SENIOR COMMITTEE ON ADMISSIONS AND STANDARDS
January 23, 2007 Meeting

Present: Doyle Barrow(guest)  Al Baumstark(guest)  Brenda Blackwell
       Dave Bledsoc  Carolyn Codamo  David Cheshire
       Nick Demos  Paul Farham  Laura Fredrick
       Bill Fritz  Gerry Gay  Mary Gebhardt
       Olga Jarrett  Colleen Joyce  Guy Leach
       Felisha Norrington  Cherise Peters  George Rainbolt
       Tim Renick  Robert Sattlemeyer  Marti Singer
       Averil Smith  Becca Stout

Minutes of the meeting of November 14, 2006
The minutes of the November 14, 2006 meeting were approved as amended. David Cheshire indicated he was present.

Chemistry Placement Testing - APPROVED
Dr. Al Baumstark and Doyle Barrow presented a proposal to initiate placement testing for entry level Chemistry 1211K courses. The proposal was reviewed by the Enrollment Management Group (EMG) for implementation issues and recommended an exemption for a 600 score on the SAT subject test. The recommendation was reviewed and approved by the Dean. After some discussion, the proposal was approved unanimously by the Committee. George stated Admissions and Standards had the final action approval for the Senate.

In response to question from Sue Fagan regarding transfer students, Dr. Baumstark stated seats would be held for special groups on request. Honors reserves seats.

The department of chemistry would respectfully ask for permission to initiate required placement testing in the General Chemistry course (Chem 1211K) for science majors. Students with an AP chemistry score of 2 or a SAT subject score of 600 will be exempt from the testing. A grant has been received from the provost's office to facilitate this process. The rationale for this change and the procedure to be used is described below.

Need for Placement Testing
A. The DFW rate for Chem 1211K often ranges between 30 and 40% in any given semester. One of the main reasons for this high DFW rate is the students' lack of basic background material when entering the course. The department has been giving the California Diagnostic Test (CDT) on the first day of class for several years. This test is an American Chemical Society (ACS) generated test which is designed to test for skills that a person exiting a high school level chemistry course should have. The statistics show that ≈80% of students who score below random on the CDT and continue on in the 1211K course do not succeed in the course (receive a D, F or W). Students who score at random or below are required to drop the 1211K and instead to take Chemistry 1050, a class designed to
give students the needed background to succeed in Chem 1211K. The test is a good
indicator of success in the course. Students that score on scale have a substantially higher
pass rate.

B. The department has only 480 spaces for Chem 1211K students due to lack of laboratory
space including the extra 100 the provost provided funds for several years ago. In the fall
semester between 700 and 800 students wish to enroll in 1211K. This course is essential
to the progression of student’s academic program, not only in chemistry but also in
biology since biology majors may not take a course in their major without first
completing Chem 1211K. Recently we have had between 10 and 20% of students who do
not score above random on the CDT. Having these students, register for Chem 1050
would free up between 48 and 96 spaces for students who possess the background skills
to succeed in the course.

Procedure for Placement Testing

A. The Department of Chemistry would initially handle all administration of the CDT and
the authorization of students to register for Chem 1211K through grant funds. This will
not be a part of the INCEPT process, but rather an independent placement evaluation.
Students would sign up for the test online and all testing would be administered by a
department of chemistry faculty member and proctored by Department of Chemistry
students. The department will be responsible for entering all registration approvals.
During spring and summer semesters the test will be given 3 to 4 times or until the 200
available slots are filled. In the fall semester, the test will be administered 7-8 times until
the 480 slots are filled. The testing will be held in room 218 NSC and/or 576 Kell Hall.
Extra Chem 1050 sections will be scheduled at appropriate times to allow students to
switch to that course and not have to reorganize their schedule. We are in conversations
with the testing center as to what, in the future, they may be able to help us with.

Approved and Recommended to Ad & St by the Enrollment Management Group, Dec 12, 2006.

S-U Grading in Honors 1000 - APPROVED
The motion on S-U Grading in Honors 1000 was approved. For implementation of S-U grades,
the proposal will go next to the Senate and then to the Chancellor. By BOR policy, if approved
by the Senate, this policy must also be approved by the Chancellor

Motion:
Section 1350.10 is modified as follows: Additions

S: Satisfactory
This symbol indicates that credit has been given for completion of degree requirements
other than academic course work. The use of this symbol is approved for Hon 1000 (Freshman
Honors Seminar), dissertation and thesis hours, student teaching, clinical practicum, internship,
and proficiency requirements in graduate programs. This symbol is also used in a Regents’ Test
Preparation Course when the Regents’ Test was passed.

U: Unsatisfactory
This symbol indicates unsatisfactory performance in an attempt to complete degree
requirements other than academic course work. No credit will be given. The use of this symbol is
approved for Hon 1000 (Introduction to Honors), dissertation and thesis hours, student teaching,
clinical practicum, internship, and proficiency requirements in graduate programs. This symbol is also used in a Regents’ Test Preparation Course when the Regents’ Test was not passed.

Rationale:
The Honors Program currently has no introductory course, and fewer than 50% of incoming freshman honors students enroll in the Freshman Learning Community program (largely because they have AP or other kinds of credit for some of the courses offered in the FLCs). This course is designed to introduce them to the Honors Program and to engage them with research questions with faculty from their area of interest, and also to encourage the best faculty to engage with high-ability students early in their academic careers. The seminar, it is hoped, will accomplish for the honors students what the FLC program does for students generally—that is, begin to provide them with a community and a context for succeeding academically at GSU.

We believe that S-U grading will encourage talented faculty, including administrators who normally don’t have contact with undergraduates, to participate in this course if it is a one hour per week commitment conducted as a seminar without the normal focus on graded assignments. The emphasis of the course is on introducing students to serious academic work in the discipline, and on encouraging discussion and exploration of key issues, as well as helping students to begin to identify and plan for course work and research in their disciplines. During their first semester, when they are also taking a heavy load of academic course in the core, it seems unnecessary to add another graded course. They would still be graded, of course, but the S/U will simplify the instructor’s life and permit the students to focus on the course objectives rather than on making a specific grade.

Effective Fall 2007 if approved by the Chancellor.

Fall 2006 pre-midpoint hardship withdrawals
The Senate passed a policy limiting students to 6 Ws in their career at Georgia State. Before that policy was passed, student did not need to seek a hardship and could simply log onto GoSOLAR, withdraw themselves and receive a W, as many times as they wished. The new W policy says that hardship withdrawals do not count against the limit of 6 Ws giving students a reason to want a hardship withdrawal before the midpoint. However, the new policy did not allow students to seek a hardship withdrawal before the midpoint. At the Fall 2006 Senate meeting, the Senate passed a policy to allow students to petition for a hardship withdrawal before the midpoint.

A group of students enrolled in Fall 2006, petitioned for (a) a waiver of the rule that students may not seek a hardship withdrawal before the midpoint and (b) a hardship withdrawal. Because the students were asking a waiver of an academic regulation, they fell under the normal Admissions & Standards petitions process. George distributed the appeals and the decisions of the Hardship Withdrawal Appeals Committee via email.

Recorded by:
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Associate Provost Office