

Committee on Academic Affairs
Minutes of the April 15, 2009 Meeting

Members Present:

Jim Reburn, Chair (Business)
Bernie Ankney (A&S)
Janie Kennedy (A&S)
Robin Roberts (A&S)
Tom Fuller (Divinity)
Jaro Szurek (Library)
Mary Karlet (Nursing)
Mary Worthington (Pharmacy)
Nancy Biggio (Ex-Officio)

Members Absent:

Alyssa A. DiRusso (Law)
Charles Ford (Education)
Don Rankin (Arts) (Class conflict with meeting time.)
Tyler Hooper (Student, Ex-Officio)
Paul Aucoin (Ex-Officio)

Also Present:

Dana Basinger, Director of Freshman Life
Mark Bateman, Associate Provost
Phil Kimrey, Dean of Admissions

1. The meeting was called to order at 2:15pm.
2. The Committee continued its discussion regarding possible changes to the AP and/or Dual Credit Policy as listed on page 15 of the 2008-09 Catalog. Dual enrollment programs are collaborative efforts between high schools and colleges in which high school students are permitted to enroll in college courses. These programs provide students with a challenging academic experience and the opportunity to earn college credit prior to high school graduation. Dual enrollment students take actual college courses taught by faculty meeting regional university accreditation standards. If dual enrollment courses are accepted, students earning a grade of C- may transfer the course for college credit.

Dr. Kimrey gave the committee an overview of the dual enrollment programs and policy at universities in Alabama, Florida and Georgia. He indicated that the current policy probably works against our recruiting efforts particularly with respect to those earning merit scholarships but no data was available to support this perception. Dr. Kimrey provided the Committee with a report showing the percentage of students applying to SU with dual enrollment credits was 71% for the Fall 2008 semester and 77% for the Fall 2009 term. Of the applicants that actually enrolled at SU, 68% of the Fall 2008 entering freshman and 75% of the Fall 2009 entering freshman had earned dual enrollment credit.

He also noted that coursework taken for dual credit generally consisted of courses in freshman composition, western civilization, U.S. History, Math, Chemistry 101, and Biology 101. The types of dual enrollment courses often depend on what high schools are able to offer based on agreements with junior colleges or universities.

After an extended discussion, the Committee recommends the following change to the current policy:

As currently presented in the 2008-09 Catalog – page 15

Dual Enrollment

College courses taken in a high school setting without external testing (e.g. AP, CLEP, IB) or fulfilling a high school requirement will be treated as dual enrollment credit. Beginning in the 2006-2007 academic year, entering freshmen may not have credit from a dual enrollment college course counted twice. College courses earned in a college setting or during summer terms may be considered for transfer credit.

Transfer Student Applicant

Academic Record

Transfer students generally receive favorable admission review when they present a minimum cumulative 2.50 grade point average on all college-level coursework, provided they have attempted at least 24 credits, or 36 quarter credits, at institutions accredited by one of the regional accrediting agencies.

Transferring Core and General Education Courses

Samford University strives to offer a distinctive curriculum that challenges students to their fullest potential and employs innovative teaching techniques. All students should complete their General Education Requirements in residence whenever possible. Transfer students with 18 or more semester credits earned at another institution may be able to substitute some general education courses taken elsewhere for the interdisciplinary courses of the University Core and General Education Curriculum that meet 75 percent of the required credits in each course. Only one Core Curriculum course (UCCA 101) may be applied as a core course for transfer students who have earned less than 18 transfer credits from accredited institutions and credit by examination. Students will only receive the credit they earned (not the credit of the course being replaced) and must meet the total number of credits required for their degree program (128 credits minimum). Natural and computational science courses must have a laboratory component.

Transfer Credits

Samford University accepts for transfer credits earned at institutions that have regional accreditation and in which the student has earned a grade of C- or higher. Credit for coursework with a grade of C- or higher from institutions that are not regionally accredited will be considered for transfer credit where such credit represents coursework relevant to the degree sought, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled at Samford.

Transfer students are required to earn at least 50 percent of the credit for a first undergraduate degree in each degree program from Samford. Also, a minimum of 15 credits in the major field (with nine at the 300–400 level) must be earned at Samford. For a minor, a minimum of nine credits in the minor field (with six at the 300–400 level) must be earned at Samford.

Students may transfer up to 64 semester credits or 96 quarter credits of work completed at two-year institutions, where such coursework is comparable to Samford courses offered at the 100 and 200 level. The aggregate of credit earned in extension, correspondence, portfolio (available through Metro Programs only), AP (Advanced Placement), and CLEP may not exceed 30 credits, none of which counts toward the 50 percent residency requirement.

Proposed Changes with changes highlighted in yellow

Dual Enrollment

College courses taken in a high school setting without external testing (e.g. AP, CLEP, IB) or fulfilling a high school requirement will be treated as dual enrollment credit. Beginning in the 2009-2010 academic year, entering freshmen may have limited dual enrollment courses considered for transfer credit.

College courses earned in a college setting or during summer terms may be considered for transfer credit.

Transfer Student Applicant

Academic Record

Transfer students generally receive favorable admission review when they present a minimum cumulative 2.50 grade point average on all college-level coursework, provided they have attempted at least 24 credits, or 36 quarter credits, at institutions accredited by one of the regional accrediting agencies.

Transferring Core and General Education Courses

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Transfer students are required to earn at least 50 percent of the credit for a first undergraduate degree in each degree program from Samford. Also, a minimum of 15 credits in the major field (with nine at the 300–400 level) must be earned at Samford. For a minor, a minimum of nine credits in the minor field (with six at the 300–400 level) must be earned at Samford.

Students may transfer up to 12 semester credits of dual enrollment credit in which the student has earned a grade of B- or higher. Transferred coursework must be comparable to Samford courses offered at the 100 and 200 level. Only one Core Curriculum course (UCCA 101) may be transferred as a dual enrollment credit.

Students may transfer up to 64 semester credits or 96 quarter credits of work completed at two-year institutions, where such coursework is comparable to Samford courses offered at the 100 and 200 level. The aggregate of credit earned in dual enrollment, extension, correspondence, portfolio (available through Metro Programs only), AP (Advanced Placement), and CLEP may not exceed 30 credits, none of which counts toward the 50 percent residency requirement.

As with all academic policies, this policy is to be monitored and reviewed once we have sufficient data to measure the consequences of the new policy.

3. The Committee continued a discussion from the last meeting of current “Course Repeats” policy otherwise known as the “D” repeat policy. Committee members were asked to seek input about the current policy from their respective unit. Discussion centered on the number of credits allowed for repeat, changing the grade eligible for the repeat policy, and whether a student could use the repeat policy more than once for a single course. The Committee passed a motion to increase the number of credits allowable for repeat to 16 and to allow an undergraduate student to repeat a course for credit in which she or he received a grade of C- or lower to improve her or his grade and cumulative GPA, as well as her or his understanding of the course content. All grades indicated in the “Course Repeats” section of page 26 of the current catalog will be updated to reflect this change.
4. The chair asked the Committee to postpone any further discussion of possible changes to the faculty development grant process until next year’s committee convenes.
5. The meeting was adjourned at 4:05pm.