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January 23, 2017 Armstrong Faculty Senate Agenda

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Armstrong State University
Faculty Senate Meeting
Agenda of January 23, 2017
Student Union, Ballroom A, 3:00 p.m.

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order
- III. Senate Action
 - A. Approval of Minutes from [November 28, 2016](#) Faculty Senate Meeting
 - B. Brief Remarks from Dr. Linda Bleicken, President
 - C. Brief Remarks from Dr. Robert Smith, Provost and Vice-President of Academic Affairs
 - D. Brief Remarks from Dr. Elizabeth Desnoyers-Colas, USGFC representative
 - E. Old Business
 - 1. Recurrent Updates
 - i. Joint Leadership Team Summary (Appendix B)
 - ii. Faculty and Staff Vacancy Reports for December and January (Appendix C)
 - 2. Other Old Business
 - i. SmartEval, Student Comments
 - ii. Tenure and Post-Tenure Review (Appendix D)
 - iii. Summer (Profit-Sharing) Committee
 - 3. Old Business from the Floor
 - F. New Business
 - 1. Merger – Role of Faculty Senate
 - 2. Committee Reports
 - i. University Curriculum Committee (Appendix A)
 - ii. Governance Committee
 - iii. Academic Standards
 - iv. Education Technology
 - v. Faculty Welfare
 - vi. Planning, Budget, and Facilities
 - vii. Student Success
 - 3. New Business from the Floor
 - G. Senate Information and Announcements
 - 1. Send Committee Meeting Dates and Minutes to faculty.senate@armstrong.edu
 - 2. Send Changes in Committee Chairs and Senate Liaisons to governance.senate@armstrong.edu
 - 3. Announcements (from the floor)
- IV. Adjournment

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, December 7, 2016

PRESENT: Kelly Brooksher, Myka Bussey-Campbell, Kathryn Craven, Jose da Cruz (vice chair), Katrina Embrey, Todd Hizer, Kam Lau, Rick McGrath (chair), Jared Schlieper, Pamela Sears, Julie Swanstrom, Phyllis Fulton (Catalog Editor)

ABSENT: Kathleen Fabrikant, Andi Beth Mincer

GUESTS: Tom Cato, Becky da Cruz, John Hobe, John Kraft, Steve Primatic, Barb Serianni, Heather Thornton

CALL TO ORDER. The meeting was called to order at 3:04 p.m. by Rick McGrath.

APPROVAL OF MINUTES. The minutes of November 2, 2016, were approved as presented.

ITEMS

I. College of Education

A. Childhood and Exceptional Student Education

Items 1-2 regarding the Child and Family Studies Program were removed at the request of the department for further consideration at the January meeting.

Items 3-8 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

Bachelor of Science in Education in Early Childhood Education

3. Modify the following course:

ECUG 3071 Teaching Children's ~~Literacy~~ Literature

3-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and

Exceptional Student Education, and EDUC 3200 OR ECUG 3250, AND ECUG 3040

AND ECUG 3060

Co-Requisite: ECUG 3072

Rationale: Add alternate prerequisite.

Effective Term: Fall 2017

4. Modify the following course:

ECUG 3072 TEACHING OF READING

3-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education , and EDUC 3200 **OR ECUG 3250, AND** ECUG 3040 **AND** ECUG 3060

Co-Requisite: ECUG 3071

Rationale: Add alternate prerequisite.

Effective Term: Fall 2017

5. Modify the following course:

ECUG 3750 INTERNSHIP I—PRE-STUDENT TEACHING

0-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education, and ECUG 3071 and ECUG 3072. This course must be taken the semester before ECUG 4750 Internship II (Student Teaching).

Co-Requisite: ECUG 4300 **AND ECUG 4085**

Rationale: Add additional co-requisite.

Effective Term: Fall 2017

6. Modify the following course:

ECUG 4085 TEACHING OF MATHEMATICS

3-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3200 **OR ECUG 3250, AND** ECUG 3040 **AND** ECUG 3060.

~~Co-requisite: ECUG 3750~~

Rationale: Eliminate co-requisite notation to allow other program majors to enroll in course.

Effective Term: Fall 2017

7. Modify the following course:

ECUG 4090 CLASSROOM MANAGEMENT

3-V-3

Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education, and ~~EDUC 3200, ECUG 3040, ECUG 3060.~~

Rationale: This classroom management course is needed earlier in the program of study.

Effective Term: Fall 2017

8. Modify the following program of study:

Bachelor of Science in Education with a Major in Early Childhood Education

Track 1: Early Childhood Education with Teacher Certification

B. Major Field Courses

50 hours

ECUG 3040 Childhood Development from Prenatal Period to Adolescence

ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar

ECUG 3071 Teaching Children's Literacy Literature

ECUG 3072 Teaching of Reading

ECUG 3250 Curriculum and Assessment

ECUG 3750 Internship I Pre-Student Teaching

ECUG 4070 Teaching of Social Studies

ECUG 4080 Teaching of Science

ECUG 4085 Teaching of Mathematics

ECUG 4090 Classroom Management

ECUG 4300 Language Arts Assessment and Modification

ECUG 4750 Internship II Student Teaching

EDUC 3100 Technology Applications for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

Rationale: To reflect change in course name

Effective Term: Fall 2017

Items 9-16 regarding the Bachelor of Science in Education in Special Education were postponed at the request of the department.

B. Secondary, Adult, and Physical Education (no items)

II. College of Health Professions (no items)

III. College of Liberal Arts

A. Art, Music, and Theatre

Art

Items 1-25 from the Department of Art, Music, and Theatre were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Delete the following course:

~~ARTS 2012 PAINTING II~~ 1-4-3

Rationale: This course is no longer being required in our Major Field concentration for all B.F.A. in Visual Art, B.A. in Art, and B.S. in Art Education majors and is no longer needed. ARTS 2110 Introduction to Graphic Design is replacing it as a Major Field Course that all BFA students will be required to take. A new 3000 level painting course (ARTS 3020) is being created and will be placed in our new Drawing and Painting track for the BFA in Visual Art and will be placed in the Major Field concentration for the B.A. in Art and B.S. in Art Education degrees.

Effective Term: Fall 2017

2. Delete the following course:

~~ARTS 3150 COLOR PHOTOGRAPHY~~ 1-4-3

Rationale: This course is no longer being taught in our curriculum. The chemicals and equipment have become scarce and issues about color are now being covered in the digital photography courses.

Effective Term: Fall 2017

3. Delete the following course:

~~ARTS 3170 EXPERIMENTATION IN PHOTOGRAPHY~~ 1-4-3

Rationale: The content of this course is being rolled into ARTS 3160 in our curriculum.

Effective Term: Fall 2017

4. Delete the following course:

~~ARTS 3350 GLAZE EXPERIMENTATION~~ 1-4-3

Rationale: This course is no longer being taught in our curriculum.

5. Modify the following course:

ARTS 1100 ART APPRECIATION 3-0-3

~~Artistic theories, styles, media, and techniques as they relate to the visual arts. Not recommended for art majors.~~ Introduction to materials and techniques, art history, aesthetic and color theory, and methods of criticism related to the visual arts.

Rationale: Description is more appropriate for the content of the course.

Effective Term: Fall 2017

6. Modify the following course:

ARTS 2011 INTRODUCTION TO PAINTING-I

1-4-3

Rationale: Title is more appropriate for the level of content of the course.

Effective Term: Fall 2017

7. Modify the following course:

ARTS 2040 INTRODUCTION TO DARKROOM PHOTOGRAPHY

1-4-3

Rationale: The change in the title is to better differentiate it from digital photographic processes.

Effective Term: Fall 2017

8. Modify the following course:

ARTS 2150 THE COMPUTER IN ART INTRODUCTION TO NEW MEDIA

1-4-3

Prerequisite: ARTS 1020 or permission of instructor or department

~~Computer as a tool for making art using its unique output characteristics to produce hardcopy on various printers and for making art using the hardcopy combined with traditional media.~~ Fundamentals of the computer as a tool for art-making utilizing its unique characteristics in various outputs utilizing 2D, 3D or 4D (time or audio-based) formats. Emphasis on image making and image manipulation using a variety of new media tools.

Rationale: The change in the title and description makes the course more appropriate to the changing digital world. The computer-based processes, tools and output have evolved since the course was created. This update will allow for the inclusion of output beyond the hardcopy (the printed version on paper of data held in a computer) to production of digital based artifacts that may include motion and audio. This is not intended to exclude computer-generated artifacts using hardcopy, but to allow for a broader, more relevant use of the computer as an art making tool.

Effective Term: Fall 2017

9. Modify the following course:

ARTS 2400 INTRODUCTION TO CRAFT FIBERS

1-4-3

~~Basic craft processes and techniques with emphasis on fibers and metalwork.~~ An introduction to the medium of fibers, including fiber identification, dye application, construction methods, and resist techniques.

Rationale: Title and description is more appropriate for the content of the course.

Effective Term: Fall 2017

10. Modify the following course:

ARTS 3140 INTERMEDIATE ~~DARKROOM~~ PHOTOGRAPHY 1-4-3

Rationale: Title is more appropriate for the content of the course.

Effective Term: Fall 2017

11. Modify the following course:

ARTS 3160 ~~HAND-COLORED AND~~ MANIPULATED SILVER PRINT 1-4-3

Prerequisite: ARTS 2040

Exploration of media and **experimental** techniques to enhance and alter a silver print.

~~Emphasis on hand-applied color and toning.~~ **Processes include building and shooting with pinhole cameras, paper negatives, solarization, composite printing, chromoskedastic sabattier, chemigrams, toning, and hand-coloring techniques.**

Rationale: Title change and descriptions updates the course and aligns the content more closely with the intent of the course. This course moves beyond traditional straight printing techniques into experimental processes that can be achieved through ordinary darkroom chemistry.

Effective Term: Fall 2017

12. Modify the following course:

ARTS 3220 ~~CORPORATE LOGO AND IDENTITY DESIGN~~ BRANDING 1-4-3

Rationale: Title is more appropriate for course and is in keeping with similar courses in graphic design at other campuses.

Effective Term: Fall 2017

13. Modify the following course:

ARTS 3300 ~~INTRODUCTION TO CERAMICS-I~~ 1-4-3

Rationale: Title is more appropriate for the level of content of the course.

Effective Term: Fall 2017

14. Modify the following course:

ARTS 3310 POTTERY ~~WHEEL~~ TECHNIQUES 1-4-3

Rationale: Title is more appropriate for the level of content of the course.

Effective Term: Fall 2017

15. Modify the following course:**ARTS 3330 CERAMIC SCULPTURE****1-4-3**

Prerequisite: ARTS 3300 or ARTS 3310

Rationale: Either of these prerequisites will satisfy the basic skills and techniques needed to enable the student to be successful in this course.

Effective Term: Fall 2017**16. Modify the following course:****ARTS 3400 INTRODUCTION TO PRINTMAKING-I****1-4-3**

Rationale: Title is more appropriate for the content of the course.

Effective Term: Fall 2017**17. Modify the following course:****ARTS 3630 FABRIC DESIGN****1-4-3**

~~Application of original designs to fabric with emphasis on batik, tie-dye, direct application, and combined techniques.~~ Fabric design methods and stitch techniques including batik, shibori, discharge, embellishment, and contemporary quilting.

Rationale: The course description is updated to reflect the current content of the course.

Effective Term: Fall 2017**18. Create the following course:****ARTS 3020 INTERMEDIATE PAINTING****1-4-3**

Prerequisite: ARTS 2011

Description: This course will build on painting techniques previously taught in ARTS 2011 with an emphasis on composition and content.

Rationale: The ARTS 2012 course has been eliminated. This course will provide additional preparation in painting the students who are focusing in drawing and painting.

Effective Term: Fall 2017**CURCAT****Major Department: Art, Music, & Theatre****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours? 3****Grading Mode: Normal****Instruction Type: Lecture/Lab**

Course Equivalent: ARTS 2012

19. Create the following course:

ARTS 3340 ADVANCED POTTERY WHEEL TECHNIQUES 1-4-3

Prerequisite: ARTS 3300 or ARTS 3310

Description: This course will emphasize advanced techniques for working on the potter's wheel.

Rationale: This course will expand the offerings in the BFA in Visual Art degree allowing the ceramic focused student to develop more advanced techniques for working on the potter's wheel. The course has been offered as a Directed Independent Study or Special Topics course in the past sometimes linked to the ARTS 3310 class.

Effective Term: Fall 2017

CURCAT

Major Department: Art, Music, & Theatre

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours? 3

Grading Mode: Normal

Instruction Type: Lecture/Lab

Course Equivalent: None

20. Create the following course:

ARTS 3610 SCREEN PRINTING 1-4-3

An introduction to screen printing methods including hand-cut stencils and photographic processes for printing on a variety of surfaces. Emphasis is placed on concept development, repeat pattern, and contemporary approaches to designing fabrics.

Rationale: This course replaces Arts 4890, Printmaking on Fabric, which has been taught for multiple years as a special topics course. Screen-printing is the most widely used method of applying pattern to fabric and is an essential skill for the Textile Designer.

Effective Term: Fall 2017

CURCAT

Major Department: Art, Music, & Theatre

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours? 3

Grading Mode: Lecture/Lab

Instruction Type: Lecture/Lab

Course Equivalent: None

21. Create the following course:

ARTS 3820 INTERMEDIATE DIGITAL PHOTOGRAPHY**1-4-3**

Prerequisite: ARTS 1020 and ARTS 3810, or permission of Instructor

Description: Digital photographic study using advanced editing techniques. Focus on in-depth exploration of digital photographic concepts, proficiency in digital print production and introduction of experimental digital printing media.

Rationale: This course will involve a deeper study of digital photography and learning editing workflow with software. The course will provide support for building a digital photography program enhancing the existing wet darkroom program, the three art and art education degree programs by enhancing upper-division course offerings. This course will address a wider range of printing capabilities by exploring different papers and printer profiles at a more advanced level than in ARTS 3810.

Effective Term: Fall 2017

CURCAT

Major Department: Art, Music, & Theatre

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours? 3

Grading Mode: Normal

Instruction Type: Lecture/Lab

Course Equivalent: None

22. Create the following course:**ARTS 3840 ADVANCED PHOTOGRAPHIC MEDIA****1-4-3**

Prerequisites: ARTS 2040 and ARTS 3810

Description: Advanced techniques in the photographic medium, either in digital, darkroom, or a combination. Approaches include mixed media and installation, with an emphasis on developing a body of work.

Rationale: This course is a way to address the needs of students who are pursuing Digital Photography within the scope of art, for which we currently have no courses beyond the introduction level. Darkroom-focused students will be able to take this course as well. The first half of the course will cover techniques that can be approached in either an analog or digital method, or both within one project. Assignments include working with digital negatives to create analog prints, working with Lazertran to make mixed media photographic objects, and experimenting with photo-based installation. The first half of the course will experiment with these processes/media, while the second half will focus on creating a body of work in whatever medium(s) the student chooses to work with, with technical assistance as needed. Students should have completed ARTS 2040 - Introduction to Darkroom Photo, and ARTS 3810 - Introduction to Digital Photo.

Effective Term: Fall 2017

CURCAT**Major Department: Art, Music, & Theatre****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours? 3****Grading Mode: Normal****Instruction Type: Lecture/Lab****Course Equivalent: None****23. Modify the following program of study:****PROGRAM FOR THE DEGREE OF BACHELOR OF FINE ARTS WITH A MAJOR IN VISUAL ART****A. General Requirements****Core Areas A, B, C, D.I, and E****42 hours****Core Area F 18 hours**

ARTS 1010 Drawing I

ARTS 1011 Drawing II

ARTS 1020 2D Design

ARTS 1030 3D Design

ARTS 2011 ~~Painting-I~~ Introduction to Painting

ARTS 2710 Art History I

Physical Education**3 hours****First-Year Seminar****1 hour**~~Admission to the B.F.A. program (see Admission Requirements)~~**B. Major Field Courses****18 hours**~~ARTS 2012 Painting II~~

ARTS 2110 Introduction to Graphic Design

ARTS 2040 ~~Photography~~ Introduction to Darkroom PhotographyARTS 2150 ~~The Computer in Art~~ Introduction to New MediaARTS 2400 Introduction to ~~Crafts~~ FibersARTS 3300 ~~Introduction to~~ Ceramics-IARTS 3400 ~~Introduction to~~ Printmaking-I**C. Art History Courses****9 hours**

ARTS 2720 Art History II

ARTS 4891 Selected Studies in Art History

ARTS 5750U Contemporary Art & Criticism

D. ~~Studio Art Electives~~ Concentration Area**~~27~~15 hours****Track One: Studio Studies**

Select 15 credit hours from the following that were not taken in Area F course or as a Major Field Course

~~27 hours chosen from the following~~~~ARTS 2110 Introduction to Graphic Design~~

ARTS 3020 Intermediate Painting

ARTS 3030 Oil Painting

ARTS 3040 Watercolor Painting

ARTS 3110 Advanced Graphic Design

ARTS 3130 Drawing III

ARTS 3140 Intermediate Photography

ARTS 3150 Color Photography

ARTS 3170 Experimentation in Photography

ARTS 3210 Typography

ARTS 3220 Corporate Logo and Identity Design

ARTS 3230 Packaging Design

ARTS 3240 Visual Design on the Web

ARTS 3310 Pottery Techniques

ARTS 3330 Ceramic Sculpture

ARTS 3340 Advanced Pottery Wheel Techniques**ARTS 3350 Glaze Experimentation****ARTS 3610 Screen Printing**

ARTS 3620 Jewelry/Enameling

ARTS 3630 Fabric Design

ARTS 3640 Weaving

ARTS 3660 Papermaking

ARTS 3680 Environmental Art

ARTS 3700 Figure Sculpture

ARTS 3710 Sculpture Materials

ARTS 3720 Fiber Sculpture

ARTS 3810 Introduction to Digital Photography

ARTS 3820 Intermediate Digital Photography**ARTS 3840 Advanced Photo Media**

ARTS 4140 Figure Drawing

ARTS 4890 Selected Studies in Art (up to 9 hrs)

ARTS 4900 Independent Study**Track Two: Ceramic and Ceramic Sculpture**

Take all of the following:

ARTS 3310 Pottery Wheel Techniques

ARTS 3330 Ceramic Sculpture

ARTS 3340 Advanced Pottery Wheel Techniques

ARTS 3700 Figure Sculpture

ARTS 4890 Selected Studies in Studio Art (Ceramic or Ceramic Sculpture focused)

Track Three: Drawing and Painting

Select 15 credit hours from the following:

ARTS 3020 Intermediate Painting

ARTS 3030 Oil Painting

ARTS 3040 Watercolor Painting
 ARTS 3130 Drawing III
 ARTS 4140 Figure Drawing
 ARTS 4890 Selected Studies in Studio Art (Drawing or Painting focused)

Track Four: Fibers

Select 15 credit hours from the following:

ARTS 3610 Screen Printing
 ARTS 3630 Fabric Design
 ARTS 3640 Weaving
 ARTS 3680 Environmental Art
 ARTS 3720 Fiber Sculpture
 ARTS 4890 Selected Studies in Studio Art (Fiber focused)

Track Five: Graphic Design

Select 15 credit hours from the following:

ARTS 3110 Advanced Graphic Design
 ARTS 3210 Typography
 ARTS 3220 Branding
 ARTS 3230 Packaging Design
 ARTS 3240 Visual Design on the Web
 ARTS 4890 Selected Studies in Studio Art (Graphic Design focused)
 ARTS 4910 Internship

Track Six: Photography

Select 15 credit hours from the following:

ARTS 3140 Intermediate Photography
 ARTS 3160 Manipulated Silver Print
 ARTS 3810 Introduction to Digital Photography
 ARTS 3820 Intermediate Digital Photography
 ARTS 3840 Advanced Photographic Media
 ARTS 4890 Selected Studies in Studio Art (Photography focused)

E. Studio Art Electives and Management or Marketing Course

12 hours

Three credits selected from the following:

ARTS 3470 Art Management
 MGMT 3111 Business Skills
 MGMT 3220 Management
 MKTG 3210 Marketing

Nine credits selected from the following:

ARTS 3000 **level** or higher studio art courses
 ARTS 4900 Directed Individual Study
 ARTS 4910 Internship

D.F. Capstone Courses**6 hours**

ARTS 4700 Senior Portfolio
 ARTS 4710 Senior Seminar
 ARTS 4740 Senior Exhibition

Total Semester Hours**124 hours****E. Department Exit Exam**

Rationale: Revision of the program of study defines tracks within the BFA in Visual Arts and allows for inclusion of a course in Arts Management or Marketing

Effective Term: Fall 2017

24. Modify the following:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS WITH A MAJOR IN ART

B. Major Field Courses 39 Hours

~~ARTS 2012 Painting II~~

ARTS 2040 ~~Introduction to Darkroom~~ Photography

ARTS 2150 ~~The Computer in Art~~ Introduction to New Media

ARTS 2400 Introduction to ~~Craft~~ Fibers

ARTS 2720 Art History II

~~ARTS 3020 Intermediate Painting~~

~~ARTS 3130 Drawing III~~

ARTS 3300 ~~Introduction to~~ Ceramics ~~I~~

ARTS 3400 ~~Introduction to~~ Printmaking ~~I~~

ARTS 3700 Figure Sculpture

ARTS 4700 Senior Portfolio or ARTS 4710 Senior Seminar

ARTS 4740 Senior Exhibition

ARTS 5750U Contemporary Art & Criticism

~~Nine semester hours~~ ~~Two-Three studio courses~~ (3000 and above) from one of the following areas: ~~drawing and painting, sculpture, ceramics, crafts, or photography~~ ceramics, drawing and painting, fibers, graphic design, photography, or sculpture.

Rationale: Revision of the program of study reflects changes made in course titles and includes any course deletions.

Effective Term: Fall 2017

25. Modify the following:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE WITH A MAJOR IN ART EDUCATION

B. Major Field Courses

48 hours

ARTS 1011 Drawing II

ARTS 2011 ~~Introduction to Painting I~~

~~ARTS 2012 Painting II~~

ARTS 2040 ~~Introduction to Darkroom~~ Photography

ARTS 2150 ~~The Computer in Art~~ Introduction to New Media

ARTS 2400 Introduction to ~~Craft~~ Fibers

ARTS 2720 Art History II

~~ARTS 3020 Intermediate Painting~~

ARTS 3300 ~~Introduction to~~ Ceramics-I

ARTS 3400 ~~Introduction to~~ Printmaking I

ARTS 3700 Figure Sculpture

ARTS 5300U Issues in Art Education

ARTS 5400U Art in Elementary Grades

ARTS 5410U Art in the Middle and Secondary Grades

ARTS 5430U Technology in Art Education

ARTS 5750U Contemporary Art and Criticism

Six semester hours of upper division studio courses from one of the following areas:

~~drawing and painting, sculpture, ceramics, crafts, or photography.~~ ceramics,

drawing and painting, fibers, graphic design, photography, or sculpture.

Rationale: Revision of the program of study reflects changes made in course titles and includes any course deletions.

Effective Term: Fall 2017

Music

Items 1-15 from the Department of Art, Music, and Theatre were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following course:

MUSC 3510 SAVANNAH WINDS

~~0-2-1~~ 0-2-(0-1)

Prerequisite: Audition and permission of instructor

~~Rehearsals and performances of standard literature for symphonic band.~~ Concert band consisting of rehearsals and performances of a wide variety of repertoire. Open to all qualified students.

Rationale: Offering a zero credit option for music ensembles would encourage the participation of students outside the music program who may not need (or can spare) the credit. Students often participate in Armstrong music ensembles without registering for the class, and a zero credit option would provide a better means of measuring student participation. Music students who have met the ensemble degree requirements would also have an option for continued participation.

Course descriptions updated for consistency.

Effective Term: Fall 2017

2. Modify the following course

MUSC 3520 JAZZ ENSEMBLE

~~0-2-1~~0-2-(0-1)

Prerequisite: permission of instructor ~~or department~~

~~Repertoire selected from a variety of jazz periods and styles. Public performances required.~~ Standard jazz ensemble consisting of rehearsals and performance of variety of jazz periods and styles. Open to all qualified students

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

3. Modify the following course:

MUSC 3530 ~~UNIVERSITY SINGERS~~ VOCAL CHAMBER ENSEMBLE

~~0-2-1~~
0-2-(0-1)

Corequisite: MUSC 3540

Repertoire selected from ~~the Renaissance to contemporary~~ vocal chamber literature. ~~including classic literature and vocal jazz. Public performances each term.~~

Membership open to all students by audition.

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

4. Modify the following course:

MUSC 3540 UNIVERSITY CHORALE

~~0-3-1~~0-3-(0-1)

Repertoire selected from standard choral concert literature. ~~Public performances each term.~~

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

5. Modify the following course:

MUSC 3550 CHAMBER ENSEMBLE

~~0-2-1~~0-2-(0-1)

Prerequisite: Permission of instructor or department

~~Open to all qualified students in the performance media of brass, woodwind, strings, keyboard, and percussion.~~ Various combinations of performance groups of varied instrumentation. May include public performances. Open to all qualified students

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

6. Modify the following course

MUSC 3560 WIND ENSEMBLE

~~0-3-1~~0-3-(0-1)

Prerequisite: Audition and permission of instructor or department

~~Repertoire selection from the standard wind ensemble literature. Public performances required.~~ Advanced concert band consisting of rehearsals and performances of a wide variety of repertoire. Open to all qualified students.

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

7. Modify the following course:

MUSC 3570 JAZZ COMBO

0-2-(0-1)~~0-2-1~~

Prerequisite: Permission of instructor or department

~~Repertoire selected from a variety of jazz periods and styles for a small group setting.~~ Small ensemble consisting of rehearsals and performances of jazz music in a variety of styles. Open to all qualified students.

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

8. Modify the following course

MUSC 3580 PERCUSSION ENSEMBLE

0-2-(0-1)~~0-2-1~~

Prerequisite: Permission of instructor or department

~~Repertoire selected from percussion ensemble literature.~~ Percussion chamber ensemble consisting of rehearsals and performances of music written or arranged specifically for percussion instruments. Open to all qualified students.

Rationale: (See rationale from item 1)

Effective Term: Fall 2017

9. Modify the following course

MUSC 4850 SENIOR PROJECT

0-4-2

Prerequisite: MUSC 2810, ~~MUSC 4400~~, and either MUSC 3120 or MUSC 3610. ~~and successful completion of piano proficiency exam~~

~~Corequisite: MUSC 4400~~

Rationale: The piano proficiency exam is being eliminated as a separate entity. It will now be a component of MUSC 2130 Keyboard Harmony III. Music Performance Majors take two semesters of MUSC 4400. They take MUSC 4450 Full Recital and MUSC 4850 Senior Project during the second semester of MUSC 4400. Students who fail to complete MUSC 4850 during that semester need to take the course again. It is not necessary to require MUSC 4400 a third time. Advising should prevent students from taking MUSC 4850 without being enrolled in a second semester of MUSC 4400.

Effective Term: Fall 2017

10. Modify the following course:

MUSC 1230 KEYBOARD HARMONY I

0-2-1

~~Prerequisite: Music major status or permission of instructor or department.~~

Co-requisites: MUSC 1200, MUSC 1210

Rationale: Deleting the “music major status” aligns this course with its co-requisites: MUSC 1200 and MUSC 1210. Since this course is also required for students pursuing a minor in music, the pre-requisite becomes a registration issue.

Effective Term: Fall 2017

11. Modify the following course

MUSC 1000 RECITAL ATTENDANCE

0-1-00-2-0

Rationale: This course officially meets only once a week. The 2 hours of lab are a holdover from an earlier version of the course that met twice weekly.

Effective Term: Fall 2017

12. Modify the following course:

MUSC 2130 Keyboard Harmony III

0-2-1

Prerequisite: MUSC 1500, MUSC 1510, and MUSC 1530; or permission of instructor or department.

Keyboard techniques that reinforce theoretical concepts covered in MUSC 2100, Chromatic Music Theory, and MUSC 2110, Aural Skills III, ~~including those skills needed to fulfill the piano proficiency exam.~~ Passing with a grade of “C” or higher indicates piano proficiency for all music degrees.

Rationale: The piano proficiency exam no longer exists as a separate entity. Language in the course description helps to satisfy accreditation requirements.

Effective Term: Fall 2017

13. Modify the following course

MUSC 3720 MUSIC HISTORY II

3-0-3

Prerequisite: MUSC 1100 and MUSC 1200 and MUSC 1210 and MUSC 1230

History of music in western civilization from classical era to present; ~~influence of world music~~ examination of world music from selected cultures.

Rationale: Emphasis on the study of world music for accreditation purposes.

Effective Term: Fall 2017

14. Create the following course:

MUSC 3590 ORCHESTRA

0-2-(0-1)

Prerequisite: Permission of instructor or department

Rehearsals and performances of standard and contemporary orchestral literature.

Open to all qualified students.

Rationale: Orchestra has been offered as a “special topics” course every semester for over 10 years. It should be a designated ensemble. No new faculty or staff would need to be hired for this course.

Effective Term: Fall 2017

CURCAT

Major Department: Art, Music, & Theatre

Can Course be repeated for additional credit? Yes

Maximum Number of Credit Hours? 8

Grading Mode: Normal

Instruction Type: Lab

Course Equivalent: None

15. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS WITH A MAJOR IN MUSIC

Track 1: Liberal Arts ~~Option~~

E. ~~Major Field Exit Exam~~ ~~General Education Exit Exam, Piano Proficiency Exam~~

Track II Performance/~~Composition Options~~

C. ~~Performance~~ Concentration Electives

28 hours

Select one of the following ~~track~~ performance concentration options:

Keyboard Performance

MUSC 4400 (2 semesters) Applied Music

MUSC 4450 Full Recital

MUSC 4850 Senior Project

MUSC 2580 Keyboard Accompanying

MUSC 4200 Piano Literature I

MUSC 4210 Piano Literature II
 MUSC 4250 Keyboard Pedagogy
 12 hours of music electives

Vocal Performance

MUSC 4400 (2 semesters) Applied Music
 MUSC 4450 Full Recital
 MUSC 4850 Senior Project
 MUSC 2171 Lyric Diction I
 MUSC 2172 Lyric Diction II
 Foreign Language 1002
 Foreign Language 2001
 MUSC 4270 Vocal pedagogy
 8 hours of music electives, with at least three hours at 3000 level or above.

Instrumental Performance

MUSC 4160 Instrumental Pedagogy and Repertoire
 MUSC 4350 Band Repertoire and Advanced Instrumental Conducting
 MUSC 4400 (2 semesters) Applied Music
 MUSC 4450 Full Recital
 MUSC 4850 Senior Project
 One course appropriate to major instrument selected from:
 MUSC 2360 Brass Methods
 MUSC 2370 Woodwind Methods
 MUSC 2380 Percussion Methods
 MUSC 2390 String Methods
 8 hours of elective ensembles from the following ~~list~~:
 MUSC 3550, 3510, 3520, 3530, 3540, 3570, 3580, **3590**, 4890 or other
 approved ensembles.
 6 hours of music electives.

Composition

~~MUSC 2270 Class Voice~~
~~MUSC 2360 Brass Methods~~
~~MUSC 2370 Woodwind Methods~~
~~MUSC 2380 Percussion Methods~~
~~MUSC 2390 String Methods~~
~~MUSC 4110 (8 semester hours) Composition~~
~~MUSC 4460 Composition Portfolio~~
~~13 hours of music electives, with at least three hours at the 3000 level or above.~~

Total Semester Hours

124 hours

~~DE. General Education Exit Exam, Piano Proficiency Exam, Major Field Exit Exam, Half Recital, and Full Recital (Performance Tracks only)~~

Track III Composition

A. General Requirements Core Areas A, B, C, D.I, and E

42 hours

Core Area F 18 hours

MUSC 1200 Foundations of Music Theory
 MUSC 1210 Aural Skills I
 MUSC 1230 Keyboard Harmony I
 MUSC 1400 (2 semesters) Applied Music
 MUSC 1500 Diatonic Music Theory
 MUSC 1510 Aural Skills II
 MUSC 1530 Keyboard Harmony II
 MUSC 2100 Chromatic Harmony
 MUSC 2110 Aural Skills III

Physical Education

3 hours

First-Year Seminar

1 hour

B. Major Field Courses

32 hours

MUSC 1000 Recital Attendance (7 semesters)
 MUSC 2130 Keyboard Harmony III
 MUSC 2400 (2 semesters) Applied Music
 MUSC 2810 Conducting
 MUSC 3120 Form & Analysis
 MUSC 3400 Applied Music (2 semesters)
 MUSC 3450 Half Recital
 MUSC 3540 (8 semesters) University Chorale or MUSC 3560 (8 semesters) Wind Ensemble
 MUSC 3710 Music History I
 MUSC 3720 Music History II
 MUSC 3610 Orchestration & Arranging
 MUSC 4120 Counterpoint
 MUSC 5430U Technology in Music

C. Composition Concentration Electives

28 hours

MUSC 2270 Class Voice
 MUSC 2360 Brass Methods
 MUSC 2370 Woodwind Methods
 MUSC 2380 Percussion Methods
 MUSC 2390 String Methods
 MUSC 4110 (8 semester hours) Composition
 MUSC 4460 Composition Portfolio
 13 hours of music electives, with at least three hours at the 3000 level or above.

Total Semester Hours

124 hours

D Major Field Exit Exam

Rationale: Our music accreditation reviewers informed us that there needed to be a clearer distinction between the Liberal Arts and the Performance/ Composition Options in the BA in Music degree. Separating each into tracks was deemed appropriate. The degree now has three tracks: Liberal Arts, Performance, and Composition.

Effective Term: Fall 2017

- B. Criminal Justice, Social, and Political Science (no items)
- C. Economics (no items)
- D. Gender Studies (no items)

E. History

Item 1-7 from the Department of History was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

- 1. Proposal for Physical Geography 1111 to be included in Area D.I.3 (see Attachment 1)**
(Note: Creation of this course was already approved by UCC 11/2/2016)

GEOG 1111 INTRODUCTION TO PHYSICAL GEOGRAPHY 3-0-3

Description: A survey of physical geography. Topics include earth-sun relationships, weather, climate and climate classification, soils, bio-geography, vegetation, and landforms with emphasis on global patterns of distribution.

Effective Term: Fall 2017

CURCAT:

Major Department: HIST

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Rationale: Geography recently created a new lower-level Introduction to Physical Geography course (GEOG 1111) because we have expanded our Geography faculty to include a person who has the expertise to teach the subject matter. The course was previously a 3000-level course, which was not appropriate for the introductory-level material. Equivalent Introductory Physical Geography courses in other parts of the University System of Georgia count as part of the Area D Core (see for example the University of Georgia and University of West Georgia). We have modeled the numbering of our new course after the University of Georgia. Physical Geography is by nature a science course that will meet the SLO for Area D. There is also a precedent for a course that fulfills Area D to reside outside the College of Science and Technology. Currently, Geology 2010 falls under the discipline of Geography, which is housed in the College of Liberal Arts. Geology fulfills part of the Area D core requirement.

Area D SLO:

Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted and students will accurately evaluate data in scientific reasoning problems.

Physical Geography SLOs:

- Students will be able to define the basic terminology related to Earth's physical features.
- Students will be able to describe the spatial patterns of Earth's physical environment, including Earth's atmosphere, water, land, and living systems.
- Students will be able to identify and analyze the physical processes that shape specific physical features on Earth's surface.
- Students will be able to demonstrate the environmental processes through interactive classroom exercises.
- Students will be able to explain how human activities impact and interact with the natural systems.

F. Languages, Literature, & Philosophy (no items)

G. Liberal Studies (no items)

H. Honors Program (no items)

I. Interdisciplinary Programs

Items 1-15 from the College of Liberal Arts were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

European Studies Program

1. Modify the following course:

EURO 2000 ~~Introduction to the~~ EUROPEAN UNION

3-0-3

Prerequisite: ENGL 1101 and either HIST 1111 or HIST 1112

An interdisciplinary course (history, culture, political science, and economics) that ~~treats~~ focuses on the creation and functioning of the European Union in the context of Modern European history and ~~the~~ its significance ~~impact~~ of the EU experiment ~~for~~ on the United States and the rest of the world.

Rationale: The description reflects what is taught in the course.

Effective Term: Fall 2017

2. Modify the following course:

EURO 4130 EU LAW AND LEGAL SYSTEMS

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

3. Modify the following course:

EURO 4160 FEDERALISM AND MULTILEVEL GOVERNANCE IN THE EU

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

4. Modify the following course:

EURO 4230 DOING BUSINESS IN THE EU

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

5. Modify the following course:

EURO 4260 EUROPEAN MONETARY UNION

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

~~A~~An examination of the history and evolution of European Economic and Monetary Union and its impact on the United States and the global economy.

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

6. Modify the following course:

EURO 4330 EU SCIENCE AND TECHNOLOGY POLICY

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

7. Modify the following course:

EURO 4430 EU ENVIRONMENTAL POLICY

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

8. Modify the following course:

EURO 4530 EUROPEAN SOCIAL POLICY

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

9. Modify the following course:

EURO 4630 COMMUNICATIONS AND MEDIA

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

10. Modify the following course:

EURO 4730 EU FOREIGN POLICY

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

11. Modify the following course:

EURO 4760 US-EU RELATIONS

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

12. Modify the following course:

EURO 4830 EU Studies Capstone Course

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100 ~~EURO 2000~~

Rationale: better reflects what other universities in the European Union Studies Program of the University System of Georgia are doing.

Effective Term: Fall 2017

13. Create the following course:

EURO 3234 Introduction to the European Union

3-0-3

Prerequisite: HIST 1111 or HIST 1112 or POLS 1150 or POLS 2100

Description: An introduction to the history, institutions, and policies of the European Union. The course also examines the role of the EU as a global actor, including its relations with the United States.

Rationale: EURO 3234 is an online course offered by the European Union Studies Program of the University System of Georgia. For ASU to participate in the program, common course numbers and descriptions are required in order to use the Ingress course registration system for collaborative online courses used by GoVIEW.

Effective Term: Fall 2017

CURCAT:

Major Department: College of Liberal Arts

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: Lecture

14. Modify the following minor:

European Union Studies Minor

European Union Studies

15 hours

EURO 2000 ~~Introduction to the European Union~~ or EURO 3234

Nine hours from a multidisciplinary menu that includes the following campus (with at least a 25% EU component) as well as online courses: BIOL 3100, ECON 3100, ECON 3200, ECON 3450, HIST 3330, HIST 3360, HIST 3390, HIST 3485, HIST 3495, HIST 3670, HIST 4831, POLS 3340, EURO 3990, EURO 4130, EURO 4160, EURO 4230, EURO 4260, EURO 4330, EURO 4430, EURO 4530, EURO 4630, EURO 4730, EURO 4760

Capstone seminar: EURO 4500 or EURO 4830

Rationale: offers a new online option for the required course

Effective Term: Fall 2017

15. Modify the Certificate in European Union Studies

Undergraduate Certificate in European Union Studies

~~18~~ **15** hours

Note: ~~students must maintain a~~ **A** 3.0 ~~cumulative~~ GPA **in certificate courses is required. upon graduation.**

EURO 2000 or EURO 3234 ~~Introduction to the European Union~~

~~Nine hours~~~~Four courses~~ from a multidisciplinary menu that includes the following campus (with at least a 25% EU component) as well as online courses (**at least one course in two different discipline areas**): BIOL 3100, ECON 3100, ECON 3200, ECON 3450, HIST 3330, HIST 3360, HIST 3390, HIST 3485, HIST 3670, HIST 3495, HIST 4831, POLS 3340, EURO 3990, EURO 4130, EURO 4160, EURO 4230, EURO 4260, EURO 4330, EURO 4430, EURO 4530, EURO 4630, EURO 4730, EURO 4760

Capstone seminar: EURO 4500 or EURO 4830

~~Practicum experience. The required practicum experience can be fulfilled by a study abroad course or a hands-on internship. The practicum experience must be approved by the program's campus representative.~~

Areas of distinction. The certificate also highlights special achievements by providing a notation of "distinction" in ~~three~~**two** areas:

- Foreign language proficiency (6 semester hours at or above the 2000 level)
- Composition of a thesis
- **Practicum experience (a study abroad course or a hands-on-internship)**

Rationale: The changes bring the certificate in line with changes approved by the European Union Studies Program of the University System of Georgia.

Effective Term: Fall 2017

IV. College of Science and Technology

1. **For information only:** GEOG 1111 and Area D proposal from COLA

The CCC discussed the proposal from COLA to teach GEOG 1111 in area D. The committee voted in favor of this proposal; however, there were some concerns and it was not a unanimous vote.

A. Biology

Items 1-3 from the Department of Biology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following course:

BIOL 3600 ~~SALT MARSH~~BARRIER ISLAND ECOLOGY

~~3-3-43-0-3~~

Prerequisite: ~~BIOL 2020~~BIOL 1108/BIOL 1108L or BIOL1108H (minimum grade of C)

Covers the abiotic and biotic ~~environment, faeto~~flora, and fauna of coastal ~~salt marshes~~barrier island habitats– with a focus on Georgia's barrier islands. Topics may ~~cover algal blooms, plant dormancy~~include geological history, coastal processes, and ecological communities of barrier island habitats. Current threats and current and

future coastal management techniques will be discussed, ~~marsh die-off, contaminant and pollution impacts, habitat loss, and marsh conservation.~~

Rationale: The change to the course title and course description will better reflect the background and expertise of current faculty. The modified course will expand the discussion of salt marshes to include additional habitats of Georgia's barrier islands and coastal ecosystems. Barrier Island Ecology was taught as a BIOL 4970 Special Topics course in Spring 2015 and received positive feedback from students. The students enrolled in the course included a mixture of General Biology, Marine Biology, and Cell and Molecular Biology track majors, as well as several Middle Grades Education majors, suggesting that this course would appeal to a variety of students with an interest in coastal ecology. The removal of the laboratory associated with the course allows for a more extensive end of semester field trip to a barrier island that includes all habitats covered in class rather than multiple field site visits with restricted time allotment to individual habitats during weekly laboratory times. A round trip to uninhabited barrier islands with large, undisturbed habitats within the region require at least 2.5 to 3 hours travel time and would not be possible in a 3 hour timeframe. Finally, reducing the prerequisite from BIOL 2020 to BIOL 1108/BIOL 1108L will better reflect the content of the course, which includes discussion of both the flora and fauna of barrier islands, while making the course available to a larger pool of students.

Effective Term: Fall 2017

CURCAT

Major Department: Biology

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 43

Grading Mode: Normal

Instruction Type: Lecture and laboratory

Course Equivalent: None

2. Modify the following course:

BIOL 3470 MARINE POLLUTION ENVIRONMENTAL RESTORATION 3-0-3

Prerequisite: CHEM1212/1212L (minimum grade of C) and either BIOL 1108 (minimum grade of C) or BIOL 1108H (minimum grade of C)

Examines the identity, sources, and consequences of the major chemical, physical, and biological pollutants that impact marine environments. Also covers current federal and Georgia environmental laws and regulations, ~~coastal ecological concepts, and as well as the~~ techniques used for remediation of environmental degradation.

Rationale: Changes to the course title and description will better align the focus of the course with current faculty expertise. This will also increase the interdisciplinary nature of the course by retaining topics such as environmental policy, ecological principles, and restoration, while incorporating related topics in chemistry, organismal biology, and human health. Marine Pollution as described in the modification above was offered as a BIOL 4970 Special Topics course in summer 2016. It received strong positive feedback from the enrolled students, which consisted

of a mix of marine biology and general track biology majors, plus one business economics major. The student makeup of the summer course indicates that the modified version of this course will appeal to the wide range of students that are interested in marine biology and/or general environmental issues. Finally, including the requirement that students enrolling in the course obtain a minimum grade of C in CHEM 1212/1212L will ensure that all students have the necessary foundation in chemistry to discuss the composition of chemical pollutants.

Effective Term: Fall 2017

3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

Track I: General Biology

B. Major Field Courses

31-38 hours

Required Courses (14 hours)

BIOL 2020 Plant Biology
BIOL 3000 Cell Biology
BIOL 3050 General Ecology
BIOL 3700 Genetics

Elective Courses (17-24 hours)

Choose one of the following:

BIOL 3110 Sensory Physiology
BIOL 4120 Reproductive Biology
BIOL 4150 Plant Physiology
BIOL 4200 Mammalian Physiology
BIOL 4210 Comparative Physiology

Choose one of the following:

BIOL 3240 Invasive Species
BIOL 3250 Limnology
BIOL 3470 ~~Marine Pollution~~ ~~Environmental Restoration~~
BIOL 3600 ~~Salt Marsh~~ ~~Barrier Island~~ Ecology
BIOL 4240 Behavioral Ecology
BIOL 4320 Environmental Microbiology
BIOL 4750 Tropical Field Biology

Choose two of the following:

BIOL 3030 Evolution
BIOL 3520 Medical Microbiology
BIOL 4000 Cancer Biology
BIOL 4100 Cell and Molecular Biology Laboratory
BIOL 4220 Endocrinology
BIOL 4230 Neurophysiology and Disease
BIOL 4310 Applied Microbiology
BIOL 4400 Virology
BIOL 4500 Bioinformatics and Biotechnology

BIOL 4510 Molecular Development
 BIOL 4520 Epigenetics
 BIOL 4650 Immunology
 Choose two of the following:
 BIOL 3020 Vertebrate Zoology
 BIOL 3040 Herpetology
 BIOL 3150 Horticulture
 BIOL 3200 Plant Taxonomy
 BIOL 3300 Entomology
 BIOL 3310 Invertebrate Zoology
 BIOL 3750 Natural History of Vertebrate Animals
 BIOL 3770 Comparative Vertebrate Anatomy
 BIOL 3800 Mycology
 BIOL 3920 Parasitology
 BIOL 3950 Human Embryology
 BIOL 4460 Phycology
 BIOL 4470 Sea Turtle Biology
 BIOL 4550 Biology of Marine Organisms
 BIOL 4600 Ichthyology

Track II: Marine Biology

B. Major Field Courses

31-34 hours

Required Courses (18 hours)

BIOL 2020 Plant Biology
 BIOL 3000 Cell Biology
 BIOL 3050 General Ecology
 BIOL 3700 Genetics
 BIOL 4550 Biology of Marine Organisms

Elective Courses (13-16 hours)

Choose one of the following:

BIOL 3110 Sensory Physiology
 BIOL 4120 Reproductive Biology
 BIOL 4150 Plant Physiology
 BIOL 4200 Mammalian Physiology
 BIOL 4210 Comparative Physiology

Choose one of the following:

BIOL 3020 Vertebrate Zoology
 BIOL 3310 Invertebrate Zoology
 BIOL 3750 Natural History of Vertebrate Animals
 BIOL 3770 Comparative Vertebrate Anatomy

Choose two of the following:

BIOL 3030 Evolution
 BIOL 3040 Herpetology
 BIOL 3200 Plant Taxonomy
 BIOL 3240 Invasive Species
 BIOL 3250 Limnology

BIOL 3470 Marine Pollution
 BIOL 3600 Barrier Island Ecology
 BIOL 4240 Behavioral Ecology
 BIOL 4320 Environmental Microbiology
 BIOL 4460 Phycology
 BIOL 4470 Sea Turtle Biology
 BIOL 4600 Ichthyology
 BIOL 4750 Tropical Field Biology

Effective Term: Fall 2017

B. Chemistry and Physics (no items)

C. Computer Science and Information Technology

Items 1-6 from the Department of Computer Science and Information Technology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following course:

ITEC 2010 INTRODUCTION TO CYBER SECURITY

3-0-3

Prerequisite: ~~CSCI 1150~~ None

Rationale: This course is intended as an introduction to Cyber Security for non-Cyber Security students. Students taking this course will not need a background in the material covered in CSCI 1150, and in order for this course to be placed in the core, it should not have a prerequisite.

Effective Term: Fall 2017

2. Modify the following course:

CSCI 2070 INTRODUCTION TO COMPUTER ETHICS AND CYBER SECURITY

Prerequisite: ENGL 1102 and either ~~CSCI 1302~~ CSCI 1301 or ITEC 1310

Rationale: This course is the prerequisite to the courses that comprise the core of the Associate of Science, Cyber Security Track; the Undergraduate Certificate in Cyber Security; the Interdisciplinary Minor in Cyber Security; and the new Cyber Security Track in the Bachelor of Information Technology degree. ITEC 1310 is the direct prerequisite for CSCI 2070 in the BIT degree program. CSCI 1301 is the first programming course required in the Computer Science degree. Having CSCI 1302 as the prerequisite for CSCI 2070 places an extra course in the way of Computer Science majors taking CSCI 2070. It is also an extra barrier to students not majoring in IT or Computer Science that want to enroll in the program for the AS Cyber Security Track, the Undergraduate Certificate in Cyber Security, or the Interdisciplinary Minor

in Cyber Security. Consequently, CSCI 1301 should replace CSCI 1302 as one of the possible prerequisites for CSCI 2070.

Effective Term: Fall 2017

3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF ASSOCIATE OF SCIENCE

Cyber Security Track

B. Additional Requirements 18 hours

MATH 1111 College Algebra (if not taken in Core Area A)

One class selected from:

ITEC 1310 Programming for IT

CSCI 1301 Introduction to Programming Principles

CSCI 2070 Introduction to Computer Ethics and Cyber Security

ITEC 3700 Cyber Security I

ITEC 4200 Cyber Security II, Network Security

ITEC 4300 Cyber Security III, Ethical Hacking

If MATH 1111 was taken in Core A, then select one of the following:

MATH 1113 Pre-Calculus Mathematics

CSCI 1150 Fundamentals of the Internet and the World Wide Web (if not taken in Area D)

ITEC 2010 Introduction to Cyber Security

Rationale: Students earning the AS Cyber Security Track would benefit from the option of taking ITEC 2010 instead of CSCI 1150, as ITEC 2010 will give them introductory material that will help prepare them for the more rigorous junior and senior level Cyber Security courses. ITEC 2010 is also in the program of study for both tracks in the BIT degree. This change will provide students with more flexibility regarding their initial programming course.

Effective Term: Fall 2017

4. Modify the following program of study:

Undergraduate Certificate in Cyber Security 18 hours

One course selected from:

CSCI 1150 Fundamentals of the Internet and the World Wide Web

ITEC 2010 Introduction to Cyber Security

One course selected from:

CSCI 1301 Introduction to Programming Principles

ITEC 1310 Programming for IT

CSCI 2070 Introduction to Computer Ethics and Cyber Security

ITEC 3700 Cyber Security I
 ITEC 4200 Cyber Security II, Network Security
 ITEC 4300 Cyber Security III, Ethical Hacking

Rationale: students earning the Undergraduate Certificate in Cyber Security would benefit from the option of taking ITEC 2010 instead of CSCI 1150, as ITEC 2010 will give them introductory material that will help prepare them for the more rigorous junior and senior level Cyber Security courses. In addition, as proposed in this set of changes, with ITEC 2010 not requiring a prerequisite, there will be one less barrier to completion for those students who are only earning the undergraduate certificate.

Effective Term: Fall 2017

5. Modify the following minor:

Cyber Security Minor

Cyber Security 18 hours

CSCI 2070, ITEC 3700, ITEC 4200, ITEC 4300

One course selected from: ITEC 1310, CSCI 1301

One course selected from: CRJU 5003U, CRJU 5010U

Rationale: when proposing this change, we were working off of the 2015-16 Undergraduate Catalog, not changes made and now published into the online 2016-17 Undergraduate Catalog. Upon further review of the new online catalog, CRJU 5003U (Cyber Forensics) is listed as both a mandatory course *and* an optional course. The change listed above corrects this situation.

[Editor's note: The minor had been transcribed to the online catalog incorrectly and has been corrected to match what was passed at the 12/2/2016 UCC meeting (and what was submitted to the catalog company).]

Effective Term: Fall 2017

6. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF INFORMATION TECHNOLOGY

Track 2: Cyber Security Track

Area F 18 hours

CSCI 1150 Fundamentals of the Internet and World Wide Web

CSCI 1301 Introduction to Programming Principles

CSCI 1302 Advanced Programming Principles

ITEC 1310 Programming for Information Technology

One class selected from:

ITEC 2000 Introduction to App Development

ITEC 2010 Introduction to Cyber Security

And one of the following:

MATH 1161 Calculus I

MATH 1950 Applied Math for Non-Science Majors

MATH 2200 Elementary Statistics

CSCI 2625 Discrete Structures in Computer Science

Rationale: The change to the Cyber Security Track is to make the degree program more flexible so that students who start in the Information Technology Track and then switch to the Cyber Security Track will receive credit for ITEC 2010 if they took it in the Information Technology Track.

Effective Term: Fall 2017

Items 7-8 from the Department of Computer Science and Information Technology were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked **"For Information Only"** for the report to the Senate.

7. Create the following course:

CSCI 5710U/G Applied Cryptography

3-0-3

Undergraduate Prerequisite: CSCI 2625

Graduate Prerequisite: permission of instructor

Investigation of classical goals of cryptography such as data privacy, authenticity and integrity. Topics include pseudorandom functions and permutations, block ciphers, symmetric encryption schemes, security of symmetric encryption schemes, hash functions, message authentication codes (MACs), security of MACs, PKI, public-key (asymmetric) encryption, digital signatures, security of asymmetric encryption and digital signature schemes, secret sharing, and threshold cryptography.

Rationale: The changes are required to fulfill our Cyber Security track in Master of Computer Science and Information Science program requirements. Graduate students will complete an extra project as part of this course.

Effective Term: Fall 2017

CURCAT

Major Department: Computer Science and Information Technology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

8. Create the following course:**CSCI 5380U/G Software Security and Secure Coding****3-0-3**

Undergraduate Prerequisite: CSCI 1302

Graduate Prerequisite: permission of instructor

This course covers methodological framework for identifying common programming errors that result in software vulnerabilities, understanding how these errors are exploited by attackers, and how to implement solutions in a secure fashion. Topics include concurrency and vulnerabilities that result from deadlock, race conditions, invalid memory access sequences, and vulnerabilities associated with file I/O and time of use (TOCTOU).

Rationale: This course is required to fulfill our Cyber Security of Master of Computer Science and Information Science program requirements. Graduate students will complete an extra project as part of this course.

Effective Term: Fall 2017**CURCAT****Major Department: Computer Science and Information Technology****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None**

D. Engineering Studies (no items)

E. Mathematics (no items)

F. Psychology

Items 1-18 from the Department of Psychology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Delete the following course:~~**PSYC 1200 DRUGS AND BEHAVIOR**~~~~**3-0-3**~~

Rationale: This course is deleted so that it can be recreated as an upper division undergraduate course (see PSYC 3095) and serve the role of a required course in the proposed neuroscience track.

Effective Term: Fall 2017

2. The department requests a blanket change removing all instances of PSYC 1200.

3. Create the following course:

PSYC 3095 DRUGS AND BEHAVIOR.

3-0-3

Prerequisite: PSYC 3090

An advanced exploration of the various factors involved in drug effects and abuse. Focus on laboratory methodology (with humans and non-humans) to examine drugs of abuse and some pharmacological treatments for neurological and psychiatric disorders.

Rationale: This course is being created as an upgraded version of PSYC 1200 Drugs and Behavior and serves the role of a required major course in the proposed neuroscience track in the PSYC BS degree.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. Modify the following course:

PSYC 2950 LIFESPAN DEVELOPMENTAL PSYCHOLOGY

3-0-3

Prerequisite: PSYC 1101

Examination of basic principles of human psychological development from conception through old age as these relate to biological, cognitive, and social development. ~~Not designed for psychology majors.~~

Rationale: PSYC 2950 is included in the updated Area F of the BS and BA programs of study and serves as a prerequisite for PSYC 3050 Child Psychology.

Effective Term: Fall 2017

5. Delete the following course:

~~**PSYC 3020 PSYCHOLOGICAL TESTING**~~

~~**3-0-3**~~

Rationale: This course is deleted so that it can be renumbered (See PSYC 3295) to a number larger than its prerequisite (PSYC 3280).

Effective Term: Fall 2017

6. Create the following course:

PSYC 3295 PSYCHOLOGICAL TESTING

3-0-3

Prerequisite: PSYC 2200 and PSYC 3280

Individual and group tests in psychological, educational, and clinical settings. Focus on the theoretical and statistical principles that underlie psychological and educational measurement and standardized psychological instruments, and ethical issues in psychological testing.

Rationale: The course is renumbered from PSYC 3020 so that it is a larger number than its prerequisite (i.e., PSYC 3280). The new prerequisites ensure students are prepared for the content and critical thinking expectations.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 3020

7. The department requests a blanket change where all instances of PSYC 3020 are replaced with PSYC 3295.

8. Modify the following course:

PSYC 3030 ~~EXPERIMENTAL~~ SOCIAL PSYCHOLOGY

3-0-3

Rationale: The qualifier 'experimental' is unneeded and may be problematic for students who transfer away from Armstrong.

Effective Term: Fall 2017

9. Modify the following course:

PSYC 3050 CHILD ~~PSYCHOLOGY~~ DEVELOPMENT

3-0-3

Prerequisite: ~~PSYC 2200 and PSYC 1101~~ **PSYC 2200 and PSYC 2950**

Examination of psychological theories, research, and application of psychology of the child from conception through adolescence. Surveys recent literature within the areas of ~~perpetual~~ **perceptual**, biological, cognitive, and social/emotional development.

Rationale: PSYC 3050 will serve the role of an advanced course in our restructured programs of study and the added prerequisites will ensure students are prepared for the content and critical thinking expectations. Also, a typo is corrected.

Effective Term: Fall 2017

10. Modify the following course:**PSYC 3080 EVOLUTIONARY PSYCHOLOGY****3-0-3**

Prerequisite: PSYC 1101 ~~and or PSYC 1101H~~ either BIOL 1103 or BIOL 1107/1107L ~~or BIOL 1107H/BIOL 1107A, and BIOL 1108 or BIOL 1108H~~

Rationale: The changes in prerequisites are intended to streamline course eligibility and update them to include BIOL 1103 which will enable more of our BA students to take PSYC 3080.

Effective Term: Fall 2017

11. Modify the following course:**PSYC 3090 PHYSIOLOGICAL PSYCHOLOGY****3-0-3**

Prerequisite: PSYC 1101, ~~and either~~ BIOL 1103 or BIOL 1107/1107L ~~and BIOL 1108 each~~ with a grade of C or better

Rationale: Including BIOL 1103 will make PSYC 3090 more accessible to our BA students who are not required to take BIOL 1107. BIOL 1108 is not essential for success in PSYC 3090, and, therefore, deleted as a prerequisite.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

12. Delete the following course:~~**PSYC 3160 CLINICAL PSYCHOLOGY**~~~~**3-0-3**~~

Rationale: This course is deleted so that it can be renumbered (see PSYC 3290) to a number larger than its prerequisite (i.e., PSYC 3280).

Effective Term: Fall 2017

13. Create the following course:**PSYC 3290 CLINICAL PSYCHOLOGY****3-0-3**

Prerequisite: PSYC 2200 and PSYC 3280

Application of psychological theories to the understanding and treatment of behavioral problems and disorders, including the history of clinical psychology, educational and training requirements, and specialized areas of practice.

Rationale: This course is renumbered from PSYC 3160 so that the course number is larger than its prerequisite course number (i.e., PSYC 3280). The new prerequisites ensure students are prepared for the content and critical thinking expectations.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 3160

14. The department requests a blanket change where all instances of PSYC 3160 are replaced with PSYC 3290.

15. Modify the following course:

PSYC 3190 COMPARATIVE PSYCHOLOGY

3-0-3

Prerequisite: PSYC 1101 ~~or PSYC 1101H~~

Adaptations and behaviors with which living organisms cope with their environments viewed from mechanistic, ~~eognitive~~cognitive, developmental, and evolutionary perspectives.

Rationale: Typo corrected and superfluous prerequisite deleted.

Effective Term: Fall 2017

16. Modify the following course:

PSYC 3200 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3-0-3

Prerequisite: ~~PSYC 2200 and PSYC 1101~~3030

Rationale: PSYC 3200 will serve the role of an advanced course in our restructured programs of study and the added prerequisites will ensure students are prepared for the content and critical thinking expectations.

Effective Term: Fall 2017

17. Modify the following course:**PSYC 3280 ABNORMAL PSYCHOLOGY****3-0-3**

Prerequisite: PSYC 1101

Classification, etiology, ~~Etiology, prevention~~, and treatment of psychological disorders, along with theoretical perspectives and socio-cultural views of abnormal behavior.

Rationale: Prevention of psychological disorders is not addressed in PSYC 3280, and, therefore, it is removed from the course description.

Effective Term: Fall 2017**18. Modify the following course:****PSYC 5100U WOMEN AND MENTAL HEALTH****3-0-3**Undergraduate Prerequisite: PSYC 1101 ~~or PSYC 1101H~~

Rationale: It is unnecessary to include PSYC 1101H as a prerequisite. PSYC 5100G is not being modified.

Effective Term: Fall 2017

Items 19-21 from the Department of Psychology were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked "For Information Only" for the report to the Senate.

19. Delete the following course:~~**PSYC 5150U/G CONFLICT RESOLUTION**~~~~**3-0-3**~~

Rationale: This course is deleted from the undergraduate curriculum as a part of program prioritization decisions. A graduate level version of the course (i.e., PSYC 6150) is being created to serve the MAPCL program.

Effective Term: Fall 2017**20. The department requests a blanket change removing all instances of PSYC 5150U.****21. Delete the following course:**~~**PSYC 5300U/G LEADERSHIP AND GROUP DYNAMICS**~~~~**3-0-3**~~

Rationale: This course is being deleted to allow the psychology department to offer it as an undergraduate-level only course (i.e., PSYC 3300) and a graduate-level only

course (i.e., PSYC 6300). A graduate level version of the course is being created to continue to serve the MAPCL program.

Effective Term: Fall 2017

Items 22-46 from the Department of Psychology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

22. Create the following course:

PSYC 3300 LEADERSHIP AND GROUP DYNAMICS

3-0-3

Prerequisite: PSYC 1101

Exploration of the social psychological approach to leadership development and the role of the leader in influencing group dynamics. Emphasis on the application of research findings in social psychology to the development of leadership skills.

Rationale: This course number is being created to allow psychology to teach it as an undergraduate student only course. It will also be taught to graduate students as a graduate only course (see PSYC 6300).

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 5300U

23. The department requests a blanket change removing all instances of PSYC 5300U and replacing it with PSYC 3300.

24. Create the following course:

PSYC 3410 LEARNING AND BEHAVIOR I

3-0-3

Prerequisite: PSYC 1101

Advanced examination of classical and operant conditioning, with an introduction of basic and applied research. Includes concepts and principles of behavior analysis, measurement, including data analysis, research design and fundamental elements of behavior change with ethical professional conduct.

Rationale: This course is being created as an equivalent course to PSYC 3400 that will eventually replace it. PSYC 3400, 5060, 5061, and 5062 constitute an approved course sequence by the Behavior Analysis Certification Board (BACB) that, when completed, enables students to take the Board Certified Assistant Behavior Analyst Exam. We must submit Armstrong approved courses for the board to review and

accept. Once the BACB accepts PSYC 3410, PSYC 3420, PSYC 3430, and 3440 as replacements for PSYC 3400, PSYC 5060, PSYC 5061, and PSYC 5062, we will offer the former set of courses to students and cease offering the latter set - eventually deleting the latter set from the catalog.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 3400

25. Create the following course:

PSYC 3420 PRINCIPLES OF BEHAVIOR CHANGE

3-0-3

Prerequisite: PSYC 3400

Basic principles of behavior analysis, the definition and characteristics of applied behavior analysis, measurement, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining, extinction, differential reinforcement, and antecedent interventions.

Rationale: This course is being created as an equivalent course to PSYC 5060U that will eventually replace it. PSYC 3400, 5060, 5061, and 5062 constitute an approved course sequence by the Behavior Analysis Certification Board (BACB) that, when completed, enables students to take the Board Certified Assistant Behavior Analyst Exam. We must submit Armstrong approved courses for the board to review and accept. Once the BACB accepts PSYC 3410, PSYC 3420, PSYC 3430, and 3440 as replacements for PSYC 3400, PSYC 5060, PSYC 5061, and PSYC 5062, we will offer the former set of courses to students and cease offering the latter set - eventually deleting the latter set from the catalog.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 5060U

26. Create the following course:**PSYC 3430 BEHAVIOR ASSESSMENT****3-0-3**

Prerequisite: PSYC 3420 or 5060U

Measurement of behavior, displaying and interpreting behavioral data, experimental evaluation of interventions, selecting intervention outcomes and strategies, behavioral assessment, and ethical considerations. Includes selecting and defining target behaviors, examination of single-subject experimental designs, planning and evaluating behavior analysis research, and functional behavior assessment.

Rationale: This course is being created as an equivalent course to PSYC 5061U that will eventually replace it. PSYC 3400, 5060, 5061, and 5062 constitute an approved course sequence by the Behavior Analysis Certification Board (BACB) that, when completed, enables students to take the Board Certified Assistant Behavior Analyst Exam. We must submit Armstrong approved courses for the board to review and accept. Once the BACB accepts PSYC 3410, PSYC 3420, and PSYC 3430 as replacements for PSYC 5060, PSYC 5061, and PSYC 5062, we will offer the former set of courses to students and cease offering the latter set - eventually deleting the latter set from the catalog.

Effective Term: Fall 2017**CURCAT:****Major Department: Psychology****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: PSYC 5061U****27. Create the following course:****PSYC 3440 BEHAVIOR CHANGE TECHNIQUES****3-0-3**

Prerequisite or co-requisite: PSYC 3430 or 5061U

Seminar course in which students design, implement, and evaluate behavior change programs to practice selection of intervention outcomes and strategies, behavioral measurement and assessment, and use behavior change procedures and systems support consistent with professional ethical standards.

Rationale: This course is being created as an equivalent course to PSYC 5062U that will eventually replace it. PSYC 3400, 5060, 5061, and 5062 constitute an approved course sequence by the Behavior Analysis Certification Board (BACB) that, when completed, enables students to take the Board Certified Assistant Behavior Analyst Exam. We must submit Armstrong approved courses for the board to review and accept. Once the BACB accepts PSYC 3410, PSYC 3420, and PSYC 3430 as replacements for PSYC 5060, PSYC 5061, and PSYC 5062, we will offer the former set of courses to students and cease offering the latter set - eventually deleting the latter set from the catalog.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PSYC 5062U

28. Modify the following course:

PSYC 3500 COGNITIVE ~~PSYCHOLOGY~~NEUROSCIENCE I 3-0-3

Prerequisite: PSYC 1101

~~Examines the neural basis of cognition with an emphasis on the nervous system, attention, sensation and perception, and methodology, including principles and applications derived from basic research. Issues related to the various models of human information processing with an emphasis on perceptual and linguistic development, including principles and applications derived from basic research.~~

Rationale: This course name and description is modified to reflect the neurological basis of cognitive psychology. The topics are being split into two sections in order to adequately cover all topics. It will be a required course in the updated PSYC BS degree.

Effective Term: Fall 2017

29. The department requests a blanket change updating all instances of PSYC 3500.

30. Create the following course:

PSYC 3510 COGNITIVE NEUROSCIENCE II 3-0-3

Prerequisite: PSYC 3500

A continuation of Cognitive Neuroscience I. This course examines the neural basis of cognition with an emphasis on learning and memory, emotion, language, and control processes, including principles and applications derived from basic research.

Rationale: This course is being created to serve the role of continuing cognitive neuroscience topics. It will be a required course in the PSYC BS degree.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

31. Modify the following course:

PSYC 3800 HEALTH PSYCHOLOGY

3-0-3

Prerequisite: PSYC 1101

Examination of biological, psychological, and social factors that interact with and affect health and illness. Topics discussed may include, but are not limited to, the psychophysiology of stress and pain ~~and recovery~~, rehabilitation, and psychosocial adjustment of individuals with health problems.

Rationale: The term recovery is redundant with rehabilitation, and, therefore, deleted. Commas included where needed.

Effective Term: Fall 2017

32. Modify the following course:

PSYC 3950 RESEARCH IN PSYCHOLOGY

~~V-V-(1-6)~~**V-V-(1-9)**

Prerequisite: ~~junior standing, permission of department head, and agreement by a faculty member to supervise the research.~~ **By permission of supervising faculty member**

~~Uncompensated~~ **R**esearch to be assigned and directed by a faculty member of the Department of Psychology. Students will conduct research which may include a literature search, field or laboratory observation and experimentation, data reduction and analysis, and written and/or oral presentation of results. ~~The research experience will be evaluated by a rotating committee of the departmental faculty before the initiation of the project, and again upon completion of the work.~~ Credit will vary depending on the work to be completed. Course may be repeated up to a total of ~~six~~ **nine (69)** credit hours.

Rationale: Supervised research is occurring at earlier stages of students' academic tenures and prerequisites beyond faculty permission are not needed. We prefer this course description be silent on the issue of compensation. We are no longer using a committee to evaluate proposed and concluded research projects. With the support of faculty, students are participating in more research projects and 6 hours is not sufficient in many cases.

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 69

Grading Mode: Normal

Instruction Type: Directed Study

Course Equivalent: None

33. Modify the following course:**PSYC 4090 LEARNING AND BEHAVIOR II****3-0-3**Prerequisite: ~~PSYC 1101 and~~ PSYC ~~2200~~ 3400

Corequisite: PSYC 4091

A continuation of Learning and Behavior I. A more in-depth exploration of classical and operant conditioning with the requirement of conducting experiments with non-human animals to illustrate concepts and principles surveyed in Learning and Behavior I. Students collect and analyze data to write research reports. Laboratory component with rotating emphasis (depending on instructor): cognitive, behavioral, biological. ~~An examination of basic learning processes and theories. Emphasis on experimental procedures used in the laboratory to better understand human behavior.~~

Rationale: This course is modified to serve the role of an advanced Learning and Behavior course taken after its prerequisite (PSYC 3400) and continue to be paired with a laboratory section. It is a required course in the BS degree, but will no longer be a course in our applied behavior analysis course sequence that prepares students for the certification examination. PSYC 1101 is not necessary as a prerequisite.

Effective Term: Fall 2017**34. The department requests that all instances of PSYC 4090 be updated in the catalog****35. Modify the following course:****PSYC 4100 HISTORY AND SYSTEMS OF PSYCHOLOGY****3-0-3**Prerequisite: ~~PSYC 1101 and junior standing~~ ~~A minimum grade of C in 18 hours of PSYC courses and permission of the instructor.~~

A discussion of people, events, and theoretical and empirical contributions relevant to the development of psychology. ~~Topics covered include early animism, Cartesian dualism, British associationism, Darwinian adaptation, consciousness, the unconscious, various behaviorisms, and cognitive science. Special attention is given to the influence of philosophy in the history of psychology.~~

Rationale: The teaching faculty of this course prefer the proposed course description. PSYC 4100 will no longer occupy the role of a capstone course in either program of study and completing the course in one's junior or senior year is appropriate.

Effective Term: Fall 2017**CURCAT:****Major Department: Psychology****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None**

36. Create the following course.**PSYC 4200 NEUROSCIENCE CAPSTONE COURSE****3-0-3**

Prerequisite: PSYC 2200 or HLPR 2000

Directed readings course in the field of neuroscience that serves as a capstone course for the neuroscience track and minor.

Rationale: This course is being created as a permanent version of a course taught repeatedly as a special topics course for the neuroscience minor and will be a required course in the proposed neuroscience track in the PSYC BS degree.

Effective Term: Fall 2017**CURCAT:****Major Department: Psychology****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None.****37. Create the following course:****PSYC 4330 DIRECTED READINGS IN PSYCHOLOGY****V-V-(1-3)**

Prerequisite: PSYC 2200

Directed readings supervised by a faculty member in the field of neuroscience serve as a capstone course for the neuroscience track and minor. Course may be repeated up to a total of six (6) credit hours.

Rationale: This course is being created to allow faculty to work with individual or small groups of students on directed reading assignments on specialized topics.

Effective Term: Fall 2017**CURCAT:****Major Department: Psychology****Can Course be repeated for additional credit? Yes****Maximum Number of Credit Hours: 6****Grading Mode: Normal****Instruction Type: Directed Study****Course Equivalent: None****38. Modify the Course Equivalent of the following course:****PSYC 4050 ADVANCED RESEARCH DESIGN AND ANALYSIS****3-0-3**

Prerequisite: PSYC 1101 and PSYC 2200 (minimum grade of C) and PSYC 2201 (minimum grade of C)

Examination and critique of research designs in the literature of scientific psychology. Topics include conceptual and mathematical foundations for common measurement and analytical procedures which may include parametric and nonparametric tests.

Rationale: PSYC 4000 Measurement was once the department's upper division research course, but we replaced it with PSYC 4050. Both course serve the same general role in both degree programs. Updating CURCAT will link the two courses and aid in degree audits

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Directed Study

Course Equivalent: ~~none~~ PSYC 4000

39. Modify the Course Equivalent of the following course:

PSYC 4051 ADVANCED RESEARCH DESIGN AND ANALYSIS LAB 0-1-1

Corequisite: PSYC 4050

Develop and conduct a required, original research project. Students apply statistical procedures to analyze data and compose an empirical article that conforms to APA standards.

Rationale: PSYC 4001 Measurement Laboratory was once the department's upper division laboratory course linked to 4001, but we replaced it with PSYC 4051 when we created PSYC 4050. Both laboratories serve the same general role in both degree programs. Updating CURCAT will link the two laboratories and aid in degree audits

Effective Term: Fall 2017

CURCAT:

Major Department: Psychology

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 1

Grading Mode: Normal

Instruction Type: Supervised Laboratory

Course Equivalent: ~~none~~ PSYC 4001

40. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY

A. General Requirements

Core Areas A, B, C, D.IIA, and E **42 hours**
Area F **18 hours**

PSYC 1101 or 1101H Introduction to Psychology
~~ANTH 1102 Introduction to Anthropology or~~ PSYC 2000 Ethics and Values in Psychology
 PSYC 2190 Careers and Professional Skills in Psychology
 PSYC 2200 Introduction to Psychological Research
 PSYC 2201 Introduction to Psychological Research Laboratory
 Two of the following courses:
~~ITEC 1050, CSCI 1150, ITEC 1310, or another approved course from CSCI/ITEC~~
 One of the following courses:
 BIOL 2400 Introduction to Cell and Molecular Biology
 PSYC 2950 Lifespan Developmental Psychology
 One of the following courses for 2 credit hours:
 CRJU 2010 Universal Justice
 ENGL 2000 Ethics and Values in Literature
 ETHC 2000 Interdisciplinary Ethics and Values
 HLPK 2010 Culture, Illness, Diagnosis, and Treatment
 HONS 2100 Honors Topics in Global Perspectives
 POLS 1200 Ethical Theories and Moral Issues in Government

Physical Education **3 hours**
First-Year Seminar **1 hour**

Track 1: Experimental Psychology

B. Major Field Courses **32-29 hours**

~~I. All courses in this section~~

Required courses (20 hours):

PSYC 3090 Physiological Psychology
 PSYC 3400 Introduction to Learning or PSYC 3410 Learning and Behavior I
 PSYC 3500 Cognitive ~~Psychology~~ Neuroscience I
 PSYC 3510 Cognitive Neuroscience II
 PSYC 4050 Advanced Research Design and Analysis ~~(3 hours)~~
 PSYC 4051 Advanced Research Design and Analysis Lab ~~(1 hour)~~
 PSYC 4090 Learning and Behavior II ~~(3 hours)~~
 PSYC 4091 Learning and Behavior II Laboratory ~~(1 hour)~~
~~PSYC 4100 History and Systems of Psychology~~

~~H. Two courses selected from categories A-C, with no more than one course from a category:~~

~~Category A:~~

~~PSYC 3070 Sensation and Perception or PSYC 3500 Cognitive Psychology~~

~~Category B:~~

~~PSYC 3080 Evolutionary Psychology or PSYC 3190 Comparative Psychology~~

~~Category C:~~

~~PSYC 5060U Basic Behavior Principles and Behavior Change or PSYC 3800 Health Psychology~~

~~III. Two courses selected from~~

Elective Courses(9 hours)

Choose three of the following:

PSYC 3000 Human Resource Development Skills

~~PSYC 3020 Psychological Testing~~

PSYC 3030 ~~Experimental~~ Social Psychology

PSYC 3050 Child Psychology

PSYC 3070 Sensation and Perception

PSYC 3080 Evolutionary Psychology

PSYC 3100 Psychology of Human Sexuality

PSYC 3110 Theories of Personality

~~PSYC 3160 Clinical Psychology~~

PSYC 3190 Comparative Psychology

PSYC 3200 Industrial and Organizational Psychology

PSYC 3300 Leadership and Group Dynamics

PSYC 3280 Abnormal Psychology

PSYC 3290 Clinical Psychology

PSYC 3295 Psychological Testing

PSYC 3300 Leadership and Group Dynamics

PSYC 3800 Health Psychology

PSYC 3850 Sports Psychology

PSYC 3950 Research in Psychology (3 or more hours)

PSYC 4100 History and Systems of Psychology

PSYC 5060U Basic Behavior Principles and Behavior Change or 3420 Principles of Behavior Change

PSYC 5061U Advanced Behavioral Assessment or 3430 Behavior Assessment

PSYC 5062U Advanced Behavioral Change Techniques or 3440 Behavior Change Techniques

PSYC 5100U Women and Mental Health

~~PSYC 5150U Conflict Resolution~~

~~PSYC 5300U Leadership & Group Dynamics~~

~~IV. Two courses selected from:~~

~~PSYC 3030 Experimental Social~~

~~PSYC 3050 Child Psychology~~

~~PSYC 3100 Psychology of Human Sexuality~~

~~PSYC 3800 Health Psychology~~

~~PSYC 3850 Sports Psychology~~

~~PSYC 5062U Advanced Behavior Change Techniques~~

C. Related Field Courses

12-16 hours

~~PSYC 2201 Introduction to Psychological Research Lab~~

~~BIOL 1107/1107L or BIOL 1107H/1107A Principles of Biology I~~

~~And~~

~~BIOL 1108 or BIOL 1108H Principles of Biology II if not taken for Area D~~

~~3 hours of Core Area D.I.3 courses, or any PSYC class not taken for other degree requirements~~

~~If BIOL 1107/1107L or BIOL 1107H/1107A and BIOL 1108 or BIOL 1108H were taken for Area D, then 8 additional hours from Core Area D.I.3 courses, or any PSYC class not taken for other degree requirements~~

Any area 3000+ level courses for 10 credit hours

Core area D courses for 6 credit hours

D. Electives

16-15 hours

~~7 credit hours of any 3000, 4000, or 5000 level courses~~

~~3-15 credit hours of free electives~~

~~6 credit hours of approved electives in Biology, Chemistry, Mathematics, or Physics.~~

Track 2: Neuroscience

B. Major Field Courses: (29 hours)

Required Courses:

PSYC 3070 Sensation and Perception
 PSYC 3090 Physiological Psychology
 PSYC 3095 Drugs and Behavior
 PSYC 3400 Learning and Behavior I
 PSYC 3500 Cognitive Neuroscience I
 PSYC 3510 Cognitive Neuroscience II
 PSYC 4050 Advanced Research Design & Analysis
 PSYC 4051 Advanced Research Design & Analysis Laboratory
 PSYC 4090 Learning and Behavior II
 PSYC 4091 Learning and Behavior II Laboratory
 PSYC 4200 Neuroscience Capstone Course

C. Related Field Courses (31 hours)

Required courses: (17 hours)

BIOL 2081 Human Anatomy and Physiology I
 BIOL 3000 Cell Biology
 BIOL 4200 Mammalian Physiology
 BIOL 4230 Neurophysiology and Disease
 CHEM 1211 Principles of Chemistry I
 CHEM 1211L Principles of Chemistry I Laboratory

I. Complete two courses of the following: (6 hours)

RHAB 4100 Neuroscience in Rehabilitation Professions
 RHAB 4111 Pathophysiology for the Rehab Professionals
 RHAB 4900 Directed Study in Rehabilitation Science

II. Required courses: (8 hours)

BIOL 1107 Principles of Biology I
 BIOL 1107L Principles of Biology I Laboratory
 BIOL 1108 Principles of Biology II
 Or complete 8 credit hours with free electives if BIOL 1107/1107L and BIOL 1108 are completed in Area D.

Total Semester Hours**124****E. Department Exit Exam**

Rationale: Effective Fall 2016, the Bachelors of Science with a Major in Psychology degree CIP code was changed to the STEM-designate code of 42.2704 (Experimental Psychology: A program that focuses on the scientific study of behavior under experimental conditions and the analysis of controlled behavioral responses. Includes instruction in learning theory, research design and experimental methods, psychological measurement, statistical design and methods, analysis of cognitive and behavioral variables, and the conduct of specialized and large-scale studies). The changes further elaborate the experimental psychology emphasis and differentiates the BS degree from the BA degree with its applied focus. The neuroscience track is a specialization within experimental psychology that builds on our successful neuroscience minor.

Effective: Fall 2017

41. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY

A. General Requirements

Core Areas A, B, C, D.I, and E

42 hours

Area F

18 hours

PSYC 1101 or PSYC 1101H Introduction to Psychology

PSYC 2000 Ethics and Values in Psychology

PSYC 2190 Careers and Professional Skills in Psychology

PSYC 2200 Introduction to Psychological Research

PSYC 2201 Introduction to Psychological Research Lab

~~MATH 2200 Elementary Statistics~~

~~ITEC 1050, CSCI 1150, ITEC 1310, or another approved course from CSCI/ITEC~~

PSYC 2950 Lifespan Developmental Psychology (1101)

One of the following courses for 2 credit hours:

CRJU 2010 Universal Justice

ENGL 2000 Ethics and Values in Literature

ETHC 2000 Interdisciplinary Ethics and Values

HLPR 2010 Culture, Illness, Diagnosis, and Treatment

HONS 2100 Honors Topics in Global Perspectives

POLS 1200 Ethical Theories and Moral Issues in Government

Physical Education

3 hours

First-Year Seminar

1 hour

B. Major Field Courses

30 hours

~~**I. All courses in this section:**~~

Required courses (15 hours)

~~PSYC 3000 Human Resource Dev Skills~~

PSYC 3030 ~~Experimental~~ Social Psychology
 PSYC 3280 Abnormal Psychology
 PSYC 3400 Introduction to Learning or 3410 Learning and Behavior I
 PSYC 4050 Advanced Research Design and Analysis
~~PSYC 4100 History and Systems of Psychology~~
 PSYC 4130 Senior Internship

~~One course selected from:~~

~~PSYC 3200 Industrial and Organizational Psychology
 PSYC 5060U Basic Behavior Principles and Behavior Change~~

Elective Courses

~~—H. One course selected from:~~

Choose one of the following: (3 hours)

~~PSYC 3070 Sensation and Perception
 PSYC 3080 Evolutionary Psychology
 PSYC 3090 Physiological Psychology
 PSYC 3190 Comparative Psychology
 PSYC 3500 Cognitive Psychology
 PSYC 3800 Health Psychology~~
 PSYC 3200 Industrial Organizational Psychology
 PSYC 3290 Clinical Psychology
 PSYC 3295 Psychological Testing
 PSYC 3050 Child Psychology

~~—III. Two courses selected from:~~

Choose four of the following: (12 hours)

PSYC 3000 Human Resources Development Skills
 PSYC 3050 Child Psychology
 PSYC 3100 Psychology of Human Sexuality
 PSYC 3110 Theories of Personality
 PSYC 3200 Industrial and Organizational Psychology
 PSYC 3290 Clinical Psychology
 PSYC 3295 Psychological Testing
 PSYC 3300 Leadership and Group Dynamics
 PSYC 3510 Cognitive Neuroscience II
 PSYC 3800 Health Psychology
 PSYC 3850 Sports Psychology
 PSYC 4100 History and Systems of Psychology
 PSYC 5060U Basic Behavior Principles and Behavior Change or PSYC
 3420 Principles of Behavior Change
 PSYC 5061U Advanced Behavioral Assessment or 3430 Behavior
 Assessment
 PSYC 5062U Advanced Behavioral Change Techniques or 3440 Behavior
 Change Techniques
 PSYC 5100U Women and Mental Health
~~PSYC 5150U Conflict Resolution
 PSYC 5300U Leadership and Group Dynamics~~

~~PSYC 5060U Basic Behavior Principles and Behavior Change or PSYC 5061U Advanced Behavioral Assessment~~

~~IV. One course selected from:~~

~~PSYC 3020 Psychological Testing~~

~~PSYC 3110 Theories of Personality~~

~~PSYC 3160 Clinical Psychology~~

~~PSYC 3280 Abnormal Psychology~~

~~PSYC 5061U Advanced Behavioral Assessment or PSYC 5062U Advanced Behavior Change Techniques~~

~~PSYC 5100U Women and Mental Health~~

~~V. One course selected from:~~

~~PSYC 3030 Experimental Social Psychology~~

~~PSYC 3050 Child Psychology~~

~~PSYC 3100 Human Sexuality~~

~~PSYC 3800 Health Psychology~~

~~PSYC 3850 Sports Psychology~~

~~PSYC 5062U Advanced Behavior Change Techniques~~

C. Related Field Courses

13.9 hours

I. All courses in this section:

~~PSYC 2201 Introduction to Psychological Research Lab~~

~~PSYC 3400 Introduction to Learning~~

~~Foreign Language 1002~~

~~MATH 2200 Elementary Statistics~~

—H. One sequence from:

Choose one sequence from the following:

~~FREN/GRMN/SPAN 1001 Elementary (language) I and 1102 Elementary (language) II Foreign Language 2001 and 2002~~

~~ACCT 2101 Principles of Financial Accounting I and ACCT 2102 Principles of Managerial Accounting I and II~~

~~ECON 2105 Principles of Macroeconomics and 2106 Principles of Macroeconomics and Principles of Microeconomics (if not used to fulfill Area E of the core)~~

~~COMM 2280 Speech Communication and one of the following: COMM 5050 Interpersonal Communication in the Workplace or COMM 5100 Communication Theory or COMM 5200 Nonverbal Communication or COMM 5300 Communication Between the Genders~~

D. Electives

17.21 hours

~~Any Area 3000+ level courses for 9 credit hours Six hours upper division electives (3000+ level)~~

~~Six hours from BIOL. If hours are already satisfied in Area D, then 6 hours are to be added to free electives.~~

~~Five hours free electives~~

~~Free Electives for 12 credit hours~~

Total Semester Hours

124 hours

E. Department Exit Exam

Rationale: Effective Fall 2016, the Bachelors of Arts with a Major in Psychology degree CIP code was changed to 42.2813 (Applied Psychology: A program that focuses on the application of psychological theories and methods to real-world settings and problems, such as business and industry, government, education, military, and community settings. Includes instruction in applications of psychology, industrial/organizational psychology, developmental psychology, social psychology, cognitive psychology, counseling, human factors, research methods and statistics, and program evaluation.). The changes further elaborate the applied psychology emphasis and differentiates the BA degree from the BS degree with its experimental focus.

Effective: Fall 2017

42. Modify the following minor:

Applied Behavior Analysis 15-18 hours
 PSYC ~~3160 or 3200~~, 3280, 3290, 3400, 5060U/3410, 5061U/3420, and 5062U/3430.
 Available to any major.

Rationale: Revision to minor due to changes in prerequisites and course numbers.

Effective: Fall 2017

43. Modify the following minor:

Mental Health 15-18 hours
 PSYC ~~3020, 3160~~, 3280, 3290, 3295, 3800, and either 3400/3410 and 5060U/3420 or ~~and one of the following: 3800, 5150U, 5061U, or 5100U~~ or 4130 (mental health-oriented internship).
 Courses used as Major Field courses for the Psychology major may not be applied to the Mental Health minor. Available to any major.

Rationale: This minor is updated to reflect new course numbers, a new prerequisite for 5060U, and an internship option.

Effective: Fall 2017

44. Modify the following minor:

Organizational Psychology 15 hours
 PSYC 3000, ~~3020, 3030~~, 3200, 3300 and either ~~5150U, 5300U~~ an approved internship (PSYC 4130) (organizational-oriented internship) or an approved research experience (PSYC 3950).
 Courses used as Major Field courses for the Psychology major may not be applied to the Organizational Psychology minor.
 Available to any major.

Rationale: This minor is updated to reflect new course number for PSYC 3300, a new prerequisite for 3200, and removing 5150 and 3020.

Effective: Fall 2017

45. Modify the following certificate:

Certificate in Applied Behavior Analysis

Available to students who hold a baccalaureate degree from an accredited institution.

~~Post-Baccalaureate~~ Undergraduate Certificate in Applied Behavior Analysis ~~18-2227~~ hours

PSYC 1101 ~~or 1101H~~—Introduction to Psychology

Choose one sequence option:

PSYC 3280 Abnormal Psychology and PSYC 3290 Clinical Psychology

or

PSYC 3030 Social Psychology and PSYC 3200 Industrial Organizational Psychology

~~One course selected from:~~ Complete the following courses:

~~PSYC 3160—Clinical Psychology~~

~~PSYC 3200—Industrial and Organizational Psychology~~

PSYC 3800—Health Psychology

PSYC 3400 Introduction to Learning ~~OR both PSYC 4090 and PSYC 4091~~

~~Learning and~~ or 3410 Learning and Behavior I

~~Behavior/Learning and Behavior Laboratory~~

PSYC 4130 Senior Internship (3 credit hours minimum)

PSYC 5060U Basic Behavior Principles and Behavior Change or 3420 Principles of Behavior Change

PSYC 5061U Advanced Behavioral Assessment or 3430 Behavior Assessment

PSYC 5062U Advanced Behavior Change Techniques or 3440 Behavior Change Techniques

Effective: Fall 2017

46. Modify the following (interdisciplinary) minor:

Neuroscience Minor

Neuroscience 15-16 hours

One course selected from: BIOL 2081, BIOL 4200, BIOL 4210

One course selected from: BIOL 4230, PSYC 3070, PSYC 3090, PSYC 3500

One course selected from: RHAB 4100, RHAB 4111

One course selected from: BIOL 4230, PSYC 3070, PSYC 3090, **PSYC 3095**, PSYC 3500, **PSYC 3510**, RHAB 4100, RHAB 4111

One course selected from: PSYC ~~5020U~~**4200**, RHAB 4900

Students graduating in the Neuroscience Track of the BS in Psychology are not eligible for the Neuroscience minor.

Effective: Fall 2017

ADJOURNMENT. The meeting was adjourned at 5:06 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

Core Curriculum Course Proposal Form – Areas A - E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . .)?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

There are 4 parts to this form:

- **Part 1 is to be filled out by the institution proposing the course.**
- [Part 2 is to be filled out by the Academic Advisory Committee.](#)
- [Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs \(if needed\).](#)
- [Part 4 is to be filled out by the Council on General Education.](#)

Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: **http://core.usg.edu/core_forms/course_proposal_form**

Please do not delete any pages of this document.

1. **Institution:** Armstrong State University
2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)				
Course change information:					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: 1px solid black; padding: 2px;">From:</td> <td style="border: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">To:</td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table>		From:		To:	
From:					
To:					
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum				

3. **Course Subject** (e.g., philosophy): Geography
4. **Course Prefix and Number** (e.g., PSYC 1101): GEOG 1111
5. **Course Title** as it appears (or will appear) in catalog: Introduction to Physical Geography
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3
7. **Provide a catalog description of the course** in the box below.

Topics covered include earth-sun relationships, weather, climate and climate classification, soils, bio-geography, vegetation, and landforms with emphasis on global patterns of distribution.
--

Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number <i>as listed in the Academic and Student Affairs Handbook Section 2.4.10?</i> (Please review the list of common course prefixes, numbers and

descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#)])

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded “no,” is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded “no” that you are **not using a common course prefix** and number, and “yes” that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

CORE AREAS (A-E)

Mark all **CORE AREAS (A-E)** that this course is requested to satisfy.. For Core Areas that you have **marked**, state your institution’s Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution’s approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
State your institution’s approved learning outcome(s) for Area A:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
Explain how the proposed course satisfies the Area A learning outcome(s) listed above:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
<input type="checkbox"/>	Area B (Institutional Options)
State your institution’s approved learning outcome(s) for Area B:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
Explain how the proposed course satisfies the Area B learning outcome(s) listed above:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
State your institution’s approved learning outcome(s) for Area C:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
Explain how the proposed course satisfies the Area C learning outcome(s) listed above:	
<div style="background-color: #f0f0f0; padding: 2px;">Enter text here.</div>	
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
State your institution’s approved learning outcome(s) for Area D:	
<div style="background-color: #f0f0f0; padding: 2px;">Students will demonstrate a collegiate-level understanding of the method by which</div>	

	scientific study is conducted and students will accurately evaluate data in scientific reasoning problems.
Explain how the proposed course satisfies the Area D learning outcome(s) listed above:	
Students will learn about the methods and tools used by physical geographers to understand earth processes (including for example remote sensing, GPS, and GIS). Through interactive classroom activities, students will utilize geographic data to evaluate and explain a physical phenomenon.	
If Area D, select appropriate major(s):	
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input checked="" type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
State your institution's approved learning outcome(s) for Area E:	
Enter text here.	
Explain how the proposed course satisfies the Area E learning outcome(s) listed above:	
Enter text here.	

8. **In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.**

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- ☒ None
- ☐ Exit or exemption from Learning Support English at the Foundations level.
- ☐ Exit or exemption from Learning Support Mathematics at the Foundations level.
- ☐ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- ☐ Exit or exemption from Learning Support English at the Corequisite level.
- ☐ Exit or exemption from Learning Support Mathematics at the Corequisite level.
- ☐ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- ☐ Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- ☐ Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.

Other Prerequisites (enter "none" if not applicable): GEOG 1100 or GEOG 2120 or HIST 1100 or POLS 1100 or permission of the instructor.

Course Co-requisites (enter "none" if not applicable): None

Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section [2.4.7](#) states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

--

Please review section [2.4.7](#) of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

--

9. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body
11/14	College of Science and Technology, majority vote

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10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

--

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

--

How have you changed this proposal since the last time you submitted a proposal for this course?

--

Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

<input type="checkbox"/> Anthropology	<input checked="" type="checkbox"/> Geological Sciences and Geography
<input type="checkbox"/> Arts and Sciences (Deans)	<input type="checkbox"/> Georgia Film Academy Film Production
<input type="checkbox"/> Biological Sciences	<input type="checkbox"/> History
<input type="checkbox"/> Business Administration, Management & Economics	<input type="checkbox"/> Mathematical Subjects
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Nursing
<input type="checkbox"/> Communication	<input type="checkbox"/> Philosophy & Religion
<input type="checkbox"/> Computing Disciplines	<input type="checkbox"/> Physical Education, Health Education, Recreation
<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> Physics and Astronomy
<input type="checkbox"/> Educator Preparation	<input type="checkbox"/> Political Science
<input type="checkbox"/> Family and Consumer Sciences	<input type="checkbox"/> Psychology
<input type="checkbox"/> Fine and Applied Arts	<input type="checkbox"/> Social Work
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Sociology

Please provide the following contact information:

VPAA Name:	
VPAA Email Address:	
VPAA Phone Number:	
VPAA Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- Students will be able to define the basic terminology related to Earth's physical features.
- Students will be able to describe the spatial patterns of Earth's physical environment, including Earth's atmosphere, water, land, and living systems.
- Students will be able to identify and analyze the physical processes that shape specific physical features on Earth's surface.
- Students will be able to demonstrate the environmental processes through interactive classroom exercises.
- Students will be able to explain how human activities impact and interact with the natural systems.

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

1. Introduction to physical geography
2. Earth-sun geometry, Insolation
3. Atmospheric composition and structure, Greenhouse effect
4. Energy balance and Temperature
5. Global temperature patterns
6. Atmospheric pressure and wind
7. Climate trends, Weather
8. Plate tectonics
9. Earthquakes and Volcanoes
10. Water resources and Water balance
11. Fluvial processes and Landforms
12. Glaciers
13. Weathering
14. Soils
15. Ecosystems
16. Terrestrial biomes
17. Global climate systems, Climate change

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

Quizzes, exams, reading assignments, and writing assignments based on interactive classroom activities.

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

Lecture and interactive classroom activities

Potential Textbooks

Provide examples of possible textbooks for the course.

Robert W. Christopherson and Ginger H. Birkeland. *Geosystems: An Introduction to Physical Geography*. Ninth edition. Pearson. ISBN(s): 0321926986, 9780321926982.

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

1345

Council_Gen

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors

<input type="checkbox"/>	Area E (Social Sciences)
--------------------------	--------------------------

Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	

Chair institution:	
Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

1345

Council_Gen

Course Title:

Institution:

Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 4: To be filled out by the System Liaison for the Council on General Education.**1345****Council_Gen****Course Title:****Institution:**

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown
Liaison daytime phone number:	404-962-3107
Liaison email address:	Barbara.Brown@usg.edu

Form last updated 8/11/16

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, January 11, 2017

PRESENT: Kelly Brooksher, Kathryn Craven, Jose da Cruz (vice chair), Kathleen Fabrikant, Todd Hizer, Kam Lau, Rick McGrath (chair), Andi Beth Mincer, Pamela Sears, Phyllis Fulton (Catalog Editor)

ABSENT: Myka Bussey-Campbell, Katrina Embrey, Jared Schlieper, Julie Swanstrom

GUESTS: Cynthia Bolton, Donna Brooks, Brent Feske, Barb Serianni, Patricia Wachholz, Teresa Winterhalter

CALL TO ORDER. The meeting was called to order at 3:05 by Rick McGrath.

APPROVAL OF MINUTES. The minutes of December 7, 2016, were approved as presented.

ITEMS

I. College of Education

Items 1-11 from the College of Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:

EDUC 4800 Internship II Student Teaching

0-V-12

Prerequisites: Completion of all program of study courses and meeting undergraduate internship admission criteria.

Description: The internship requires a fall or spring semester long, supervised field experience in a school setting approved and designated by the College of Education.

Rationale: Providing one prefix and course number for internships from different College of Education programs streamlines registration and data collection procedures.

Effective Term: Fall 2017

CURCAT:

**Major Departments: Childhood and Exceptional Student Education
Secondary, Adult and Physical Education**

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 12

Grading Mode S/U

Instruction Type: Internship

Undergraduate Course Equivalent: ECUG 4750, PEHM 4750, SCED 4750, SPED 4750

2. Delete the following course:

~~ECUG 4750 INTERNSHIP II—STUDENT TEACHING~~

Rationale: The course is being replaced by EDUC 4800.

Effective term: Fall 2017

3. Delete the following course:

~~SCED 4750 INTERNSHIP II—STUDENT TEACHING~~ 0 V 12

Rationale: The course is being replaced by EDUC 4800.

Effective Term: Fall 2017

4. Delete the following course:

~~PEHM 4750 INTERNSHIP II—STUDENT TEACHING~~ 0 V 12

Rationale: The course is being replaced by EDUC 4800.

Effective Term: Fall 2017

5. Delete the following course:

~~SPED 4750 INTERNSHIP II—STUDENT TEACHING~~ 0 V 12

Rationale: The course is being replaced by EDUC 4800.

Effective Term: Fall 2017

6. Modify the following Program of Study

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION WITH A MAJOR IN ENGLISH TEACHER EDUCATION**

B. MAJOR FIELD COURSES 36 HOURS

EDUC 3100 Technology Applications for Teachers

EDUC 3200 Curriculum, Planning, and Instruction

EDUC 3250 Educational Policy and Professional Standards for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education
Classroom

EDUC 4800 Internship II Student Teaching

SCED 3081 Student and Classroom Assessment

SCED 3400 Classroom Management Strategies

SCED 3750 Internship I

SCED 4200 Reading and Writing in the Content Areas

~~SCED 4750 Internship II—Student Teaching~~

SCED 5400U Content Methods in Secondary History and Social Studies

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

7. Modify the following Program of Study

Bachelor of Science in Early Childhood Education

B. Major Field Courses50 hours

ECUG 3040 Childhood Development from Prenatal Period to Adolescence

ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar

ECUG 3071 Teaching Children's Literacy

ECUG 3072 Teaching of Reading

ECUG 3250 Curriculum and Assessment

ECUG 3750 Internship I Pre-Student Teaching

ECUG 4070 Teaching of Social Studies

ECUG 4080 Teaching of Science

ECUG 4085 Teaching of Mathematics

ECUG 4090 Classroom Management

ECUG 4300 Language Arts Assessment and Modification

~~ECUG 4750 Internship II Student Teaching~~

EDUC 3100 Technology Applications for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

EDUC 4800 Internship II Student Teaching

Rationale: EDUC 4800 replaces ECUG 4750 to better facilitate student registration and College of Education data collection

Effective Term: Fall 2017

8. Modify the following Program of Study:

Bachelor of Science in Education in Health and Physical Education

B. Major Field Courses 60 hours

EDUC 3100 Technology Applications for Teachers

EDUC 3200 Curriculum, Instruction, and Assessment
 EDUC 3300 Educating Students with Disabilities in the General Education Classroom
 EDUC 4800 Internship II Student Teaching
 PEHM 3000 Current Health Education Issues
 PEHM 3090 Basic Games, Dance & Rhythmic Activities
 PEHM 3283 Kinesiology
 PEHM 3300 Techniques in Team Sports Instruction
 PEHM 3350 Class Management Practices in Health and Physical Education
 PEHM 3500 Exercise Physiology
 PEHM 3700 Individual and Dual Sports
 PEHM 4000 Measurement and Evaluation in Health and Physical Education
 PEHM 4090 Health Education Topics
 PEHM 4100 Adaptive Physical Education
 PEHM 4333 Principles of Coaching
 PEHM 4701 Elementary Physical Education Curriculum and Methods
 PEHM 4702 Middle and Secondary Physical Education Curriculum and Methods
 PEHM 4703 Health Education Curriculum and Methods
 PEHM 4750 Internship II Student Teaching

Rationale: EDUC 4800 replace PEHM 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

9. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SECONDARY HISTORY TEACHER EDUCATION

B. Major Field Courses36 hours
 EDUC 3100 Technology Applications for Teachers
 EDUC 3200 Curriculum, Planning, and Instruction
 EDUC 3250 Educational Policy and Professional Standards for Teachers
 EDUC 3300 Educating Students with Disabilities in the General Education Classroom
 EDUC 4800 Internship II Student Teaching
 SCED 3081 Student and Classroom Assessment
 SCED 3400 Classroom Management Strategies
 SCED 3750 Internship I
 SCED 4200 Reading and Writing in the Content Areas
 SCED 4750 Internship II Student Teaching
 SCED 5400U Content Methods in Secondary History and Social Studies

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection

Effective Term: Fall 2017

10. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN SECONDARY GENERAL SCIENCE TEACHER EDUCATION

B. Major Field Courses 36 hours

EDUC 3100 Technology Applications for Teachers
 EDUC 3200 Curriculum, Planning, and Instruction
 EDUC 3250 Educational Policy and Professional Standards for Teachers
 EDUC 3300 Educating Students with Disabilities in the General Education Classroom
 EDUC 4800 Internship II Student Teaching
 SCED 3081 Student and Classroom Assessment
 SCED 3400 Classroom Management Strategies
 SCED 3750 Internship I
 SCED 4200 Reading and Writing in the Content Areas
~~SCED 4750 Internship II—Student Teaching~~
 SCED 5500U Content Methods in Secondary Science

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

11. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION WITH A MAJOR IN MATHEMATICS TEACHER EDUCATION

B. Major Courses34 hours

EDUC 3200 Curriculum, Planning, and Instruction
 EDUC 3250 Educational Policy and Professional Standards for Teachers
 EDUC 3300 Educating Students with Disabilities in the General Education Classroom
 EDUC 4800 Internship II Student Teaching
 SCED 3081 Student and Classroom Assessment
 SCED 3400 Classroom Management Strategies
 SCED 3750 Internship I
 SCED 4200 Reading and Writing Across the Curriculum

~~SCED 4750 Internship II—Student Teaching~~

SCED 5600U Content Methods Secondary Mathematics

Rationale: EDUC 4800 replaces SCED 4750 to better facilitate student registration and College of Education data collection.

Effective Term: Fall 2017

A. Childhood and Exceptional Student Education

Bachelor of Science in Education in Special Education

Items 1-9 from the Department of Childhood and Exceptional Student Education were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked "For Information Only" for the report to the Senate.

1. Create the following course:

SPED 5021U/G Assistive Technology

1-0-1

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Description: The identification, selection, and appropriate use of assistive and adaptive technology for students with disabilities.

Rationale: This one-hour course will supplement EDUC 3100/EDUC 6100 with a focus on assistive technology for students with disabilities and be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by the addition of a research project.

Effective Term: Fall 2017

CURCAT:

Major Department: Childhood and Exceptional Student Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 1

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

2. Create the following course:

SPED 5320U/G Behavioral Interventions and Support

3-V-3

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300

Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300

Description: The theory and application of Positive Behavior Interventions and Support, and an overview of other evidence based behavioral interventions in special education. A field experience is required.

Rationale: This course adds behavioral content that better align the program to state and national standards and will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:

Major Department: Childhood and Exceptional Student Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

3. Create the following course:

SPED 5320L U/G Behavioral Interventions and Support Lab 0-3-1

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300

Undergraduate Corequisite: SPED 5320U

Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300

Description: The theory and application of Positive Behavior Interventions and Support, and an overview of other evidence based behavioral interventions in special education.

Rationale: This course adds behavioral content that better align the program to state and national standards and will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:

Major Department: Childhood and Exceptional Student Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 1

Grading Mode: Normal

Instruction Type: Supervised Laboratory
Course Equivalent: None

4. Create the following course:

SPED 5430U/G Special Topics in Special Education

3-0-3

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education

Emerging trends in special education: subject announced when course is offered. May be repeated for additional credit when topics change.

Rationale: To allow the inclusion of special topics as deemed necessary by the department. This course will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:

Major Department: Childhood and Exceptional Student Education

Can course be repeated for additional credit? Yes

Maximum number of credit hours: 6

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

5. Create the following course:

SPED 5610U/G Inclusion and Transition Practices

3-V-3

Undergraduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 3300

Graduate Prerequisite: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and EDUC 6300

Description: The instructional and support practices of special education teachers in inclusive classrooms as well as transition services for students with disabilities. A field experience is required.

Rationale: This course provides focused attention on discrete teacher skills most often targeted for improvement by school principals and state and federal mandates to include students in their own transition planning. This course will be listed for candidates in the MAT and BSED special education programs. Requirements for graduate students will be distinguished by an additional research project.

Effective Term: Fall 2017

CURCAT:**Major Department: Childhood and Exceptional Student Education****Can course be repeated for additional credit? No****Maximum number of credit hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None****6. Modify the following course:****SPED 5130U/G Assessment in Special Education****3-V-33-0-3**

Instruction in formal and informal assessment techniques and instruments appropriate for use in assessing students with disabilities. Demonstrates the use of assessment data to determine eligibility for services and to develop and evaluate individual education plans (IEP). Emphasis on using data from evaluations to write IEPs, curriculum based measures (CBMs) in a multi-tiered system of support, diagnosis of skill deficits, using data to drive instructional decision making, scoring/grading, and effective use of feedback. ~~A field experience is required.~~

Rationale: Modify course to align with program series of field experiences.

Effective Term: Fall 2017

7. Modify the following course:**SPED 5231U/G TEACHING READING AND DISABILITIES****3-V-3**

Undergraduate Prerequisite: Admission to candidacy in the College of Education

Undergraduate Co-requisite: ECUG 3072

Graduate Prerequisite: Admission to candidacy in the College of Education

Graduate Co-requisite: ECMT 6000

Research based, multisensory, technology enhanced strategies and techniques for teaching reading and written expression skills in an integrated process. Focus is on research based core instruction, strategies for differentiation, intervention, and diagnosis of skill deficits in a multi-tiered system of support. A field experience is required.

Rationale: To facilitate application of special education practices in content area instruction, including co-teaching opportunities between general and special education candidates.

Effective Term: Fall 2017

8. Modify the following course:**SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES****3-V-3**

Undergraduate Prerequisite: Admission to Candidacy in the College of Education,

~~SPED 5010U, SPED 5130U~~

Undergraduate Co-requisite: ECUG 4085 and SPED 4740

Graduate Prerequisite: ~~SPED 5010G, SPED 5130G~~ Admission to Candidacy in the College of Education

Graduate Co-requisite: ECMT 6040

Strategies and techniques for teaching mathematics through research based and technology enhanced approaches. A field experience is required.

Rationale: To facilitate application of special education practices in content area instruction, including co-teaching opportunities between general and special education candidates.

Effective Term: Fall 2017

9. Delete the following courses:

SPED 5010U/G Technology for the Special Educator	3-0-3
SPED 5400U/G Transition Planning	3-0-3

Rationale: Remove inactive courses from the catalog

Effective Term: Fall 2017

Items 10-11 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

10. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION IN SPECIAL EDUCATION**

~~*Bachelor of Science in Education in Special Education program is not currently accepting new students.~~

A. General Requirements

Core Areas A, B, C, D.I, and E42 hours

Area F.....18 hours

EDUC 2110 Investigating Critical and Contemporary Issues in Education

EDUC 2120 Exploring Socio-cultural Perspectives in Diversity in Education
Contexts

EDUC 2130 Exploring Learning and Teaching

CEUG 2100 Introduction to Students with Disabilities

~~MATH 2008 Foundations of Numbers and Operations~~

~~MATH 2200 Elementary Statistics~~

~~SPED 2001 The Field of Special Education: Past and Future~~

~~CEUG 3012 Language Acquisition~~

Physical Education3 hours

First-Year Seminar 1 hour

B. Major Field Courses5436 hours

ECUG 3040 Childhood Development from Prenatal to Adolescence (3)
 ECUG 3060 Developmental Approach to Language and Literacy (3)
 ECUG 3071 Teaching Children's Literature (3)
 ECUG 3072 Teaching of Reading (3)
 EDUC 3200 Curriculum, Planning and Assessment (3)
 ECUG 4085 Teaching of Mathematics (3)
 EDUC 3100 Technology Applications for Teachers (2)
 EDUC 3250 Educational Policy and Professional Standards for Teachers (2)
 EDUC 4800 Internship II Student Teaching (12)
 SPED 5021U Assistive Technology (1)
~~SPED 4004 Curriculum and Instructional Strategies in the Content Areas~~
~~SPED 4005 Strategies for Developing Social Skills and Behavioral Controls~~
 SPED 4740 Internship I: Directed Field Based Research (3)
~~SPED 4750 Internship II: Student Teaching (12)~~
~~SPED 5010U Technology for the Special Educator~~
 SPED 5130U Assessment in Special Education (3)
 SPED 5232U Teaching Mathematics and Disabilities (3)
 SPED 5231U Teaching Reading and Disabilities (3)
 SPED 5320U Behavioral Interventions and Support (3)
 SPED 5320LU Behavioral Interventions and Support (1)
 SPED 5610U Inclusion and Transition Practices (3)
~~SPED 5400U Transition Planning~~

C. Additional Hours for Required Concentration6 hours

Choose a Language Arts OR Mathematics concentration

Language Arts:

SCED 4200 Reading and Writing in the Content Areas AND

SCED 5300U Content Methods in Secondary English & Language Arts

OR

Mathematics:

MATH 3911 Algorithms and Number Systems: A Laboratory Approach AND

MATH 3912 Geometry and Data Analysis: A Laboratory Approach

~~Related Content for Highly Qualified21~~

~~21 credit hours in one of the following content areas, with major departmental approval: English, History, Mathematics, or Science.~~

~~D. Program Related Courses3~~

~~Math 2200 Elementary Statistics~~

Total Semester Hours124

~~D~~E. Georgia Assessment for the Certification of Educators (GACE) Program Admission Assessments or exemption scores; Admission to Candidacy; evidence of professional tort liability insurance valid for a period no less than three (3) years from the date of Admission to Candidacy or exemption; GACE content area examinations passed; admission to Internship II; Georgia Professional Standards Commission Pre-Service Certificate; content pedagogy assessment.

Rationale: To update program of study to reflect relevant content for effective special teacher preparation and the expressed needs of stakeholders.

Effective Term: Fall 2017

11. Delete the following courses:

SPED 2001 The Field of Special Education Past and Future	3-0-3
SPED 4004 Curriculum and Instructional Strategies in the Content Areas	3-0-3
SPED 4005 Strategies for Developing Social Skills and Behavioral Controls	3-0-3

Rationale: Remove inactive courses from the catalog

Effective Term: Fall 2017

Child and Family Studies Program

Items 1-2 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:

EDUC 3050 Introduction to Child Life Theory and Practice **3-0-3**

Prerequisites: ECUG 3040

Description: Course provides students with an understanding of the psychosocial needs of children and families in hospital or pediatric clinical settings. Students will learn assessments and techniques to promote adjustment and coping during stressful medical events. EDUC 3050 does not qualify students to take the Child Life Professional Certification Examination or complete the 480 hours of internship/fellowship to become a Certified Child Life Specialist.

Rationale: Child life specialists are experts in child development, who promote effective coping through play, preparation, education, and self-expression activities. They provide emotional support for families, and encourage optimum development of children facing a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Understanding that a child's wellbeing depends on the support of the family, child life specialists provide information, support and guidance to parents, siblings, and other family members. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress. This course introduces students to the profession of child life specialist.

Effective Term: Fall 2017

CURCAT:

Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

2. Modify the following Program of Study:

Bachelor of Science in Education with a Major in Early Childhood Education

Track 2: Child and Family Studies

B. Major Field Courses **54 hours**

CEUG 3012 Language Acquisition
 ECUG 3040 Childhood Development from Prenatal Period to Adolescence
ECUG 3050 Introduction to Child Life Theory and Practice
 EDUC 3150 Applied Technology for a Digital World
 EDUC 3240 Literature for Children and Adolescents
 EDUC 3260 Reading and Writing Personal Narrative
 EDUC 3300 Educating Students with Disabilities
 EDUC 3450 Creative and Affective Development
 EDUC 3750 Community Internship I
 EDUC 4500 Working with Families
 EDUC 4750 Community Internship II
PEHM 3000 Current Health Education Issues
 PEHM 3090 Basic Games, Dance, and Rhythmic Activities
 PEHM 3200 Motor Development and Learning
~~PEHM 4090 Health Education Topics~~
~~PUBH 5550U Nutrition~~
 SOCI 3150 Sociology of the Family

C. Related Field Courses **6 hours**

SOCI 1101 Introductory Sociology (if not taken in Core Area E)
 3 credit hours from the following list:
~~COMM 3050 Interpersonal and Small Group Communication~~
 CSDS 4050 Intercultural Communication
 ENGL 3720 Business and Technical Communication
 HSCP 4010 Health and Human Development
 PSYC 2950 Lifespan Developmental Psychology
~~PSYC 1200 Drugs and Behavior~~
PUBH 5550U Nutrition
 PUBH 5570U Women and Minority Health Issues
~~SOCI 3200 Racial and Ethnic Minorities~~
 THEA 3030 Creative Dramatics and Children's Theatre

Rationale: The addition of the course in Child Life Theory and Practice will advance the goals of students who wish to work with families and children. Changing the Health Education course from PEHM 4090 to PEHM 3000 has been recommended by HPE faculty. The PEHM 3000 course provides a broader list of topics and will be more beneficial to students as an overview course. PUBH 5550 has been moved to electives to make room for the new course. PEHM 3000 covers general nutrition topics. Electives below the 3000 level have been eliminated from elective choices to strengthen the program. Electives that have not been offered in the past year have been eliminated as elective choices.

B. Secondary, Adult, and Physical Education

Health and Physical Education

Items 1-2 from the Department of Secondary, Adult, and Physical Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Track 2: Recreation and Coaching

Core Area F

18 hours

~~EDUC 2110 Investigating Critical and Contemporary Issues in Education~~

ACCT 2101 Principles of Financial Accounting

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Education
Contexts

ECON 2106 Principles of Microeconomics

PEHM 2100 Athletic Health Care: Prevention, Recognition, and Care of Sports
Injuries

PEHM 2500 Foundations of Physical Education

PSYC 2950 Lifespan Developmental Psychology

Rationale: Faculty members in both Physical Education and Economics believe that the accounting course is better suited to train Coaching and Recreation majors in preparation for jobs in their related field by providing basics of accounting.

Effective Term: Fall 2017.

2. Modify the following Program of Study

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Track 2: Recreation and Coaching

B. Major Field Courses

60 hours

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

PEEC 3010 Intramural and Recreational Programs

PEEC 3100 Outdoor Lifetime Activities

PEEC 3180 Officiating Team Sports

PEHM 3000 Current Health Education Issues

PEHM 3090 Basic Games, Dance, and Rhythmic Activities

PEHM 3200 Motor Development and Learning

PEHM 3283 Kinesiology

PEHM 3300 Techniques in Team Sports Instruction

PEHM 3500 Exercise Physiology

PEHM 3700 Techniques in Individual and Dual Sports

PEHM 4000 Measurement and Evaluation in Health and Physical Education

PEHM 4090 Health Education Topics

PEHM 4100 Adaptive Physical Education

PEHM 4333 Principles of Coaching

~~MGMT 3220 Management~~

PSYC 3850 Sport Psychology

PEHM 4900 Internship Recreation and Coaching

Choose two of the following four courses:

PEEC 3120 Coaching Football

PEEC 3130 Coaching Basketball

PEEC 3140 Coaching Baseball

PEEC 3150 Coaching Volleyball

Rationale: Health and Physical Education faculty believe that this course would better prepare students for the work-related jobs in areas such as coaching, recreation, and other related professions.

Effective Term: Fall 2017.

II. College of Health Professions (no items)

III. College of Liberal Arts

A. Art, Music, and Theatre (no items)

B. Criminal Justice, Social, and Political Science

Item 1 from the Department of Criminal Justice, Social, and Political Science was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS WITH A MAJOR IN POLITICAL SCIENCE

A. General Requirements

Core Areas A, B, C, D.I, and E

42 hours

Area F

18 hours

MATH 2200 Elementary Statistics

POLS 2100 Introduction to Political Science

POLS 2200 Introduction to American Government

One of the following:

POLS 1150 World Politics

POLS 1200 Ethics in Government

POLS 2290 Foundations of International Relations

Six ~~Nine~~ hours of a foreign language ~~sequence numbered 1002 or above~~

Physical Education

3 hours

First-Year Seminar

1 hour

B. Major Field Courses

~~36~~ **33** hours

Eleven courses from the following with at least one course from each area:

American Political Institutions

POLS 3150 American Supreme Court

POLS 3160 Judicial Politics and Strategies

POLS 3980 African Americans & the American Political System

POLS 3990 Special Topics in Political Science

POLS 4100 Independent Study in American Government

POLS 4110 American Presidency

POLS 4160 American Congress

POLS 4170 Constitutional Law and the Federal System

POLS 4171 Constitutional Civil Liberties

POLS 4190 Environmental Laws and Regulations

POLS 4210 Politics of Public Policy

POLS/SOCI 4220 Politics of Economic Inequality

CRJU/POLS 5500U Law and Legal Process

Political Theory

POLS 3320 American Political Thought

POLS 3340 Politics and Ideology in Contemporary Europe

POLS 3350 Classics of Political Thought

POLS 3360/SOCI 3360 Social Theory

POLS 3990 Special Topics in Political Science

POLS 4300 Religion and Political Thought

POLS 4330 Liberalism and the Modern State

POLS 5100U Politics and the Visual Arts
 POLS 5300U Marxism, Socialism, and Democracy
 POLS 5700U Perspectives in Feminist Theory

International Relations

POLS 3990 Special Topics in Political Science
 POLS 4200 Independent Study in International Relations
 POLS 4540 International Political Economy
 CRJU/POLS 5130U Political Terrorism
 POLS 5140U Asian Regional Security
 POLS 5210U International Law
 POLS 5220U Theory of International Relations
 POLS 5250U International Organizations
 POLS 5270U Intelligence and National Security Policy
 POLS 5280U Seminar in Global Politics
 POLS 5290U American Foreign Policy
 POLS 5291U Constitutional Law of Foreign Policy
 POLS 5510U Third World National Security
 POLS 5530U Global Environmental Politics
 POLS 5550U Insurgency and Counterinsurgency
 POLS 5570U Politics & Security in Southwest Asia
 POLS 5580U Violent Non-State Actors (VNSAs)

Comparative Politics

POLS 3990 Special Topics in Political Science
 POLS 4400 Independent Study in Comparative Government
 POLS 5280U Seminar in Global Politics
 POLS 5410U Asia and the United States
 POLS 5420U Politics of the Middle East
 POLS 5430U African Politics
 POLS 5440U Latin American Politics
 SOCI/POLS 5450U Political Sociology of Nationalism
 POLS 5460U Politics of East Asia
 POLS 5490U Russian Politics
 CRJU/POLS 5520U Comparative Judicial System
 POLS 5560U Comparative Foreign Policy

- | | |
|--|-----------------|
| C. Capstone course | 3 hours |
| POLS 4950 Political Research Methods or CRJU 3100 Research Methods | |
| D. Electives | 24 hours |
| Including a minimum of 15 hours of upper division courses | |

Total Semester Hours

124 hours

E. Exit Exam: Area Concentration Achievement Test in Political Science

- C. Economics (no items)
- D. Gender Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)

- G. Liberal Studies (no items)
- H. Honors Program (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry and Physics (no items)

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Proposal to add ITEC 2010 to Area DI.3. (See Attachment 1)

Effective date: Pending BOR approval

- D. Engineering Studies (no items)
- E. Mathematics (no items)
- F. Psychology (no items)

OTHER BUSINESS

ADJOURNMENT

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

To: CST Curriculum Committee
Re: Minutes for December 7th, 2016 – CCC e-meeting
From: Brent Feske, Chair, CST Curriculum Committee

Attended: Brent Feske (chair), Duc Huynh, Leon Jaynes, Chris Williams and Nancy McCarley, Michael Cotrone, and Daniel Liang.

-
- I. Department of Biology**
 - II. Department of Chemistry and Physics**
 - III. Department of Computer Science and IT**

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

Core Curriculum Course Proposal Form – Areas A - E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . .)?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

There are 4 parts to this form:

- [Part 1 is to be filled out by the institution proposing the course.](#)
- [Part 2 is to be filled out by the Academic Advisory Committee.](#)
- [Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs \(if needed\).](#)
- [Part 4 is to be filled out by the Council on General Education.](#)

Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: http://core.usg.edu/core_forms/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:**

2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
	Course change information:
	From:
	To:
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Information Technology, specifically, in Cyber Security

4. **Course Prefix and Number** (e.g., PSYC 1101): **ITEC 2010**

5. **Course Title** as it appears (or will appear) in catalog: Introduction to Cyber Security

6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): **3-0-3**

7. **Provide a catalog description of the course** in the box below.

This course teaches the fundamental concepts and principles of cyber security techniques. Basic knowledge of computer security, network security, cyber stalking, social networks, fraud and abuse, web security, malware, computer viruses, encryption, security policies, techniques used by hackers and how to combat them. Emphasis is on personal cyber and information security.

Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number *as listed in the Academic and Student Affairs Handbook Section 2.4.10?* (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#)])

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded “no,” is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded “no” that you are **not using a common course prefix** and number, and “yes” that **a common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

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CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy.. For Core Areas that you have marked, state your institution’s Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution’s approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution’s approved learning outcome(s) for Area A:
	Enter text here.
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above:
	Enter text here.
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution’s approved learning outcome(s) for Area B:
	Enter text here.
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above:
	Enter text here.
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution’s approved learning outcome(s) for Area C:
	Enter text here.
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above:
	Enter text here.
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution’s approved learning outcome(s) for Area D:
	Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted, and, students will accurately evaluate data in scientific reasoning problems.
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above:
	Students will perform cyber security laboratory exercises, collect data, and analyze and interpret the results to determine their effectiveness in protecting individuals against cyber security threats
	If Area D, select appropriate major(s):
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input checked="" type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution’s approved learning outcome(s) for Area E:
	Enter text here.
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above:
	Enter text here.

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- ☒ None
- ☐ Exit or exemption from Learning Support English at the Foundations level.
- ☐ Exit or exemption from Learning Support Mathematics at the Foundations level.
- ☐ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- ☐ Exit or exemption from Learning Support English at the Corequisite level.
- ☐ Exit or exemption from Learning Support Mathematics at the Corequisite level.
- ☐ Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- ☐ Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- ☐ Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.

Other Prerequisites (enter "none" if not applicable):

Course Co-requisites (enter "none" if not applicable):

Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section [2.4.7](#) states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section [2.4.7](#) of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

9. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body
12/2/2016	Department of Computer Science / IT Curriculum Committee
12/5/2016	Department of Computer Science / IT
	College of Science and Technology Curriculum Committee
	Armstrong State University Curriculum Committee

10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

<input type="checkbox"/> Anthropology	<input type="checkbox"/> Geological Sciences and Geography
<input type="checkbox"/> Arts and Sciences (Deans)	<input type="checkbox"/> Georgia Film Academy Film Production
<input type="checkbox"/> Biological Sciences	<input type="checkbox"/> History
<input type="checkbox"/> Business Administration, Management & Economics	<input type="checkbox"/> Mathematical Subjects
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Nursing
<input type="checkbox"/> Communication	<input type="checkbox"/> Philosophy & Religion
<input checked="" type="checkbox"/> Computing Disciplines	<input type="checkbox"/> Physical Education, Health Education, Recreation
<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> Physics and Astronomy
<input type="checkbox"/> Educator Preparation	<input type="checkbox"/> Political Science
<input type="checkbox"/> Family and Consumer Sciences	<input type="checkbox"/> Psychology
<input type="checkbox"/> Fine and Applied Arts	<input type="checkbox"/> Social Work
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Sociology

Please provide the following contact information:

VPAA Name:	Dr. Robert Smith
VPAA Email Address:	Robert.smith@armstrong.edu
VPAA Phone Number:	912-344-2589
VPAA Mailing Address:	Armstrong State University, 11935 Abercorn St, Savannah, GA 31419 113 Burnett Hall

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

At the conclusion of this course, students shall be able to

- Develop collegiate-level comprehension of common cyber threats faced today, including cyber stalking, fraud and abuse
- Evaluate the relationships among cyber terrorism, information warfare and industrial espionage in cyberspace
- Demonstrate fundamental knowledge in computer and network security policies as well as interpret and analyze threat model data
- Explain and differentiate how cyber defense methods work in practice (e.g. intrusion detection) and techniques used by hackers
- Develop collegiate-level knowledge of malware, computer viruses, DDOS attacks, and web security
- Demonstrate fundamental knowledge in the area of access control, authentication techniques, and user security

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

- *Introduction to computer security (Week 1 & Week 2) Chapter 1*
 - Fundamental concepts
 - Access control model
 - Cryptographic concepts
- *Physical Security (Week 3) Chapter 2*
 - Physical protections and attacks
 - Locks and safes
 - Authentication technologies
 - Direct attacks against computers
 - Physical intrusion detection
- *Threat Models Analysis (Week 4) Chapter 4*
 - Insider attacks
 - Computer viruses
 - Malware attacks
 - Privacy-invasive software
- *Network Security I (Week 5 & Week 6) Chapter 5*
 - Network concepts
 - Denial of service attacks
- *Network Security II (Week 7 & Week 8) Chapter 6*
 - Firewalls
 - Tunneling
 - Intrusion detection
 - Wireless networking security
- *Vulnerabilities Assessments and Techniques Used by Hackers (Week 9) Lecture notes*
 - Introduction and basic terminology
 - Passive and active scanning techniques
 - Actual attacks
- *Vulnerability Analysis for Web-based Applications (Week 10) Chapter 7*
 - The world wide web
 - Attacks on clients
 - Attacks on servers

- *Distributed Application and Industrial Control Systems: Analyze Threats Models and Security Techniques (Week 11 & Week 12) Chapter 10*
 - Email security
 - Payment system security
 - Digital rights managements
 - Social networking
 - Voting systems
 - SCADA systems
- *Analyze and Assess Security Polices (Week 13) Chapter 9*
 - User Policies
 - System administration polices
 - Access control
 - Developmental polices
- *Cyber Stalking, Fraud and Abuse (Week 14) Lecture notes*
 - How internet fraud works
 - Identity theft
 - Cyber stalking
 - Protecting yourself against cyber crime
- *Industrial Espionage in Cyberspace (Week 15) Lecture notes*
 - What is industrial espionage
 - Information as an asset
 - How does espionage occur?
 - Phone taps and bugs
- *Cyber Terrorism and Information Warfare (Week 16) Lecture notes*
 - Actual cases of cyber terrorism
 - Supervisory control and data acquisition
 - Information warfare
 - Future trends

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- 15% Homework Assignments
- 20% Test 1
- 20% Midterm exam
- 30% Final exam
- 5% Class participation
- 10% Quizzes

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

Primarily lecture, although homework assignments will include basic lab exercises in cyber security

Potential Textbooks

- Michael Goodrich, and Roberto Tamassia. *Introduction to Computer Security*, ISBN 978-0321512949 (selected)

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (*if needed*).

Course Title:

Institution:

Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

Chair name:	
Chair institution:	
Chair daytime phone number:	

Chair email address:	
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Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 4: To be filled out by the System Liaison for the Council on General Education.

Course Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown
Liaison daytime phone number:	404-962-3107
Liaison email address:	Barbara.Brown@usg.edu

Form last updated 8/11/16

IV. Engineering Studies

- V. Department of Mathematics**
- VI. Department of Psychology**

Appendix B

Joint Leadership Team

November 29, 2016

Summary

Attendees: L. Bleicken, D. Bringman, J. Buckenmeyer, C. Corrigan, C. Curtis, L. Davis, D. Dennie, A. Heaston, B. Kelso, G. Lewis, T. Moody, D. Nivens, C. Padgett, R. Smith, D. Stewart, K. Twining, D. Ward

Guests: K. Crosby, B. daCruz, T. Frierson, J. Hamm, A. Hersh, N. Marshall, J. Salzer

Armstrong Values

President Bleicken recognized Roy Sims who passed away November 25 for demonstrating the Armstrong values of leadership and stewardship during his 35-year career at Armstrong.

Strategic Planning and Resource Council (SPARC) II Update

Co-Chairs Nandi Marshall and Jason Salzer provided an update on SPARC II activities during the fall semester. The committee received 15 grant proposals, funding 10 of them. A SPARC II sub-committee comprised of Anne Katz, Ho Huyn, and Pete Hoffman interviewed each vice president on plans for the academic year. A summary of the Fall 2016 activities is attached.

2017 Legislative Update

Pete Hoffman shared that during the 2017 Georgia legislative session, it is anticipated that tuition caps and campus carry will be reintroduced. The College of Health Professions building was on the University System of Georgia (USG) capital project list. Efforts to promote inclusion of the building in the Governor Deal's FY2018 budget continue. The governor's budget will be released during the first week of the legislative session.

At the federal level, efforts continue to secure additional funding for cyber initiatives. Our Georgia senators have requested additional funding for Armstrong to support work with the National Guard in the area of cyber.

Fall 2017 Enrollment Update

Becky daCruz, Joy Hamm, Tobe Frierson, and Allison Hersh presented on recruitment and retention efforts (attached).

Staff Council

Deidra Dennie and Katie Twining shared the following items from Staff Council.

Staff Thank You Cards—Beginning in January, the Staff Council will send thank you cards to individual staff members, recognizing the work they do on behalf of Armstrong.

Holiday Luncheon—The annual luncheon is scheduled for December 14 from 12:00-2:00pm in the Student Union Ballroom. Winter Wonderland is the theme. Donations on behalf of the Humane Society will be received.

Staff Council Programming Survey—The results of the survey indicate a desire by staff for more social activities (i.e., book club) as well as information/educational sessions

related to financial planning and health and wellness.

Student Government Association

Dustin Stewart shared the following items from SGA.

SGA Annual Town Hall Meeting—The annual town hall meeting will be held November 29 at 6:00pm in Student Union Ballroom C.

Toys for Tots Campaign—The SGA executive team will be canvassing campus on November 29 reminding individuals to donate toys for the annual Toys for Tots campaign. Toys may be donated through Friday, December 2.

SGA Mural—The Armstrong Art Club has developed preliminary designs for a mural to be placed above the entrance to the SGA suite. The designs will be presented to Katie Twining.

Spring 2017 Activities—Planning has started for Spring 2017. A new initiative will encourage senators to develop and pursue personal projects as a way to increase participation and enthusiasm. The initiative is modeled on one implemented by the Georgia Southern University SGA that has proven to be successful.

Other

Campus Conversation with Tim Wise—November 30 at 2:30pm in Ogeechee Theater

Candidates for the position of Associate Vice President and Dean of Students will be on campus November 29, December 1, and December 6.

Candidates for the position of Dean of the College of Science and Technology will be on campus November 30, December 7, December 8, and December 12.

Annual Holiday Gathering and Tree Planting—December 2 at 2:00pm at the Pirate Athletic Center (PAC)

Spring 2017 Meeting Dates: January 31, February 28, March 28, and April 25 at 9:00am in the Burnett Hall Boardroom

SPARC Fall 2016 Summary

1. 2016 grant recipients
 - a. Over the River
 - b. Pirates Educating Pirates
 - c. Student Leadership Development
 - d. Global Partners Zone
 - e. Armstrong Scholarships
 - f. Live Streaming AMT Events
 - g. ALPHA
 - h. Preparing Future Professionals
 - i. Armstrong Cyber Workforce -Development Program
 - j. Shared Mission USA
2. VP meetings (Smith, Lewis, Kelso, Corrigan, Moody) with Anne Katz, Ho Huyn, Pete Hoffman

VP Academic Affairs and Provost

- a. Enrollment goal
- b. Diverse student population
- c. Execute student success initiatives
 - i. Student Success Center
 - ii. Early warning for academic issues
- d. Programming to support retention, progression, graduation
 - i. Health Professions Building
 - ii. Cyber initiatives
 - iii. Business Economics
 - iv. Online offerings

VP Business and Finance

- a. Master Plan
- b. Facilities (Health Professions, Student Success, Building improvements and maintenance)
- c. Finances
 - a. Student Union refunding
 - b. Profitability of auxiliaries
 - c. Improve financial health of athletics
- d. Policies/Procedures

VP Student Affairs

- a. Enrollment
- b. Diverse student recruitment
 - i. Housing and Disability Services Outreach
- c. Retention

VP Advancement

- a. Increase Major Gifts
 - a. Hire Gifts Officer
 - b. Tracking data base (Raiser's Edge)
 - c. Funding for Health Professions Building
 - i. Outreach to regional healthcare organizations
 - ii. Waters Challenge
 - d. Raise profile in Atlanta area (new advertising)

Chief Information Officer

- a. Student Support
 - a. Tech Hub
 - b. Office 365
 - c. Port Replacement
- b. Communication
 - a. Mobile app
- c. Infrastructure
 - a. Design IT
 - b. IT governance
 - c. Computer Lab Utilization study

Action Items for SPARC

- a. Drop the II
- b. Circle back and support VPs
- c. Create handbook for SPARC
- d. Create written policies and guidelines for SPARC funded grants

Armstrong

Recruiting & Retaining the Class of 2021

Presented by:

Joy Hamm
Allison Hersh
Tobe Frierson
Becky da Cruz

Armstrong

Target Numbers

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Freshmen	926	935	944	953	962	971	980	989	998	1007	1016
Transfers	511	516	521	526	531	536	541	546	551	556	561
Graduate Students	174	176	178	180	182	184	186	188	190	192	194
"Other" New Students	200	202	204	206	208	210	212	214	216	218	220

Total Enrollment

.45% increase in retention/readmissions=7600 by 2026

.65% increase in retention/readmissions=7700 by 2026

.82% increase in retention/readmissions=7800 by 2026

Armstrong

Strategies

- **Redefining our undergraduate market** with a focus on 4 local counties, 4 Atlanta-area counties and select counties in Florida and South Carolina
- **Improving high school relationships** within our local 4 counties
- **Increasing our on-campus partnerships**, especially within academic departments
- **Enhancing our on-campus visit experience** with a focus on improving Pirate Preview
- **Redefining our transfer market** by focusing on recruiting for programs that have the capacity for growth

Armstrong

Marketing Highlights Fall 2016

Armstrong

Overall Marketing Strategy

- Support university recruitment goals/SEM plan
- Raise visibility and keep Armstrong top-of-mind among target audiences
- Position Armstrong as a first - choice university for students in Georgia and across the region.

Armstrong

#1 Atlanta TV Commercial

- 30-second commercial targeting 18-49 year-olds in metro Atlanta
- Running 64 times/month on WATL & EATL



Armstrong

#2 Atlanta YouTube Pre-Roll

- 15-second commercial targeting 16 -19 year-olds in key counties in Atlanta
- Campaign launched in Sept. 2016

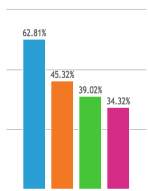


Armstrong

Atlanta YouTube Pre-Roll Analytics

TrueView Video Sep 1, 2016 to Nov 30, 2016 [📄](#)
Export to PDF [📄](#)

Overview



Video completion rates

<p>154,942 impressions <small>(1.7K avg. / day; max: 5.9K; min: 0)</small></p> <p>52,284 views <small>(575 avg. / day; max: 1.9K; min: 0)</small></p> <p>287 clicks <small>(3 avg. / day; max: 15; min: 0)</small></p> <p>33.74% VTR</p>	<p>62.81% 25% completion rate</p> <p>45.32% 50% completion rate</p> <p>39.02% 75% completion rate</p> <p>34.32% 100% completion rate</p>
--	--

4

Armstrong

#3 NewAtlanta Billboards

**MAKE WAVES.
SAVANNAH STYLE.**
100+ Degrees and Programs | Armstrong.edu

Apply Today!

**STUDY SESSIONS.
SAVANNAH STYLE.**
100+ Degrees and Programs | Armstrong.edu

Apply Today!

**DREAM BIG.
START STRONG.**
Savannah, Georgia | Armstrong.edu

Apply Today!

**CHART YOUR OWN COURSE.
SAVANNAH STYLE.**
100+ Degrees and Programs | Armstrong.edu

Apply Today!

Armstrong

#4 NewSavannah Billboards

FAST FORWARD YOUR FUTURE
B.S. in Business Economics

APPLY TODAY!
Armstrong.edu

PICTURE YOURSELF IN HEALTHCARE
B.S. in Rehabilitation Sciences

APPLY TODAY!
Armstrong.edu

EXPLORE NEW HORIZONS
Marine Biology Track

APPLY TODAY!
Armstrong.edu

PICTURE YOURSELF IN EDUCATION
Bachelor's + Master's Degrees

APPLY TODAY!
Armstrong.edu

Armstrong

#5 Geofencing Campaign

- Campaign launched in Sept. 2016
- Digital ad campaign targeting key high schools in Atlanta, Florida and South Carolina
- Designed to deliver ads before, during and after Armstrong recruit visits



Armstrong

Geofencing Campaign Analytics



Armstrong State University Mobile Targeting Performance Report

Campaign Start Date: September 16, 2016

Campaign End Date: December 31, 2016

Campaign Summary

September 16, 2016 - November 15, 2016

Campaign	Impressions	Clicks	Conv	CTR
Armstrong State University	1,064,625	2,392	39	0.22%

In the first two months of the campaign:

- 1.06 million impressions
- 2,932 clicks

Armstrong

Geofencing Campaign Analytics

Flight Performance

September 16, 2016 - November 15, 2016

Flight	Impressions	Clicks	Conv	CTR
Atlanta - Device	340,957	834	16	0.24%
Atlanta - Precise	16,295	45	0	0.28%
Florida - Device	335,389	863	20	0.26%
Florida - Precise	15,672	25	0	0.16%
South Carolina - Device	344,130	608	2	0.18%
South Carolina - Precise	12,182	17	1	0.14%
Total	1,064,625	2,392	39	0.22%

- Atlanta 879clicks
- Florida 888clicks
- S.C. 625clicks

Armstrong

#6 Carnegie Digital Campaign



CARNEGIE

Armstrong State University Performance Report

Campaign Start Date: September 6, 2014
 Campaign End Date: December 31, 2016

BECOME
A TEACHER.

EXPLORE NOW!

Armstrong
STATE UNIVERSITY

Campaign Summary

August 15, 2016 - November 15, 2016

Campaign Group	Impr.	Clicks	CTR
Armstrong State Undergraduate Desk Top Retargeting	989,229	1,470	0.15%
Armstrong State Undergraduate Desk Top Outreach	807,240	1,238	0.15%
All Results	1,796,469	2,708	0.15%

- 1.79million impressions
- 2,708clicks

Armstrong

Carnegie Conversion Data

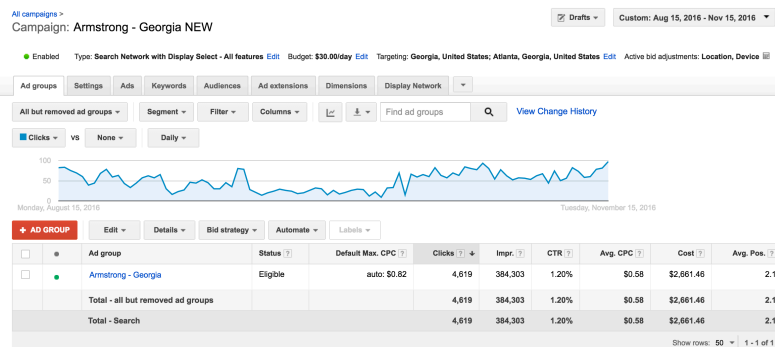
Conversion Performance			August 15, 2016 - November 15, 2016
Conversion name	Conversions	View-through conv.	
Armstrong Visit	34	803	
Request Info Completion	22	184	
Request Info	55	685	
Start Strong Armstrong - Thanks	8	-	
Armstrong Apply	241	5,566	
Request Info mobile	0	1	
Total	360	7,239	

- Conversions measured direct action taken after clicking on Armstrong's digital ad.
- View-through conversions measure actions taken within 90 days of viewing Armstrong's digital ad.

Armstrong

#7 Google AdWords

Pay-per-click Campaign - Georgia

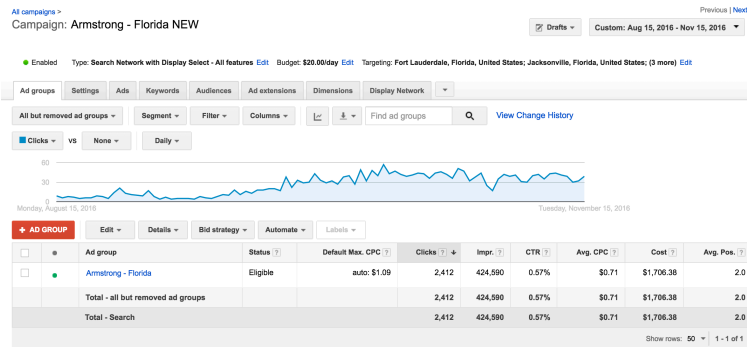


- 4,619 click -throughs in Georgia
- Emphasis on metro Atlanta area

Armstrong

GoogleAdWords

Pay-per-clickCampaign - Florida

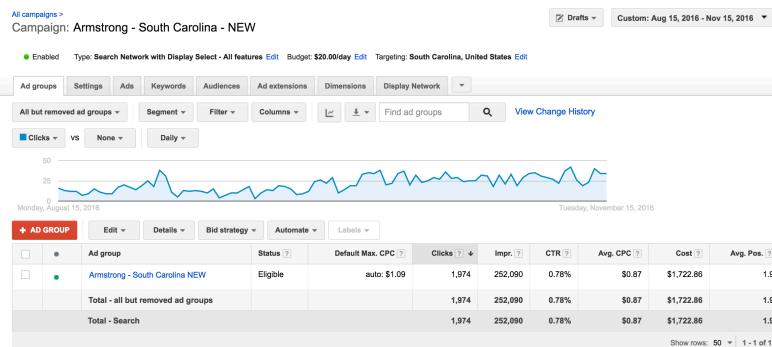


- 2,412 click -throughs in Florida
- Emphasis on Jacksonville, Miami, Orlando

Armstrong

GoogleAdWords

Pay-per-clickCampaign - South Carolina



- 1,974 click -throughs in South Carolina
- Emphasis on Charleston, Columbia, Beaufort


Armstrong

#8 FacebookAd Campaigns

StartStrongStart Now

Armstrong State University
Written by Allison Hersh (1) · July 17 ·

Don't miss Armstrong's one-day-only registration event on Tuesday, August 2. Stop by Victor Hall between 10:30 a.m. - 6:30 p.m. Bring all official college or high school transcripts or GED scores to register for the Fall 2016 semester. Application fee waived. Pre-register online today!



Start Strong Start Now!
Kick start your career in fast-growing fields like information technology....
WWW.ARMSTRONG.EDU [Learn More](#)

40,673 people reached

Like Comment Share


Rey Trujillo, Danny Kiene and 32 others · Top Comments ·

22 shares 16 Comments

PiratePreview - Hinesville

Armstrong State University
Written by Allison Hersh (1) · August 30 ·

Exploring colleges? Come see why Armstrong's Liberty Center in Hinesville, Ga. is the right fit for you!



Pirate Preview Open House on September 12
The best way to learn about Armstrong's Liberty Center in Hinesville, Ga., is to visit us at our Pirate Preview Open House on September 12....
ARMSTRONG.EDU [Learn More](#)

20,664 people reached

Like Comment Share

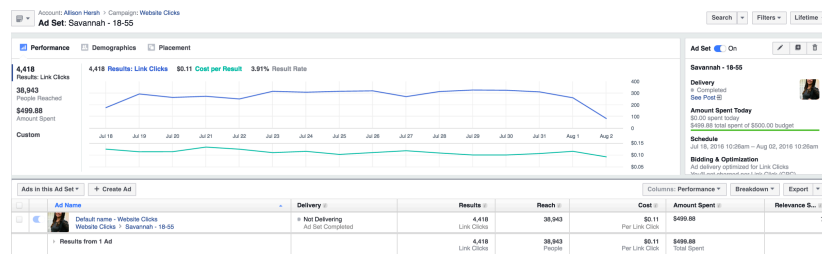
50 · Top Comments ·

1 share 7 Comments

Armstrong

FacebookAd Campaign Analytics

StartStrongStart Now

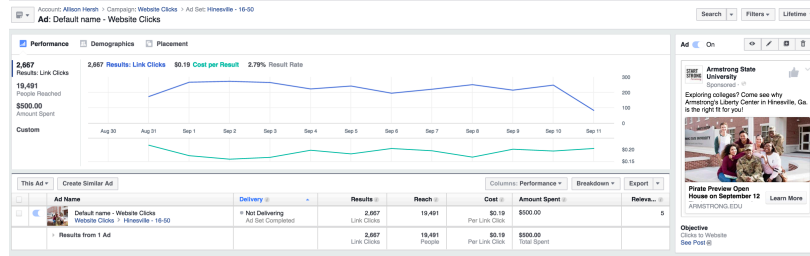


- 4,418 click-throughs to the Start Strong Start Now webpage

Armstrong

FacebookAd Campaign Analytics

Pirate Preview - Hinesville



- 2,667 click -throughs to the Pirate Preview webpage

Armstrong

Overall Marketing Impact



Video Views

- 302,476



Click-throughs

- 21,730

Armstrong

Redefining Our Market

MetroAtlanta	Population
Gwinnett	895,823
Dekalb	734,871
Fulton	1,010,562
Cobb	741,334
Henry	217,739
Clayton	273,955
Total	3,874,284

South Carolina	Population
Charleston	389,262
Beaufort	175,852
Greenville	491,863
Lexington	277,888
Richland	407,051
Florence	139,231
Total	4,896,146

Local Counties	Population
Chatham	286,956
Bryan	35,137
Effingham	57,106
Liberty	62,467
Long	17,731
Total	459,397

Focused recruitment efforts in Metro ATL, FL & SC
Enhanced multicultural recruitment efforts
Savannah Graduates Initiatives
MOWR Initiatives

South Florida	Population
Miami-Dade	2,693,117
Broward	1,896,425
Monroe	77,482
Palm Beach	1,422,789
Total	6,089,813

North Florida	Population
Orange	1,288,126
Volusia	517,887
Duval	913,010
Nassau	78,444
Total	2,797,467

Armstrong

Improving High School Relationships

- ☐ Hosted **PROBE** High School Counselor Workshop and **ACT** Counselor Info Session
- ☐ Hosting a **High School Counselor Breakfast** on December 6th
 - ☐ Includes panel, interaction with staff and students
- ☐ Provided **group tours** to **13** high school groups this semester

Armstrong

Redefining Our Transfer Market

- Recruiting targeted programs
 - Met with Deans and Department Heads
 - Designed program-specific transfer presentations
 - Piloting at CVCC in Alabama, January 7-19

Armstrong

Using Prior/Prior Year to Our Advantage

- Advertised through yard signs, flyers and emails to current students
- Highlighted in Financial Aid presentations in high schools
- Will be testing system this week
- Begin award letters week of December 5th

Armstrong

Enhanced Scholarship Leverage

- Scholarship application opened November 14th
- Will award scholarships by April 1st
- 249 students have begun an application (27 have completed)
- Calls to accepted first-year students encouraging them to apply

Armstrong

CCG Retention Goals

Goal 1: Increase first year retention by 10.5% by 2025

- 1a:** FTFT Bachelor's seeking (FTFTBS) freshman from 70% to 83%: 73.9%
- 1b:** FTFT Associate's seeking (FTFTAS) freshmen from 69% to 82%: 71.7%

Goal 2: Increase Sophomore retention by 10% by 2025

- 2a:** FTFTBS sophomores from 48.6% to 58.6%: 51.8% (down from 54.3%)
- 2b:** FTFTAS sophomores from 43.8% to 53.8%: 44.4% (up from 53.8%)

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Retention

	Cohort	1-Year Retention	2-Year Retention
Fall 2008	808	70.5	51.1
Fall 2009	963	69.9	51.8
Fall 2010	1088	65.4	46.7
Fall 2011	1067	68.6	46.6
Fall 2012	968	67.4	52.6
Fall 2013	864	70.0	54.4
Fall 2014*	635	70.1	52.1
Fall 2015*	579	74.1	

Armstrong

Pirate Passage

		First Fall		Second Fall		Third Fall		Fourth Fall	
	Cohort	n	%	n	%	n	&	n	%
Fall 2012	32	32	100%	18	56.3%	16	50%	15	46.9%
Fall 2013	59	51	86.4%	37	62.7%	28	47.5%	21	35.6%
Fall 2014	44	41	93.2%	32	72.7%	24	54.5%		
Fall 2015	21	21	100%	15	71.4%				
Fall 2016	52	44	84.6%						

Armstrong

Retention Initiatives

1. EAB Student Success Collaborative
2. Quality Care for Children Boost Program
3. Reverse Transfers
4. Contacting students who have withdrawn & not registered for Spring
5. Next Class
6. Academic Expotargeting Sophomores
7. Retention sub-committee discussing:
 - a. "Sophomore Slump" efforts
 - b. Priority registration for major's sequence courses

JTL Meeting

(November 29, 2016)

Retention Goals:

Goal 1: Increase first-year retention by 10.5% by 2025.

1a: FTFT Bachelor's seeking (FTFTBS) freshman from 70% to 83%: 73.9%

1b: FTFT Associate's seeking (FTFTAS) freshmen from 69% to 82%: 71.7%

1c: FTPTBS/AS seeking freshmen from 54% to 67%: 54%

1d: Honors students from 77% to 82%: 80.8%

Targets: By 2025, increase retention of

- Fall to Spring FTFTBS from 89% to 94%: 91.5%
- Fall to Spring FTFTAS from 91% to 94%: 87.3%
- Fall to Fall African American students from 67% to 72% : 79.2%
- Fall to Fall Hispanic students from 69% to 74%: 87%
- Fall to Fall Military affiliated from 45% to 50% : 77.8%
- Fall to Fall residential students from 61% to 66%: 69.8%
- Fall to Fall HOPE recipients from 70 to 75%: 81.8%
- Fall to Fall HOPE loss students from 61% to 66%: 79.6%
- Fall to Fall Learning Support students from 46% to 51%: 64.2%
- Fall to Fall Adult Learners from 62% to 67% : 83.3%
- Fall to Fall part-time students from 46.3% to 51.3%: 54%
- Fall to Fall Pell recipients from 66% to 71%: 74.8%

Goal 2: Increase sophomore retention by 10% by 2025. Data is from Fall 2104 cohort.

2a: FTFTBS sophomores from 48.6% to 58.6%: 51.8% (down from 54.3%)

2b: FTFTAS sophomores from 43.8% to 53.8%: 64.4% (up from 53.8%)

2c: FTPT sophomores from 30.3% to 40.3%.: 33.8% (up from 28.4%)

Targets: By 2025, increase 2nd year retention of:

- African American students from 49% to 54%: 48.8% (down)
- Hispanic students from 51.3% to 56%: 60.4% (up)
- Military-affiliated students from 40.9% to 46%: 53.7% (up)
- Residential students from 41.9% to 47%: 51.4%
- Learning Support students from 41.6% to 47%: 53.1% (up)
- Adult Learners from 36.9% to 42%: 42.9%
- HOPE recipients from 51.2% to 56.2%: 58.3%
- Pell recipients from 49.9% to 55%: 47% (down)

Goal 3: Increase 6-year Bachelor Degree Graduation Rates by 6% by 2025

3a: Reduce the number of excess credits earned at graduation from 14.7 to 10.0

Number of credits at degree completion					
	FY 11	FY 12	FY 13	FY 14	FY 15
Number of collegiate credits earned at degree conferral for students earning associate degrees.	95.42	85.18	86.38	92.35	84.97
5-year history of the number of collegiate credits earned at degree conferral for students earning bachelor's degrees.	138.28	136.96	139.05	137.35	137.58

3b: Target 1000-2000 level courses with high DFW rates, reducing rates to under 30%

3c: Increase number of students taking 15 Hours per semester

Students Completing in 30 Hours or More by Spring Semester							
		2011	2012	2013	2014	2015	2016
Associate's		24	11	3	13	161	299
Completed 15 Hours	n	13	8	2	12	149	270
	%	54.2%	72.7%	66.7%	92.3%	92.5%	90.3%
Completed 30 Hours	n	0	2	2	3	72	137
	%	0.0%	18.2%	66.7%	23.1%	44.7%	45.8%
Bachelor's		1063	1015	929	819	611	568
Completed 15 Hours	n	894	854	809	732	530	508
	%	84.1%	84.1%	87.1%	89.4%	86.7%	89.4%
Completed 30 Hours	n	171	224	327	318	237	241
	%	16.1%	22.1%	35.2%	38.8%	38.8%	42.4%

Targets:

- Decrease average number of earned credits at graduation by 0.5 credits per year
- Increase 6-year Bachelor Degree Graduation Rate from a 31.4% 3-year average to 37.4% by 2025

Table 3: Armstrong, 6-year Graduation Rates	% Graduated within 6 Years 2007 cohort	% Graduated within 6 Years 2008 cohort	% Graduated within 6 Years 2009 cohort
First-Time Full-Time Bachelor Seeking Cohort	33.6%	29.7%	32.6%

Retention Initiatives:

- 1) EAB Student Success Collaborative
Tracking students based on success markers, students can schedule their own advising appointments, allows for more communication with students
- 2) Quality Care for Children: Boost Program
(See Handout)
- 3) Reverse Transfers – “The Associate’s Degree You Deserve”
No cost to the student – USG pays for graduation fee
Currently 23 – 10 of which are Engineering
Departments with Associate’s degrees encourage more students to get the Associate’s degree before moving into Bachelor’s degree
- 4) Identifying and contact students who have fully withdrawn from Armstrong and Stop-Outs
115 fully withdrawn Fall 2016, then Summer and Spring students
678 students identified from the National Clearinghouse who have not transferred to another institution, not dismissed, not graduated, and not registered for classes = Stop outs to reach out to.
- 5) Next Class
135 students from FYE in majors with clearly identifiable next courses in major i.e. Psychology, Biology, Chemistry, Health Professions, and registered.
- 6) Academic Expo
Targeting Sophomores to hook them in a major and other programs to keep them engaged i.e. study abroad, community service programs, undergraduate research, etc.
- 7) EMC Retention Sub-committee discussing
 - a) “Sophomore Slump” initiatives
 - Monthly Sophomore email (career counseling, major choice, clubs & organizations, etc)
 - Classring ceremony
 - “Sophomore Sundeas” (or snowcones)
 - b) Priority registration for major’s sequence courses
 - c) The warm hand-off process from professional advisor to faculty advisor – letter from the department head welcoming them to the department with name of their advisor, benefits of the major, programs and organizations they have access to, etc.

□ □ □ □ □ □ □ □

[illegible]

Faculty and Staff Personnel Requests 1/9/2017

[illegible]

Appendix D

Pre-Tenure Review

A candidate will be evaluated in teaching, scholarship, service, and professional development. A candidate's teaching is paramount in this evaluation. The candidate has the responsibility to demonstrate and document effectiveness in all areas.

Portfolio Recommendations, University Level

- 2 portfolios will be included, a Master Portfolio and a Supplemental Portfolio
 - No size limits specified for either portfolio

Master Portfolio:

- Letter requesting the review for either tenure or promotion
- Table of contents, for both portfolios
- An up-to-date curriculum vitae with complete sections on teaching, scholarship, service, and professional development
- Copies of all APARs and AFEs since hire
 - It is strongly recommended that a peer-review for evaluative purposes is included in the AFE
- Copies of student evaluations of teaching statistical summaries for each course taught since hiring
- Reflective self-evaluation/narrative for each section of the portfolio (teaching, scholarship, service, professional development) that responds to student input, past peer review and evaluation, and past department head evaluations
- For tenure, a copy of the pre-tenure review and candidate's response thereto
- For tenure, there shall be a summarization of departmental colleague balloting and a department head recommendation. Ballots shall be provided by tenured faculty only (in the case of an application for tenure), and by faculty at the rank or higher of that which is applied for by the candidate. The department head's recommendation and balloting summary shall be added to the portfolio before forwarding to the College T&P Committee.

Supplemental Portfolio:

- Copies of all student evaluations of teaching since hiring
- Representative sample of teaching materials, including syllabi, course materials, tests and exams, and any other course handouts and materials. Candidates should not duplicate materials, and should include materials to show developments in teaching, if applicable.

- Copies of scholarship materials produced by the candidate
- Documentation of formal faculty developmental activities in which the candidate has participated
- Other materials as required by departmental guidelines
- Other materials the candidate wishes to include (such as peer-review for mentoring purposes or peer-review by faculty request)

Faculty Evaluation

The evaluation process serves multiple purposes. It assists the university in its review of faculty members for continued employment; it assists the university in recognizing the merit reflected by the awarding of tenure and promotions; it helps in the determination of salaries; and it both recognizes and encourages a faculty member's professional growth.

The system presently in use at the university involves three successive evaluation levels. On the first level, data are gathered from students, from peers, and from the individual faculty member. This information is then included in the second level by department heads in making the official, annual evaluation of each faculty member's performance for a given academic year. This official evaluation, including a plan for improvement developed by the department head, is recorded on the Annual Faculty Evaluation form that the department head completes for each department member. The department head signs the Annual Faculty Evaluation before presenting it to the faculty member and forwarding it to the dean for review. The faculty member will sign the Annual Faculty Evaluation indicating that he/she has been apprised of the content of the annual evaluation. The Annual Professional Activities Report and summaries of all data and other information collected at the primary level are attached to it. These annual evaluations are then used at a third level of evaluation (vice president of academic affairs and president) where decisions are made regarding continued employment, tenure, promotion, and salary recommendations.

Criteria for Faculty Evaluation

Faculty are evaluated in teaching, scholarship, service and professional development. Each area is deemed Noteworthy (exceeds expectations), Satisfactory (meets expectations), or Unsatisfactory (does not meet expectations).

Teaching excellence will be the most important factor in all evaluations. Teaching includes all work that involves the use of a faculty member's expertise to communicate subject matter to students. It may, therefore, include traditional lecturing in the classroom, supervision and training in a laboratory or clinical setting, nontraditional communication of a discipline, the collecting and developing of subject materials for communication to students, the guidance of students in independent study and research, online course development and instruction and academic advising. A faculty member's command of the subject matter, motivation of and relationship to students, testing and grading practices, and overall fulfillment of teaching responsibilities are primary characteristics to be considered in the evaluation of teaching.

Scholarship involves the use of a faculty member's expertise as a scholar or artist. It includes work that adds to the subject matter of a discipline and work that increases the expertise of a faculty member as a professional. Research and dissemination of research through disciplinary publication and presentation are encouraged by the university; the pursuit and support of scholarly activities, consistent with the role of the institution, are professional obligations of every faculty member. Scholarship includes the Scholarship of Teaching and Learning, the Scholarship of Engagement, and/or the Scholarship of Discovery as defined by USG ([http://www.usg.edu/academic_affairs_handbook/section4/C691/ - p4.7.2 faculty work in the schools](http://www.usg.edu/academic_affairs_handbook/section4/C691/-p4.7.2_faculty_work_in_the_schools)) and as appropriate to the faculty member's discipline.

Service includes all work that involves the use of a faculty member's academic status or professional expertise to benefit the university, the community, or the profession. The essential element of service is that it involves contributions associated with a faculty member's established status in a discipline and at the university. Unless otherwise stipulated in a faculty member's job description, service is considered a responsibility of employment and consequently subject to evaluation.

Although the evaluation criteria indicated above point to three separate areas of evaluation, it is natural that the boundaries dividing teaching, scholarship, service, and other significant areas of professional activity may blur and that integrated enterprises involving these activities may emerge.

In addition to teaching, scholarship and service, the Board of Regents lists professional development as an area of faculty evaluation. Professional development includes strategic learning and services that increase individual and institutional effectiveness in support of the university and the University System of Georgia. Professional development may supplement teaching, scholarly and service activities.

As an institution that prepares teachers, it is expected that some faculty will collaborate with the K-12 schools. Armstrong supports, recognizes, and rewards faculty who participate significantly in approved teacher preparation efforts and in school improvement. These efforts should be documented in a faculty member's AFE where applicable (i.e., teaching, scholarship, and/or service). Participation in teacher preparation and in school improvement may include documented efforts of faculty in improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers, contributing scholarship that promotes and improves student learning and achievement in the schools and in the university, and collaborating with public schools to strengthen teaching quality and to increase student learning.

The evaluation of the performance of a faculty member must, under any circumstances, be supported by appropriate corroborating evidence.

USG Policy Manual sections on Evaluation, Promotion, and Tenure of faculty (section 8.3.5-7)

Procedures for Faculty Evaluation

The Annual Professional Activities Report (APAR):

The APAR instrument is distributed during the fall semester to each faculty member. This report, covering the activities of an entire calendar year (January-December), is completed by the faculty member and submitted directly to the department head at the end of the reporting period. A copy of this report must be attached as an appendix to the Annual Faculty Evaluation of the faculty member. Student Evaluations of Teaching (SmartEvals; eFACE; or FACE;):

Student evaluations of teaching are administered to students at the end of each semester or summer session. Data from these evaluations are reported to the department head and to the faculty member and must be included in the Annual Faculty Evaluation report. Student Comment Sheets including the students' names will be given to the faculty member and to the department head. If the Student Comment Sheet does not include the student name, it will be given only to the faculty member. The faculty member may choose to include or omit these unsigned comments in their portfolio. Numbers and percentages of responses on all categories of the evaluations are aggregated annually on each faculty member according to lower-division, upper-division, and graduate courses. The data will be made available to the appropriate department head and dean and may be used for diagnostic and evaluative purposes.

Additional faculty and course evaluative instruments may be used to support faculty teaching effectiveness.

Faculty Peer Evaluation (FPE):

Each department (or at the college level where applicable) develops and maintains a peer evaluation system. A summary or portfolio of the record of performance of a faculty member in teaching, scholarship, service, and professional development must be available for review by peers prior to conducting a peer evaluation. The peer evaluations need not be conducted annually and no faculty member is required to evaluate any other faculty member. However, designated peer evaluations must be conducted as follows:

A peer evaluation involving all eligible faculty of a department must be conducted at least one month prior to any recommendation for pre-tenure review, tenure and/or promotion application, and post-tenure review.

Peer evaluations involving all faculty of a department must be conducted for all tenured faculty members at least once every five years after the award of tenure, in addition to any peer evaluation for promotion.

Designated peer evaluations must indicate the number of faculty colleagues in a department who support, do not support, or abstain from participating in the review of the record of the peer. Such results shall be reported in the pre-tenure, tenure, promotion, and post-tenure recommendation forms or in the Annual Faculty Evaluation form of the faculty member under review. All written comments solicited in a peer evaluation also shall be included in the official record. All peer evaluations conducted in addition to those designated above shall be reported in the Annual Faculty Evaluation form of the faculty member under review.

A peer evaluation involving appropriate faculty of a department must be conducted at least one month prior to any recommendation for pre-tenure review, tenure, promotion, or post-tenure review.

Should a department not have at least 3 eligible faculty members to vote on pre-tenure review, tenure, promotion, or post-tenure review, the dean of the college and department head shall supplement the department voting contingent with up to 1, 2, or 3 faculty members from outside the department, but within the university.

Department heads may seek the counsel of their nonvoting faculty regarding issues of retention, pre-tenure review, tenure, promotion, and post-tenure review through means other than official balloting.

Faculty voting on other retention reviews shall be determined by the dean of each college for their respective departments.

Annual Faculty Evaluation (AFE):

Each spring semester, department heads evaluate the previous calendar year's (January- December) professional performance of faculty members on an Annual Faculty Evaluation form. The AFE must address the foregoing criteria and standards for faculty evaluations. Judgments rendered on the AFE are reached after consulting the faculty member's Annual Professional Activities Report (APAR), Student Evaluations of Teaching, Faculty Peer Evaluation report, and such other data collected during the preceding academic year as may be deemed appropriate. Copies of pertinent reports and appropriate corroborating evidence must be appended to the completed AFE instrument.

The contents of the AFE must be reviewed with the faculty member by the department head in a scheduled conference. The faculty member receives a copy of the AFE and signs a statement acknowledging awareness of its contents. The department head presents AFEs to the dean of the appropriate college for review.

The completed AFE instrument (with all appendices) becomes a part of the faculty member's official record at the university. Each faculty member has the right to insert into the official record a written response to the AFE. When this right is exercised, the faculty member's response becomes an appendix to the AFE to which it pertains, and this appendix remains a part of the AFE thereafter. The department head will acknowledge in writing receipt of any response, noting changes, if any, in the AFE made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the record.

At the beginning of the fall semester the Office for Academic Affairs shall distribute to deans and department heads a list of deadlines for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans in consultation with their department heads shall base department and college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, the processing of AFEs is to be completed and submitted to the provost and vice president for academic affairs before the midterm of the spring semester.

Guidelines for Faculty Evaluation

The following guidelines indicate the types of specific information that are used to evaluate a faculty member's teaching, scholarship, service, and professional development.

Teaching

Each faculty member's Annual Professional Activities Report (APAR) contains a list of all courses taught during the year, as well as an appropriate description of all other teaching and teacher-related activities.

Data gathered from the Student Evaluations of Teaching must be included in the AFE report for each faculty member. Additional faculty and course evaluative instruments may be used to support faculty teaching effectiveness.

The supervision of independent study courses, laboratory or clinical learning experiences, and student research should be reported on a faculty member's APAR, and appraisals of these activities may be appended to the AFE.

The presentation of continuing education courses, seminars, or workshops should be reported on a faculty member's APAR, and appraisals of these activities may be appended to the AFE.

External review of teaching, where appropriate, may be appended to the AFE.

Participation in the development of experimental and innovative instructional methodologies should be reported on a faculty member's APAR, and appraisals of this activity may be appended to the AFE.

Activities involving the counseling and advising of students should be reported on the faculty member's APAR, and appraisals of such activities may be appended to the AFE. See department and college promotion and tenure guidelines to determine if advisement is considered a teaching or service activity.

Appraisals of a faculty member's performance made during classroom visits by the department head or professional colleague(s) may be appended to the AFE.

In rendering an evaluation of teaching, both the number and nature of new course preparations by the faculty member and the number of freshman, sophomore, junior, senior, graduate and remedial level courses ought to be considered in terms of department, college and university goals. This information should be reported on the APAR. These details should be expected and reported upon within each APAR.

Any other factors which are considered important and which can be documented should be reported on the APAR, and documentation may be appended to the AFE.

Scholarship

Each faculty member's Annual Professional Activities Report (APAR) includes an appropriate description of all scholarly activities and areas of professional growth within the Scholarship of Teaching and Learning, the Scholarship of Engagement, and/or the Scholarship of Discovery, defined by USG (http://www.usg.edu/academic_affairs_handbook/section4/C691/-p4.7.2_faculty_work_in_the_schools) and listed below.

The applicant should provide evidence of peer review of scholarship, whenever possible, that may include quantitative impact values, appraisals or reviews, acceptance rates, letters from the editors of publishers, manuscript reviewer letters, or jury results.

Published scholarly papers and books, papers, and books in manuscript, and papers presented at meetings of learned societies or professional meetings should be reported on the APAR;

Activities such as chairing sessions, serving as a panelist, or offering critiques at meetings of learned societies and professional organizations should be reported on the faculty member's APAR.

Performances, exhibitions, or recitals should be reported on the faculty member's APAR.

Grant proposals and their status as to funding or non-funding should be reported on the APAR and may be submitted as evidence of scholarly activity and as appendices for the faculty member's AFE.

Other creative expression related to a faculty member's profession ought to be reported on the APAR; accounts or appraisals thereof may be submitted as evidence of its scholarly or artistic value and as appendices for the faculty member's AFE.

The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

Evidence of the Scholarship of Teaching and Learning:

- Evidence that the faculty member's scholarship in the schools or in the university classroom is public, peer reviewed, and critiqued
- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published
- Evidence that the scholarship builds upon previous scholarship and shared concerns
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning

The Scholarship of Engagement

Definition: The Scholarship of Engagement in schools is characterized by the following: It is to be conducted as an academic engagement with the public schools. It is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems. It should test a research question or hypothesis. One must be able to use the results to improve practice and inform further questions. Resulting work should be available for dissemination for peer review of results. (Glassick, Huber and Maeroff).

Evidence of the Scholarship of Engagement:

- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need

- Evidence that the faculty member assesses the impact of the engagement
- Evidence that the faculty member disseminates for peer review the results of the outreach

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the “pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead” (Glassick, Huber and Maeroff). It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:

- Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere
- Evidence that the faculty member’s research represents quality, rather than mere quantity
- Evidence of the faculty member’s publications in high quality refereed journals and the quality and quantity of citations and reprints of h/her research publications
- If appropriate for the discipline, evidence of the ability to attract extramural funding
- Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery

Service

Each faculty member’s Annual Professional Activities Report (APAR) will include an appropriate description of all service activities engaged in during the evaluation period in question.

Service to the profession can be demonstrated in a variety of ways. Such service often arises through active participation in local, regional, national, or international professional organizations. Consequently, faculty members will report annually on the APAR their active participation in appropriate professional organizations. Activities with professional organizations are to be reported on the APAR. Memberships in professional organizations are to be listed in the APAR.

Service to the community may vary in importance from college to college and from department to department. Each administrative head should communicate clearly to each faculty member of the unit the importance of community service in the evaluation process. Evidence of service should be documented as follows: 1) Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life. 2) Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal

problems and human needs. 3) Evidence that the faculty member contributes to the continuous improvement of public higher education. 4) Evidence that the faculty member contributes in some way to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia's citizens, and to the advancement of public higher education.

Service to the community may include, but need not be limited to, service to public agencies or learned societies, professional consultation, public speeches reflecting the discipline and profession of a faculty member or reflecting the results of scholarship, cultural or artistic contributions and involvement and participation in civic organizations, charitable projects, and community service. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation/vertical alignment, etc. Faculty should refer to department and college tenure and promotion guidelines for specific examples of service relevant to their discipline.

Service to the university may include, but is not limited to, contributions to special departmental/program, college, or university projects; working with students or faculty on extracurricular activities; active membership on department, college, or university committees; participation in the public service, continuing education, or recruitment programs of the university, and possibly advisement depending on one's department and college promotion and tenure documents. Such activities are to be reported on the APAR. It is expected that candidates show a progression of service responsibilities that indicates professional development and growth in service activity, duties and leadership.

If a service activity is accompanied by remuneration (e.g., pay for service, course release, extra travel money, etc.), the faculty member shall note the remuneration on the APAR where he or she describes the service activities. Colleges or departments may wish to distinguish between unremunerated and remunerated service.

Participation in, or support of, departmental seminars, colloquia, and lectures should be reported on the APAR.

Professional Development

Professional development is a broad term that describes the process of growth that occurs over the academic lifetime of a faculty member. Faculty are expected to be life-long learners who strive to better their performance at increasingly higher levels in teaching, service, and scholarship. Each faculty member's Annual Professional Activities Report (APAR) will include an appropriate description of all professional development activities engaged in during the evaluation period in question. Professional

development may be defined as activities that impact a faculty member's knowledge or skills, leading to improved teaching, enhanced scholarly work or improving the effectiveness of their service contributions. Professional development includes strategic learning and services. These will increase individual and institutional effectiveness in support of the department, the college, the university, the University System of Georgia, and/or the faculty member's discipline.

Professional development in the areas of teaching, scholarship and service may include, but not be limited to, attending presentations, workshops, post-doctoral training, attaining additional degrees, continuing education, training sessions, and seminars on matters pertaining to the application of disciplinary knowledge and institutional effectiveness. Faculty should refer to department and college tenure and promotion guidelines for specific examples of professional development relevant to their discipline. It is understood that professional development may overlap with research and service activities.

Retention of Non-Tenured Faculty

All non-tenured faculty who serve on the basis of yearly contracts must be reviewed annually by departmental retention procedures that include both faculty committees and Department Heads until such time as they are promoted to Senior Lecturer at or after the sixth year of service. Once a faculty member is promoted, yearly retentions may be performed only by Department Heads. Full review (faculty committee, Department Head and Tenure and Promotion Committee) will occur during the fifth year after the year in which promotion to Senior Lecturer is awarded and every five years thereafter. The candidate must provide student evaluation summary forms and the annual APAR that documents accomplishments in teaching plus any accomplishments in scholarship, service, and professional growth and development for review by the departmental faculty prior to their notifying the department head of their reactions to the candidate's retention (see Regulations, Article II, Section C. 2. a and C.2.b in the ASU Faculty Handbook). Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the reviews of the lecturer demonstrate exceptional teaching ability and value to the institution as defined by college and department promotion guidelines.

The department head will make the recommendation on retention which will then be sent to the Dean of the College for approval. The recommendation will be forwarded to the Vice President of Academic Affairs.

Tenure

Tenure embraces both rights and duties. It is a pledge of professional academic performance by the professor who holds it to the institution that grants it. It protects a professor from arbitrary dismissal.

Criteria Relating to Tenure

In order to be considered for tenure, a faculty member must have completed a satisfactory probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years' interruption because of leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years' credit toward the minimum probationary period may be allowed for service at other institutions in tenure-track positions or for full-time service at the rank of instructor at Armstrong State University. Such credit for prior service shall be requested by the individual and shall be defined in writing by the president at the time of the initial appointment at the rank of assistant professor or higher or at the time of promotion from instructor to assistant professor.

A candidate for tenure must not only meet the designated minimum period of service, but also must meet what are, at that time, seen as the long range needs of the university and must show a history of evaluations that merits the award of tenure. A history of weak evaluations may lead to the denial of tenure. Retention throughout a probationary period of service is by itself insufficient to guarantee the success of a candidacy for tenure.

A candidate will be evaluated in teaching, scholarship, service, and professional development. The candidate has the responsibility to demonstrate and document effectiveness in all areas. Consistent with BOR Policy, faculty members must be evaluated as Noteworthy in two of the four areas when applying for tenure. However, consistent with Armstrong's mission, a faculty member's teaching must be deemed at minimum Satisfactory. The most substantive evaluation for tenure should be at the departmental level. Tenure applications should be evaluated with decreasing emphasis on substance and increasing emphasis on process as the portfolio moves from the department to the dean to the provost and to the president.

Procedures Relating to Tenure

Candidacies for tenure should be initiated by the written request of the candidate to the department head or, in the case of a department head, to the appropriate dean. In the absence of an application by the candidate, such application may be initiated by the department head for a faculty member or by the college dean for a department head. The department head must solicit an assessment of the candidate's application for

tenure through ballots and commentary from departmental colleagues. Only tenured faculty shall vote on tenure applications (and tenure reviews; pre- and post-tenure). Each department (or college if that is lowest level of review) must have on file with the dean of the college and with the provost and vice president for academic affairs a plan for ascertaining departmental peer review of tenure or promotion applications, pre-tenure reviews, or post-tenure reviews. The department head makes the initial recommendation to the dean.

The application is then sent to the dean of the college who forwards it to the college's promotion and tenure committee. Each promotion and tenure committee serves in an advisory capacity and makes recommendations to the respective dean based on the college's promotion and tenure documents. Criteria used by the committee must be in writing and must be consistent with the criteria and procedures contained in these regulations. The dean of each college, after receiving recommendations from the respective promotion and tenure committee, forwards them with his or her own recommendations to the provost and vice president for academic affairs. The provost and vice president for academic affairs may call a consultative meeting with the deans before forwarding his or her recommendations to the president. Individuals who are awarded tenure by the president shall be notified in writing of that award.

At the beginning of the fall semester the Office for Academic Affairs shall distribute to deans and department heads a list of deadlines for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans, in consultation with their department heads, shall base department and college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, tenure applications are submitted and processed at the department and college levels in the fall semester and submitted to the provost and vice president for academic affairs early in the spring semester.

Candidates whose applications for tenure are rejected may pursue a formal administrative appeal. Full-time faculty hired on a tenure-track may not serve more than seven years without the granting of tenure.

Board of Regents' Policy Manual, Personnel, 8.3.7 Tenure and Criteria for Tenure

http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.7_tenure_and_criteria_for_tenure

Promotion

The institutional timeline for the review of faculty for promotion must be completed by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. At state universities and state colleges, “early” promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

At the time of an individual’s initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

Promotion is based upon length of service with the institution as well as consideration of quality of teaching, service, scholarship and professional development.

Noteworthy achievement is expected in at least two areas of evaluation. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

Promotion from Lecturer to Senior Lecturer

Lecturers who are reappointed to their six year of service can be considered for promotion to senior lecturer, to begin in their seventh year of service. To be promoted to senior lecturer, annual performance reviews and other credible evidence as defined by college and department promotion guidelines are required to show noteworthy achievement in teaching and in at least one of the following areas: service, professional growth and development. Promotion to senior lecturer requires a minimum of: a. Six consecutive years of service at the rank of lecturer at Armstrong State University. b. Master's degree in the academic area of specialization or a related field. There is no promotion for the lecturer beyond senior lecturer in this non-tenure track. Prepare a portfolio consistent with that described in the Portfolio section of the Tenure and Promotion Guidelines.

In keeping with BOR policy, promotion to senior lecturer requires approval by the president.

The following criteria will be used to assess all candidates for promotion from lecturer to senior lecturer and for instructor to assistant professor:

1. There must be a reasonable level of support among the faculty as evidenced by promotion balloting. Only Senior Lecturers and tenured faculty in the candidate's department may be balloted.
2. Candidates must meet the requirements as outlined in Armstrong Faculty Handbook Sections 107.4.4 and 107.4.5. 2.

Promotion in professorial ranks

The following criteria will be used to assess all candidates for promotion.

1. There must be a reasonable level of support among the faculty as evidenced by promotion balloting.
2. All of the following must meet at least satisfactory levels of performance, however, two must show evidence of noteworthy achievement:
 - a. Teaching;
 - b. Service to the Department, College, University, and/or community appropriate to the faculty rank
 - c. Scholarship appropriate to the faculty rank;

d. Professional growth and development.

Only faculty at the rank of professor shall vote on applications for the rank of professor. Only faculty at the rank of associate professor or higher shall vote on applications for the rank of associate professor. Only faculty at the rank of assistant professors or higher shall vote on applications for the rank of assistant professor.

Instructor to Assistant Professor

Promotion to assistant professor requires a minimum of: (a) four years total teaching and/or related experience, (b) three years at the rank of instructor at Armstrong State University, and (c) a terminal degree in the academic area of specialization or related field, with rare exceptions made for clearly demonstrable special distinctions in training and expertise. There is no promotion for instructor beyond assistant professor in this non-tenure track.

Assistant Professor to Associate Professor

The candidate will hold a doctorate (terminal degree) in an academic area of specialization or closely related field and a minimum of six years of college level teaching or eight years total teaching and/or related experience. Additionally, the candidate will document five years of service at the rank of assistant professor with four years at the rank of assistant professor at Armstrong State University. The candidate must be in a tenure-track position.

Associate Professor to Professor

Minimum requirements:

1. Twelve years of university-level teaching, or fourteen years total teaching and/or related experience.
2. Five years at the rank of associate professor at Armstrong State University.
3. Terminal degree in academic area of specialization with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
4. Must be tenured.

The candidate will demonstrate scholarly achievement beyond that required for both tenure and service at the level of associate professor. A lack of scholarship will not be offset by Noteworthy teaching and/or service in an application for promotion to the level of professor.

Post-Tenure Review

In order to provide tenured faculty with feedback on performance effectiveness and to identify opportunities for professional development consistent with the changing needs of the university, post-tenure evaluations will be conducted. Beginning five years after the initial year in which tenure was awarded or in the fifth year following the most recent promotion action and continuing at five year intervals, all tenured faculty members will participate in post-tenure evaluations.

It will be the responsibility of the department head to maintain a schedule of eligibility and to notify the eligible faculty in writing that a post-tenure review will be conducted and that documentation must be submitted by a specified date. This date will allow ample time for the faculty member to prepare the packet of information required for the review. The faculty member should meet with the Department Head to review the process, identify the kinds and quantities of documentation required, establish time frames, review deadlines, and secure any other information pertinent to the review process.

Prepare a portfolio consistent with that used for Tenure. The relative importance of teaching, scholarship, service and professional development does not differ from pre-tenure to post-tenure evaluations.

The post-tenure review process will involve the following: preparation of a portfolio by the faculty member who is to be reviewed; completion of a peer review procedure for the portfolio; and the completion of a report by the department head who details the results of the review. Full time, tenured faculty at the rank of associate professor and above will be eligible to review and evaluate the portfolio. All faculty who participate in the post tenure review process must be willing to certify that they have reviewed the application for post-tenure review portfolio carefully before completing and/or signing any official evaluation forms.

NOTE: Post-tenure review will substitute for a faculty member's annual evaluation in the year in which it is conducted.

The College will adhere to the following deadlines which fall within the time frame for post-tenure review as published in the *Faculty Handbook* of Armstrong State University:

Deadline:

Action to be Completed

September 1

Department Head notifies each listed faculty member of the upcoming post-tenure review Department Head makes time

available to meet with each of the listed faculty to review the criteria and procedures for post-tenure review

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|--------------------|---|
| December 1 | Faculty member submits the post-tenure review portfolio to the Department Head |
| January 15 | Post-tenure review by departmental faculty as part of the required peer review process |
| February 1 | Peer review of the post tenure review portfolio is completed |
| February 15 | Department Head prepares a report on the evaluation by departmental colleagues and provides his or her own recommendation |