgia has reached a crisis situation;

whereas the student frustration with increased norms for Praxis II exams in Foreign Language Education and with tests that do not accurately measure skills learned in the post-secondary process such as higher-order thinking skills and language proficiency, has led to lowering enrollments in Foreign Language Education classes;

whereas certification is easier to attain in other states in the Southeast, currently creating a small migration of foreign language teachers from south Georgia to Florida;

therefore, the Foreign Language Academic Advisory Committee recommends that the Praxis II exams in Spanish, French and German be re-normed. We would like to offer help in such efforts.

Executive Committee Recommendation: Refer to Educator Preparation Academic Advisory Committee.

Full Committee Action: Referred to Educator Preparation Academic Advisory Committee.

8. Whereas the teaching of foreign languages is essential to any real commitment to internationalization in the University System of Georgia, and whereas the knowledge of a foreign language would expand career opportunities for graduates in all fields and make USG graduates not simply competitors but potential leaders in an increasingly global economy, and whereas there is a need for smooth and effective articulation of language sequences between secondary schools and colleges, and

whereas there is a clear need to alleviate a shortage of foreign language teachers in Georgia public schools,

therefore, the Academic Advisory Committee on Foreign Language recommends that foreign-language courses be reinstated in the core curriculum of the University System of Georgia, preferably in the area of essential skills.

Executive Committee Recommendation: Institutions already have the option of including foreign

languages in Areas B and C of the Core Curriculum.

Full Committee Action: Not endorsed, with the understanding that institutions already have the option of including foreign languages in Areas B and C of the Core Curriculum.

A. Health Sciences

Recommendation: The Academic Committee on Health Professions has recommended that the Area F for Radiologic Technologies be revised to eliminate statistics and precalculus as required courses. These courses would be elective rather than required.

Action: The recommendation was endorsed.

B. English

Recommendations:

1. That English 191 and 193 course content match USG Common Core descriptions for English 1101 and 1102.
2. That technical colleges implement as one of their exit requirements a writing sample based on USG requirements in the Academic Affairs Handbook. It would be institutionally based and graded holistically by blind reading.

Issue/Action: Recommendation forwarded to the Mini-core Committee.

C. Learning Support

Recommendations:

1. We strongly recommend that DTAE institutions use COMPASS for placement and exit purposes; however, if any institutions choose to use ASSET, Intermediate Algebra must be the level used for math placement (exemption) and exit.
2. We recommend that number 4 on page 2 of the February 15th draft of the Mini-Core Project's Admission and Placement Standards for Freshman English and Mathematics be changed to the following:

Both DTAE and USG institutions must ensure that enrollment in the Mini-Core English and mathematics courses is open only to students who have exempted or exited Learning Support/Developmental Studies and for students who have completed all pre-requisite courses leading to Mini-core English and math courses.

Issue/Action: Recommendations forwarded to the Mini-core Committee.

VII. Other Issues

A. Nominating Committee Report

Drs. Sara Connor (Armstrong Atlantic State University) and Barry Goldstein (Medical College of

Georgia) reported that Dr. Josephine Davis, Vice President for Academic Affairs at Fort Valley State University, would serve as Chair of the Administrative Committee on Academic Affairs for the upcoming 2001 - 2002 academic year. Dr. Ronald Henry, Provost and Vice President for Academic Affairs at Georgia State University, will serve as Chair-elect.

B. Other Topics/Announcements

Dr. Josephine Davis suggested that future ACAA Committee topics include a sustained dialogue on the topic of standards in the upcoming academic year.

VIII. Adjourn

The meeting was adjourned at 12:00 noon.

Respectfully Submitted,
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Director, Academic Program Coordination
USG

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U.S.A.