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November 28, 2016 Armstrong Faculty Senate Minutes

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Armstrong State University
Faculty Senate Meeting
Minutes of November 28, 2016
Ogeechee Theatre, 3:00 p.m.

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order by Senate President Padgett at 3:32pm (Appendix A)
- III. Senate Action
 - A. Approval of Minutes from [September 19, 2016](#) Faculty Senate Meeting
Approved (35-0)
 - B. Brief Remarks from Dr. Linda Bleicken, President
My remarks today will be slightly different than in the past. Over the course of Thanksgiving, I had a good time with family. I also reviewed and thought deeply about a draft resolution that has come before the senate today. I put pen to paper and would like to read this brief statement (Appendix B)
Questions: None
 - C. Brief Remarks from Dr. Robert Smith, Provost and Vice-President of Academic Affairs
Good afternoon. I hope everyone had a pleasant break. One item I'd like to highlight is the need for faculty to submit grades promptly. It is particularly important because we added a week to the semester, but the deadline for end of semester processing has not changed. Grades need to be in by Dec. 19th. We lost 10 days due to Hurricane Matthew, we only pushed things back a week. As a result, we lost some time for advising. I want to thank faculty and advisors for their hard work. We are at 84% of our target for returning students (our goal is 5800, we are at 48-something). We will be reaching out to students who have been advised but who have not yet enrolled for spring. Our graduate enrollment is good. Retention rate for FTFTF is trending up at this point and looks like it will be significantly up from last year.
Questions: None
 - D. Brief Remarks from Dr. Mark Taylor, Director of Academic Advising and Support
I will distribute some handouts (Appendix C). I was invited two weeks ago and I'm happy to join you. I know there are a lot of questions about advising. I am confident we are ahead of schedule. I want to highlight some of the information on this handout. With regard to successes, students are at the heart of what we are doing. Availability to students is a key issue. We offer walk-in advising. We have at least one advisor available to students who walk in with a question. We've worked to develop advisory relationships earlier on (beginning with Navigate). We have an advisory team. Identification of benchmarks is a success, but also a challenge. We continue to work on identifying appropriate benchmarks to indicate when advising should transfer to the department. We are trying to gather more information about first year students before they get here. Hardship withdrawals are something we've taken over. These are hard decisions and conversations with regard to students who have undergone hardships. Advisor hiring – 9 of our 16 team members have been hired in past year. The number of students assigned to us, the number we have

advised are also included on the handout. We want to have a balance between service to the departments and service to the students. We are spread across campus still. Post-bacc's are a challenge in terms of serving through advising. Expanding "move on when ready" is a goal. We've had changes with Federal Fair Labor Act that has been a challenge in terms of some of our staff being reclassified. We did have a back-log of students who needed advising, but we are taking steps to address that and plan for next semester. Most other schools I've asked have 800 students per advisor. Many of our challenges have been due to being at a point of transition. For example, not being in a centralized space is difficult when it comes to consultation and managing student walk-ins. The EAB student success collaborative will also be expanded beyond "grades first". It will also allow students to schedule with us centrally and not just through email. We plan to expand to evening hours for students – to further expand access to students. We are thinking of offering a Majors Fair or Expo. Our goal is to go beyond course scheduling with students.

Questions: President-Elect Bringman: One of your senior academic advisors is doing twice the caseload you have listed here for one advisor. You told us last year that this would be remediated, but now it's pushed back to spring as a goal. What are you doing?

Response: We have 3 new academic advisors who do not have students assigned to them. We do need to manage caseloads. This should start to equalize in the spring. It does take time. We can't simply move students from one advisor to the next. There is the advisory relationship and continuity to consider. When the student moves to the department for advising, they will already have to transition once.

Question: Senator: As part of your responsibility, you are supposed to deal with hardship withdrawals and academic renewal. But, during this transition time, what are you doing to step in and ease the caseload on the other advisors?

Response: I'm trying to develop a system. I am trying to assist with advising beyond hardship withdrawals, although that is a significant portion of what I'm doing.

Question: Senator: Aren't you also supposed to be assisting with academic renewal?

Response: That hasn't happened yet and I take responsibility if you don't approve of the timeline.

Question: Senator: How many students on the advisors' caseload would you recommend for spring?

Response: 200. I don't list myself on that handout because I know my caseload will not be the same as the advisors.

Question: Senator: We did approve the UCC item for the University 1101 course. How will you manage the timing of getting students who need University 1101 into those courses for Spring?

Response: We do have advisory staff who will be teaching those courses. But, you are right that we will need to use historical data to project how many sections we will need and getting students placed into those sections according to their course schedules. We will have limited time to get in touch with students who need to sign up for the University 1101 course for spring. We will likely need to reach out by phone.

Question: Senator: A concern I have is how are these new advisors trained in the curriculum in so many different degree programs.

Response: We are connecting new advisors with existing team members and we are having advisors who specialize in certain areas. Team members share information. I'm not sure how broadly cross-trained our advisors should be, as opposed to having specialized areas.

E. Old Business

1. Recurrent Updates: refer to attachments in your agenda.
 - i. Joint Leadership Team Summaries for September and October
 - ii. Faculty and Staff Vacancy Reports for September through November
2. Other Old Business
 - i. FSB_2016-09-19-02_New Faculty Hires Bill
 - ii. FSB_2016-09-19-03_Salary Inversions Caused by New Faculty Hires Bill
Senate President Padgett: We have not received those bills that were passed by the senate in September, although we have been told they are being remanded. There is still some discussion. We are working on re-forming the faculty salary committee for this year. This will start up in January.
 - iii. SmartEval, Student Comments
 - a. Update: Senate President Padgett: This round of SmartEvals you should see signed and unsigned comments. I was told there was a mechanism in place for this. Students in the audience, are you seeing this when you evaluate courses?
Response: No (response from students)
3. Old Business from the Floor. Senate President Padgett: Last year we addressed the need to develop a bullying policy and a bill was passed to do so. Chris Hendrix: John Kraft put together a faculty survey which many of you filled out. We reviewed policies from other universities. We borrowed aspects from the University of Georgia, the University of New Mexico, and others, and developed a bullying policy. We put it to a vote and here it is (Appendix D)

F. New Business

1. USGFC Updates: Senate President Padgett: We were supposed to have an update by Elizabeth Desnoyers-Colas but she was in a traffic accident and wasn't able to be here. She will provide an update in January.
2. Sanctuary Campus Resolution: Senate President Padgett: This was what the President was referring to. We've had a lot of discussion about this. We're not

sure exactly how to go forward on this. My thought was to bring this to the USGFC so that something could be put forward by the full faculty council of the USG schools. Elizabeth Desnoyers-Colas was in favor of bringing this to that body. Student: Why couldn't we bring this forward as an independent institution? Response: Senate President Padgett: I think a united front would be a stronger one. Student: Do we think the other schools would be on board with this? Response: Senate President Padgett: We don't know yet. My guess is we won't be the only school in favor of this, but we don't know. Student: If Armstrong was one of a small number of schools in favor, would we move forward independently? Response: Senate President Padgett: We could put forward a resolution for a faculty vote. Senator: I don't know how many students are aware of this, but we are dependent on state funding. There was a case last year where Georgia Tech did not engage in appropriate due process in a case and the state pulled back funding that was not related to the due process case as a punishment. If we can get allies from other universities, that would be beneficial. Senate President Padgett: This would only be a resolution. We have language in here about what the campus police would ideally do, but we cannot tell them to do anything via a resolution. Most student information is protected by FERPA, other than directory information. Students can request that their information be removed from the directory. I did it myself today and walked to the registrar's office. I just needed to show my ID. Senator: Different schools are doing things and we need to think about how to do this most effectively. To have conversations with other schools would be helpful. President Bleicken: Words are very good. Actions are better. One action that's occurring already is having an immigration attorney made available to our students. We have many students here who pay out of state tuition because they cannot document state residency. The balance is often paid for by scholarships. Senate President Padgett: As there is no motion or second on the sanctuary resolution brought forward by COLA, we will ask Elizabeth Desnoyers-Colas to bring this to the USGFC and see if there is interest in pursuing this at that level.

3. Committee Reports

i. Ad Hoc Committee on Faculty Evaluation

- a. Update: Committee Member and Senator: One charge was to address compensation for post-tenure review. Second charge was to look at consistency in the post-tenure review process across the university. We are looking to generate suggestions for both issues. Becky daCruz put together a discussion forum and there were a lot of questions that faculty had about the process.

ii. Ad Hoc Summer Model Committee

- a. Update: Committee Member and Senator: We have met several times. We've had reams of data to review. We've downloaded from Banner the information from last summer in terms of enrollment, revenue, and cost. We've been able to identify profitable and unprofitable courses. We identified right away some questions/problems. Some courses and pay were in there that shouldn't have been included. We do need summer revenue to generate money for the academic year as a whole. The old model was that if the department broke even, the winners were off-set by some losers. We are looking at a model that will help incentivize departments to increase enrollments in their summer courses with the idea that those departments would share in the profits.
- iii. University Curriculum Committee
 - a. College of Health Professions
 - i. Health Sciences, 7 Items: (Approved)
 - b. College of Liberal Arts
 - i. History, 4 Items: Question: Senator: Including Foreign Language 1001 in Area F. The attitude of the BOR is changing toward including this in degree programs. Historically we've always counted this as an elective. Response: It's been in Area F for at least a year. Question: Is it OK to put it in Area F? Apparently there's a problem with hidden pre-requisites. Response: I don't think it's clear. (Approved 29-2)
 - ii. Languages, Literature, and Philosophy, 6 Items: (Approved 33-1)
 - iii. Interdisciplinary, 10 Items: (Approved 31-1)
 - c. College of Science and Technology
 - i. Biology, 2 Items: (Approved 32-1)
 - ii. Chemistry and Physics, 5 Items: (Approved 31-0)
 - iii. Engineering Studies, Item 1 (Approved 32-0): Request from Engineering to Table Items 2-3. (Approved 33-0)
- iv. Governance Committee: No Report
- v. Academic Standards: Senate Liaison: Reviewed academic appeals and renewals. Maxient software was reviewed to manage appeals.
- vi. Education Technology: Senate President notes he has sent them some charges. For example, to review the software we use to back-up files. Some say it doesn't work and has limited capacity. We've also heard that computer labs have many computers that do not work and

also that some computer labs are not heavily used by students.

Provost Smith: We had enough money in the budget to update the lab for visual arts in Solms and the library computer lab.

a. Faculty/Staff Survey: Charge sent to committee.

b. Emergency Protocol – Computer back-up, Securing laptops:
Charge sent to committee.

vii. Faculty Welfare: Senate Liaison: our whole committee is on the post-tenure review committee, so we are serving in that regard. Are the other charges listed new charges? Senate President Padgett: The first was a question we can ask Laura Mills. The other is an issue that has come up about Pirate Preview. Senate President-Elect Bringman: Please go back to your faculty and ask them to be open to trying new things. I will continue to be a faculty voice on enrollment management to address these concerns, but doing something differently is an improvement over handing out brochures in a large auditorium of students. I know some faculty were frustrated with being on campus for 6 hours and having 10 students in attendance.

a. Percentage of Lecturers – Annual Data as Addition to Fact Book

b. New Format for Pirate Preview – Impact on Faculty

viii. Planning, Budget, and Facilities: Senate liaison: Those of us who have taught overloads know that overload pay could be higher. We are looking into our policy to determine if it's consistent with BOR policy. We were told that the Student Success Center is underbudget with a ribbon cutting scheduled for next term. Costs on campus due to Hurricane Matthew are estimated at \$772,000, most paid by FEMA and insurance. We also looked into grant indirects and how that is estimated and where those funds go.

a. Overload Compensation and BOR policy

ix. Student Success: No updates.

4. Other New Business

i. End of term (EOT) processing for Fall, 2016: Senate President Padgett: Please make an effort to get grades in on time, as emphasized earlier.

5. New Business from the Floor. None

G. Senate Information and Announcements

1. Search Committee Updates. Senate President Padgett: The CST Dean's Search is bringing candidates in starting this Wednesday.
2. December Senate Meeting. Senate President Padgett: We have a December meeting scheduled. My thought is we've covered everything we need to this month. I'm also concerned we won't make quorum. Unless someone opposes, we will plan on not meeting then unless something urgent comes up.
3. Send Committee Meeting Dates and Minutes to faculty.senate@armstrong.edu
4. Send Changes in Committee Chairs and Senate Liaisons to governance.senate@armstrong.edu
5. Announcements (from the floor): Becky daCruz: I'm sure you are aware that a committee has been working on getting a day care on campus. There is a non-profit organization that has a program called the "Boost" Program that will start a daycare program for a pilot involving Armstrong and one other university. The pilot calls for 5 students for which they will pay for daycare at a quality rated daycare (there is a website that lists centers that are eligible). There are eligibility criteria for the students as well as priority criteria for students. Keep your eyes and ears open for students who might benefit and qualify for this. It's not a daycare center, but hopefully will be helpful.
(Appendix E)

IV. Adjournment at 4:45pm

V. Minutes completed by:

Wendy Wolfe

Faculty Senate Secretary 2016-2017

Appendices

- A. Attendance Sheet
- B. Remarks by Dr. Linda Bleicken, President
- C. Academic Advising and Support Update
- D. Bullying Policy
- E. Boost Program Flyer

Appendix A

Faculty Senators and Alternates for 2016-2017 (Senate Meeting 11/28/2016)

Department	College	# of Seats	Senator(s) and Term Year as of 2016-2017		Alternate(s)	
Adolescent and Adult Education	COE	2	Brenda Logan (1)	x	Anthony Parish	
			Greg Wimer (1)	x	Rebecca Wells	
Art, Music and Theatre	CLA	3	Rachel Green (3)	x		
			Emily Grundstad-Hall (1)	x	Mia Merlin	
			Benjamin Warsaw (1)	x	Pamela Sears	
Biology	CST	4	Jennifer Broft Bailey (2)	x	Sara Gremillion	
			Brian Rooney (1)		Michele Guidone	
			Aaron Schrey (3)	x	Michael Cotrone	
			Jennifer Zettler (3)	x	Jay Hodgson	
Chemistry and Physics	CST	3	Brandon Quillian (2)	x	Catherine MacGowan	
			Donna Mullenax (3)	x	Lea Padgett	
			Clifford Padgett (3)	x	Will Lynch	
Childhood and Exceptional Student Education	COE	2	LindaAnn McCall (1)	x	Jackie Kim	
			Robert Loyd (1)	x	John Hobe	
Computer Science & Information Tech	CST	1	Hongjun Su (2)	x	Frank Katz	
Criminal Justice, Social and Political Science	CLA	2	Dennis Murphy (2)		Michael Donahue	
			Kevin Jennings (1)	x	Laura Seifert	
Diagnostic and Therapeutic Sciences	CHP	2	Shaunell McGee (3)		Rhonda Bevis	
			Pam Cartright (3)		Christy Moore	
Economics	CLA	1	Maliece Whatley (1)	x	Yassi Saadatmand	
Engineering	CST	1	Wayne Johnson (3)	x	Priya Goesser	
Health Sciences	CHP	2	Lesley Clack (2)	x	Joey Crosby	
			TimMarie Williams(1)	x	Rod McAdams	
History	CLA	2	James Todesca (2)	x		
			Michael Benjamin (3)	x	Allison Belzer	
Languages, Literature and Philosophy	CLA	5	Jack Simmons (1)	x	Will Belford	
			Carol Andrews (3)	x	Carol Jamison	
			Jane Rago (3)	x	Annie Mendenhall	
			Christy Mroczek (2)	x	Julie Swanstrom	
			James Smith (3)	x	Rob Terry	
Library	CLA	1	Aimee Reist (2)	x	Ann Fuller	
Mathematics	CST	3	Selwyn Hollis (2)		Sean Eastman	
			Sungkun Chang (1)	x	Duc Huynh	
			Kim Swanson (1)	x	Greg Knofczynski	
Nursing	CHP	3	Sherry Warnock (2)	x	Carole Massey	
			Gina Crabb (2)		Luz Quirimit	
			Katrina Embrey(1)	x	Jill Beckworth	
Psychology	CST	1	Wendy Wolfe (3)	x	Nancy McCarley	
Rehabilitation Sciences	CHP	2	David Bringman (2)	x	AndiBeth Mincer	
			Jan Bradshaw (1)	x	April Garrity	

Faculty Senate: November 28, 2016

I hope you had a good Thanksgiving and had the opportunity to share with friends and family some relaxation. During the break, I had the opportunity to think deeply about a draft item before the Senate today. Therefore, I would like to share a statement that I drafted, because I, too, care about our students—ALL of our students—and I also care about the wellbeing of our institution.

The world is very unsettled right now. National and global events make many of us feel incredibly anxious. In the face of anxiety, our natural inclination is to DO something. For some of us, it may feel that unless we DO something, we will appear out of touch or uncaring.

With that said, many statements are being made by many leaders—political, business, and education leaders. Some of these statements are measured—they help us to take stock of the reality of our situation; they acknowledge what we know, but they also acknowledge what we do not yet know. They urge us to act according to what we know and to vow to work together as more facts are revealed to us.

These are statements that will stand the test of time.

Let's pause before making statements that, crafted in haste, may contain inaccuracies or that may appear to respond to threats that have yet to materialize. Let's make sure that we do not—in our haste to present a caring and involved appearance—unintentionally harm members of the Armstrong family.

How might this happen?

- Statements imploring the “administration” to engage in activities do several things:

1. They appear to pit some members of the Armstrong family against one another, and they appear to suggest that the “administration” does not care.
2. Without appropriate investigation, they ignore actions that already are taking place (e.g., de-escalation training by our UPD,) and they present proposals for actions that cannot occur (e.g., the barring of ICE from campus, simply because we have declared ourselves as a “sanctuary.”)
Embassies and churches can provide sanctuary; state universities cannot.
3. They potentially create misunderstanding of our motives among key allies who need to remain allies in order for us to operate effectively (e.g., legislators, government officials, our USG colleagues).
4. They may unintentionally spotlight the very individuals we wish to protect.

Let’s continue to work together in a spirit of collegiality and transparency to meet whatever may come with a measured, caring, and accurate actions, appropriate to the situation.

Right now, we don’t know what that situation will be.

Please allow me to take this moment to remind us all of our shared values of respect for diversity and stewardship to our community—ALL members of our community. We remain committed to all members of our community and we will continue to provide opportunities—consistent with our policies and consistent with our values.

Appendix C

Academic Advising and Support

Faculty Senate Update

November 28, 2016

SUCCESES

Walk-in Advising Availability: All Day, Monday-Friday

Earlier Advisor Assignments for New Students: Initiating Advising Relationship in Summer

Expanded Leadership Team of 4 Senior Academic Advisors with Distinct Portfolios: First- and

Second-Year, Transfer and Non-Traditional, Military, and Secondary Admit Students

Implementation of Departmental Benchmarks for Transition to Faculty Advising

First-Year and Transfer Navigate Orientations (12) and Preregistration of Incoming First Years

Hardship Withdrawals: 145 Appointments over Past 8 Months

Successful Academic Advisor Hires, including Liberty Center Professional Academic Advisor

9 of 16 Team Members Hired within Past Year

Spring 2017 Advising: 2186 of 2692 assigned students (81.2%) have been advised and received registration pins and 2030 (75.4%) have registered

CHALLENGES

Identity, Role, Trust, and Ambiguity

Generalization vs. Specialization

Decentralized Academic Advisor Offices across 7 Locations

Advisor Assignments, including Post-Baccalaureate Students

Move On When Ready (Dual Enrollment) Anticipated Growth

New FLSA Guidelines and Academic Advisor Transition to Non-Exempt Status

Academic Advisor Caseloads during Transition

Senior Academic Advisors (4): 162-410

Goal for Spring: 150-200

Academic Advisors (10): 94-290

Goal for Spring: 200-250

OPPORTUNITIES

Student Success Center

EAB Student Success Collaborative

Evening Hours

Meetings with Academic Departments

Academic Expo: Majors Fair

Professional Development and Ongoing Advisor Training

Broadening Role and Definition of Academic Advising: Not Just Course Scheduling

Appendix D

Bullying Policy—Proposed

Bullying, for the purpose of this policy includes, but is not limited to: intimidation, stalking, threats, physical attack, and/or property damage. This includes acts committed by or against Armstrong employees. Such incidents may also involve students, clients, visitors, or vendors. Bullying is unwanted offensive and malicious behavior that undermines an individual or group through persistently negative action. The behavior generally includes an element of vindictiveness, and is intended to undermine, patronize, humiliate, intimidate, or demean the recipient. Bullying is not about occasional differences of opinion, conflicts, or problems in workplace relationships as these may be part of working life. It is not bullying behavior for a supervisor to note an individual's poor job performance and potential consequences within the framework of university policies and procedures, or for a professor or academic program director to advise a student of unsatisfactory academic work and the potential for course failure or dismissal from the program if unaddressed.

If any Armstrong employee feels s/he has been a victim of bullying, as with any workplace conflict at Armstrong, it is recommended that the individuals involved solve their differences at the lowest level possible and as appropriate. The individuals may address the problematic behavior between themselves or ask for a third party to help facilitate a conversation. There is no requirement, however, for a victim of bullying to pursue these lower level resolution channels. In some cases, it would be inappropriate for a victim of bullying to meet with the accused individual.

If initial attempts to reconcile are ineffective or the employee deems them inappropriate and wishes to have a panel of peers hear the complaint and make recommendations, s/he should submit a written account of the incident(s) to the Director of Human Resources as soon as possible. Upon receipt of the complaint, the HR Director will contact the co-chairs of the Grievance Committee who will have up to ten business days to review the account. If the co-chairs determine that it is indeed bullying according to the definition above, they along with the HR Director will meet with the complainant and explain different options for dealing with the situation (i.e. formal mediation, full hearing, etc.). If they determine it is not a case of bullying but another problem, they will direct the complaint to the appropriate venue.

After meeting with the co-chairs of the Grievance Committee and the HR Director, the complainant will have up to thirty business days to decide how to proceed. If s/he requests a formal hearing, the Grievance Committee co-chairs will have ten business days to hold a meeting of the full Grievance Committee and appoint a five-person hearing panel from within its membership to review the case and set a date within ten business days to hear the complaint. At that time, the HR Director, who will serve as an ex officio member of the hearing panel, will inform the accused individual and provide her/him with a copy of the written complaint. Upon naming the hearing panel, the Grievance Committee will have no further involvement in the proceedings.

At the scheduled meeting of the hearing panel, the complainant, accused, and any witnesses will present their testimony. If the panel members feel they do not have enough information to determine a course of action, they may ask for more information from involved parties. Once the hearing panel has sufficient decides it has sufficient information, it will then have up to ten business days to deliberate and make a report to the vice president of the

appropriate unit(s), or if that/those individual/s is/are involved in the case, the provost, suggesting any disciplinary action or consequences of the bullying. Either party has a right to appeal the decision of the hearing panel to the provost within ten business days.



Appendix E

The Boost program will begin at Armstrong State University on November 28, 2016

Boost will begin as a pilot program – accepting 5 Armstrong students by December 21st. The program will be evaluated for impact and opened up to broader pool of Armstrong student-parents in Spring 2017.

Armstrong Plan for Recruitment:

1. **Students:** Pull list of all juniors and seniors that are enrolled in the university and send them information on the program.
2. **Faculty:** Send faculty Boost program information to share with their junior and senior class students.
3. **Office of Financial Aid:** Reach out to the Financial Aid Director for a list of students that identified themselves as parents on their financial aid application. Send all of these students information on the program.
4. **Office of Advisement:** Provide the information about Boost program to the Director of Advising and Support to share with students in need of child care funding.
5. **Committee level dissemination:** Attend Academic Affairs Council, Enrollment Management Council, Student Success Committee, Child Development Center Committee, Faculty Senate meeting, etc. to share information on the Boost program.
6. **Marketing Office:** Work with the marketing department to include information about the Boost program in the school paper, local paper, etc. along with posters to display around campus.
7. **University System of Georgia - Adult Learning Consortium:** Share that the pilot has commenced and report on its progress in order to broaden support.



Eligibility Determination:

Eligibility: Boost program funding is available for student-parents attending Armstrong.

BOOST Eligible Child - A child is eligible for the BOOST program when all of the following conditions are met:

- A. The child is a resident of Georgia
- B. The child is age 0 through 4 years of age
- C. The child's parent is eligible

BOOST Eligible Parent – A parent is eligible for the BOOST program when all of the following conditions are met:

- D. The student is a parent with a child age 0-4 years old
- E. The parent is a resident of Georgia
- F. The parent is a college student enrolled full time (12 or more credit hours) at Armstrong
- G. The parent is eligible to receive the Pell Grant
- H. The Parent has completed at least 60 credit hours and is accepted into their major (college)
- I. The parent has (and maintains) a Grade Point Average (GPA) of 2.5 or higher
- J. The parent has made satisfactory academic progress (SAP) by University standards at the time of application.
- K. The parent has a child that is enrolled in an early child care education program that is Quality Rated or a program that is participating in Quality Rated
- L. The parent has completed and submitted all of the required BOOST scholarship enrollment forms

Eligibility will be based on criteria outlined above. Armstrong will send parents a link to complete the Boost application (online). The application will be reviewed for eligibility by QCC and Armstrong. Eligibility does not guarantee enrollment into the Boost program as space and funding is limited.

Priority will be given to seniors over juniors; specifically:

Seniors that are:

- Disabled
- Veterans
- Expectant graduation date (students with lowest number of credit hours to complete for graduation)
- Parent of multiple children
- Based on GPA (higher GPA = higher priority)
- Students demonstrating satisfactory academic progress
- Date of Boost application

Juniors that are:

- Disabled
- Veterans
- Expectant graduation date (students with lowest number of credit hours to complete for graduation)
- Parent of multiple children
- Based on GPA (higher GPA = higher priority)
- Students demonstrating satisfactory academic progress
- Date of Boost application

Applicants that meet all eligibility criteria but are not enrolled due to limited space or funding will be placed on a waiting list.

Quality Rated Child Care

To find if your daycare is Quality rated or to find a Quality-rated daycare for your child, visit:
<http://families.decal.ga.gov/ChildCare/QualityRated>