

# Meeting Minutes: Committee on Learning Support & Developmental Studies

**Academic Committee on Learning Support and Developmental Studies**  
**Minutes, October 24, 1997**  
**10:00 A.M. - 3:00 P.M.**

- I. **Call to Order and Introduction.** Curtis Ricker, Chair, called the meeting to order. LS/DS Directory updates were distributed. Institutional representatives were asked to introduce themselves. Dr. Ricker reminded the group that the tutoring survey distributed should be returned to Cyndee Geoffroy at Armstrong Atlantic State University.
- II. **Approval of Minutes.** Minutes of the April 19 and April 20, 1997, Academic Advisory Committee meetings were distributed and reviewed. Bari Haskins-Jackson moved that the minutes be approved as circulated. Angelia Moore seconded the motion. The motion carried.

### III. Central Office Reports

- A. **LS/DS Prerequisites to college-level courses.** Kathleen Burk indicated that the following policy has been approved:

#### LS/DEVELOPMENTAL STUDIES PREREQUISITES TO COLLEGE-LEVEL COURSES

Effective Fall Semester 1998, students with System-required LS/DS placement must:

1. exit or exempt LS/DS Reading as a prerequisite for Social, Natural, and Physical Science courses (additional areas for exit or exemption such as LS/DS English or LS/DS mathematics would be at the discretion of the institution);
2. exit or exempt LS/DS English and Reading as prerequisites for college-level English;
3. exit or exempt LS/DS Mathematics as a prerequisite for Physics and Chemistry (any science courses with a prerequisite of college-level mathematics would also require exit or exemption from LS/DS mathematics);

It is recommended that courses such as music, art, and drama remain open for students with LS/DS requirements whenever possible.

Institutions may submit requests to the Senior Vice Chancellor for Academic Affairs to have LS/DS exit-level courses in English, reading, and mathematics serve as co-requisites for college level courses.

Sheryl Gowen asked if the new LS/DS prerequisite policy applied to all students in LS/DS or to

System-required (**S**) students only. Patricia Dwinnell pointed out that the Task Force that developed the recommendation intended it for System-required students. Dr. Burk indicated that the policy would go into the **Academic Affairs Handbook** as applying to System-required students only.

B. **Semester Conversion.** Dr. Burk entertained a number of questions about transfer issues under the semester system, and a general discussion of the conversion process ensued.

The salient points included the following:

- Under the new admissions policy, students will be categorized as System required (**S**) or institutionally required (**I**), not as Developmental Studies or Academic Assistance.
- Institutions will continue to honor each other's exclusions. For example, a student who has been excluded at an institution after being placed in an area with a CPE score > 75 will still be ineligible at an institution that exempts students with a 75.

However, an institution may consider for transfer admission a student who has been excluded from a System institution after fewer than three attempts or who has not yet appealed for a fourth attempt. Institutions considering such students for admission should seek a recommendation from the student's previous institution.

All institutions should advise students who are unlikely to exit in a fourth attempt that it may be in their best interest to transfer to another institution.

If a student insists on appealing for a fourth attempt anyway, and that appeal is denied, another institution may not then consider the student for transfer admission.

- Institutions should continue to honor another System institution's placement scores, unless those scores are based on a test the institution is not using. For example, students tested with COMPASS at one institution who do not attend that institution may be retested with the CPE if they decide to attend an institution that uses the CPE for placement.

Institutions may both (1) evaluate students for **I** placement when they transfer and (2) waive **I** requirements established at the previous institution. However, students who have exited LS at a system institution may not be evaluated for **I** placement.

- A quick survey of the group indicated that the majority of institutions will convert from five-hour to four-hour courses under the semester system.

Additionally, eleven institutions will teach a fifteen hour load; eight will teach a twelve-hour load; two will teach a variable load. Four institutions have not yet established faculty loads.

C. **Transition Issues.** Dr. Burk presented four issues for the Committee's consideration:

- The following proposal for limits on LS/DEVELOPMENTAL STUDIES attempts during the transition to semesters was discussed.

NUMBER OF MAXIMUM QUARTERS IN LS/DS AREA	ADDITIONAL NUMBER OF SEMESTERS IN LS/DS AREA
One quarter	Three semesters plus appeal for one additional semester (same as entering students)
Two quarters	Two semesters plus appeal for one additional semester
Three quarters	One semester plus appeal for one additional semester
Four quarters	Appeal for additional semester after suspension for one quarter (or summer), but new appeal rules apply. (Must be in exit-level course, have reached the limit in only one area, and enroll in only LS/DS course.)

Sheryl Gowen moved the proposal's approval. Laverne Cooper seconded the motion. The motion passed unanimously.

The group discussed whether the new three-year suspension for consideration for readmission should be applied to those who are currently on suspension.

Sheryl Gowen moved that the new three-year suspension for consideration for readmission apply both to students currently on suspension and to students who, while in good standing, have not attended for at least three years. Laverne Cooper seconded the motion. The motion passed.

The group discussed the number of additional semesters that will be allowed LD students approved by a Regents' Center for Learning Disorders beginning Fall 1998.

Bari Haskins-Jackson moved that the current policy of three-additional quarters be converted to two additional semesters. Angelia Moore seconded the motion. The motion passed.

The group declined to recommend a change in the maximum number of credit hours (30 quarter credit hours or 20 semester credit hours) of regular credit that a student may accumulate without exiting LS/DS requirements.

D. **Regent's Testing Issues.** Dr. Burk discussed various issues concerning the Regent's Test:

- The BOR tabled a proposed change to limit the number of times students may retake the

Regent's Test.

- The BOR passed the proposed changes adapting the Regent's Test Policy to the semester calendar. Under the semester system, the Regent's Test will be administered during one testing period each fall and spring semester after approximately ten to twelve weeks of instruction. The test will be administered on a flexible schedule during the summer. The policy requires students to take the test no later than the first semester of the sophomore year. Those who have not passed by the second semester of the sophomore year (after earning 45 credit hours) must take remediation each semester until they have passed both parts of the test. The policy permits institutional flexibility in allowing or requiring students to take the test before they have earned 30 credit hours or to take remediation before 45 hours. Students who are not enrolled may be permitted to take the test at the discretion of the institution.
- Dr. Burk distributed a tentative schedule for the Regent's Test for 1998-99. For Fall 1998, the testing period will be November 7-10 (or October 31 Nov. 3), with results reported by December 14 (or December 7). For Spring 1999, the testing period will be March 27-30, with results reported by April 26. For Summer 1999, the test will be given no later than July 6, with results reported by August 16.
- Dr. Burk indicated that her office is seeking faculty to find passages and to write items for the Regent's Reading Test. Interested faculty should contact Dr. Burk's office.

E. **Admissions.** Dr. Burk announced that Chief Academic Officers have received a draft of the Admissions Policy and Procedures. Several issues addressed in the document are of particular interest:

- The document stipulates that students applying for freshmen admissions must have a high school diploma.
- The document also clarifies that Georgia students who have earned Technology/Career Preparatory diplomas can be admitted as limited admits at associate-level institutions only.
- The document recommends further review of the percentages for limited admissions.
- The document adds a requirement that career degree students be limited to the Core Curriculum courses in their programs and adds a six hour core curriculum restriction in career certificate programs; however, institutions may require co-requisite Learning Support courses.

F. **CPC Curriculum.** Dr. Burk reported that institutions may now submit proposals for Learning Support courses to satisfy CPC deficiencies in science and social science. Students will continue to take regular-credit foreign language courses, but institutions may require co-requisite Learning Support courses.

- G. **CPE Retesting.** The Committee declined, overwhelmingly, to act on a recommendation that would allow CPE retesting for initial placement.
- H. **New Annual Report Forms.** Dr. Burk distributed examples of the new annual report forms. The Committee asked that **S's** and **I's** be separated on the forms. Dr. Burk pointed out that institutions need to check on the accuracy of data elements in the report. If members of the Committee would like to meet with the staff member devising the forms, they should contact Dr. Burk's office.
- I. **CPE/COMPASS for high school students.** A System Committee is reviewing a recommendation to provide early math testing for high school students. High schools that have expressed an interest in such a program should be referred to Dr. Burk's office.
- J. **CPE placement form.** Starting Winter Quarter 1998, institutions will no longer use Form 02 for placement.

IV. **1997 Spring Conference.** Sherry Jones announced that the Augusta conference was attended by approximately 300 people and that written reactions to the conference were quite positive. Some funds are still available from the System grant. Any institution that did not receive a grant for one "free" conference registration should contact Sherry Jones at Georgia College and State University.

V. **1999 Spring Conference.** Bill Dodd announced that the 1999 conference will be in Augusta. Tentative dates are April 16, 17, and 18, with directors arriving for a meeting on April 15.

VI. **Spring 1998 Directors' Meeting.** The Spring 1998 meeting will be held in Macon in April. The Executive Committee will announce a date later.

VII. **NADE 98.** Carol Pinson invited the representatives to the conference this spring. Hotel rates are \$115 single/145 double, triple, or quadruple. Registration fees are \$150 members/\$190 non-members. Members will pay \$180 after January 23, 1998. Attendees may register for one day for \$80.

VIII. **Adjournment.** The meeting adjourned at 3:10 p.m.

William M. Dodd, Secretary

**ATTENDANCE ROSTER**

Name	Institution
Bari Haskins-Jackson	DeKalb College
Angelia Moore	GeorgiaSouthwestern State University

Shirley Liggins Hall	Middle Georgia College
Curtis Bailey	Atlanta Metropolitan College
Valerie L. Epps	Atlanta Metropolitan College
David Johns (for Sara Selby)	Waycross College
Kathleen Burk	Central Office
Francesca Taylor	State University of West Georgia
Rick Thurman	Gordon College
Joseph W. Daniels	Valdosta State University
LaVerne B. Cooper	Coastal Georgia Community College
Sheryl A. Gowen	Georgia State
Pat Dwinell	University of Georgia
Pat Boling	Columbus State University
Carol Callahan	Floyd College
Elaine Hubbard	Kennesaw State University
Marlene King Bush (for Carol McDonald)	South Georgia College
Beth Saxon	Abraham Baldwin Agricultural College
Carol Adams	Bainbridge College
Betsy Kidwell	Georgia Institute of Technology
Tabitha Barnette	Georgia Institute of Technology
Judy Forke	Gainesville College (visitor)
Carol Pinson	Gainesville College
Joan Maynor	Savannah State University
Rosalyn T. Jones	Albany State University
Gay Lynn Adler (for E. Ragsdale)	Darton College
Sherry Jones	Georgia College and State University
Cyndee Geoffroy	Armstrong Atlantic State University
Janet O'Brien	Georgia Southern University
Larry Fennelly	Macon College
Curtis Ricker	Georgia Southern University

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