

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

AGENDA

*November 17, 2010
204 Whitehurst
10:30 – 12:00 p.m.*

Present: Kari Alldredge, Celeste Campbell (Chair), Christy Crenshaw, Bob Davis, Cheryl Devuyt, Precious Elmore, Mary Kay Jennings, Amy Martindale, Martha McMillian, Lance Millis, Kevin Moore, Rita Peaster, Jessica Roark, Craig Satterfield, Kristi Seuchs, Missy Wikle, and Ival Gregory.

1. Requirements on Freshmen – Ival Gregory

There has been some concern regarding required freshman participation in OSU activities and freshmen trying to balance required activities and their academic load. Ival handed out GPA comparisons of freshmen students living in Greek Housing and participating in the freshmen activities with Non-Greek freshman and the GPAs of the Greek students averaged higher than the Non-Greek freshmen. Ival noted that academics are top priority in Greek Housing. Members asked if there was GPA comparison of first semester freshmen. Members commented that they felt that the requirements are extreme for students making average grades and had heard that the fraternities and sororities fine students or put Bursar hold on student's records if the student that cannot meet the requirements. Ival noted that the PanHellenic group passed a resolution that groups could not require more than 12 hours of pumping for homecoming. Members asked if there was something that the PanHellenic group could implement to insure that freshmen do not suffer academically due to activity requirements. Ival noted that he would discuss with PanHellenic members. Members asked how we can help those freshmen students struggling academically, should we recommend that fraternities and sororities not accept student on probation? Other members responded "no". Can an informative session be presented to freshman to prepare them for all the expectations and Ival agreed that he could set something up. Members asked if they could provide a list of concerns to be shared with the PanHellenic group and Ival said he could share that information and members also asked for a list of names of students in the fraternities and sororities. Members also noted that it might be good to ask Melissa at the Alumni Association to incorporate an academic plan with their activities and it was noted that Homecoming is steered by the Alumni Association. Ival said that he plans to share the concerns with others in an attempt to help those students experiencing difficulties. Members would like to continue discussions.

2. Guidelines for Distance Students Enrolling in Online Classes – Celeste Campbell

Celeste noted that most distance courses that were offered as 600 sections were converted to 500 sections and there have been some adjustments to this process. The outreach offices are assisting with the process. University policies and procedures apply to distance students enrolling in online classes as they do for on-campus students enrolling in traditional classes. For example, an adviser's signature is required to drop any class after the nonrestrictive drop/add deadline, and both the instructor's and adviser's signatures are required to add a class during the restrictive drop/add period. Online classes are usually designated by a section number that begins with a 5 and ends with a 3 (ex: 503, 513). Distance students should be able to perform most routine enrollment activities during the nonrestrictive drop/add period online via SIS Web for Students. However, if dropping or adding through SIS Web for Students is not possible (ex: after the main semester nonrestrictive drop/add deadline; instructor and/or department head consent is required), distance students may access a [drop/add card](#) from the Registrar's website. After downloading the drop/add card, the student should complete and sign it, then scan and forward it to their academic adviser (or the [college outreach office](#) if they don't have an adviser assigned). The adviser can then sign the form, route it for additional signatures as needed. *On-campus students are expected to bring drop/add paperwork to the Registrar's Office in person as described above.* All OSU students are responsible for knowing the drop/add and refund deadlines for all of the courses in which they are enrolled, and must submit appropriate drop/add paperwork to the University on time. Courses with start/end dates that differ from the regular semester dates have their own individual drop/add deadlines which can be found on the "[Short, Internet and Outreach Class Schedules](#)" page of the Registrar's website. All enrollment for outreach courses with a section number that begins with a 6 (ex: 636, 603) must be done through the appropriate [college outreach office](#). Members asked if there was a way to track the scans or emails to advisers. Members also commented that there should be more thought given to this process and possibly add cautionary wording to encourage students to talk to their advisers and to handle all 500 sections the same. Members suggested including the student's OSU email address to the drop/add form and asked who should be the contact for graduate students and it was suggested they contact the Graduate College. Members asked if a copy of the documents could be sent to the colleges. Members also suggested sending the form to the outreach offices for feedback. Send all suggestions to Rita.

3. G-Section Enrollment Update – Celeste Campbell

Celeste noted that this year the university implemented “G” sections for courses that have been approved to be offered for both undergraduate and graduate credit. These 3000-level and 4000-level courses are identified by an asterisk next to the course number in the Catalog. A student must perform extra work as specified in the course syllabus to earn graduate credit for such a class. The G-section is restricted to graduate enrollment only, undergraduates who wish to enroll in the graduate credit G-sections must bring a completed [Application for Graduate Credit for Graduating Seniors](#) to the Office of the Registrar before the restrictive enrollment deadline.

4. AandSHelp – Amy Martindale

Amy noted that there have been past discussion of an Early Alert program, a tool faculty can use to alert advisers when a student is struggling in a class. A prompt could be sent to faculty weeks before the drop deadline. Amy is investigating the possibilities of making this an automated process. Members recommend creating a document to include process and facts; why the process is needed and how will it help; and bring it back to DSAS to review. Once DSAS approves, present the idea to Instruction Council.

Adjourn: **12:02 p.m.**