

Meeting Minutes: Committee on Academic Affairs

October 16, 2001

Fine Arts Complex, Rehearsal Hall

Macon State College

MINUTES

I. Welcome, Introduction of Members and Visitors

The Administrative Committee on Academic Affairs (ACAA) held its fall meeting on October 16 at Macon State College. Chairperson Josephine Davis provided welcoming remarks and Dr. Ronald Henry was introduced as Vice-Chair for the academic year. Dr. Frank Butler, Vice Chancellor for Academics, Faculty and Student Affairs was introduced in his new role at the System Office and welcomed by members of the assembled group.

II. The ACAA Theme for This Year

Dr. Josephine Davis discussed the importance of math achievement as part of the ACAA theme for the year. The title of the theme was "The State of Achievement in Mathematics A Decade After Goals 2000."

Mathematics: A Case Study

Math Preparations and Core Math Courses

III. Topical Session: The State of Achievement in Mathematics A Decade After Goals 2000

Drs. Davis and Butler provided an electronic presentation on Georgia's students regarding student achievement in mathematics by sector, gender, and race. The discussion centered on not only the national picture, but also the System's record of mathematics achievement. According to presentations by both Drs. Davis and Butler, "we, as a system, are faced with shortages in the number of students who complete mathematics sequences that allow them entrance into certain allied health, health, and technical professions. The key for the upcoming year will be to align standards between college mathematics and high school mathematics. Factors needed to assist in high mathematics achievement are environmental stimuli, time management principles, and curriculum revisions." Suggestions were solicited from the Vice Presidents for Academic Affairs (VPAAs) to assist in retaining students in mathematics and to encourage increased levels of achievement. In addition, the VPAAs were asked to review their D, W, and F rates in mathematics.

IV. Report from Senior Vice Chancellor Dan Papp

A. Budget

Senior Vice Chancellor Dan Papp announced that the Office of Planning and Budget had issued a directive to all state agencies. The University System of Georgia (USG) has been instructed to reformulate its projected budget to encompass a 2.5% cut this year and a 5% cut next year. No layoffs were projected. The cuts may consist of not hiring personnel for any unfilled positions and the System Office would look carefully at system initiatives such that it could ease the burden of the cuts

away from institutions.

B. Policy Manual Changes

As a result of the "no nonsense memo" certain changes were recommended to the Board at the October meeting. The key items included the following amendments among other changes:

Section 204d: Authorizes presidents to approve faculty leaves for professional and scholarly development and, in instances where leave is with pay, such leave be in consideration of an extended contractual commitment from the employee.

Section 207: Require Board approval for the addition or elimination of a college; include references to academic centers and institutes.

Section 712.01: Require that institutions have computer security policies.

Section 802.0803: Require Chancellor's approval for leave extensions in accord with limitations placed on presidents' discretion regarding requests for leave with pay.

A list of the amendments can be found at the following website concerning "Recent Revisions to the Policy Manual": <http://www.usg.edu/regents/policymanual/revisions.phtml>

C. Strategic Planning

Dr. Papp reported that the Board would be undergoing a new strategic planning process. It consists of eleven goals. Over the next several months, specific action plans would be developed for all eleven goals.

The following goals were provided to the VPAs:

Goal 1: Developing graduates who are intellectually and ethically informed individuals, with defined skills and knowledge, capable of leadership, creative endeavors, and contributing citizenship in an ever-increasing interconnected world.

Goal 2: Expanding participation by increasing access while maintaining quality, enhancing diversity, focusing on the needs of non-traditional students, increasing distance education opportunities, advancing public library usage and marketing the advantages of a postsecondary education to all Georgians.

Goal 3: Improving continuously the quality of its curricula, research activities and international opportunities.

Goal 4: Increasing academic productivity through improved recruitment, increased retention, accelerated graduation, expanded credit generation, augmented continuing education opportunities

and current technology.

D. Administrative Definition & Workload

Dr. Papp informed the ACAA committee that within the next couple of weeks, a survey form would be sent to the institutions to determine how faculty members are coded. Dr. Papp indicated, "we need to be in a position whereby we can answer the following for several audiences: How many faculty members does the USG employ? And What is the USG definition for a faculty member?" The information is being collected from institutions in order to achieve a greater degree of similarity in reporting and clarity on this issue.

E. Data Warehousing

Dr. Papp announced that Michael Moore of Georgia State University would be heading the Data Warehousing Project. Working in conjunction with Hank Huckabee, \$500,000 of a projected one million dollars for this project would be used to reduce the budget cut impact on institutions. The goal of the Data Warehousing Project is to establish policies that will move the USG toward a comprehensive data-warehousing environment.

Dr. Papp further informed the VPAAAs that Randall Thursby and his staff members were working with GTA to determine the major initiatives involving telecommunications. As a result, the USG would have access to the RFP review that will be presented by the GTA for project bids. At least five contractors have pre-qualified for the multibillion-dollar project.

V. Committee Recommendations

A. Committee on Health Professions

Dr. John Wolfe presented the recommendation that a modification in Area F be made to allow the substitution of other advanced sciences for the anatomy and physiology requirement for associate dental sciences programs (dental hygiene). Resolved, That the recommendation on Area F request for associate-level dental science programs was approved.

B. Committee on Sick Leave - **Sick Leave Reporting Recommendations**

Dr. Anne Gormly and the Ad Hoc Committee on Sick Leave presented, discussed and disseminated the recommendations concerning faculty sick leave. After much discussion, the recommendations were modified. The following revised language represents those modifications that were passed by the VPAAAs with two abstaining votes:

The Ad Hoc Committee on Sick Leave task force presents the following recommendations for consideration by the Presidents:

1. Faculty are responsible for informing their Chair of any illness that prohibits them from meeting their assigned responsibilities in instruction, research and scholarly activity, and service.
2. In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick as defined by the BOR Policy 802.08, with a full day being eight (8) hours, a half day

being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour workweek.

3. Nothing in this policy shall be interpreted to indicate that faculty work on a standardized schedule.

VI. Announcements/Quick Views from the Staff

A. New Preliminary Program Proposals

Dr. Frank Butler disseminated a draft recommendation to revise the policy for the submission of new program proposals. The revised guideline essentially eliminates the submission of a preliminary proposal and replaces it with the requirement that institutions submit a letter of intent regarding the development of a new program. The letter of intent requires that institutions specify the linkage to the institutional mission, need, projected students, budget, facilities, curriculum, delivery, and collaboration. Upon review and approval of the letter of intent by the System Office, an institution could then submit a formal proposal.

B. Comprehensive Program Review - Committee Required

Dr. Frank Butler discussed the results of comprehensive program and activities to date. Institutions will shortly receive letters indicating that they have met the Board Policy requirements specified for a comprehensive program review plan and schedule or timeline. Following the fall ACAA meeting, an ad hoc committee would be charged, including members of the Regents Administrative Committee on Institutional Effectiveness (RACIE), to develop procedures and review the reports because the first sample will be they submitted in June 2002.

C. External Degree Creep

Dr. Frank Butler distributed copies of the Policy Manual, Section 300 concerning external degree approvals. Dr. Butler reminded the group that external degrees require the approval of the Board.

D. Military Access - **Memorandum re: Committee on Military Access to USG institutions**

Dr. Butler announced that an Ad Hoc Committee on Military Access had been formed and empanelled. The Committee was formed to investigate the relationships between the institutions of the USG and operations of the military served, or with the potential to be served, by our institutions. The objectives of the Committee would be to collect and compile information on existing instructional, research, service, and contractual affiliations of USG institutions with the military; identify USG policies and procedures that affect institutional associations with the military; identify those policies and procedures that form barriers to serving the needs of the military; and to gather data on current enrollments and participating students.

E. Mini-Core - **Mini-Core Project Document**

Drs. Dorothy Zinsmeister and Frank Butler reported that the English and mathematics courses conforming to provisions in an activity that is referred to as the "Mini-core Project" would be

transferred from Commission on Colleges (COC)-accredited Department of Technical and Adult Education (DTAE) institutions to all USG institutions. It was recommended that the following recommendations become effective January 2002. The specific recommendations were provided to the VPAA's and passed. Below are details concerning the mini-core items:

CPE Compass Asset Linkage Table

1. Action on Mathematics

- a. DTAE has created MAT 190: Introduction to Mathematical Modeling, in accordance with the outline recommended by the mini-core mathematics committee and AACMS.
- b. DTAE has created MAT 194: Pre-calculus, in accordance with the outline recommended by the mini-core mathematics committee. The course will replace MAT 193: College Trigonometry in all DTAE programs requiring MAT 193.
- c. Content standards in MATH 1111/MAT 191 are aligned in accordance with the outline recommended by the mini-core mathematics committee and AACMS.
- d. Since content standards are now aligned with the recommended course outlines in both Systems, DTAEs MAT 190, 191, and 194 will transfer to the USG as MATH 1101, 1111, and 1113 respectively and vice versa.
- e. DTAE will retain MAT 196: Contemporary Mathematics and it will be clearly identified as not being a substitute for MATH 1101 or 1111 at USG institutions.

2. Action on English

The USG Academic Advisory Committee on English and the DTAE Vice Presidents of Instructional Services Council have agreed to the following actions:

- a. DTAE has revised its syllabi for English 191 and 193 to align the content of the courses with USG ENGL 1101 and 1102, respectively.
- b. Since content standards of English 191 and 193 reflects the recommendations from the AAC on English, students who pass English 191 and 193 with at least a grade of "C" will receive transfer credit for ENGL 1101 and 1102, respectively. The same applies for transfer from USG to DTAE institutions.

3. Action on Mathematics and English

- a. Both Systems agree to common placement and exit scores for freshman MATH 1101/190 and 1111/191, and for ENGL 1101/191 and 1102/193 on the CPE, COMPASS, and ASSET tests.
- b. A student who has taken the CPE, COMPASS, or ASSET test will not be required to take another one of these three tests for placement by another USG or DTAE institution. If an institution requires higher scores than the minimums, it will use the provided linkage tables to determine acceptable placement scores on the non-native placement test.
- c. Based upon these requirements, if a student enrolls at an institution and exits Learning Support/Developmental Studies, that exit will be honored at all USG and DTAE institutions. Transfer students who have not successfully exited developmental math and/or English in either System will be required to successfully complete or test out of developmental math and/or English at any USG or DTAE institution before enrolling in MATH 1101/190, MATH 1111/191 and/or ENGL 1101/191.

- d. The USG and DTAE will assess the performance of native students and students who transfer between USG and DTAE institutions in transfer courses and in successive mathematics and English courses at the institutions to which they transferred. These data may be used to determine whether the placement scores need to be reset. This information will be made available to USG and DTAE institutions.
 - e. DTAE implemented its revised MAT 190, 191, and 194 and ENGL 191 and 193 courses in Fall 2001.
4. Recommendation

The Administrative Committee on Academic Affairs endorses the following recommendation:

The English and Mathematics courses conforming to the above provisions will be transferred from COC-accredited DTAE institutions to all USG institutions. It is recommended that this recommendation be effective for courses taught beginning date of implementation (to be announced).

F. Admissions Policy

Dr. Kathleen Burk reported that the Board ratified modifications to the University System of Georgia's Admissions Policy concerning home-schooled and non-accredited high school students. The revised Policy is provided below:

POLICY MANUAL Section 402.0101 a.2

ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NON-ACCREDITED HIGH SCHOOLS

Applicants from home schools or graduates of non-accredited high schools may validate the CPC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the CPC areas at the college preparatory level may be used in lieu of the Freshman Index and Carnegie unit requirements of the CPC.

A student whose SAT I Composite (Verbal + Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshman admitted to the USG institution to which he or she is applying and who has completed the equivalent of each of the CPC areas as documented by a portfolio of work and/or other evidence that substantiates CPC completion qualifies for consideration for admission. Students in this category must also meet the minimum SAT I verbal requirement and the minimum SAT I mathematics requirement for the sector to which they apply.

Applicants who achieve designated scores on each of the following SAT II Subject Tests in a CPC area will be considered to have demonstrated equivalent CPC competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or

Physics.

Students admitted in this category with satisfactory documentation of CPC competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial CPC completion may be admitted on the same basis and with the same conditions as other students with CPC deficiencies.

G. Technology

Dr. Phil Buckhiester discussed the ad hoc committee work concerning the IIT strategic plan. Preliminary meetings have occurred. More information will follow in upcoming months with a draft strategic plan projected for dissemination by January 2002.

H. Technology in the Classroom

Dr. Sharry Karlin discussed the new project entitled, "Sharing Content Online for University Teaching" (SCOUT). SCOUT allows faculty and administrators to share content online for university teaching of online course materials. The website can be accessed at the following URL: <http://alt.usg.edu/scout>. Course material currently available includes ENGL 1101, ENG 1102, and integrated science, mathematics, and support courses. Dr. Karlin also encouraged the VPAAAs to become familiar with the product, "Multimedia Educational Resource for Learning and Online Teaching" (MERLOT), a national initiative to identify and evaluate media-rich, engaging online learning modules. MERLOT assists faculty in identifying and selecting modules that would be suitable to integrate into their courses.

I. SACS Update

Dr. Kris Biesinger informed the VPAAAs that the SACS substantive change review process had been implemented for on-line, external degree programs. By October 29, the SACS review team members and one visitor will visit the System Office and meet with administrators to discuss recommendations and findings. By October 31, the exit interview will be conducted and broadcast over GSAMS to the participating institutions.

J. Student Affairs Committee Update --- Dr. Jacqueline Gray

Dr. Jacqueline Gray provided the VPAAAs with an update concerning the activities of the Student Affairs Committee. Such topics as the priorities of the Regents Administrative Committee on Student Affairs (RACSA), technology, and a program review model for student affairs were discussed as focus areas for the upcoming academic year.

K. International/Travel & Health Safety Issues

Dr. Richard Sutton reported that in the aftermath of September 11, there had been no decrease in the number of students interested in study abroad. Dr. Sutton suggested that institutions refresh themselves on study abroad guidelines distributed to campuses approximately two years ago. The federal government will implement national data collection on international students. At the federal level, a six-month moratorium was discussed concerning all student visas.

L. Announcements/Summer Meeting Planning

Dr. Josephine Davis solicited suggestions for the summer meeting. It was suggested that the ACAA committee members visit Sea Palms again. Plans concerning the spring meeting will be announced at a later date.

VII. **Adjournment**

The meeting was adjourned at 2:30 p.m.

Fall 2001 ACAA Committee Meeting Attendees	
Name	Institution
John Black	Dalton State College
James Fletcher	University of Georgia
Jean-Lou Chameau	Georgia Institute of Technology
Tom Isherwood	Macon State College
Sandy Pfeiffer	Southern Polytechnic State University
Michael Stoy	Gainesville College
Grace James	South Georgia College
Derek Mpinga	Waycross College
Tim Goodman	East Georgia College
Sharry Karlin	Board of Regents
Bill Bompart	Augusta State University
Virginia Carson	Floyd College
Andrea Hardin	Gordon College
Dorothy Zinsmeister	Board of Regents
John T. Wolfe, Jr.	Board of Regents
Joseph Szutz	Board of Regents
David Hornbeck	Board of Regents
Cathie Mayes Hudson	Board of Regents
Marci M. Middleton	Board of Regents
Richard C. Sutton	Board of Regents

Bradley Rice	Clayton College & State University
Elliott McElroy	Clayton College & State University
Kathleen Burk	Board of Regents
Mary Ellen Wilson	Middle Georgia College
Frank A. Butler	Board of Regents
Jan Kettlewell	Board of Regents
Judith Monsaas	Board of Regents
Warren Nichols	Darton College
Josephine Davis	Fort Valley State University
Louis Levy	Valdosta State University
Paul VanderGheynst	Columbus State University
Ron Sheehy	Georgia Perimeter College
Ron Henry	Georgia State University
Dan Papp	Board of Regents
Phillip Buckhiester	North Georgia College & State University
Cathy Rozmus	Georgia Southwestern State University
Mollie Brown	Albany State University
Sara Connor	Armstrong Atlantic State University
Janis Reid	Atlanta Metropolitan College
Rob Gingras	Bainbridge College
Douglas Tuech	Coastal Georgia Community College
Timothy Hynes	State University of West Georgia
Anne Gormly	Georgia College & State University
Jacqueline Gray	Atlanta Metropolitan College/Board of Regents
Ed Rugg	Kennesaw State University
Barry Goldstein	Medical College of Georgia
Bettie Horne	Abraham Baldwin Agricultural College

 Respectfully Submitted,

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

© **Board of Regents of the University System of Georgia**

270 Washington Street, S.W., Atlanta, GA 30334
U.S.A.

Sick Leave Reporting Policy Recommendation
Original Draft, August 8, 2001
Revised October 8, 2001

DRAFT

A task force composed of the following people was convened to recommend a system-wide policy for reporting sick leave for academic year faculty:

Anne Gormly, Georgia College & State University, chair of the task force
John Black, Dalton State College
Grace James, South Georgia College
Peter Shedd, University of Georgia
Vaughn Vandergrift, Georgia Southern University

Having a clear policy on reporting faculty sick leave is important because unused sick leave will be compensated upon retirement from the Teachers Retirement System. Dr. Papp asked the task force to develop a system-wide recommendation regarding the reporting of sick leave which would be brought for consideration at the fall meeting of academic affairs vice presidents.

The task force reviewed materials collected from all of the system institutions regarding any institutional policies in place and Section 801 of the BOR Policy Manual regarding Sick Leave.

The following recommendation is proposed for consideration:

1. For the purposes of sick leave reporting, academic year faculty members should be regarded as working *the equivalent of* a five-day week. In most cases, these days will be Monday through Friday, although other schedules may sometimes be necessary. For the purposes of sick leave reporting, a workday is defined as eight (8) hours.
2. In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick as defined by the BOR policy 801, with a full day being eight (8) hours, a half day being four (4) hours, and less than a half day based on whole hours missed.

CLARIFICATIONS

1. It is understood that all faculty will be expected to report sick leave to their immediate supervisor in accordance with BOR and institutional policy.
2. Should a faculty member take two hours off for a doctor or dentist's appointment during the eight hours *defined as the individual's workday*, then it would be expected that the faculty member would take two hours of sick leave. However,

should a faculty member be out sick for a day or more, then eight hours per day would be taken as sick leave.

3. Even if a faculty member's missed classes are covered by colleagues, sick leave must still be taken by the faculty member.
4. It is recognized that faculty work consists of a number of duties in addition to teaching specific classes. Thus, if a faculty member is out sick on days when no classes are scheduled for that faculty member, sick leave must still be reported as being taken.
5. Faculty shall report actual number of hours, up to eight per day, for time taken due to family quarantine, illness, injury or death in the immediate family.

It was noted in our discussions that the amount of sick leave accrued by employees varies across state agencies; for example, employees of the University System accrue 12 sick days a year while employees of DTAE accrue 15 sick days. If at all possible, this disparity should be eliminated.

DRAFT



DRAFT

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

270 Washington Street, SW
Atlanta, Georgia 30334-1450

Office of the Vice Chancellor
for Academics, Faculty, and Student Affairs

Phone: 404-656-0765

FAX: 404-651-5190

E-Mail: fbutler@mail.Regents.Peachnet.Edu

MEMORANDUM

TO: University System Chief Academic Officers

FROM: Frank A. Butler
Vice Chancellor for Academics, Faculty, and Student Affairs

DATE: October 8, 2001

RE: Committee on Military Access to University System Institutions

An ad hoc committee will be formed to investigate the relationships between the institutions of the University System of Georgia and operations of the military served, or with the potential to be served, by those institutions.

Our objectives will be to improve access to our institutions and programs, and to enhance the effectiveness of the educational experience for members of the armed forces and their dependents. Our plan is to undertake this project in two phases. During the first phase we will:

- Collect and compile information on existing instructional, research, service and contractual and other affiliations of USG institutions with the military.
- Identify USG policies and procedures that affect institutional associations with the military. Examples include, but are not limited to fee structures, admission criteria and processes, course delivery modalities, academic calendars and schedules, equipment and facilities, library access, and distance learning.
- Identify those policies and procedures that form barriers to serving the needs of the military.
- Gather data on current enrollments and perhaps survey participating students.

In the second phase, we will expand the committee to include representatives from the military and other relevant entities. In this phase we will:

- Garner reactions to the findings of the Phase I effort.
- Visit some sites where the USG offers courses and programs targeted to the military.
- Make recommendations directed toward the objectives as described above.
- Identify military policies that affect the ability of USG institutions to serve the educational needs of the military.

We estimate that this effort should conclude during the spring of 2002. Many of our meetings will be held via GSAMS or conference call.

I look forward to working with you on this most worthwhile effort to serve a group that serves us all.

Mini-Core Project, October 2001

**Administrative Committee on Academic Affairs
October 16, 2001
Macon State College**

Mini-Core Project Admission and Placement Standards for Freshman English and Mathematics

In May 2000, the University System of Georgia (USG) and the Department of Technical and Adult Education (DTAE) inaugurated a project that has come to be called the Mini-Core Project. Focusing on freshman courses in English and mathematics, the Mini-Core project has two goals:

- for faculty in both Systems to come to agreement on content alignment for English 1101/191 and 1102/193 (Rhetoric and Composition I and II) and Math 1101/190 (Mathematical Modeling), 1111/191 (College Algebra), and 1113/194, (Pre-calculus)
- and to ensure transferability of these courses between DTAE and USG institutions. It is also anticipated that the project will aid in student retention by assuring their preparation for further course work.

As was anticipated, the Mini-Core project generated much interest and discussion. In addition to agreeing on content alignment for freshman English and math courses, it became apparent that several issues surrounding admission criteria into the institutions and placement into these courses needed to be addressed. It also became apparent that there were many misconceptions and misperceptions about the project that required clarification. The project parameters outlined below clarify those misconceptions and misperceptions.

Mini-Core Project Parameters

The following items set forth the parameters of the project :

1. All DTAE institutions now offer Associate of Applied Technology (AAT) degrees. However, initially, the Mini-Core project will involve the 13 COC accredited institutions in DTAE. Further discussions will examine the appropriateness and feasibility of including those DTAE institutions that are COE accredited.
2. Enrollment in the English and mathematics courses included in the Mini-Core project is open only to those students who qualify for enrollment in DTAE degree programs. HOPE scholarship requirements for degree students in DTAE institutions are the same as they are for USG students.
3. Minimum cutoff scores (on CPE, COMPASS, and/or ASSET) for placement into the Mini-Core English and math courses, or exemption from placement through minimum SAT/ACT scores, are equivalent for both DTAE and USG institutions.
4. Both DTAE and USG institutions will 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, using the common exemption and exit standards.

Action on Mathematics

The USG Academic Advisory Committee on Mathematical Subjects and the DTAE Vice Presidents of Instructional Services Council have endorsed the following actions:

1. DTAE has created a MAT 190, Introduction to Mathematical Modeling, in accordance with the outline recommended by the mini-core mathematics committee and AACMS.
2. DTAE has created a MAT 194, Pre-calculus, in accordance with the outline recommended by the mini-core mathematics committee. This course will replace MAT 193, College Trigonometry, in all DTAE programs requiring MAT 193.
3. Content standards in Math 1111/191 are aligned in accordance with the outline recommended by the mini-core mathematics committee and AACMS.
4. Since content standards are now aligned with the recommended course outlines in both Systems, DTAE MAT 190, 191, and 194 will transfer to USG as Math 1101, 1111, and 1113 respectively and vice versa. MAT 191 will be a prerequisite for MAT 194.
5. DTAE will retain MAT 196, Contemporary Mathematics, and it will be clearly identified as not being a substitute for Math 1101 or 1111 at USG institutions.

Action on English

The USG Academic Advisory Committee on English and the DTAE Vice Presidents of Instructional Services Council have agreed to the following actions:

1. DTAE has revised its syllabi for English 191 and 193 to align the content of the courses with USG English 1101 and 1102, respectively.
2. Since content standards of English 191 and 193 reflects the recommendations from the AAC on English, students who pass English 191 and 193 with at least a grade of C will receive transfer credit for English 1101 and 1102, respectively. The same applies for transfer from USG to DTAE institutions.

Action on Mathematics and English

1. Both Systems agree to common placement and exit scores for freshman Mathematics 1101/190 and 1111/191, and for English 1101/191 and 1102/193 on the CPE, COMPASS, and ASSET.
2. A student who has taken the CPE, COMPASS, or ASSET test will not be required to take another one of these three tests for placement by another USG or DTAE institution. If an institution requires higher scores than the minimums, it will use the provided linkage tables to determine acceptable placement scores on the non-native placement test.
3. Based upon these requirements, if a student enrolls at an institution and exits Learning Support/Developmental Studies, that exit will be honored at all USG and DTAE institutions. Transfer students who have not successfully exited developmental math and/or English in either System will be required to successfully complete or test out of developmental math and/or English at any USG or DTAE institution before enrolling in Math 1101/190, Math 1111/191 and/or English 1101/191.
4. The USG and DTAE will assess the performance of native students and students who transfer between USG and DTAE institutions in transfer courses and in successive mathematics and English courses at the institutions to which they transferred. These data may be used to determine whether the placement scores

need to be reset. This information will be made available to USG and DTAE institutions.

5. DTAE implemented its revised Math 190, 191, and 194 and English 191 and 193 courses in Fall 2001.

Recommendation

The Administrative Committee on Academic Affairs endorses the following recommendation:

The English and Mathematics courses conforming to the above provisions will be transferred from DTAE, COC institutions to all USG institutions. It is recommended that this recommendation be effective for courses taught beginning Date of Implementation: TBA.

© **Board of Regents of the University System of Georgia**

270 Washington Street, S.W., Atlanta, GA 30334

U.S.A.

CPE - COMPASS - ASSET Linkage Table

CPE - COMPASS linkage based upon charts developed by the University System of Georgia.

COMPASS - ASSET linkage based upon chart developed by ACT ("Concordant ACT Assessment, COMPASS, and ASSET Scores," February 1999, page 14).

Current scores required for placement into ENGL 1101 and MATH 1101/1111 in boxes and bold.

CPE	Reading		English (CPE) and Writing			Mathematics	Algebra	Elem. Algebra	
	CPE	Compass	Asset	CPE	Compass	Asset	CPE	Compass	Asset
65	42				15	33		16	26
66	45			65	16			17	28
	46	32			18	34		18	29
67	48			66	19			19	30
	49	33		67	22			20	31
68	51				23	35		21	32
	53	34		68	26			23	33
69	55				28	36		25	34
70	57			69	30			26	35
71	60	35		70	32	37		27	36
72	64	36		71	37			28	37
	67	37			38	38		29	38
73	68			72	42		75	30	
	70	38			45	39	76	31	
74	71			73	48	40	77	32	39
	73	39		74	54	41	78	33	
75	74		75	60				34	40
76	76	40			62	42	79	36	41
77	78				65	43		37	42
	79	41		76	66		80	39	43
	81	42		77	71	44		41	44
78	82				77	45	81	42	
	83	43		78	78		82	45	45
79	85	44			83	46	83	48	
80	87	45		79	84			50	46
	89	46			87	47	84	51	
81	90			80	89		85	53	47
	91	47			90	48		57	48
	92	48			92	49		62	49
82	93			81	93			69	50
	94	49			94	50		74	51
83	95	50			96	51		77	52
	96	51		82	97			81	53
84	98	52		83	98	52		86	54
85	99	53		84	99	54		94	55