

Senior to Sophomore

Overview

Georgia Southern University is committed to building the bridges that will provide a seamless K-16 educational system. As part of this effort, the University is piloting the Senior to Sophomore program in spring, 2007.

Senior to Sophomore enables high school seniors to begin their college studies while still in high school. Eventually, some high school juniors may also be able to participate. Unlike other concurrent enrollment programs, Senior to Sophomore brings college-level course work directly to students: classes are taught on the high school campus. Furthermore, the course instructors will be high school faculty who qualify to teach as adjunct University faculty.

Program Goals

The goals of Senior to Sophomore are to:

- motivate high school students to attend college;
- increase their academic knowledge and skills;
- positively influence their college preparatory curriculum;
- build better linkages between the University and the high schools;
- increase the likelihood that students will graduate from college in a timely manner.

Accreditation Standards for Instructors and Syllabi

Since Senior to Sophomore courses are taught simultaneously as high school credit courses and Georgia Southern University core curriculum courses, each participating instructor must meet Southern Association of Colleges and Schools (SACS) accreditation standards to become adjunct faculty. Each instructor's graduate-program transcript must prove that the instructor has completed either a Master's degree in the subject area or a Master's degree in another subject area and 18 semester hours of graduate courses in the subject area, as required by SACS standards.

Similarly, although Senior to Sophomore courses are taught in the high schools, the learning objectives, course content, quality and academic rigor must be equal to those same courses as they are taught on the University campus. All course syllabi and materials must be approved by the appropriate academic department at the University.

Since the high school instructors are already paid for teaching the high school course, there is no additional remuneration from the University for Senior to Sophomore participation. Senior to Sophomore faculty self-select on the basis of their commitment to their students' educational success, as well as their own professional development.

University Faculty Liaisons Are Key to Success

The success of Senior to Sophomore is rooted in the University's academic departments and their involvement with the high school faculty who actually teach the courses.

Appointed by academic department chairs, University faculty liaisons serve as the link between the University faculty and the high school faculty. These University faculty members are chosen for their interest in the Senior to Sophomore program, their willingness to work with faculty outside the University, their sincere desire to provide the high school student participants with course work that meets college level standards and to provide opportunities for these students to engage with the University. The Faculty Liaisons receive a stipend of \$1,000 per semester or one course release per year.

Learning Outcomes, Syllabus and Assignments Must Be At College-Level

The University faculty liaisons' primary role is working with the Senior to Sophomore high school faculty to make the college courses taught in the high school truly college level work. To help meet these standards, University faculty liaisons may establish requirements for Senior to Sophomore high school courses in the areas of course syllabi, course content, textbooks, team teaching and examinations. In most cases, potential Senior to Sophomore instructors teach an Advanced Placement (AP), Honors Course, or College Preparatory course already.

The Continuing Education program specialist or University faculty liaisons provide prospective instructors with a syllabus indicating requirements and objectives for each course they wish to teach. In turn, high school instructors applying to teach in the Senior to Sophomore program submit an appropriate course syllabus with the faculty request for approval to teach in the Senior to Sophomore program. This syllabus, as well as the other application materials, is reviewed by the appropriate University Faculty Liaison and department chair.

All Senior to Sophomore high school faculty must submit a course syllabus to the University department chair through the University faculty liaisons each year for re-approval to teach the next year. A copy of the final exam that was given in the previous year must be submitted along with the title and author of the course textbook. All re-approval materials must be submitted to the University faculty liaisons, and they in turn submit all instructor materials to the Continuing Education program specialist at the University.

Professional Qualifications and Professional Development

After the appropriate academic department chair (or Faculty Liaison if delegated) review, a letter is sent to the applicant and a copy to the faculty liaison to notify of approval or denial. Upon approval, instructors must interview with the University faculty liaison of the appropriate academic department on the topics of syllabus development, course

outcomes, content, assignments, evaluation and other topics as specified by the academic departments. This may occur either by telephone or in person. Please note that approval to teach does not guarantee a class will be offered immediately.

The University also runs meetings or institutes/workshops with Senior to Sophomore high school faculty at various times during the year. The first of these formal sessions will take place in summer, 2007. New Senior to Sophomore instructors must attend these campus meetings. Ongoing STS teachers will be provided the opportunity to participate in summer institutes at little or no cost and may earn graduate academic credit.

Students Must Qualify In Advance as University Freshmen

Senior to Sophomore is available only to high school students (in participating schools) who have completed a substantial portion of the college-preparation track of high school courses. They must also have the minimum ACT, SAT, or PSAT test scores for English and Mathematics that are required for regular University admission or the Acell program if they are Hope scholarship eligible.

Furthermore, students applying for Senior to Sophomore must already possess an overall Grade Point Average of 3.0/4.0 or higher in academic subjects or receive an exemption from this requirement from their school guidance counselor, course instructor or administrator. Each high school makes the final determination on student eligibility.

Because all Senior to Sophomore students are formally enrolled in for-credit University courses, those who wish to participate in Senior to Sophomore must also have the approval of their parents, course instructor and counselor. Not all students who qualify will be interested in taking the courses available at their high schools. Students who qualify and choose to participate then enroll through the University admissions program, with the assistance of the Continuing Education program specialist.

Tuition, Dropping classes and Transcripts

Tuition is \$65.00 per credit hour. (This fee is subject to change.) Tuition is due at time of registration. HOPE eligible students fees are covered by the HOPE program. HOPE scholarship students must complete the scholarship application forms. The availability of scholarship monies, other than HOPE scholarships, for needy Senior to Sophomore students is of concern to the University. As funds become available, the high school liaisons will be informed.

University forms must be submitted for dropping or withdrawal from courses, a fact which counselors and instructors must stress with students and their parents. The period for students to drop courses and qualify for the full refund is posted in the university catalog available online and is strictly enforced. Students who fail to withdraw or drop courses according to the posted schedule may suffer academic loss; a grade of "F" may be assigned by instructors if students have not officially withdrawn or dropped their courses.