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Faculty Involvement in the Senior to Sophomore Program

Michael Nielsen

Georgia Southern University

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Approved by the Senate: 4/24/2007

Not Approved by the Senate:

Approved by the President: 6/20/2007

Not Approved by the President:

Faculty Involvement in the Senior to Sophomore Program

Submitted by: Michael Nielsen

4/10/2007

Motion:

For the Undergraduate Curriculum Committee to work with the university's academic administration to review Continuing Education's "Senior to Sophomore" program.

Rationale:

Given faculty responsibility in shared governance (see especially Georgia Southern University Faculty Handbook 2006-7, section 105.4, p. 9, and section 110.01, page 19), faculty do expect to be involved in the development of new programs, and not merely in their implementation.

Nevertheless, faculty involvement in creating the Senior to Sophomore program appears to have been minimal or nonexistent. The core curriculum forms the foundation of undergraduate education, and therefore is of concern to all faculty. Faculty have raised concerns regarding this program, including:

- a) Can the program provide a university experience? Differences abound between high schools and universities in terms of library resources and access to technology, as well as in academic freedom differences between high school & university

environments. Students have a right to expect a university experience in a course granted university credit.

b) Is the program in the best interests of the university; does it fit with Georgia Southern's role as a doctoral research institution to reach out in what might be seen as a community college role in education?

c) What evidence has demonstrated a need for such a program? (What needs have been quantified and documented? How does Senior to Sophomore address these needs?) What disciplinary and/or pedagogical issue is Senior to Sophomore designed to address? How will the program's success be documented?

e) The motivation for the program remains unclear. Is it intended to increase retention? Extend the university's reach into outlying areas? Accomplish some other goal that fills a need within the larger community?

f) Because information taught in Core courses prepares students for advanced courses, maintaining standards is critical. How does Senior to Sophomore affect departmental philosophy regarding how courses are to be taught, particularly in light of ongoing concerns about the integrity of departmental standards?

g) How does Senior to Sophomore improve upon the existing Advanced Placement system of courses which has a demonstrated track record of meeting standards and which is already in use by the University System of Georgia?

Response:

This item will be number 8 on the April 24, 2007, agenda. Pat Humphrey Senate Moderator.

Motion Approved by the Senate 4-24-2007. I am pleased to report that the Senate recommends approval of the motion below presented by Michael Nielsen at the April 24, 2007, Faculty Senate meeting.

MOTION: For the Undergraduate Curriculum Committee to work with the university's academic administration to review Continuing Education's "Senior to Sophomore" program.

RATIONALE: Given faculty responsibility in shared governance (see especially Georgia Southern University Faculty Handbook 2006-7, section 105.4, p. 9, and section 110.01, page 19), faculty do expect to be involved in the development of new programs, and not merely in their implementation. Nevertheless, faculty involvement in creating the Senior to Sophomore program appears to have been minimal or nonexistent.

The core curriculum forms the foundation of undergraduate education, and therefore is of concern to all faculty. Faculty have raised concerns regarding this program, including:

- a) Can the program provide a university experience? Differences abound between high schools and universities in terms of library resources and access to technology, as well as in academic freedom differences between high school & university environments. Students have a right to expect a university experience in a course granted university credit.
- b) Is the program in the best interests of the university; does it fit with Georgia Southern's role as a doctoral research institution to reach out in what might be seen as a community college role in education?
- c) What evidence has demonstrated a need for such a program? (What needs have been quantified and documented? How does Senior to Sophomore address these needs?)
- d) What disciplinary and/or pedagogical issue is Senior to Sophomore designed to address? How will the program's success be documented?
- e) The motivation for the program remains unclear. Is it intended to increase retention? Extend the university's reach into outlying areas? Accomplish some other goal that fills a need within the larger community?
- f) Because information taught in Core courses prepares students for advanced courses, maintaining standards is critical. How does Senior to Sophomore affect departmental philosophy regarding how courses are to be taught, particularly in light of ongoing concerns about the integrity of departmental standards?
- g) How does Senior to Sophomore improve upon the existing Advanced Placement system of courses which has a demonstrated track record of meeting standards and which is already in use by the University System of Georgia?

President's Response:

Motion approved by President Grube 6-20-2007

Following review of the recommendation adopted by the Faculty Senate at the April 24, 2007, Faculty Senate meeting, as provided in your memo of April 25, 2007, I have approved the motion below presented to the Senate by Dr. Michael Nielsen.

MOTION: For the Undergraduate Curriculum Committee to work with the university's academic administration to review Continuing Education's "Senior to Sophomore" Program.