

**Deans' Council Agenda
September 13, 2005**

Drop Procedure – ATTACHMENT—Drs. Hendrix & Klein opened discussion on use of the drop and how it affects students in developmental education. Both expressed concern that the campus does not follow guidelines for keeping students in developmental courses until they succeed but allows them to drop. In addition, the drop period is far too long, permitting students to bail out at the end. These practices are not conducive to retention and timely graduation. On the matter of developmental students, the Deans agreed:

- Students should not be allowed to drop developmental courses for any reason unless completely withdrawing from the university, but transfer to another section would be allowed;
- Students enrolled in developmental education should be limited to 12 credits in the term when they are taking developmental courses;
- Students should be required to repeat immediately (in the next term) any developmental course in which they have received a D or F.

On the matter of drop policy and procedures, Deans agreed these could affect student performance and retention. Furthermore, recent legislative action limiting students to 30 attempted hours above degree requirements could cause hardship on students. Deans agreed that Student Government should be involved in the process of communicating this legislative action to the student body and that the university needed to implement processes that would serve as barriers to excessive attempted hours with no credit. Therefore, the deans agreed:

- The present drop deadline a week before the last class day is too late;
- The deadline for drops should be moved to midterm, at the latest;
- The University should consider instituting a drop fee.

Mary Hendrix offered to develop a drop procedure and return it to the Deans' Council for review before going to SGA and the Faculty Senate.

Developmental and Basic Skills Procedure—Drs. Hendrix & Klein cited Procedure A11.16 and reference to continuous enrollment each semester in basic skills courses (English and math) until requirements are met. Deans agreed the departments involved need to enforce these guidelines rather than allow students to drop such courses or avoid them altogether

Publications—The Provost distributed a project list from Creative Services and asked Deans to prioritize the work from each of their colleges as a guide for Publications staff as to what work is most important.

Classroom Scheduling—Provost Scott reviewed the number of courses scheduled in the highest use time blocks and asked Deans to reduce sections and move them to 8 AM or after noon.

		A&S	EHS	CBT
TR	9:30	53 to 43 sections	17 to 14 sections	14 to 11 sections
TR	11:00	56 to 45	16 to 13	12 to 10

She noted the Spring 2006 schedule is in better condition than the Fall 05, with 68% of courses in approved time slots.

Scholarships—Deans reviewed information prepared by Becki Blackwell and noted a decline in acceptances this year. Deans agreed that we should consider doubling the award for Presidential Scholars (to \$3,000 per year) and increasing the Phi Theta Kappa All-state award (to \$2,000) to make them competitive.

Honors Program—The Provost asked for input on the process for selecting an Honors Program director. Deans agreed to invite nominations and applications for the position when vacated.

Graduating Seniors Survey—The Provost distributed a draft survey for Deans' review and asked them to submit comments in writing. Deans wondered what the survey is trying to measure. Provost noted that it may be too long.

Summer Camp Possibilities—The Provost reviewed a memo from Dr. John Hanners which offers many good suggestions for summer camps. Dean Klein noted that there would need to be some logistical support from the University to make these work.