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February 15, 2016 Armstrong Faculty Senate Agenda

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Armstrong State University
Faculty Senate Meeting
Agenda of February 15, 2016
Student Union, Ogeechee Theater, 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 [January 25, 2016](#) Faculty Senate Meeting
 - B. Brief Remarks from Dr. Linda Bleicken, President
 - C. Website Analytics Presentation by Allison Hersh
 - D. TRIO Presentation by Corine Ackerson-Jones
 - E. Old Business
 - 1. Recurrent Updates
 - i. Joint Leadership Team Summary (Appendix B)
 - ii. Faculty and Staff Vacancy Report 1.29.16 (Appendix C)
 - 2. Other Old Business
 - i. Updates on University Committee Representation
 - a. Associate VP of Enrollment Search Committee
 - b. Faculty Development Search Committee
 - c. Dean of CST Search Committee
 - ii. Campus Safety Update
 - a. Guns on Campus (Appendix D)
 - iii. Campus Climate Update
 - a. Childcare Survey
 - b. Solicitation of Topics for Campus Conversations
 - 3. Old Business from the Floor
- F. New Business
 - 1. Committee Reports and Charges
 - i. University Curriculum Committee
 - a. Meeting Minutes and Curriculum Changes (Appendix A)
 - ii. Governance Committee
 - iii. Academic Standards
 - iv. Education Technology
 - v. Faculty Welfare
 - vi. Planning, Budget, and Facilities
 - vii. Student Success
 - a. Hardship Withdrawal Policy
 - 2. Elections
 - i. New Senators and Alternates
 - ii. Nominations of Officers (email carol.andrews@armstrong.edu)
 - 3. Accommodations for Students who Miss Class or Assignments due to Illness, etc.
 - 4. Athletics Update

5. USGFC
 - i. April Meeting
 - ii. Armstrong representative
 6. Other New Business
 7. New Business from the Floor
 - G. Senate Information and Announcements
 1. Other Search Committee Updates
 2. Send Committee Meeting Dates and Minutes to faculty.senate@armstrong.edu
 3. Send Changes in Committee Chairs and Senate Liaisons to governance.senate@armstrong.edu
 4. Announcements (from the floor)
- IV. Adjournment

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, February 3, 2016

PRESENT: Myka Bussey-Campbell (Chair), Suzanne Carpenter, Kathryn Craven, Katrina Embrey, Robert Harris, Jackie Kim, John Kraft, Andi Beth Mincer, Anthony Parish, Jared Schlieper, Julie Swanstrom, James Todesca, Phyllis Fulton (Catalog Editor)

ABSENT: Jose da Cruz (Vice Chair)

GUESTS: Charlotte Baker, Brent Feske, Delana Gajdosik-Nivens, John Hobe, Doug Masini, Kathy Platt, Sandy Streater, Heather Thornton, Pat Wachholz, Teresa Winterhalter

CALL TO ORDER. The meeting was called to order at 3:00 p.m. by Myka Bussey-Campbell.

APPROVAL OF MINUTES. The minutes of the December 2, 2015, were inadvertently left off the email announcing the meeting. Approval will be done via email.

ITEMS

I. College of Education

A. Childhood and Exceptional Student Education

Items 1-6 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 3260 Reading and Writing Personal Narrative

3-0-3

Prerequisites: EDUC 3240

Description: Study and analysis of the process of memoir writing—writing about persons, places, mementoes, crises, and events—in order to work with children and families in community settings. Students will examine published child and teen journals and memoirs and study journaling techniques, as well as ways to use memoir and journal writing as a means of communication and reflection.

Rationale: Child & Family Studies program completers will seek positions working with children, teens, and their families in various community organizations. Personal narrative (journal or memoir) writing can be employed as a valuable tool as their clients attempt to understand, make sense of, and ultimately learn from experiences—present and past; to clarify what they are thinking; to learn to think about problems and issues in new ways; to celebrate and memorialize positive experiences; and to work through sorrow and loss. Writing with groups and sharing memoirs can build strong community among children and adolescents.

Effective Term: Fall 2016

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. Create the following course:

EDUC 3150 Applied Technology for a Digital World

3-0-3

Prerequisites: ENGL 1101, 1102

Description: Workplace-oriented course provides hands-on survey of software applications, principles of design and presentation for print as well as internet-based communications; practical experience in constructing persuasive messages for online communication. Overview of search engine optimization and analytics.

Rationale: Child & Family Studies program completers will seek positions working in various community organizations or nonprofit organizations. In these capacities, they will be more marketable if they possess an understanding of web design and social media marketing as well as search engine optimization and analytics, since many such organizations do not have personnel budgets for researchers. Those who manage the media also do the media research. This course will allow students to hone their persuasive online and print media communication skills and gain experience with creative suites such as Illustrator and Indesign, skill requirements that are very specific to the profession, not found in typical educational technology or computer science courses.

Effective Term: Fall 2016

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

3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Track 2: Child and Family Studies

B. Major Field Courses~~48~~54 hours

CEUG 3012 Language Acquisition
ECUG 3040 Childhood Development from Prenatal Period to Adolescence
~~EDUC 3100 Technology Applications for Teachers~~
~~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 3750 Community Internship I
EDUC 4500 Working with Families
EDUC 4750 Community Internship II
ENGL 3720 Business and Technical Communication
~~PEHM 3090 Basic Games, Dance, and Rhythmic Activities~~
PEHM 3200 Motor Development and Learning
PEHM 4090 Health Education Topics
PUBH 5500U Nutrition
SOCI 3150 Sociology of the Family

C. Related Field Courses~~12~~6 hours

SOCI 1101 Introductory Sociology (if not taken in Core Area E)
~~9~~3 credit hours from the following list:
COMM 3050 Interpersonal and Small Group Communication
CSDS 4050 Intercultural Communication
~~HSCP 2000 Ethical Theories/Moral Issues in Health~~
HSCP 4010 Health and Human Development
~~PEHM 3090 Basic Games, Dance, and Rhythmic Activities~~
PSYC 2950 Lifespan Developmental Psychology
PSYC 1200 Drugs and Behavior
PUBH 5570U Women and Minority Health Issues
SOCI 3200 Racial and Ethnic Minorities
~~SOCI 3500 Social Problems~~
THEA 3030 Creative Dramatics and Children's Theatre

Rationale: Changes to the program of study will better prepare students for careers working with children and families in a variety of human services areas, including non-profit agencies, youth development agencies, church-affiliated social agencies, and government agencies serving families. The program's purpose is to graduate

students who have acquired the competence to work professionally with children and families and who possess knowledge to be valuable and skilled employees for agencies that serve their constituencies. EDUC 3150 will address the skills needed for employees working within the digital environment; EDUC 3260 will prepare students to use writing as a tool to address family issues. Moving PEHM 3090 from the electives list to the major field courses will better prepare students to work with children in settings outside schools (Girls and Boys Clubs; Girl Scouts; Boy Scouts; Church Education settings; pre-schools, etc.). HSCP 2000, SOCI 3500 are no longer needed as elective course choices.

Effective Term: Fall 2016

4. Delete the following course:

~~**EDUC 3200 Curriculum, Planning, and Instruction**~~ ~~**3-0-3**~~

Rationale: The course is being replaced by ECUG 3250.

Effective Term: Fall 2016

5. Create the following course:

ECUG 3250 Curriculum and Assessment

3-0-3

Prerequisite: Admission into candidacy in the College of Education

Description: An overview of the best practices associated with the design/planning of curriculum and introduction of assessment, including basic concepts, standardized tests, interpreting/analyzing data, and evaluating instructional impact of student learning.

Rationale: Early Childhood Education majors will be introduced to the concepts of curriculum planning, including behavioral objectives, best practices of instructional strategies, assessments and lesson plans. The course will prepare students to implement the various commonly used assessments; including administration of the assessments, as well as evaluating and analyzing test data to drive instruction.

Effective Term: Fall 2016

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: EDUC 3200

6. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Track 1: Early Childhood Education with Teacher Certification

B. Major Field Courses47 hours

EDUC 3100 Technology Applications for Teachers

~~EDUC 3200 Curriculum, Instruction, and Assessment~~

ECUG 3250 Curriculum and Assessment

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

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 3750 Internship I Pre-Student Teaching

ECUG 4075 Teaching of Social Studies and Science

ECUG 4085 Teaching of Mathematics

ECUG 4090 Classroom Management

ECUG 4300 Language Arts Assessment and Modification

ECUG 4750 Internship II Student Teaching

Rationale: EDUC 3250 prepares early childhood candidates teaching Pre-K (four-year olds) through grade five using school assessments.

Effective Term: Fall 2016

B. Secondary, Adult, and Physical Education

Item 1 from the Department of Secondary, Adult, and Physical Education was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Modify the grading method for the following course

SCED 3750 Internship I

0-V-3

CURCAT

Major Department: Secondary, Adult, and Physical Education

Can course be repeated for additional credit? No

Grading Mode: ~~Normal~~ S/U

Instruction Type: Internship/Practicum

Course Equivalent: MGSE 3750

Rationale: When the prefix for the MGSE 3750 course was changed to SCED 3750, the grading method changed from its original grading mode of S/U.

Effective Term: Spring 2016

II. College of Health Professions

A. Diagnostic and Therapeutic Sciences

Items 1-2 from the Department of Diagnostic and Therapeutic Sciences were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Delete the following course

~~MEDT 4000 Directed Study~~

~~3-3-1~~

Rationale: A new course will be developed at the 2000 level that can be used in area F.

Effective Date: Summer 2016

2. Create the following course:

MEDT 2000 Directed Study

V-V-(1-3)

Prerequisite: Permission by instructor or department

Description: Selected medical technology topics. Credit varies by topic and workload. Offered on demand.

Rationale: A variable credit hour course is needed in Area F so that MLS students can engage in individualized study.

Effective Date: Summer 2016

CURCAT:

Major Department – Diagnostic and Therapeutic Sciences

Can course be repeated for additional credit? Yes

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Directed Study

Course Equivalent: MEDT 4000

B. Health Sciences (no items)

C. Nursing (no items)

D. Rehabilitation Sciences (no items)

III. College of Liberal Arts

- A. Art, Music, and Theatre (no items)
- B. Criminal Justice, Social, and Political Science (no items)
- C. Economics (no items)

D. Gender Studies

Item 1 from the Gender Studies program was discussed and the undergraduate portion was approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.

1. Modify the following course:

GNST 5000U/G Topics in Gender Studies

3-0-3

Undergraduate Prerequisites: ENGL 1102 and either GNST 1101, GNST 2101, GNST 2200, or permission of instructor.

Graduate Prerequisite: Permission of instructor.

Rationale: The undergraduate prerequisites will better enable students to be successful in a 5000 level course. ENGL 1102: Applicable to all students as a core class. Students will be better prepared for research and critical thinking skills needed in a 5000 level course. GNST 1101, 2101, or 2200: students will have some familiarity with Gender Studies methodologies.

Effective Term: Fall 2016

- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)

G. Liberal Studies

Item 1 from the Liberal Studies Program 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 LIBERAL STUDIES

C. Area of Concentration42 hours

Track 3: International Affairs

Select one of the following*:

POLS 1150 World Politics

POLS 2290 Foundations of International Relations

**If not taken in the core curriculum or in the Liberal Studies major field courses.*

Foreign Language 1001, 1002, 2001 (6-9 hours*)

**If not taken in the core curriculum or in the Liberal Studies major field courses.*

Select 15 credit hours from the list below, in at least 3 different disciplines:

CRJU 3120 Illegal Immigration

CRJU 3600 International Crimes

CRJU 5520U Comparative Judicial Systems

ECON 3100 Multinational Economic Enterprises

ECON 3200 International Trade

ECON 3460 Economics of Immigration

ECON 4310 International Finance

ECON 4330 International Economics

ECON 4400 Seminar in the Third World Economic Development

ECON 4450 Comparative Economics

EURO 3990 Topics in European Union Studies

EURO 4500 Seminar in European Union Studies

ENGL 5200U Postcolonial Literature

ENGL 5215U Literature of the Non-Western World

GEOG 5550U Geography of South Asia

HIST 3100 History of Latin America to 1850

HIST 3110 History of Latin America Since 1850

HIST 3150 History of Africa to 1800

HIST 3160 History of Africa Since 1800

HIST 3200 Traditional China

HIST 3210 Modern China

HIST 3220 History of Japan

HIST 3225 History of the Ancient Near East

HIST 3230 History of Middle East

HIST 3300 Modern Russia

HIST 3330 Modern Germany

HIST 3360 Modern East Central Europe

HIST 3390 Modern France

HIST 5100U Topics in Latin American History

HIST 5150U Topics in Middle Eastern History

HIST 5200U Topics in African History

HIST 5250U Topics in Asian History

HIST 5300U History of Russian and Soviet Foreign Policy

HIST 5480U Topics in European History

HIST 5490U Topics in European Intellectual and Cultural History

HIST 5500U Topics in British History
 HIST 5540U Topics in U.S. Foreign Relations
 LWSO 4172 Terrorism and National Security Law
 PHIL 3200 Technology, Society, and Human Values
 POLS 3340 Politics and Ideology in Contemporary Europe
 POLS 4172 Terrorism and National Security Law
 POLS 4200 Independent Study in International Relations
 POLS 4400 Independent Study in Comparative Government
 POLS 5140U Asian Regional Security
 CRJU 5130U/POLS 5130U Political Terrorism
 POLS 5210U International Law
 POLS 5220U Theory of International Relations
 POLS 5250U International Organizations
~~POLS 5260U Media and Politics in Latin America~~
 POLS 5290U American Foreign Policy
 POLS 5300U Marxism, Socialism, and Democracy
 POLS 5410U Asia and the United States
 POLS 5420U Politics of the Middle East
 POLS 5430U African Politics
 POLS 5440U Latin American Politics
 POLS 5450U Political Sociology of Nationalism
 POLS 5460U Politics of East Asia
 POLS 5490U ~~Russian Politics~~ ~~Political Transformation of the Former Soviet~~
~~Union~~
 POLS 5510U Third World National
 POLS 5520U Comparative Judicial Systems
 POLS 5530U Global Environmental Politics
~~POLS 5550U Insurgency and Counterinsurgency~~
 POLS 5560U Comparative Foreign Policy
 POLS 5570U Politics & Security in Southwest Asia
~~POLS 5580U – Violent Non-State Actors (VNSAs)~~
 SOCI 5450U Political Sociology of Nationalism
 12-27 credit hours electives

Rationale: Change in program of study due to changes in recommended courses.
 Removal of deleted course. Update renamed course. Correcting electives credit hours
 due to calculation error.

Effective Term: Fall 2016

H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Discussion Item: Proposed language changes for dual majors/dual degrees. See Attachment 1.

This item, which was originally scheduled as an action item, was reclassified as a discussion item.

A subcommittee was constituted at the November UCC meeting with the following charge: “to evaluate the wording for dual degrees, dual majors, and second baccalaureate degrees” found in the catalog (pages 7, 72, and 73).

The subcommittee members gave an oral report on the deficiencies noted in the current language and the rationale behind the proposed changes.

There was discussion on the topic. Committee members requested that the subcommittee write a report detailing their evaluation of the wording for dual degrees, dual majors, and second baccalaureate degrees. The committee wants to see in writing the research that was done by the subcommittee.

B. Information Item: BOR votes to remove Core Overlays. See Attachment 2.

Dr. Gajdosik-Nivens reported that the Board of Regents has removed the core overlays. However, we must now transcribe all prior learning from all USG schools. This means we must bring over transcribed credit for CLEP, AP, etc., and accept it even if it does not meet our standards.

C. Information Item: ARTS 4700 and 4710. At the UCC meeting of November 4, 2016, two courses were created: ARTS 4700 Senior Seminar, and ARTS 4710 Senior Portfolio. The Registrar’s Office discovered that ARTS 4700 had been previously used for a course called Senior Portfolio. In consultation with Dr. Tom Cato, it was decided to do the following:

- reactivate ARTS 4700 Senior Portfolio
- update the reactivated ARTS 4700 Senior Portfolio with the prerequisite, description, and CURCAT of ARTS 4710 Senior Portfolio.
- Use ARTS 4710 for the new Senior Seminar class.
- Update occurrences in the programs of study to reflect the changes.

D. Information Item: CST Dean’s Recognition as a Research Scholar Transcript Notation (see Attachment 3). The College of Science and Technology is informing the UCC of a program they have developed to allow students who conduct undergraduate research to get it noted on their transcripts.

It was suggested that maybe the word “credit” should be changed to something else (referring to “research scholar credits”) to further remove it from the concept of academic credit, since paid research work can be used to earn this recognition.

ADJOURNMENT. The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

With Track Changes

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Dual/~~Joint~~- Degree Programs **with Other Universities**

Armstrong has dual/~~joint~~-degree programs in engineering with the Georgia Institute of Technology, Auburn University, Clemson University, Mississippi State University, and the University of Florida. Upon completion of the first three years of academic work at Armstrong, students may enroll for two subsequent years at one of the participating schools. Upon completing the requirements of the two cooperating schools, students receive a baccalaureate degree from Armstrong and a baccalaureate degree in the chosen field of engineering from the second school. Contact the engineering studies coordinator in the College of Science and Technology for additional information.

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~~**Double Major.** Students wishing to receive a double major must satisfy major requirements of both disciplines including all residency and institutional requirements for each major. Courses to satisfy both degree programs may be taken concurrently. Only one major will appear on the diploma. Both majors will be designated on the transcript.~~

Dual Degrees. Students wishing to receive ~~a dual degrees—~~(two **different baccalaureate** degree programs satisfied concurrently—) must ~~satisfy~~ **fulfill** major requirements for both degrees including all residency, institutional, and additional requirements for each degree. ~~Courses to satisfy one program cannot be used to satisfy the other program (courses used to satisfy Areas F or above—major courses—cannot be used twice). An additional 30 hours must be taken to earn a second degree. A minimum of 21 upper-division credits must be satisfied in the major field for each baccalaureate degree.~~ The student will be issued a diploma for each program ~~at graduation~~. **The baccalaureate degrees may not be in the same discipline. Students should consult their advisor.**

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Second Baccalaureate Degree. A ~~candidate for a second baccalaureate degree from Armstrong State University must earn~~ student who has been issued a baccalaureate degree from a regionally accredited institution, who wants to earn a second baccalaureate degree, must complete a minimum of 30 additional credit hours and meet all requirements for the degree.

With Track Changes accepted**Page 7****Dual/Joint Degree Programs with Other Universities**

Armstrong has dual/joint-degree programs in engineering with the Georgia Institute of Technology, Auburn University, Clemson University, Mississippi State University, and the University of Florida. Upon completion of the first three years of academic work at Armstrong, students may enroll for two subsequent years at one of the participating schools. Upon completing the requirements of the two cooperating schools, students receive a baccalaureate degree from Armstrong and a baccalaureate degree in the chosen field of engineering from the second school. Contact the engineering studies coordinator in the College of Science and Technology for additional information.

Page 72

Dual Degrees. Students wishing to receive dual degrees—two different baccalaureate degree programs satisfied concurrently—must fulfill major requirements for both degrees including all residency, institutional, and additional requirements for each degree. A minimum of 21 upper-division credits must be satisfied in the major field for each baccalaureate degree. The student will be issued a diploma for each program. The baccalaureate degrees may not be in the same discipline. Students should consult their advisor.

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Second Baccalaureate Degree. A student who has been issued a baccalaureate degree from a regionally accredited institution, who wants to earn a second baccalaureate degree, must complete a minimum of 30 additional credit hours and meet all requirements for the degree.



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia 30303-3083

BOARD OF REGENTS MEETING AGENDA
Wednesday, January 6, 2016

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Time</u>	<u>Presenter</u>
9:00 AM Room 8003	1	Graduate Medical Education		Regent Don L. Waters
9:30 AM Room 8026	2	Executive & Compensation Committee Meeting		Chairman Kessel D. Stelling, Jr.
10:00 AM Room 7007	3	Call to Order		Chairman Kessel D. Stelling, Jr.
	4	Invocation/Pledge of Allegiance		Ms. Sri Rajasekaran, SGA President Georgia Perimeter College
	5	Safety Briefing		Chief of Police Bruce Holmes
	6	Approval of November Minutes		Assistant Secretary to the Board Kimberly Ballard-Washington
	7	Chairman's Remarks		Chairman Kessel D. Stelling, Jr.
10:20 AM	8	Consolidation Update – GSU/GPC Approval		Chairman Kessel D. Stelling, Jr.
10:35 AM	9	Chief Leadership Initiative Program		Chief of Police Bruce Holmes
10:45 AM Room 8000 Room 8000 Room 8000		<u>Track I Committee Meetings</u>		
	10	Academic Affairs		Regent Lori S. Durden
	11	Economic Development		Regent W. Paul Bowers
	12	Organization & Law		Regent Larry Ellis
10:45 AM Room 7007 Room 7007		<u>Track II Committee Meetings</u>		
	13	Internal Audit, Risk, and Compliance		Regent Don L. Waters
	14	Real Estate & Facilities		Regent Sachin Shailendra
11:50 AM Room 8026	15	Lunch		

**Approximate
Times**

12:50 PM
Room 7007

Tab Agenda Item

- 16** Reconvene
- 17** Remarks from Technical College System of GA
Commissioner Gretchen Corbin

- 18** Special Report on Enrollment Analysis

- 19** Ethics Training

- 20** Chancellor's Report

1:35 PM

- 21** Committee Reports:
- A. Executive & Compensation
 - B. Academic Affairs
 - C. Economic Development
 - D. Graduate Medical Education
 - E. Internal Audit, Risk, and Compliance
 - F. Organization & Law
 - G. Real Estate & Facilities

- 22** Unfinished Business

- 23** New Business

- 24** Petitions and Communications

- 25** Executive Session

- 26** Adjournment

Presenter

Chairman Kessel D. Stelling, Jr.

Chancellor Henry Huckaby

Dr. Steve Wrigley
Mr. David Tanner, Associate Dir.
Mr. Matthew Hauer, Public Service Assoc.

Chairman Kessel D. Stelling, Jr
Mr. Michael Foxman

Chancellor Henry Huckaby

Chairman Kessel D. Stelling, Jr
Regent Lori S. Durden
Regent W. Paul Bowers
Regent Don L. Waters
Regent Don L. Waters
Regent Larry R. Ellis
Regent Sachin Shailendra

Chairman Kessel D. Stelling, Jr

Chairman Kessel D. Stelling, Jr.

Assistant Secretary to the Board
Kimberly Ballard-Washington

Chairman Kessel D. Stelling, Jr

Chairman Kessel D. Stelling, Jr

11. Revision of Board Policies Related to the Core Curriculum (FOR REVIEW ONLY)

Revision of Board Policy 3.3.1

- a. Overlay requirements**
- b. Transfer policy**

Recommendation: That the Board approve the following changes to BOR Policy 3.3.1 – Core Curriculum effective March 9, 2016.

Abstract:

a. Degree Completion Problems Caused by Overlays to the Core Curriculum

The policy changes proposed below are intended to remove barriers to college completion that were added when the new Core Curriculum was adopted in 2010. In addition to coursework for Areas A – E, three “overlay” requirements were created in US Perspectives, Global Perspectives, and Critical Thinking. Although the overlay requirements were intended to be fulfilled as students take courses in Areas A – E, they create problems for students who transfer before completing these requirements, for students transferring from outside the USG, and for “adult learners” who accumulated credits prior to 2010. Students in these latter three categories may be forced to take additional credits beyond those ordinarily required for the degree just to meet the overlay requirements. Since the overlay requirements are, as the name suggests, overlaid on Core Curriculum Areas A – E, they can be removed without damage to the Core Curriculum, to students, and to institutions. The recommended changes are designed to eliminate the overlay requirements to facilitate degree completion in the USG.

b. Credits for Core Curriculum Courses That Do Not Transfer

The policy changes proposed below are also intended to remove barriers to college completion due to problems with transfer of credits granted by USG institutions where the course being credited was not completed at the USG institution. The clearly stated intent of the current USG Core Curriculum is to ensure that “core curriculum courses . . . at one USG institution . . . are fully transferable to another USG institution.” The current wording in the USG policy manual states that “core curriculum courses completed at one USG institution or through eCore, the USG’s designated online core curriculum, are fully transferable to another USG institution.” The wording “courses completed at one USG institution” has been taken very literally by some USG institutions, resulting denial of credit for core curriculum courses credited by a USG institution, but not completed at that institution. Examples would include course credits based on transfer from an accredited non-USG institution, course credits based on examination scores (such as AP or CLEP), and course credits based other forms of prior learning assessment (such as portfolio assessment). Students with course credits earned in this manner often lose those course credits on transfer from one USG institution to another and are required to retake courses that they have already passed. The recommended changes are designed to ensure that credits for core curriculum courses earned through any means at one USG institution are fully transferrable to other USG institutions.

CURRENT POLICY:**3.3 Curriculum****3.3.1 Core Curriculum**

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	<p>Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course.</p> <p>*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling</p>	At least 7 semester hours*

	case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015)

PROPOSED POLICY:

3.3 Curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	<p>Natural Sciences, Mathematics, and Technology</p> <p>At least 4 of these hours must be in a lab science course.</p> <p>*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]</p>	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these

~~learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.~~

Students ~~completing~~ receiving credit for any core curriculum course at one USG institution (by completing the course at the institution, by transfer of credit from an accredited non-USG institution, by examination or other assessment of prior learning, or through eCore) will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014)

College of Science and Technology Transcript Notation for *Dean's Recognition as a Research Scholar*

Undergraduate students may receive the College of Science and Technology's (CST) Undergraduate Research notation on their transcript by fulfilling a set of requirements listed below prior to the awarding of their undergraduate degree. The notation would appear as:

Dean's Recognition as a Research Scholar

The transcript notation provides evidence that the student has demonstrated excellence in scientific research and will certify that the student has achieved proficiency in a set of research and scholarly benchmarks as outlined by the College of Science and Technology. The Dean will award students with this designation at the *Dean's Recognition as a Research Scholar* reception. The students will receive a certificate as well as a cord that may be worn at graduation.

Undergraduate Research in the College of Science and Technology

Undergraduate research experiences are a high impact practice in the CST. Research is defined as: "An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline"[CUR definition]. In order to recognize the outstanding work of our students the CST has an established set of requirements that must be fulfilled to qualify for the transcript notation.

The requirements are as follows:

Course Work

A student must conduct a project over a minimum of two semesters and earn a minimum of three research scholar credits conducting research with a faculty advisor. One research scholar credit is equivalent to either one independent research credit hour or at least 95 hours of paid student work on a project. Acceptable research projects must conform to the following four criteria:

1. Project has the potential to produce novel contribution to the discipline.
2. Project involves faculty and student collaboration.
3. Project has the potential to be published.
4. Project involves the scientific process.

Summer Research

Summer research experiences may be counted for credit towards the *Dean's Recognition as a Research Scholar* program. (If you are interested in course credit that could be used towards graduation please contact your department head.) Students can receive one research scholar credit for every 95 hours of summer research. Students can request up to three research scholar credits for participation in federally supported programs including NSF REU programs and full-time programs by NASA and NIH. Students intending to make these substitutions should consult with CST's coordinator of undergraduate research and CST's associate dean to determine how to verify participation in these programs before they apply for this designation.

Written Product

A student must prepare a substantial written product from the research in manuscript form that is approved by his/her advisor. If the student is awarded this designation their written product will be published on the CST website. By submitting this application you give the CST permission to publish your paper on the website.

Professional Meeting

A student must attend an external professional meeting related to their major discipline or research, at the state, regional, national, or international level. Attendance will be certified by student's faculty mentor and registration receipts or other evidence.

Presentation

A student must participate in at least one conference or symposium in which they present an oral seminar or a poster presentation. Verification of this presentation must be submitted with the application.

Transcript Notation Application

A student must submit a Transcript Notation Application in electronic form (single pdf) to CST's Coordinator of Undergraduate Research (contact information below). The application should be prepared with the student's faculty-mentor and must be submitted no later than four weeks prior to graduation. If you plan to attend a professional meeting or give your presentation in that four week window then the Dean's office will contact you or your advisor to verify that your application is complete before the end of the semester. Students are encouraged to submit this application as soon as it is complete (you do not have to wait till your last semester). This will allow for your transcript notation to occur earlier, which can be beneficial for graduate/professional school and job applications. For the students that receive recognition from the Dean early, you must contact the Dean's office four weeks before your graduation to receive an invitation to the *Dean's Recognition as a Research Scholar* reception. You will receive your graduation cord as well as a certificate at this reception.

If you have questions please contact:

Associate Dean of CST

Dr. Brent Feske (brent.feske@armstrong.edu)

or

CST Coordinator of Undergraduate Research

Dr. Scott Mateer (scott.mateer@armstrong.edu)

Application for Transcript Notation for the *Dean's Recognition as a Research Scholar*

Student Information (all information must be typed)

Student Name: _____ Email: _____

Student ID #: _____ Telephone: _____

Major: _____ Est. Graduation Date: _____

Project Title: _____

Mentor Information

Faculty Mentor: _____ Mentor Dept: _____

Mentor phone: _____ Mentor Email: _____

The following supporting documents are required for the *Dean's Recognition as a Research Scholar* transcript Notation. Please provide evidence of the following in this specific order (single pdf).

1. **Cover Page.** This sheet will serve as the cover page of the application.
2. **Course Work.** Applicant must have a minimum of three research scholar credits for supervised research by a CST faculty member over a minimum of two semesters (summer counts as one semester).
3. **Professional meeting attendance.** Verification that applicant has attended (or will attend before graduation) a state, regional, national, or international conference related to major discipline or research in which peer-reviewed scholarship was presented.
4. **Written Product.** Applicant must prepare and submit a substantial written product from the research in manuscript form.
5. **Presentation.** Applicant must submit evidence of their presentation (or evidence that they will present before graduation).
6. **CV or résumé.**
7. **Faculty Mentor.** I _____ (Faculty signature) confirm that the student's work on this project produced novel contributions to the discipline, has the potential to be published, and involved scientific iteration and collaboration. I have read the report submitted by the research student and confirm that it is of appropriate format for our discipline and quality for this designation. I give permission for the student's research paper to be published on the CST website.

Recordof:StudentName

Comments:

Dean's Recognition as a Research Scholar

CPCE: S 0 CPCM: S 0 CPCSC: S 0 CPCSS: S 0 CPCFL: S 0 CPCT: 0

Immunization:

Appendix B

Joint Leadership Team

January 26, 2016

Summary

Attendees: L. Bleicken, J. Buckenmeyer, C. Corrigan, L. Davis, D. Dennie, E. Desnoyers-Colas, M. Downs, A. Heaston, B. Kelso, G. Lewis, T. Moody, C. Padgett, S. Peters, P. Potter, R. Smith, D. Ward, D. Wheeler, J. Wong

Guests: C. Curtis, P. Hoffman, D. Leal, L. Mills, C. Reagin, J. Salzer, N. Whittenburg

SPARC II Values Assessment Subcommittee

Jason Salzer presented the work of the SPARC II Values Assessment Subcommittee. The subcommittee's task was to evaluate Armstrong's current value statements. Using the current value statements, the subcommittee was asked to create a value statement that was memorable, reflecting the foundational core values of Armstrong. The subcommittee's work has been presented to President's Cabinet, Faculty Senate, Staff Council, Student Government Association, and Enrollment Management Council. The presentation is attached.

Enrollment

Enrollment Dashboard

Laura Mills and Diana Leal demonstrated a proof of concept of an enrollment dashboard housed in Argos. This enrollment dashboard provides both year-to-year enrollment comparisons as well as enrollment comparisons to enrollment targets. It also allows an individual to review enrollments by college and by major and to examine enrollment by gender, race, full-time, part-time, and student type. Data can be exported to Excel. The enrollment dashboard is in test mode through March.

Center for Academic Excellence—Cyber Defense (CAE—CD)

Jane Wong and Pete Hoffman briefed the Joint Leadership Team on the Center for Academic Excellence—Cyber Defense. The two goals of the program are (1) to reduce vulnerability in the national information infrastructure through education and research, and (2) to produce experts in cyber defense.

Enrollment Update

As of 1/26, overall Spring 2016 enrollment was 6523, down 0.90% from one year ago. Summer 2016 enrollment was 1785, up 3.12% from one year ago. Fall 2016 undergraduate applications and admitted student numbers continue to be up in comparison to one year ago. Fall 2016 graduate completed applications and admitted student numbers continue to be up in comparison to one year ago.

Legislative Update

Armstrong's top priority during this legislative cycle is the \$22.6 million construction funding for the new College of Health Professions complex. The local delegation is committed to working on Armstrong's behalf to see the funding included in the budget. Members of the Armstrong

administration will focus on key legislators who are members of the House and Senate Appropriations committees. Savannah-Chatham Day at the Capitol is January 28.

President Bleicken and Pete Hoffman shared information on the House Higher Education Subcommittee's hearing on due process for USG universities' students. Hoffman also shared the following items of interest to higher education: a gun carry bill, a taser carry bill, and a tuition carry forward bill.

As part of the Student Advisory Council, Matthias Downs was at the Capitol on January 25, meeting legislators and sharing Armstrong information.

Quarterly Financial Update

Cam Reagin shared the second quarter financial report. Armstrong's financials continue to be strong. The presentation is attached.

Convocation

Convocation is scheduled for Wednesday, January 27 at 10:30am. President Bleicken indicated that Jason Salzer would present the work of the SPARC II Values Subcommittee. She would also share Armstrong accomplishments from fall semester. Members were reminded to bring food items for the Captain's Cupboard.

Student Government Association Update

The total number of toys collected in the Toys for Tots drive was 210. The SGA election cycle begins in early February with voting occurring March 22-24. The Liberty Center Student Council (LCSC) is finalizing the process for election of officers. The SGA Inauguration will be April 22 at 7:00pm in the Student Union Ballroom. The LCSC in collaboration with University Police will sponsor a rape aggression defense (RAD) class at the Armstrong Liberty Center.

Upcoming events include the following.

Organizational President's Council (OPC) Meeting January 26
Will feature the SPARC II Values Subcommittee presentation.

Homecoming February 15-20
SGA is reviving Mr. and Ms. Armstrong. The winners will be announced at the 7:00pm pep rally in Alumni Arena on February 18.

Armstrong Heroes April 26
The event will be at 6:00pm in the Student Union Ballroom.

Additional Items

Black Heritage Celebration Month

Liz Desnoyers-Colas encouraged JLT members to attend events planned for Black Heritage Celebration Month. A schedule of events can be found at
www.armstrong.edu/news-events/spotlight/armstrong-celebrates-black-heritage-month.

Equity, Diversity, and Inclusion

Deidra Dennie shared that the USG has purchased a sexual misconduct module that all employees will be required to complete. The module consists of two parts. It will launch late February/early March time period.

College of Education

Janet Buckenmeyer shared that the College of Education's online graduate programs were ranked #53 in the nation as Best Online Graduate Education Programs by U.S. News & World Report.

Next Meeting: February 23 at 9:00am, Burnett Hall Boardroom



Financial Report to the Joint Leadership Team

Fiscal 2016, 2nd Quarter

Armstrong State University

January 26, 2016

Cam Reagin

Assistant Vice President, Business & Finance

ARMSTRONG STATE UNIVERSITY

Agenda

Section I – Cash and Equivalents – 2014, 2015, 2016 (Q2)

Section II – Tuition and Fee Revenue Trends

Section III – Quarterly Revenues and Expenditures

by Fund Source

Section IV – Auxiliary Revenue Trends

Housing, Dining, Bookstore

Section V – HR/Position Information

Q2 YTD FY 2016 - Highlights

- At mid-year, Fiscal 2016 is still tracking well
- Cash balance remains stable, slightly above last year
- Tuition revenue remains slightly ahead of budget
- Auxiliary revenue lower due to P3 Housing, but University Terrace is profitable. The second half of our guaranteed Ground Rent and Retained Services payments has been receipted in January (\$1,032,500).

Section I

- Cash and Equivalents – 2014, 2015, 2016(Q2)

Cash Balances by Period and Year

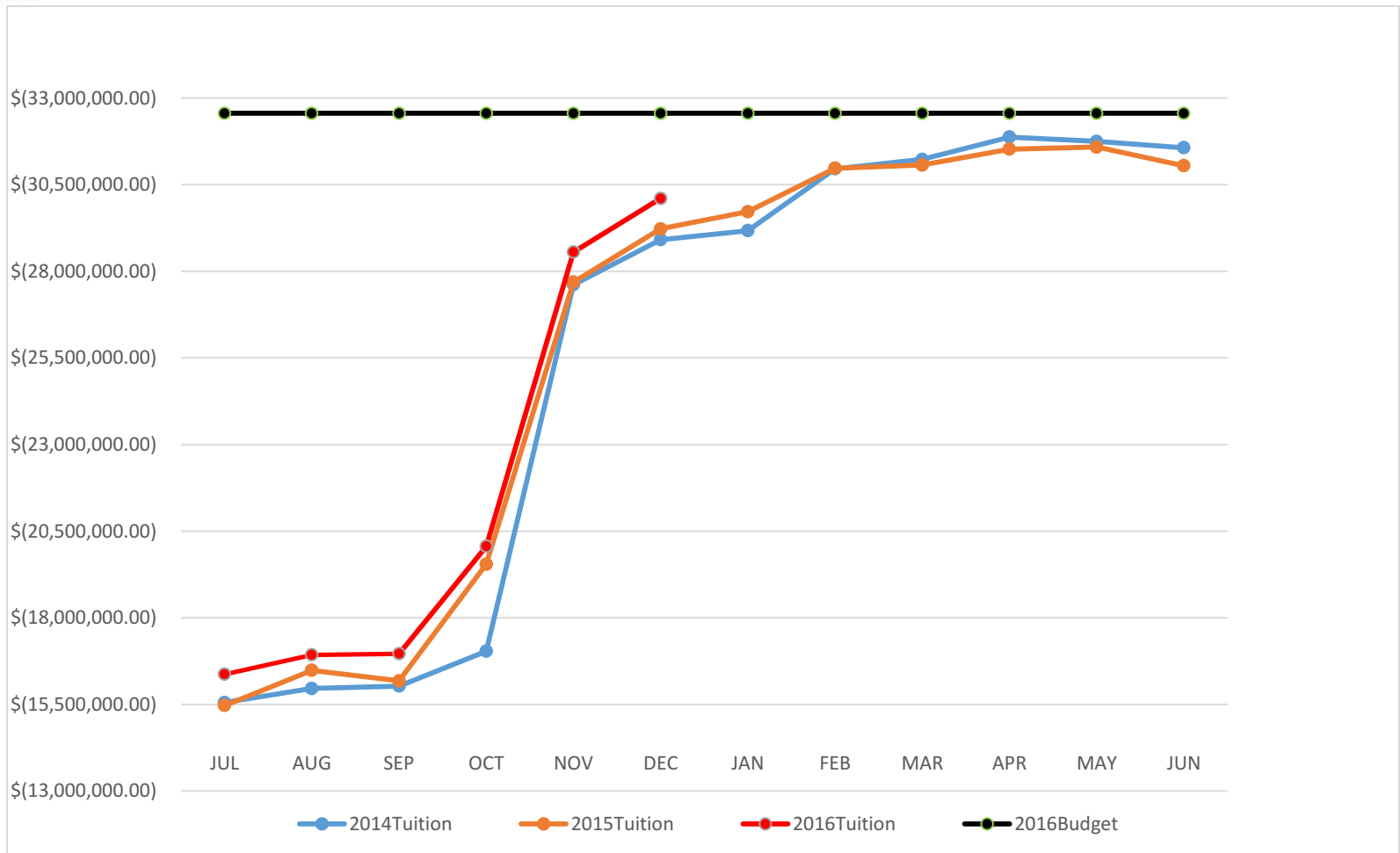


Section II

Tuition and Other Fee Revenue Trends

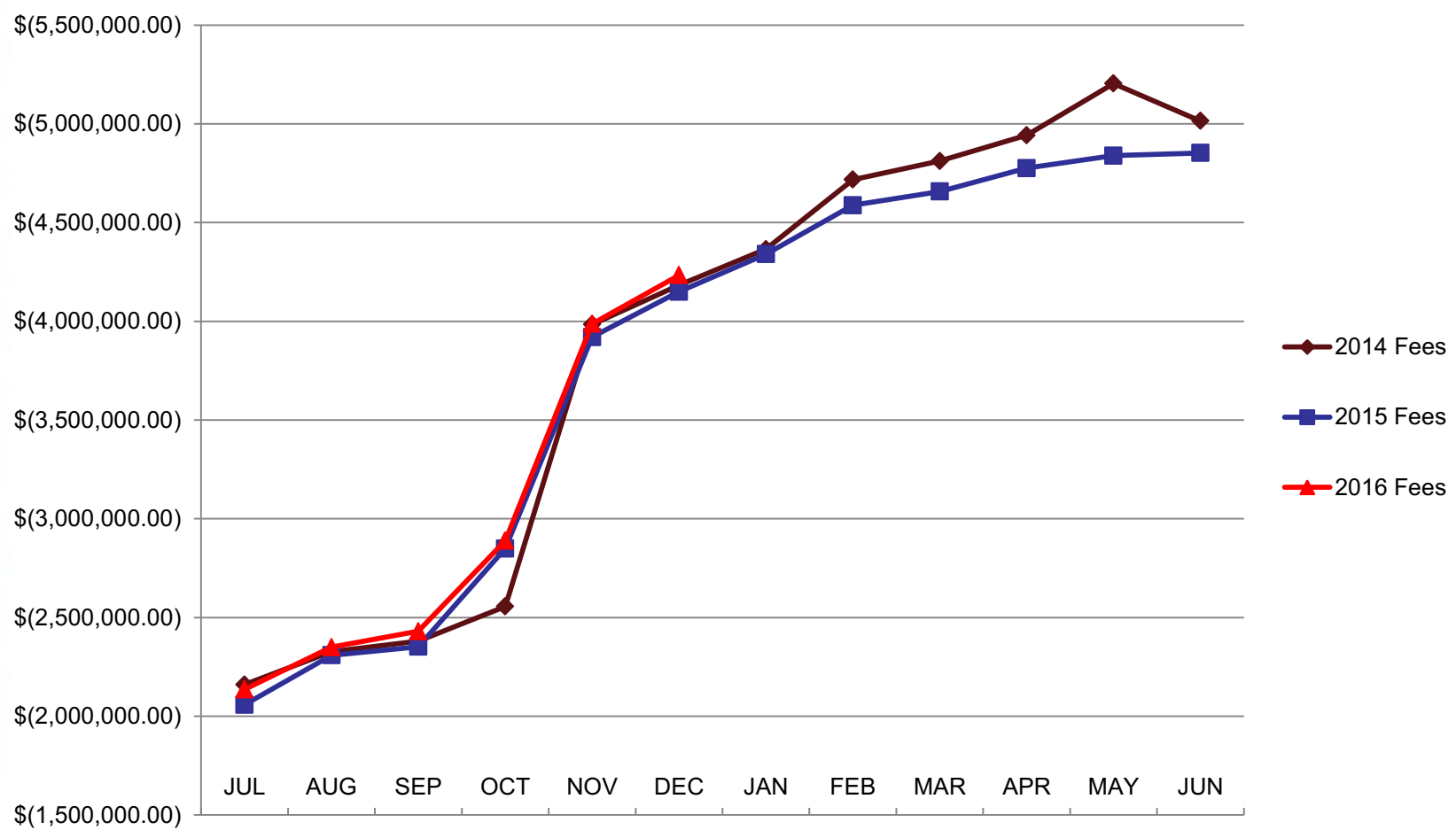
2014, 2015, 2016(Q2)

Tuition Revenues



Other Fee Revenues

Fund 10600 - Institutional Fee and Course Fees



Section III

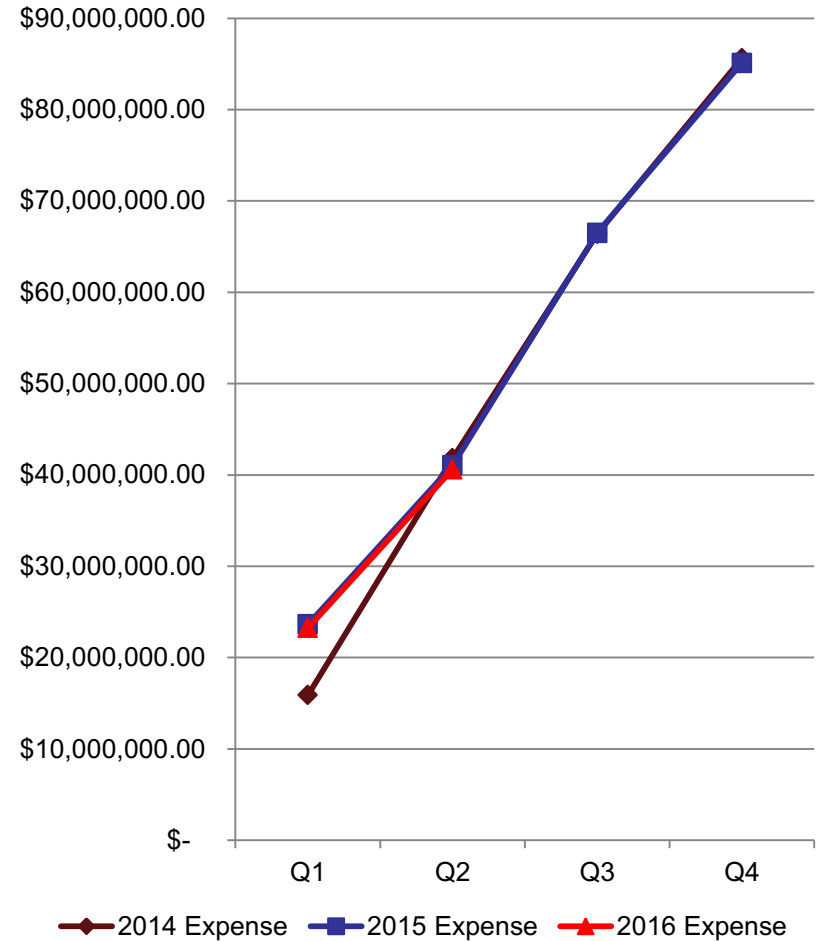
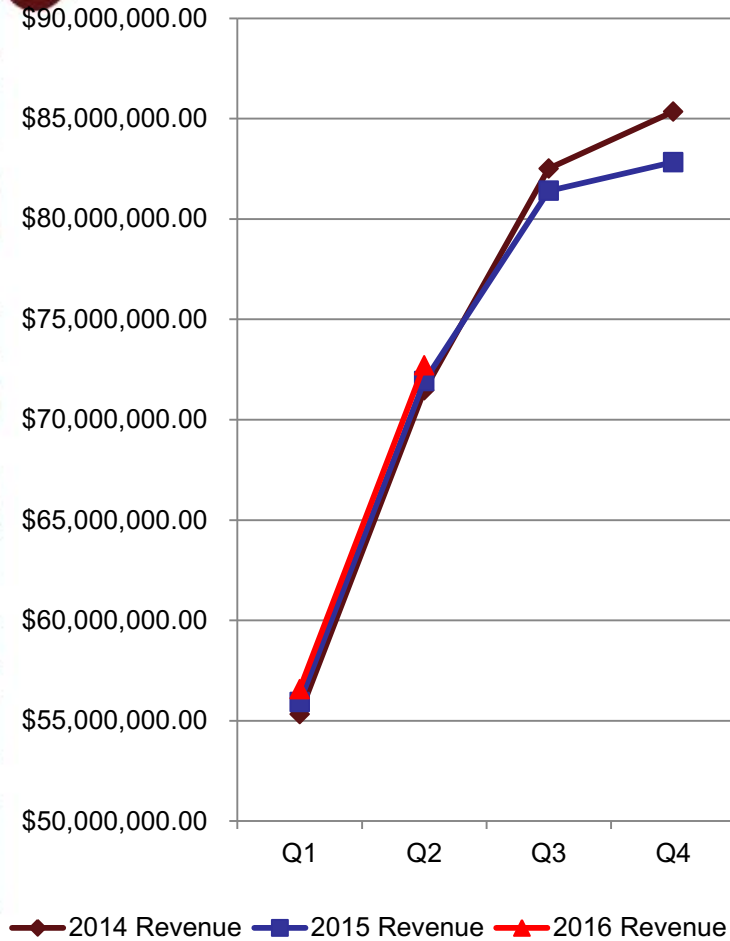
Revenue and Expenses by Fund Source

E&G, Auxiliary, Other Funds

2014, 2015, 2016(Q2)

E&G Revenues and Expenses

Armstrong



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E&G Revenues and Expenses

		Q1	Q2	Q3	Q4
E&G	2014Revenue	\$55,323,105.97	\$ 71,453,965.08	\$ 82,511,794.23	\$ 85,346,933.94
	2014Expense	\$15,884,449.45	\$ 41,818,539.28	\$ 66,403,277.07	\$ 85,623,993.89
	2015Revenue	\$55,931,594.88	\$ 71,916,787.05	\$ 81,401,447.85	\$ 82,832,976.29
	2015Expense	\$23,632,450.00	\$ 41,043,837.67	\$ 66,503,896.58	\$ 85,107,680.42
	2016Revenue	\$56,568,020.45	\$ 72,703,810.64		
	2016Expense	\$23,253,837.74	\$ 40,614,083.55		

Includes:

10000 - State Appropriations

10500 - Tuition

10600 - Other Fees

14000 - Departmental Sales & Services

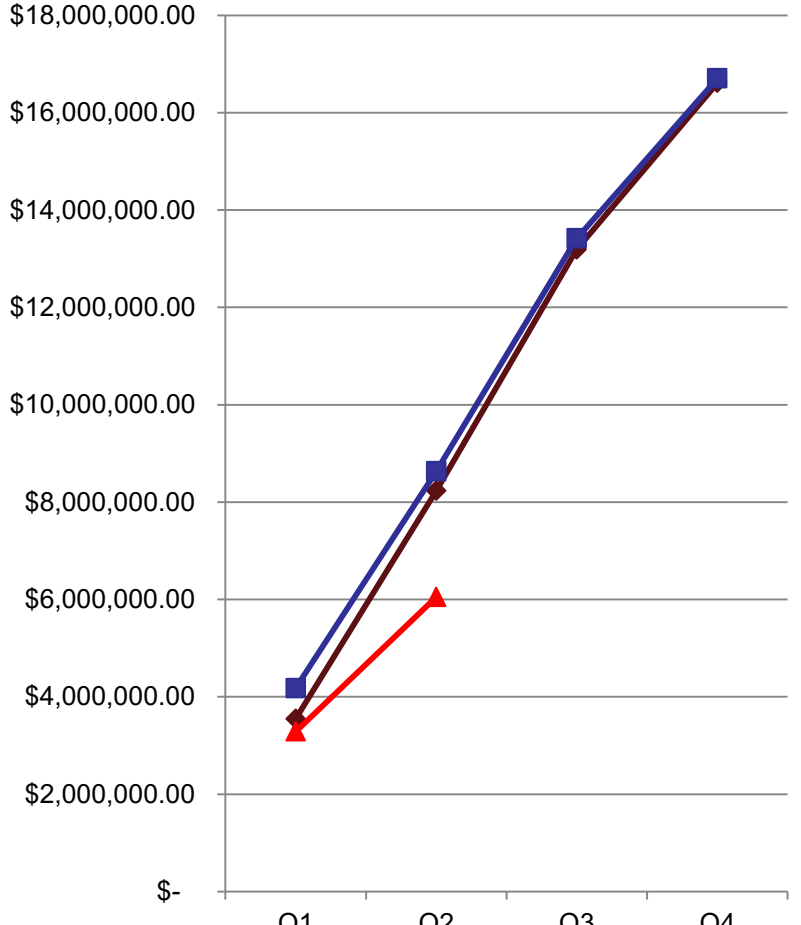
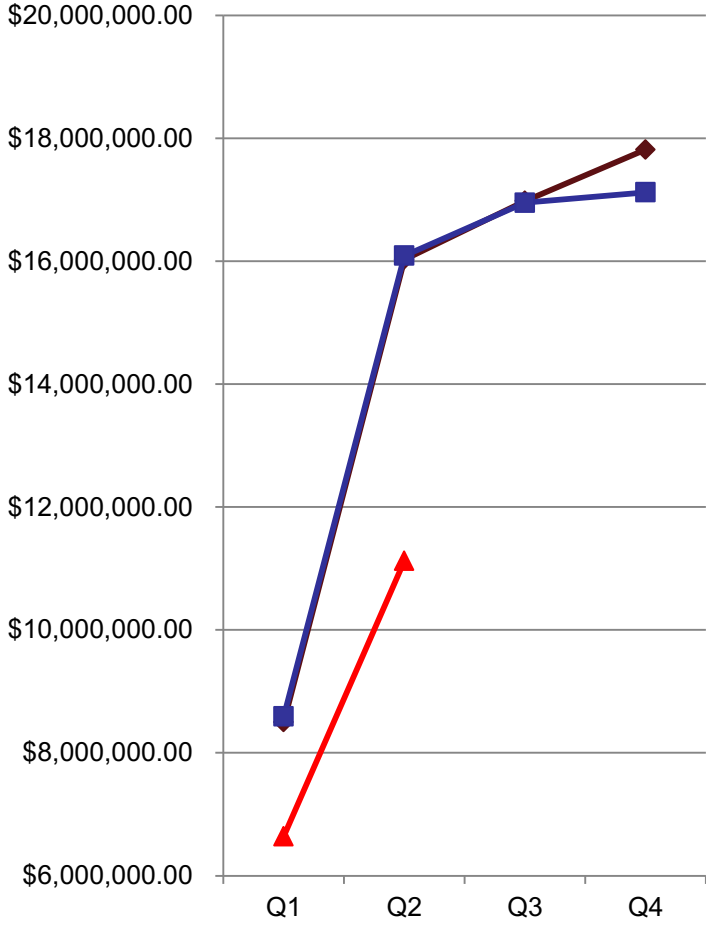
15000 - Indirect Cost Recovery

16000 - Technology Fee

20000 - Sponsored Operations

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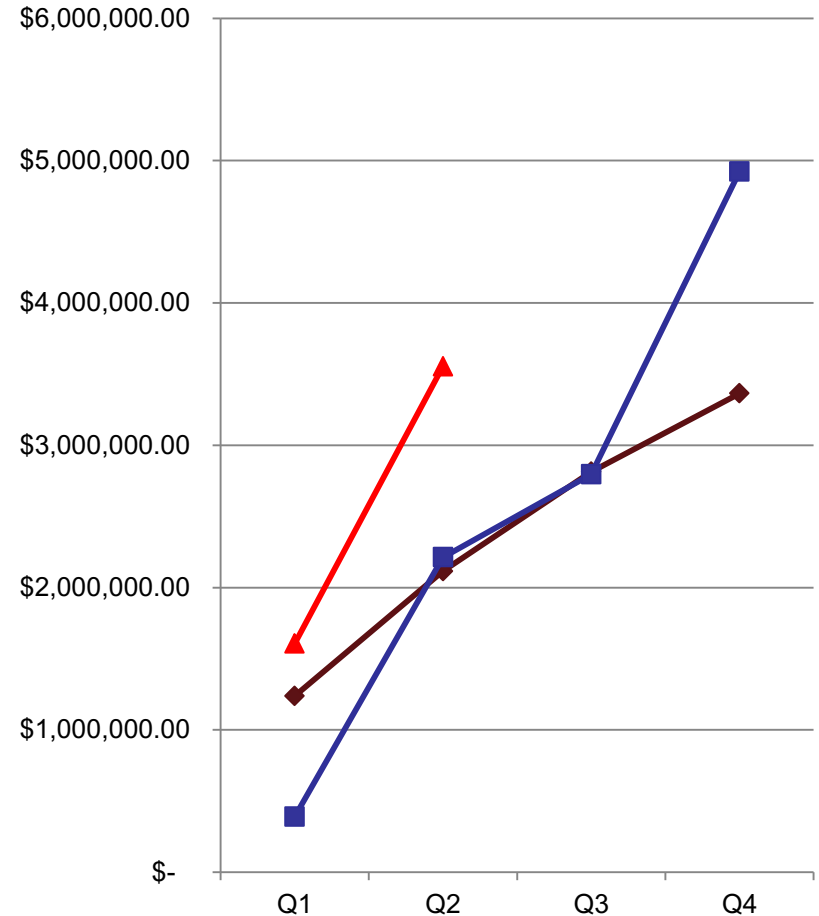
Auxiliary Revenues and Expenses



2014 Revenue 2015 Revenue 2016 Revenue

2014 Expense 2015 Expense 2016 Expense

Other Funds Revenues and Expenses



2014 Revenue 2015 Revenue 2016 Revenue

2014 Expense 2015 Expense 2016 Expense

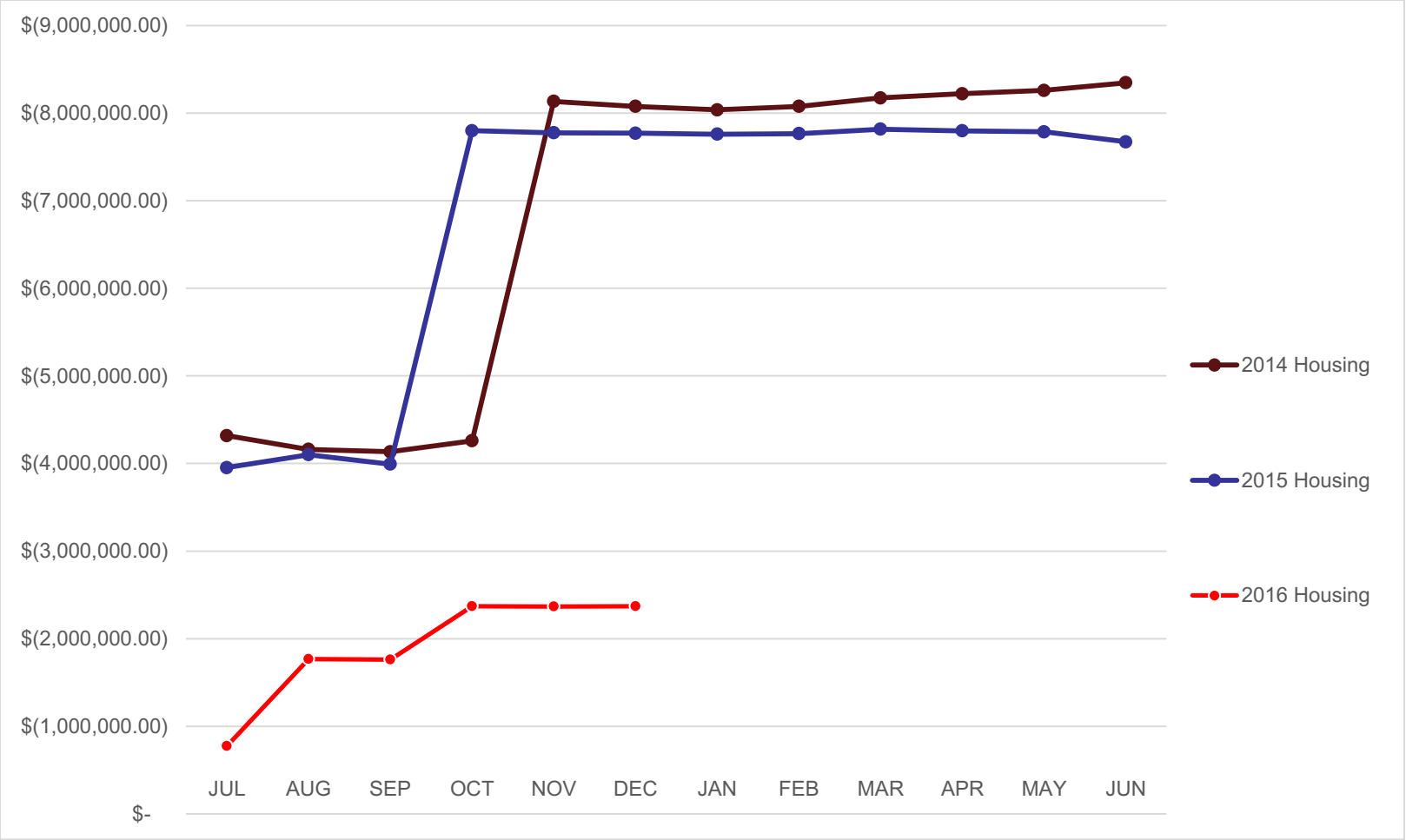
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Section IV

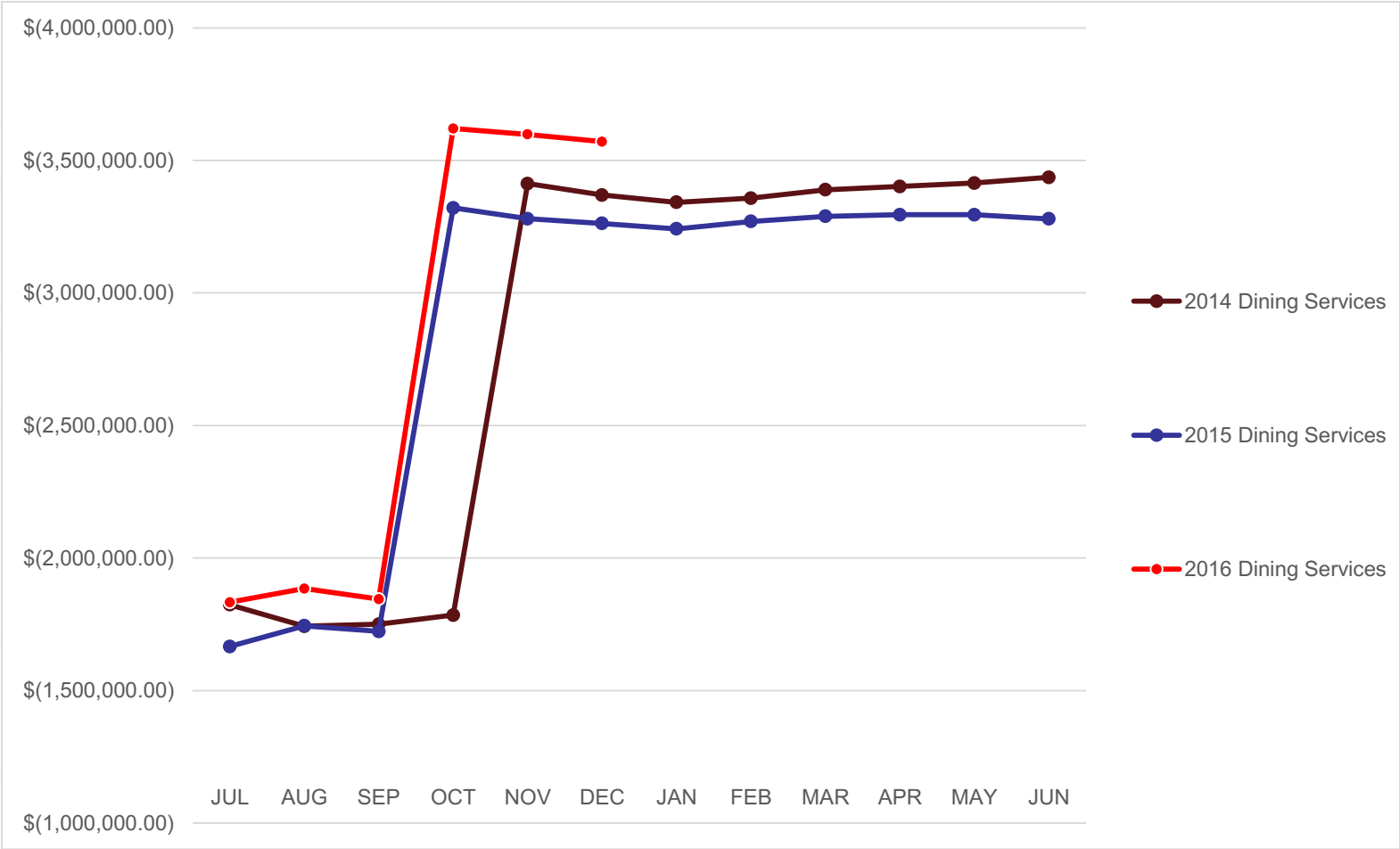
Auxiliary Revenue Trends

Housing, Dining, Bookstore

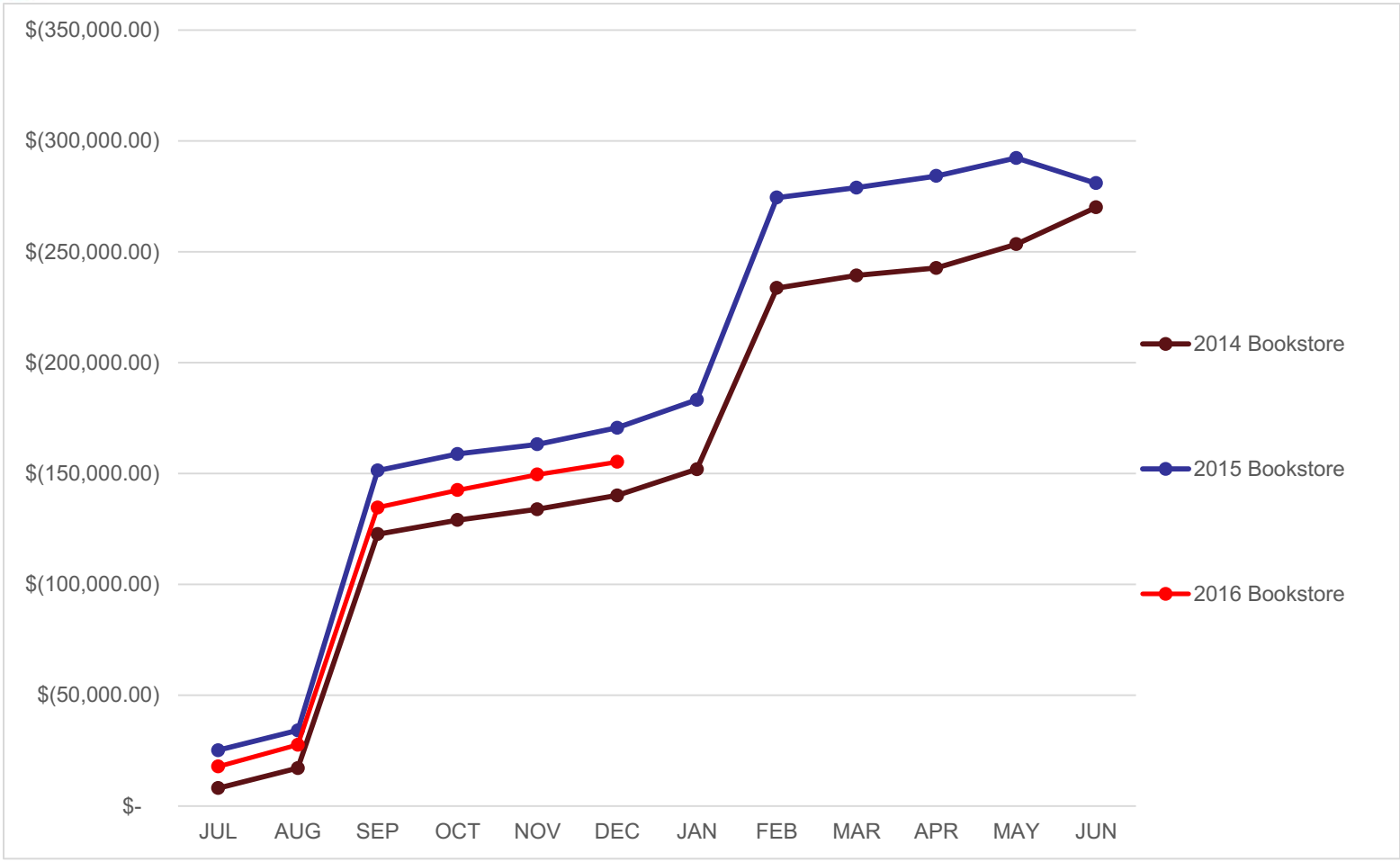
Housing Revenue Trend



Dining Revenue Trend



Bookstore Revenue Trend

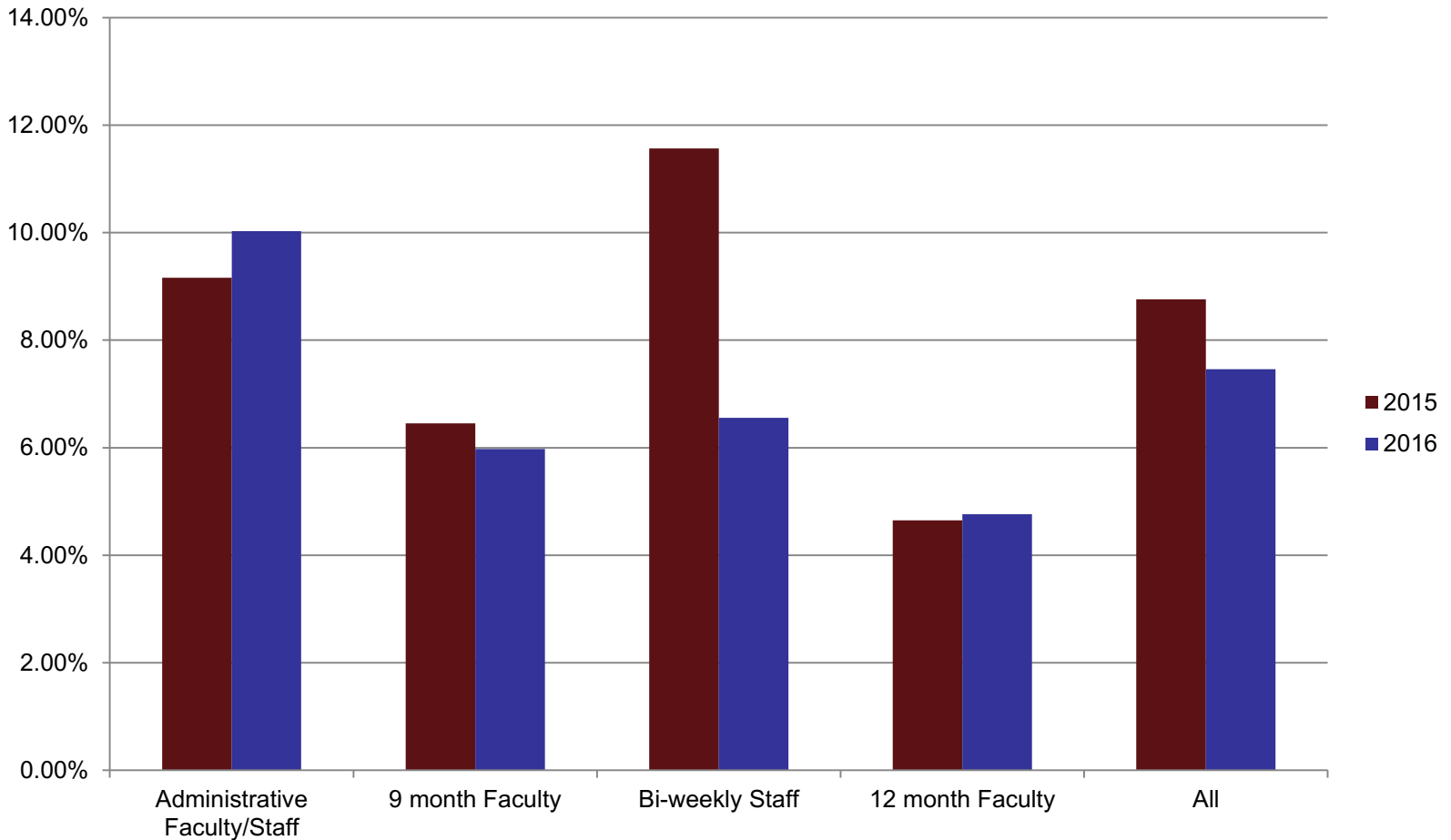


Section V

HR/Position Information

PENDING UPDATE

Q2 YTD Turnover Rates Full Time Employees (with Retirees)



ARMSTRONG STATE UNIVERSITY

Armstrong

PENDING UPDATE

Q2 YTD Turnover Rates Full Time Employees (with Retirees)

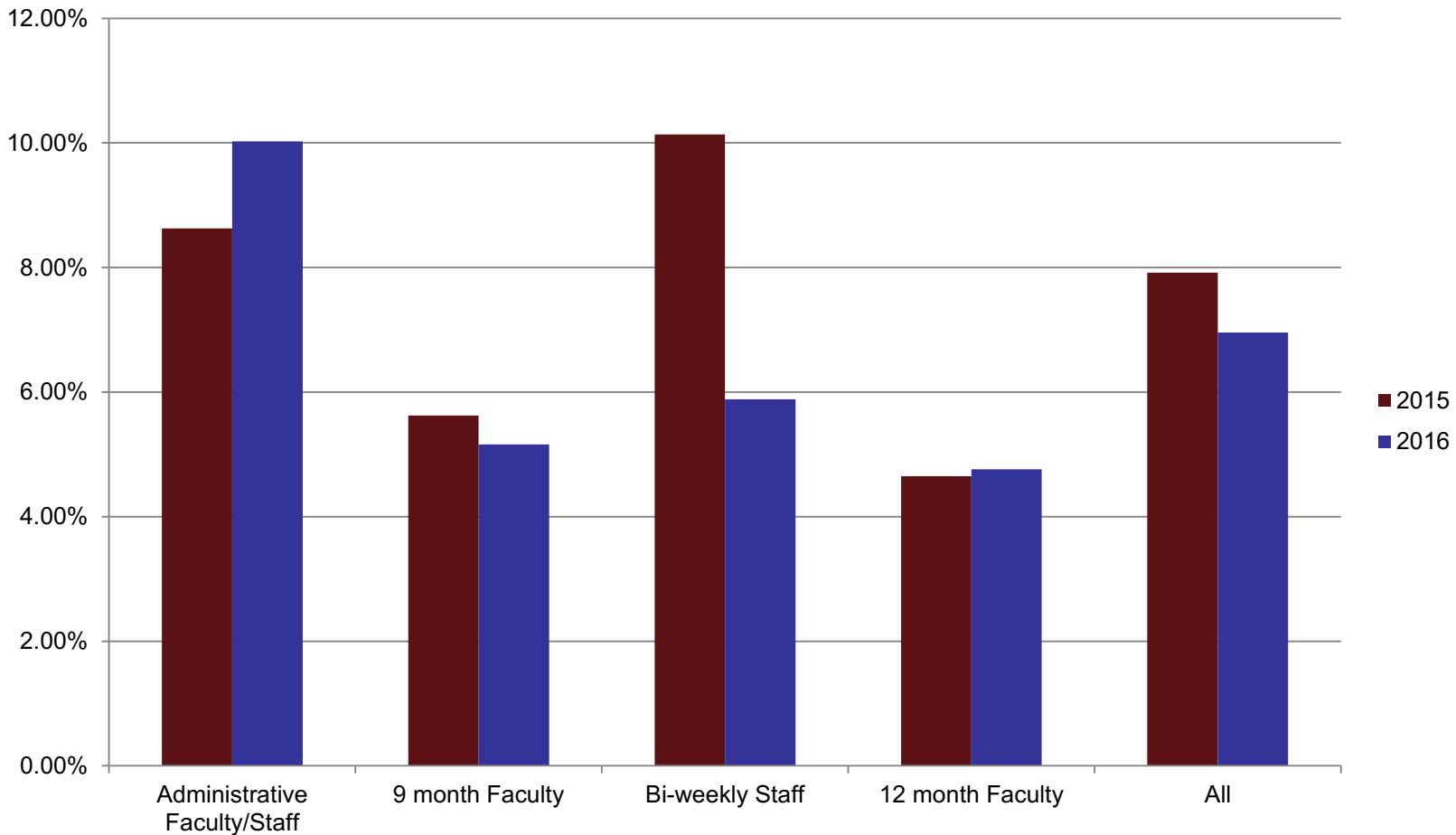
Dates: July 1, 2015 - December 31, 2015						
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>Retirements</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	194	10	19	0	185	10.03%
9month Faculty	242	33	13	2	260	5.98%
Bi-weekly Staff	148	19	9	1	157	6.56%
10month Staff	2	2	1	0	3	40.00%
12month Faculty	21	1	1	0	21	4.76%
All	607	65	43	3	626	7.46%
Dates: July 1, 2014 - December 31, 2014						
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>Retirements</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	198	15	17	1	195	9.16%
9month Faculty	241	30	14	2	255	6.45%
Bi-weekly Staff	145	21	15	2	149	11.56%
10month Staff	3	3	2	0	4	57.14%
12month Faculty	21	2	1	0	22	4.65%
All	608	71	49	5	625	8.76%

ARMSTRONG STATE UNIVERSITY

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PENDING UPDATE

Q2 YTD Turnover Rates Full Time Employees (w/o Retirees)



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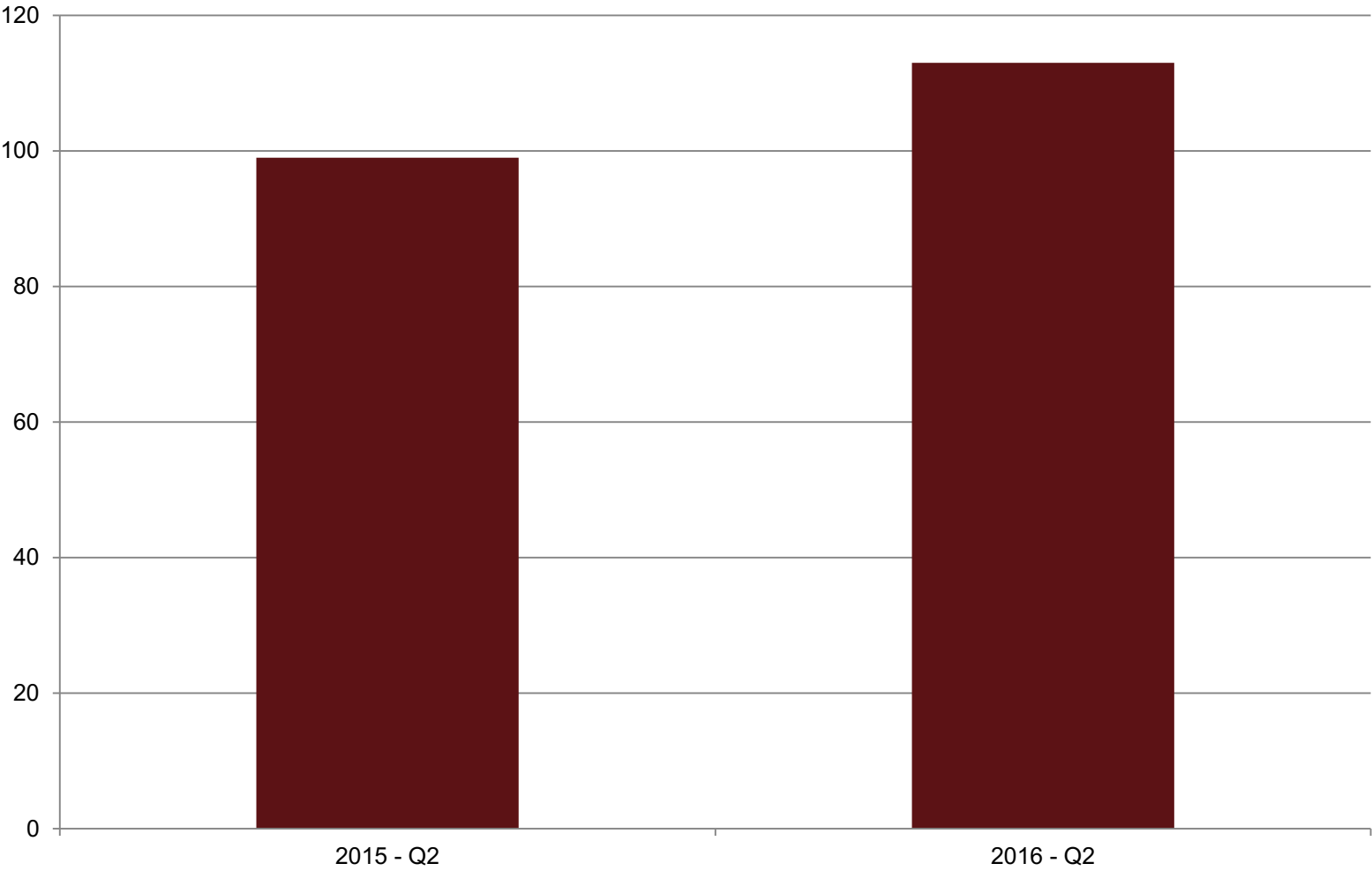
PENDING UPDATE

Q2 YTD Turnover Rates

Full Time Employees (w/o Retirees)

Dates: July 1, 2015 - December 31, 2015					
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	194	10	19	185	10.03%
9month Faculty	242	33	13	262	5.16%
Bi-weekly Staff	148	19	9	158	5.88%
10month Staff	2	2	1	3	40.00%
12month Faculty	21	1	1	21	4.76%
All	607	65	43	629	6.96%
Dates: July 1, 2014 - December 31, 2014					
	<u>Begin Count</u>	<u>Hires/Rehires</u>	<u>Terminations</u>	<u>End Count</u>	<u>Turnover</u>
Administrative Faculty/Staff	198	15	17	196	8.63%
9month Faculty	241	30	14	257	5.62%
Bi-weekly Staff	145	21	15	151	10.14%
10month Staff	3	3	2	4	57.14%
12month Faculty	21	2	1	22	4.65%
All	608	71	49	630	7.92%

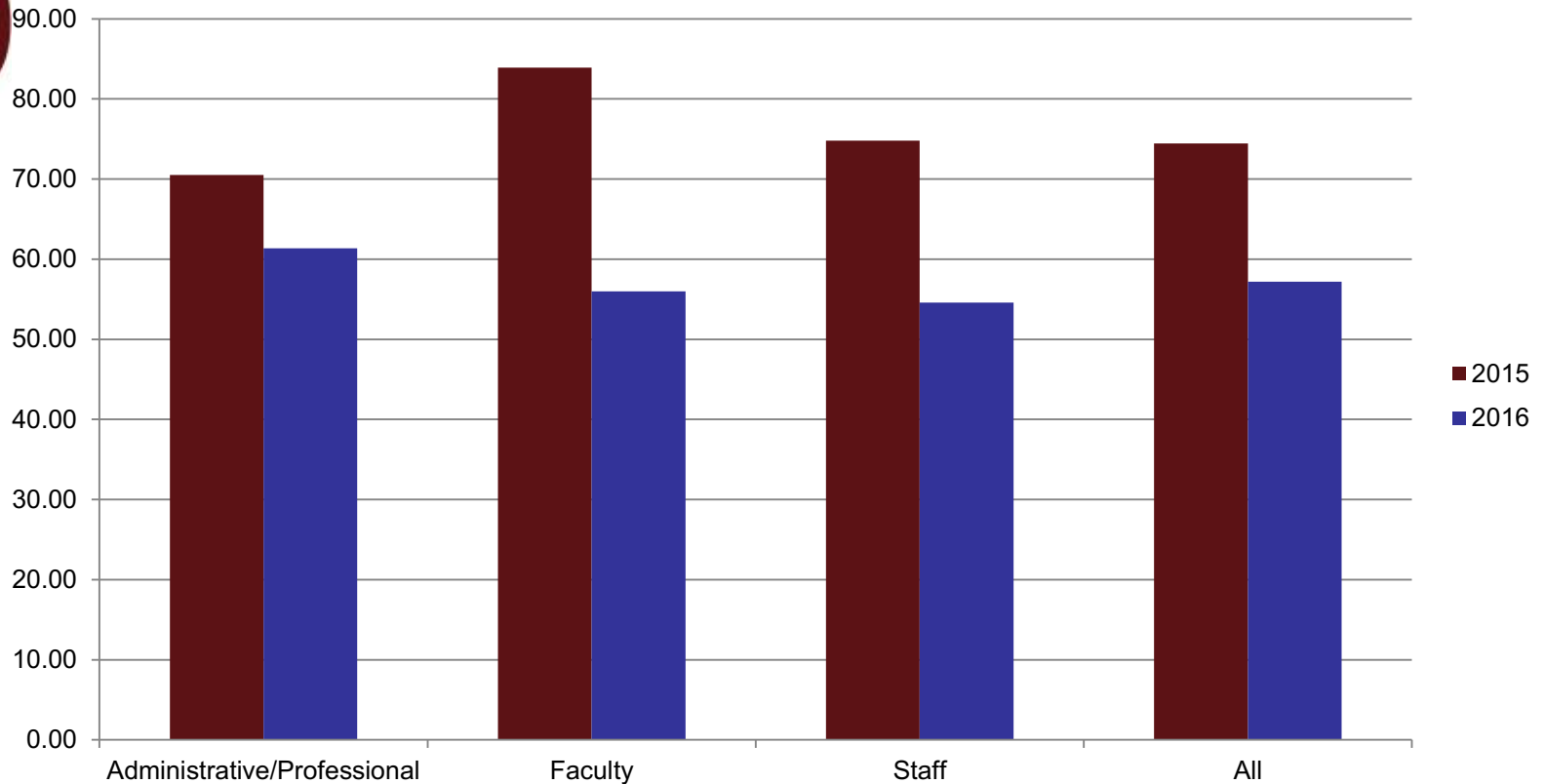
Q2 YTD PeopleAdmin Postings



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Q2 YTD Average Time to Fill



	2015	Count	2016	Count
Administrative/Professional	70.52	31	61.35	20
Faculty	83.92	12	56.00	17
Staff	74.80	25	54.58	24
All	74.46	68	57.20	61

ARMSTRONG STATE UNIVERSITY

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[illegible]

‘Campus carry’ gun bill filed in Georgia House

Posted: 5:21 p.m. Wednesday, Jan. 27, 2016

Email 2Facebook 170Twitter 16ShareThis 246

By [Aaron Gould Sheinin](#) - The Atlanta Journal-Constitution

The author of 2014 legislation that expanded gun rights in Georgia is back this year with another effort to legalize firearms on college campuses.

[State Rep. Rick Jasperse, R-Jasper](#), and [state Rep. Mandi Ballinger, R-Canton](#), have filed House Bill 859, which would allow anyone 21 or older with a weapons license to carry a gun anywhere on a public college or university campus, except for dormitories, fraternity and sorority houses, and at athletic events.



+ State Rep. Rick Jasperse (left) is one of the sponsors of House Bill 859, which would allow anyone 21 or older [... read more](#)

“Our position on it is pretty clear,” Jasperse told The Atlanta Journal-Constitution. “We are restoring rights to Georgians.”

The bill already has dozens of co-sponsors, including [state Rep. John Meadows, R-Calhoun](#), the chairman of the powerful Rules Committee that decides which bills reach the House floor. More importantly, the bill also has the support of [Speaker David Ralston](#), R-Blue Ridge, meaning it will almost surely pass the House.

“I support this legislation just as I have the previous efforts the House made to preserve Georgians’ Second Amendment rights,” Ralston said.

The House voted in 2014 to legalize campus carry, but the Senate stripped that language from the final version of Jasperse’s bill that became known as the “Guns Everywhere Bill.” The [legislation signed into law that year](#) allowed weapons to be carried into many government buildings, bars and restaurants, athletic events and more, while the powerful University System of Georgia successfully fought to keep guns off college campuses.

Charlie Sutlive, the vice chancellor for the Board of Regents, which oversees the University System, was succinct when asked for a reaction to the latest effort to allow weapons on campus.

“We support current state law,” Sutlive said.

Jasperse, however, believes much has changed in just two years. The nightmare scenarios opponents predicted before his 2014 bill passed haven’t happened, he said.

“We’ve not had all these cataclysmic events,” he said. “That’s the good thing. If you really get down to looking at the numbers, crime in general, especially aggravated crime, has gone down. Not on college campuses, though. There’s no argument about it.”

Ballinger said students can be seen as easy targets.

“Under current regulation, I would be forbidden from protecting myself because I would have to leave my gun in my car,” she said. “I think one of the fundamental rights of law-abiding Georgians is the right to defend themselves and the right not to be a victim.”

[State Rep. Virgil Fludd, D-Tyrone](#), the chairman of the House Democratic caucus, said he has two children who graduated from college and he, too, worries about campus violence. This bill, however, is not the answer, he said.

“The argument that arming more people on campuses without any training could create more problems than it solves,” Fludd said. “Who is responsible when that student shoots an innocent bystander? Who pays for the additional security and gun storage facilities?”

Eight states allow campus carry, and nearly two dozen others allow individual schools to decide.

“In Georgia, our priorities should be directed toward arming our students with a first-class education, not with a handgun,” Fludd said. “More guns on campus is not a solution. It’s costly, distracting and dangerous.”

Lindsey Donovan, the leader of the Georgia chapter of Moms Demand Action for Gun Sense, was at the Capitol on Wednesday to urge lawmakers to “put the safety of all Georgians first and reject the gun lobby’s attempts to force guns into our schools.”

“College life comes with many risk factors that guns may potentially make even more dangerous,” Donovan said. “We should all work together to continue to guarantee that students and faculty are safe in their academic environments.”

Criminals don’t care that guns aren’t allowed on vast college campuses, Ralston said.

“While we would love for college campuses to be perfectly safe, we live in a world where criminals and terrorists love nothing more than ‘gun-free zones,’ ” Ralston said. “Getting a college degree should not mean abdicating your Second Amendment rights.”

Jerry Henry, executive director of Georgia Carry, a leading gun rights group, said those who legally carry firearms are responsible adults.

“This bill allows those who are 21 or over, been subject to background checks by the GBI, FBI, mental health check and have obtained a Georgia weapons license,” said Jerry Henry, the executive director of Georgia Carry. “These same persons are legal to carry in any location in Georgia that is not listed as off-limits.”

Comprehensive coverage

The Atlanta Journal-Constitution has Georgia’s largest team under the Gold Dome for this year’s legislative session. To find the most expertise on issues that matter to taxpayers, go to myajc.com/georgialeislature. To see where particular bills and resolutions stand, check out the Georgia Legislative Navigator at <http://legislativenavigator.myajc.com/>. You can also follow the proceedings on Twitter at twitter.com/GAPoliticsNews or on Facebook at facebook.com/gapoliticsnewsnow.

AJC Capitol Insider newsletter

The Capitol Insider is your guide to what’s happening under the Gold Dome.