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Armstrong Faculty Senate Agenda

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### March 21, 2016 Armstrong Faculty Senate Agenda

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**Armstrong State University**  
**Faculty Senate Meeting**  
**Agenda of March 21, 2016**  
**Student Union, Ballroom A, 3:00 p.m.**

- I. Pre-Senate Working Session (3:00–3:30 p.m.)
- II. Call to Order
- III. Senate Action
  - A. Approval of Minutes from [February 15, 2016](#) Faculty Senate Meeting
  - B. Brief Remarks from Dr. Linda Bleicken, President
  - C. Brief Remarks from Dr. Robert Smith, Provost
  - D. Brief Remarks from Dr. Angeles Eames, Director of Assessment
  - E. Old Business
    1. Recurrent Updates
      - i. Joint Leadership Team Summary (Appendix B)
      - ii. Faculty and Staff Vacancy Reports 2.18.16 & 3.4.16 (Appendix C)
    2. Other Old Business
      - i. Updates on University Committee Representation
        - a. Director of Admissions and Recruitment
        - b. Faculty Senate Representation and IT Governance Model
      - ii. eCORE
      - iii. Campus Carry Legislation (Appendix D)
      - iv. Enrollment Management Council Update
      - v. Salary Committee Update
      - vi. USGFC
        - a. Response to Resolution (Appendix E)
        - b. USGFC Representation Bill
      - vii. Post-Tenure Review Bill
    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. Bylaws Change (Appendix F)
    2. Elections
      - i. New Senators and Alternates
      - ii. Nominations of Officers (email [carol.andrews@armstrong.edu](mailto:carol.andrews@armstrong.edu))
    3. Other New Business

4. 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](mailto:faculty.senate@armstrong.edu)
    3. Send Changes in Committee Chairs and Senate Liaisons to [governance.senate@armstrong.edu](mailto:governance.senate@armstrong.edu)
    4. Announcements (from the floor)
- IV. Adjournment

# Appendix A Armstrong

UNIVERSITY CURRICULUM COMMITTEE  
University Hall 282  
Minutes, February 3, 2016

**PRESENT:** Myka Bussey-Campbell (Chair), Suzanne Carpenter, Kathryn Craven, Katrina Embrey, 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), Robert Harris

**GUESTS:** James Brawner, Donna Brooks, Lesley Clack, Brent Feske, Delana Gajdosik-Nivens, Rick McGrath, Kathy Platt, Sandy Streater, Heather Thornton

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The University Curriculum Committee will meet at 3:00 p.m. on Wednesday, March 2 in University Hall 282.

## A G E N D A

**CALL TO ORDER.** The meeting was called to order at 3:02 p.m. by Myka Bussey-Campbell.

**APPROVAL OF MINUTES.** The minutes of February 3, 2016, were approved as presented.

### ITEMS

I. College of Education

### II. College of Health Professions

*Items 1-2 from the College of Health Professions were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

**1. Delete the following course**

~~HLPR 2200 – Interprofessional Teams in Healthcare Organizations – 3 0 3~~

Rationale: This course will better serve the COHP programs as a 3000 level course that can be used in the major as an elective.

**Effective Date: Spring 2017**

**2. Create the following course:**

HLPR 3200 Interprofessional Teams in Healthcare Organizations 3-0-3

Prerequisite: ENGL 1102

An introduction to theory and skills related to interprofessional practice in healthcare organizations.

Rationale: Course content has been developed to include advanced communications skills that are specific to healthcare and interprofessional teamwork. As this course will serve upper division students in the health professions, as well as students considering graduate work in healthcare, students must have more than entry-level skills in communication.

**Effective Date: Spring 2017**

**CURCAT:**

**Major Department – College of Health Professions**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Directed Study**

**Course Equivalent: HLPR 2200**

A. Diagnostic and Therapeutic Sciences (no items)

**B. Health Sciences**

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

**1. Create the following course:**

**HITC 3000 Introduction to Health Informatics 3-0-3**

**Prerequisite or Co-requisite: RESP 2110 or Permission of Instructor**

An introductory survey of the field of health informatics, including the origin and development of the discipline into a profession as well as current and future trends in practice. Student orientation to the terminology used in the field as well as some of its more common applications including data quality assessment, data standards, and the regulatory framework for data privacy and confidentiality (HIPAA) are presented.

Rationale: An introductory course to the health informatics major does not exist. As a strategy to increase campus and community awareness of the field and major as well as potentially stimulate increased enrollment in the future, it was felt that such a course would be appropriate. A survey of other health informatics programs indicates that such introductory courses are common across different curricula. We would like to request that this action be

expedited as this is a necessary course addition for fall. If it gets put into Banner by the end of spring semester we can get students to add it to their schedules during late registration in the fall.

**Effective Date: Fall 2016**

**CURCAT:**

**Major Department – Health Sciences**

**Can course be repeated for additional credit? No**

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Course Equivalent: None**

**2. Modify the following program of study:**

**Bachelor of Health Science, Health Informatics track:**

**A. General Requirements**

**Core Area F**

**18 hours**

CSCI 1150 Fundamentals of the Internet and the World Wide Web

CSCI 2070 Introduction to Computer Ethics and Cybersecurity

HSCC 2500 Health Issues and Resources

[HSCC 2300 Management of Health Information](#)

ITEC 1310 Programming for Information Technology

**MATH 2200 Elementary Statistics\***

RESP 2110 Medical Terminology

**\*If not taken in Area D. If MATH 2200 taken in Area D, select a course from the following list:**

**ANTH 1102 Anthropology**

**ECON 1101 Survey of Economics**

**ECON 2105 Principles of Macroeconomics**

**ECON 2106 Principles of Microeconomics**

**PSYC 1101 Introduction to Psychology**

**SOCI 1101 Introductory Sociology**

**B. Major Field Courses**

**15 hours**

**HITC 3000 Introduction to Health Informatics**

**HLPR 2200 Interprofessional Teams in Healthcare Organizations**

**HSCC 2300 Management of Health Information**

**HSCC 3110 Legal Issues in the Healthcare Environment**

**HSCC 3140 Epidemiology**

**[ITEC 2530 Operating Systems](#)[ITEC 3500 Database Administration](#)**

**C. Related Field Courses**

**45 hours**

**HITC 4100 Analysis of Healthcare Data**

**HITC 4700 Introduction to Project Management**

HITC 4750 Principles of Knowledge Management and Decision Support  
 HITC 4800 Special Topics in Health Informatics  
 HITC 4900 Internship (6 credit hours)  
 HSCA 4620 Principles of Management in Health Services Organizations  
 HSCA 4630 Health Information Systems  
 HSCA 4655 Principles of Health Insurance and Reimbursement  
 HSCA 4660 Survey of Health Outcomes  
 HSCC 4020 Seminar in Professional Issues  
 HSCP 2000 Ethical Theories/Moral Issues in Health  
 ITEC 3500 Database Administration  
 ITEC 3600 System Analysis and Design  
 ITEC 3700 Cybersecurity I  
~~ITEC 3800 Data Communication and Networks~~

Rationale: MATH 2200 was moved into Area F to ensure that all HI students took this course given that it is a pre-requisite for several major courses. It was previously listed as one option under Area D3 for non-science majors. Flexibility is provided in Area F for those persons who take MATH 2200 in Area D3 to take another pre-approved 1000-2000 level course in economics, psychology, anthropology, and/or psychology. Given the movement of MATH 2200 into Area F, HSCC 2300 had to be moved to Major Field courses. The newly created HITC 3000 course will also be listed as a major field course. This requires the movement of ITEC 3500 to related field courses. On the advice of colleagues in CS/IT, ITEC 2530 and ITEC 3800 are being removed from the major.

**Effective Date: Fall 2016**

- 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

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

**Note from College of Liberal Arts: The Provost has authorized an effective term of Fall 2016.**

- 1. Create the following course**

**MKTG 3350 CONSUMER BEHAVIOR** **3-0-3**

Prerequisite: ECON 2106

Topics related to understanding and influencing consumer behavior including behavioral and social aspects of marketing, research methods and findings from behavioral sciences, and their application to production, consumption and marketing of products and services.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

  - Major Department: Economics**
  - Can course be repeated for additional credit? No**
  - Maximum number of credits: 3**
  - Grading Mode: Normal**
  - Instruction Type: Lecture**
  - Course Equivalent: None**
  
- 2. Create the following course**

**MKTG 4150 DIGITAL MARKETING** **3-0-3**

Prerequisite: ECON/MKTG 3210

Examines major trends and technologies in electronic commerce (e-commerce), various internet marketing strategies and applications, the business implications of social media such as blogs, opinion forums, social networks, search engine marketing, and other kinds of emerging online communities and applications.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

  - Major Department: Economics**
  - Can course be repeated for additional credit? No**
  - Maximum number of credits: 3**
  - Grading Mode: Normal**
  - Instruction Type: Lecture**
  - Course Equivalent: None**
  
- 3. Create the following course**

**MKTG 4250 ADVERTISING STRATEGY** **3-0-3**

Prerequisite: ECON/MKTG 3210

Development and implementation of integrated marketing communications programs. Topics include the communications process, budget determination, strategic brand management, internet marketing, and issues of monitoring, evaluation, and control.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

**4. Create the following course**

**MKTG 4350 INTERNATIONAL MARKETING** **3-0-3**

Prerequisite: ECON/MKTG 3210

Methodology and skills of marketing goods, services, and information across political boundaries, as well as global economic and cultural environments, including topics related to market segmentation and logistics.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

**5. Create the following course**

**ECON 4170 FINANCIAL DERIVATIVES** **3-0-3**

Prerequisite: ECON 2105, ECON 2106, and MATH 2200

Futures, options, and other related financial instruments, focusing on pricing methodologies and market value calculations and on their uses for hedging and trading by corporations and financial institutions. Applications include topics such as financial risk management and investment.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

- 6. Create the following course**
- ECON 3710 BUSINESS AND ECONOMIC FORECASTING** **3-0-3**  
 Prerequisite: ECON 2105, ECON 2106, and MATH 2200  
 Concepts in time series analysis such as autoregression, moving averages, stationarity, and cointegration. Applications include topics such as macroeconomic and financial forecasting.

Rationale: This course is commonly taken as part of marketing minors or concentrations.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

- 7. Modify the following course**
- ECON 4150 ~~MONEY AND CAPITAL MARKETS~~** **3-0-3**  
 Prerequisite: ECON 2105 and ECON 2106  
~~An examination of the role of money and financial institutions in the exchange process, the Federal Reserve's monetary policy strategy, and the impact of monetary policy on financial markets and aggregate economic activity.~~ **Five major debt markets (corporate, government and agency, municipal, asset backed, and funding markets) including key institutions and analytical tools used for pricing and risk management. Applications include topics such as investing in fixed-income securities.**

Rationale: The content of this course is being more clearly specified to reduce potential overlap with ECON 3300 Money and Banking and to establish complementarity with ECON 4100 Financial Economics: Portfolio Analysis.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

- 8. Request blanket change from ECON 4150 MONEY AND CAPITAL MARKETS to ECON 4150 CAPITAL MARKETS throughout the catalog.**

Rationale: The course appears in multiple places in the economics curriculum and may appear elsewhere. The content has not changed sufficiently to require specific notification.

**Effective Term: Fall 2016**

- 9. Modify the following course:**

**ECON 4900 ECONOMIC METHODS AND SENIOR THESIS** **3-0-3**

Prerequisite: ECON 3050 or ECON 3060, and either ECON 3700 or 3710

Should be taken the last term available before graduation. Review of the methods and tools of economic analysis culminating in an extensive research report (**International Economics track requires a topic related to international economics**) -which will be evaluated by a departmental committee. ~~International economics track requires topic related to international economics.~~ Honors senior theses must meet the standards for presentation at a professional conference or submission to a journal.

Rationale: ECON 3710 provides sufficient analytical foundation to be used as a substitute for ECON 3700 depending on the student's choice of topic for ECON 4900. This will be of particular value to students in the finance track proposed below.

**Effective Term: Fall 2016**

**CURCAT:**

**Major Department: Economics**  
**Can course be repeated for additional credit? No**  
**Maximum number of credits: 3**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Course Equivalent: None**

**10. Create the following minor****Marketing** **15 hours****ECON 2106 plus 12 hours of marketing (MKTG) courses at the 3000-level or above. No more than six credits may be used for both the major and the minor.**

Rationale: The minor in marketing offers business knowledge and a credential to students that will help further their educational and career goals.

**Effective Term: Fall 2016****11. Modify the following minor****Finance** **18 hours**ACCT 2101, ECON 2105, and 12 credits from ECON 3230, ECON 3300, ECON 4100, ECON 4150, **ECON 4170**, ECON 4310***ECON 4100, 4150, 4170 and 4310 may not be used to meet both major and minor requirements.***

Rationale: The newly created course in financial derivatives is an appropriate addition to the choices for the finance minor or finance track proposed below.

**Effective Term: Fall 2016****12. Modify the following program of study:****PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN ECONOMICS****Track I: General Economics****B. Major Field Courses .....33 hours**

ECON 3050 Intermediate Macroeconomics

ECON 3060 Intermediate Microeconomics

ECON 3700 Econometrics

ECON 4900 Economic Methods and Senior Thesis

Twenty one credit hours drawn from at least three of the following categories:

**Global**

ECON 3100 Multinational Economic Enterprises

ECON 3200 International Trade

ECON 4310 International Finance

ECON 4400 Seminar in Third World Economic Development

ECON 4450 Comparative Economics

**Quantitative**

ECON 3600 Mathematical Economics

**ECON 3710 Business and Economic Forecasting**

MKTG 3800 Quantitative Marketing Research

**Applied**

ECON 3400 Economics of Labor

ECON 3470 Economics of Health

ECON 3500 Managerial Economics  
 ECON 4242 Analyzing Innovation through Science Fiction  
 ECON 4451 Industrial Organization  
 ECON 4460 Economic Analysis of the Law

**Financial**

ECON 3230 Finance  
 ECON 3300 Money and Banking  
 ECON 4100 Financial Economics: Portfolio Analysis  
 ECON 4150 ~~Money and~~ Capital Markets  
 ECON 4170 Financial Derivatives

**Public Policy and Economic History**

ECON 3450 Environmental Economics  
 ECON 3460 Economics of Immigration  
 ECON 3480 Economics of Vice  
 ECON 3630 Economic History of the United States  
 ECON 4410 Regional Economics  
 ECON 4500 Public Finance  
 ECON 4550 Public Choice

**Internships and Specialized Courses**

ECON 3950 Research in Economics  
 ECON 3960 Research in International Economics  
 ECON 4010, 4020, 5030U Special Topics in Economics  
 ECON 4520 Internship (with permission of department head) (maximum of three credits may count toward Major Field Courses)

Rationale: The new courses are appropriate for the assigned categories in the program of study for the BA in Economics.

**Effective Term: Fall 2016**

**13. Modify the following program of study**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
 BUSINESS ECONOMICS**

**Track I: General Business Economics**

**B. Major Field Courses .....30 hours**

ECON 3230 Finance  
 ECON 3700 Econometrics or ECON/MKTG 3800 Quantitative Marketing Research  
 MGMT 3220 Management  
 MGMT 4111 Entrepreneurship or ECON 4900 Economic Methods and Senior Thesis  
 MKTG 3210 Marketing  
 Six credits selected from:  
 ECON 3050 – Intermediate Macroeconomics and ECON 3060 – Intermediate Microeconomics

ECON 3050 – Intermediate Macroeconomics and ECON 3500 – Managerial Economics

ECON 3060 – Intermediate Microeconomics and ECON 3300 – Money and Banking

Six credits selected from:

ECON 3100 Multinational Economic Enterprises

ECON 3200 International Trade

ECON 3300 Money and Banking

ECON 3400 Economics of Labor

ECON 3450 Environmental Economics

ECON 3460 Economics of Immigration

ECON 3470 Economics of Health

ECON 3500 Managerial Economics

**ECON 3710 Business and Economic Forecasting**

ECON/MKTG 3800 Quantitative Marketing Research

ECON 4100 Financial Economics: Portfolio Analysis

ECON 4150 ~~Money and~~ Capital Markets

**ECON 4170 Financial Derivatives**

ECON 4310 International Finance

ECON 4410 Regional Economics

ECON 4451 Industrial Organization

ECON 4460 Economic Analysis of the Law

ECON 4500 Public Finance

ECON/MGMT 4800 Small Business Consulting

Three credits of upper division economics, 3000 and above, except for ECON 5150U.

**C. Related Field Courses .....15 hours**

COMM 2280 Speech Communication

ENGL 3720 Business and Technical Communication

MATH 1161 Calculus I or MATH 1950 Applied Math for Non-Science Majors (if not taken in the core)

PHIL 2030 Introduction to Ethics and Moral Issues

Three credits from:

**COMM 3050 Interpersonal and Small Group Communication**

COMM 3060 Public Relations

COMM 5050U Interpersonal Communication in the Workplace

COMM 5500U Communication ~~b~~etween the Genders

**ENGL 5700U Promotional Writing**

ENGL 5710U Writing for the Non-Profit Sector

ENGL 5740U Technical Editing

ENGL 5750U Publication Design

Rationale: The new courses are appropriate for the assigned categories in the program of study for the BS in Business Economics. The degree is being broken into tracks.

**Effective Term: Fall 2016**

**14. Modify the following program of study by creating a finance track.**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
BUSINESS ECONOMICS**

**Track II: Finance**

**B. Major Field Courses ..... 39 hours**

ECON 3230 Finance

ECON 3700 Econometrics or ECON 3710 Business and Economic Forecasting

ECON/MGMT 3220 Management

ECON 4900 Economic Methods and Senior Thesis

MKTG 3210 Marketing

Six credits selected from:

ECON 3050 Intermediate Macroeconomics and ECON 3060 Intermediate  
Microeconomics

ECON 3050 Intermediate Macroeconomics and ECON 3500 Managerial  
Economics

ECON 3060 Intermediate Microeconomics and ECON 3300 Money and  
Banking

Six credits of upper division economics, 3000 and above. No more than three credits  
from ECON 3950, 4450, and 4520.

Twelve credits selected from:

ECON 3300 Money and Banking

ECON 4100 Financial Economics: Portfolio Analysis

ECON 4150 Capital Markets

ECON 4170 Financial Derivatives

ECON 4310 International Finance

**C. Related Field Courses .....15 hours**

COMM 2280 Speech Communication

ENGL 3720 Business and Technical Communication

MATH 1161 Calculus I or MATH 1950 Applied Math for Non-Science Majors  
(if not taken in the core)

PHIL 2030 Introduction to Ethics and Moral Issues

Three credits from:

COMM 3050 Interpersonal and Small Group Communication

COMM 3060 Public Relations

COMM 5050U Interpersonal Communication in the Workplace

COMM 5500U Communication between the Genders

ENGL 5700U Promotional Writing

ENGL 5710U Writing for the Non-Profit Sector

ENGL 5740U Technical Editing

ENGL 5750U Publication Design

**D. Electives .....6 hours**

Rationale: There is educational and professional value in creating a dedicated finance track in the BS in Business Economics.

**Effective Term: Fall 2016**

**15. Modify the following program of study by creating a marketing track**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
BUSINESS ECONOMICS**

**Track III: Marketing**

**B. Major Field Courses ..... 39 hours**

ECON 3230 Finance

ECON 3800 Quantitative Marketing Research

ECON/MGMT 3220 Management

MGMT 4111 Entrepreneurship or MGMT 4800 Small Business Consulting

MKTG 3210 Marketing

Six credits selected from:

ECON 3050 Intermediate Macroeconomics and ECON 3060 Intermediate  
Microeconomics

ECON 3050 Intermediate Macroeconomics and ECON 3500 Managerial  
Economics

ECON 3060 Intermediate Microeconomics and ECON 3300 Money and  
Banking

Six credits of upper division economics, 3000 and above. No more than three credits  
from ECON 3950, 4450, and 4520.

Twelve credits selected from:

MKTG 3350 Consumer Behavior

MKTG 4010 Special Topics in Marketing

MKTG 4020 Advanced Topics in Marketing

MKTG 4150 Digital Marketing

MKTG 4250 Advertising Strategy

MKTG 4350 International Marketing

**C. Related Field Courses .....15 hours**

COMM 2280 Speech Communication

ENGL 3720 Business and Technical Communication

MATH 1161 Calculus I or MATH 1950 Applied Math for Non-Science Majors  
(if not taken in the core)

PHIL 2030 Introduction to Ethics and Moral Issues

Three credits from:

COMM 3050 Interpersonal and Small Group Communication

COMM 3060 Public Relations

COMM 5050U Interpersonal Communication in the Workplace

COMM 5500U Communication between the Genders

ENGL 5700U Promotional Writing

ENGL 5710U Writing for the Non-Profit Sector

ENGL 5740U Technical Editing

ENGL 5750U Publication Design

**D. Electives .....6 hours**

Rationale: There is educational and professional value in creating a dedicated marketing track in the BS in Business Economics.

**Effective Term: Fall 2016**

- D. Gender Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)
- G. Liberal Studies (no items)
- H. Honors Program (no items)

#### **IV. College of Science and Technology**

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

#### **C. Computer Science and Information Technology**

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

##### **1. Modify the following course:**

##### **CSCI 1150 FUNDAMENTALS OF THE INTERNET AND WORLD WIDE WEB**

**3-0-3**

A survey of the fundamentals of the Internet and the World Wide Web. Topics covered include the history of the Internet and the World Wide Web, ~~basics of computer networking~~, overview of computer and network architecture, ~~e-mail systems~~, ~~Internet service providers~~, ~~text editing~~, data representation and conversion, ~~basic web programming~~, web search using Boolean logic, ~~researching and publishing online~~, ~~the Internet~~, ~~the World Wide Web~~, ~~searching the World Wide Web~~, ~~FTP~~, ~~HTML programming~~, ~~multimedia~~, people-centric Internet applications, ~~and related as well as~~ privacy and security concerns.

Rationale: Although CSCI 1150 is in Area F for students majoring in Information Technology, it is also located in Area D for non-IT majors. The original course description did not meet the Board of Regents requirements for a course in Area D. After reviewing the requirements and the content of the course, the description has been changed to better meet those requirements.

**Effective Term: Fall 2016**

##### **CURCAT**

**Major Department: Computer Science and Information Technology**

**Cross-listed: No**

**Repeatable: No**  
**Grading Mode: Normal**  
**Instruction Type: Lecture**  
**Equivalent Courses: None**

D. Engineering Studies (no items)

## E. Mathematics

*Items 1-4 from the Department of Mathematics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

### 1. CREATE THE FOLLOWING COURSE

**MATH 4990 Capstone Seminar**

**1-0-1**

Prerequisite: MATH 3000

Under the guidance of a mathematics faculty advisor, students will conduct a research project in mathematics. Students will be required to write a short paper and give a presentation on the research completed.

**Rationale:** The capstone seminar will enhance students' ability to apply critical thinking skills to model, analyze, and solve authentic problems.

**Effective Term: Spring 2017**

#### **CURCAT:**

**Major Department: Mathematics**

**Can Course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 1**

**Grading Mode: Normal**

**Instruction Type: Lecture**

### 2. MODIFY THE FOLLOWING COURSE:

**MATH 5412 Secondary School Curriculum and Methods**

**3-V-33-0-3**

Prerequisite: Admission to the College of Education and completion of MATH 3932.

Materials and methods of teaching secondary school mathematics including field experiences.

**Rationale:** The variable number of laboratory hours reflects the field experiences incorporated in the course.

**Effective Term: Fall 2016**

### 3. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
 MATHEMATICAL SCIENCES**

**Option 1: Mathematics****B. Major Field Courses****27-28 hours**

MATH 3000 Introduction to Mathematical Proof

MATH 3110 Abstract Algebra

STAT 3231 Mathematical Statistics I

MATH 3411 Differential Equations

MATH 4011 Advanced Calculus I

**MATH 4990 Capstone Seminar**

One course selected from:

MATH 3170 Advanced Linear Algebra

MATH 4022 Advanced Calculus II

MATH 5160U Theory of Numbers

Nine semester hours of upper-division mathematics or statistics courses exclusive of MATH 3201, 3750, 3911, 3912, 3932, 4750, 4961, 4962, 4963, 5412U, 5600U and 5911U

**D. Electives****15-14 hours****Option 2: Applied Mathematics****B. Major Field Courses****21-22 hours**

MATH 3000 Introduction to Mathematical Proof

MATH 3411 Differential Equations

**MATH 4990 Capstone Seminar**

One course selected from:

STAT 3211 Probability and Statistics Applications I

STAT 3231 Mathematical Statistics I

One course selected from:

MATH 3110 Abstract Algebra

MATH 3170 Advanced Linear Algebra

MATH 4011 Advanced Calculus I

MATH 5160U Theory of Numbers

Nine semester hours of upper-division mathematics or statistics courses exclusive of MATH 3201, 3750, 3911, 3912, 3932, 4750, 4961, 4962, 4963, 5412U, 5600U and 5911U

**D. Electives****12-21 11-20 hours**

**Rationale:** The inclusion of the capstone seminar, MATH 4990, will enhance students' ability to apply critical thinking skills to model, analyze, and solve authentic problems.

**Effective Term: Fall 2016****4. Modify the following program of study:**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
MATHEMATICAL SCIENCES WITH TEACHING CERTIFICATION**

<b>A. General Requirements</b>	
<b>Core Areas A, B, C, D.IIA, and E</b>	<b>42 hours</b>
Mathematics majors are required to take MATH 1113 in core area A and MATH 1161 in core area D.	
<b>Area F</b>	<b>18 hours</b>
One hour excess for MATH 1161 from area D	
MATH 2072 Calculus II	
MATH 2083 Calculus III	
MATH 2160 Linear Algebra	
CSCI 1301 Introduction to Programming Principles I	
<del>Three hours of lower division electives</del> EDUC 2110 Investigating Critical and Contemporary Issues in Education	
<b>Physical Education</b>	<b>3 hours</b>
<b>First-Year Seminar</b>	<b>1 hour</b>
<b>B. Major Field Courses</b>	<b>24-25 hours</b>
MATH 3000 Introduction to Mathematical Proof	
MATH 3110 Abstract Algebra	
MATH 3360 Modern Geometry	
MATH 3932 Mathematical Reasoning and Representation	
<b>MATH 4990 Capstone Seminar</b>	
One course selected from:	
STAT 3211 Probability and Statistics Applications I	
STAT 3231 Mathematical Statistics I	
One course selected from:	
MATH 5160U Theory of Numbers	
MATH 5700U History of Mathematics	
Six additional semester hours of upper-division mathematics exclusive of MATH 3201, 3750, 3911, 3912, 3932, 4750, 4961, 4962, 4963, 5412U, 5600U and 5911U	
<b>C. Related Field Courses</b>	<b>3835 hours</b>
<del>EDUC 2110 Investigating Critical and Contemporary Issues in Education</del>	
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Education Contexts	
EDUC 2130 Exploring Learning and Teaching	
<del>EDUC 3100 Technology Applications for Teachers</del>	
EDUC 3200 Curriculum, Instruction, and Assessment	
EDUC 3300 Educating Students with Disabilities in the General Education Classroom	
<b>EDUC 3081 Student and Classroom Assessment (2 semester hours)</b>	
<del>MGSE-SCED</del> 3400 Classroom Management Strategies	
<del>SCED</del> MGSE 3750 Internship I	
MATH 4750 or <b>SCED 4750</b> Internship II-Student Teaching (12 semester hours)	
MATH 5412U Secondary School Curriculum and Methods, Mathematics	
<b>Total Semester Hours</b>	<b>126-124 hours</b>

### **E. Exit Exam**

Rationale: For the B.S. in Mathematics with Teacher Certification, EDUC 2110 is moved to Area F, and the inclusion of SCED 3081 will better prepare future teachers to assess student learning. The technology applications in EDUC 3100 can be addressed in other mathematics and computer science courses required for this program of study.

F. Psychology (no items)

### **OTHER BUSINESS**

#### **A. Report from the UCC Subcommittee on the Language used to distinguish Dual Degrees, Second Baccalaureate Degrees and Double Majors (see Attachment 1)**

The ad hoc committee members were thanked for providing their research findings.

The Registrar provided a document showing how degrees are set up in Banner and related to majors and departments (see Attachment 2). This was in answer to a question raised at the last meeting.

It was asked why it cannot be set up to reflect two majors from different degree types. Dr. Brooks said she would call someone at the Board of Regents (BOR) and report back at the next meeting.

It was noted that the BOR does not specifically address double majors in the policy manual.

The desire to notate double majors of different degree types on transcripts was voiced. However, it needs to be done in such a way that departments do not argue as to which department gets credit. Currently with double majors within the same degree type, both majors are listed on the transcript but only one department gets to take credit in the graduation numbers.

**ADJOURNMENT.** The meeting was adjourned at 3:48 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor and Secretary to the Committee

**Report from the UCC Subcommittee on the Language used to distinguish Dual Degrees. Second Baccalaureate Degrees and Double Majors.**

Members:

Kathryn Craven, CST Biology

Julie Swanstrom, COLA LLP

Jared Schlieper, CST Mathematics

See UCC Minutes, Fall 2015 p. 38-39 Other Business for the charge to the subcommittee.

The summary is based on the language used on P. 7, 72 and 73 of the Armstrong Undergraduate Catalog. The language used by Armstrong was cross referenced with the USG Board of Regents Policy (USG, BOR Academic & Student Affairs Handbook).

**Dual Degrees**

p. 72

Defined as 2 separate diplomas after satisfying 2 approved degree programs concurrently.

**REQUIREMENTS:**

Students must satisfy all program and additional requirements for each degree and an additional 30 hours of coursework.

**NOT SPECIFIED:**

The 30 hours can be any level, any discipline.

**RESTRICTIONS:**

Courses used for area F and above (major classes) cannot be used twice.

p. 7

Describes a dual degree agreement for Engineers between Armstrong and Georgia Institute of Technology (and a few other schools). Two diplomas are issued (one from each school) and details are given by the Engineering studies coordinator.

**BOR POLICY (Academic & Student Affairs Handbook 2.3.9):**

Degrees can be granted by one school or 2 schools.

Both degrees must already be approved by BOR.

Schools must notify the Office of Academic Programs of 2 weeks prior to implementation for Dual Degrees.

**Second Baccalaureate Degrees**

p. 73

Following graduation with a baccalaureate degree, a student may return to Armstrong to obtain a second baccalaureate degree.

**REQUIREMENTS:**

Students must satisfy all program and additional requirements for the second degree and a minimum of 30 additional credit hours of coursework.

**ASSUMED:**

The first degree was earned at Armstrong.

**RESTRICTIONS:**

None listed.

**BOR POLICY:**

None listed.

### **Double Majors**

p. 72

Defined as one diploma for one baccalaureate degree (one major listed on the diploma), two majors will be listed on the transcript.

**REQUIREMENTS:**

Students must satisfy all major requirements for each discipline. Classes in each major may be taken concurrently.

**NOT SPECIFIED:**

That the majors **MUST** be completed concurrently.

**RESTRICTIONS:**

None listed in Armstrong policy

**BOR POLICY:**

None listed.

**Related Issues:**

According to the registrar, software coding procedures make it impossible to double major in two disciplines that are granted different kinds of baccalaureate degrees (BA, BS, BLS, BHS, BEd).

### **Joint Degrees**

Not defined by Armstrong

**BOR POLICY** (Academic & Student Affairs Handbook 2.3.10):

One degree can be granted by 2 or more USG schools.

The single diploma will have the name of all USG schools.

Schools must notify the Office of Academic Programs of the intention for a Joint Degree.

### **Major Programs/Baccalaureate Degrees**

**BOR POLICY** (Academic & Student Affairs Handbook 2.3.5):

120 hours

21 upper division\* hours in the major field

At least 39 upper division\* credit hours total.

### **Minor Programs**

**BOR POLICY** (Academic & Student Affairs Handbook 2.3.1):

15-18 hours, 9 must be upper division\*.

Area F courses may be counted as coursework in the minor.

\*upper division = 3000+

Please accept the subcommittees report on degree program definitions according to Armstrong and the USG Board of Regents. Please refer directly to the published information from these institutions for clarification. The report includes information that refers to the overlap in courses applied to different degrees for informational purposes. The subcommittee does not make any actionable recommendations at this time.

UCC info from Registrar's Office:

Attached is a quick draft of my attempt to explain how these are entered. Last year Rock approved a student to earn a double major, I forced it based on his approval and it was sent back to us as an error. We had to waive the hour requirement for this student and award the two degrees.

The rules for program codes are defined in BANNER, these rules are based on created data items (department, major, program, degree) and based on approval from BOR. The screen below shows that the program code BA\_PSYC1 was created as a BA degree with PSYC major under PSYC department. If we attempted to change someone's major to BA with major code MATH, an error would occur in the system...but it is not only a software error it would be an incorrect degree, major combination since the BOR has not approved us to offer a BA in MATH. The rules are set up as they are approved by BOR.

**Majors and Departments**

From Term: 199808 To Term: 999999  
 Base Curriculum Rule Term Range  
 Program: BA\_PSYC1 Level: US Campus: College: ST Degree: BA

From Term: 199808 To Term: 999999

Major	Department	Concentration	Recruiting	Admissions	General Student	Academic History	CAPP	Major Rule
PSYC	Psychology		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1098

**EDI and Self Service**

Display on Self Service	Auto Student	Self Service Description	EDI Degree	EDI Level	Generate Identification	EDI Identification
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Psychology (BA)			<input checked="" type="checkbox"/>	

Similarly to the major change, when a student applies to graduate, their curricula is entered in a different screen. The program code is the high level and entered first, the major (field of study) has to be an approved major that corresponds with the degree. If this student were earning a double major in Theater and Music, I could add the music major below. However, if I try to add Physic I would get an error.

The screenshot shows a web-based interface for entering student information. At the top, there are tabs for 'Learner Outcome', 'Curricula', 'Dual Degree', 'Honors', 'Institutional Courses', 'Transfer Courses', 'Non-Course Work', and 'Course Attributes'. The 'Learner Outcome' tab is active.

**Learner Outcome Information**

Outcome Status: OS (dropdown) Graduating Senior  
 Student Record Term: 201602 (dropdown)  
 Bulletin Academic Year: 2015 (dropdown)  
 Degree Completion Term: 201602 (dropdown)  
 Graduation Application Date: 05-FEB-2016 (calendar icon)  
 Calculate GPA: Σ (button)  
 Apply to Graduate: [button]

**Graduation Information**

Graduation Term: 201602 (dropdown) Graduation Year: 2016 (dropdown)  
 Graduation Status: [dropdown]  
 Graduation Date: [calendar icon]  
 Fee:  Charge Fee  Waive Fee  None Fee Term: [dropdown]  
 Fee Detail: [dropdown]  Fee Charged  Fee Waived  No Fee  
 Fee Amount: [input] Fee Date: [calendar icon]  
 Authorize: PLATTKAT (text field)

**Curricula Summary - Primary**

Priority	Term	Program	Catalog	Level	Campus	College	Degree
1	201502	Theater Performance	201502	Undergraduate	Armstrong-Main Campu	College of Liberal Arts	Bachelor of Arts

**Field of Study Summary**

Priority	Term	Type	Field of Study	Department	Attached to Major
1	201502	Major	Theater Performance Track	Art, Music and Theatre	[icon]

QUESTION to Registrar: “Would it be possible to solve all the issues by using the notation lines available on transcripts to denote the 2nd major regardless of degree type? A single degree with major would be submitted at the time of graduation (which would be on the transcript obviously), but the transcript would also indicate the student completed the requirements for a second major (e.g, DOUBLE MAJOR: BS in Ed (Math Education) or DOUBLE MAJOR: BS w Major in Math (Teacher Ed). The transcript would substantiate the student’s claim of a double major on job applications and resumes. Also, I understand that we control the PSR and should be able to include two lines for majors and advisors. This would also serve as a method for crediting departments and programs.”

Answer: “Yes, a comment can be added to the transcript. However, a comment cannot be tracked. So keeping up with who was awarded a double major would be manual. I also think we need to define the difference between the double major policy and the minor. In our original meeting it was mentioned that we would remove the double major category and only use minor and dual degree. There has never been a clear policy on what is required to earn a double major and branching out to allowing a double major under two different degree programs would require a specific policy (in my opinion).”

Currently if a student earns a double major, the student's transcript will show as follows:

Degree Awarded: Bachelor of Arts

Major: English

Major: Art

If a student earns a dual degree:

Degree Awarded: Bachelor of Arts

Major: English

Degree Awarded: Bachelor of Science

Major: Chemistry

## Appendix B

### **Joint Leadership Team**

**February 23, 2016**

### **Summary**

**Attendees:** L. Bleicken, 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, S. Hutto

### **Armstrong Values**

Dr. Bleicken indicated that Armstrong Values would become a standing agenda item, allowing for recognition of individuals and units that demonstrate our values. She shared an email from a parent who indicated that the Armstrong faculty and staff had far exceeded her expectations, specifically citing Samantha Hutto and her assistance navigating the PLUS Loan process. JLT recognized Ms. Hutto's service and commitment. When asked about other examples of the Armstrong values in action, Ms. Hutto recognized Kaye O'Neal whose leadership in the Office of Financial Aid during the past two years, has led to a more cohesive unit, one that feels and acts like a family.

#### Financial Aid Awareness Month

During the month of February, Financial Aid manned a table in the Student Union every Monday providing financial literacy information for students. The month's events culminate with the Financial Aid Fair on February 26 where in addition to food, students can learn about financial aid, budgeting, scholarships and grants, loan options, and life after graduation. Financial aid counselors will be available to assist students with their FAFSA forms. In addition to the on-campus activities, Financial Aid has presented financial literacy information to local high schools and participated in the Volunteer Income Tax Assistance (VITA) event held at the Civic Center on February 6. The office will also host a community event on March 5 from 2:00-5:00pm in the Armstrong Center, providing FAFSA assistance.

### **Legislative Update**

HB 859 (campus carry bill) passed the House of Representatives and will now go to the Georgia State Senate. The USG opposes the bill and will continue to engage the Senate in discussions. The USG comment on the bill is as follows: "We support current state law."

The issue of due process for USG universities' students continues to be discussed. The USG is working with legislators on a plan to move forward. Closure on the due process discussion is not expected by the end of the legislative session.

Armstrong's top priorities continue to be (1) support of Governor Deal's 3% merit increase, and (2) to secure funding for the new College of Health Professions. Armstrong has been encouraged to continue to make the case for funding in the FY2017 budget.

### **Enrollment**

As of 2/23, overall Spring 2016 enrollment was 6607, down 0.14% from one year ago. Summer 2016 enrollment was 1878, up 1.64% from one year ago. Fall 2016 application numbers continue

*Source: President's Office 3/1/16*

to be strong, especially for transfers. Part of the increase in transfer applications was attributed to the in-state tuition for students from border states as well as more targeted recruitment initiatives. One enrollment indicator tracked for continuing students is housing renewals. For Fall 2016, total housing renewals were 609 compared to 100 renewals one year ago. Fall 2016 yield efforts that are being tracked include the following: applications, completed applications, decisions, admits, tuition deposits, students advised, and students registered.

### **Paint the Town Maroon**

Bill Kelso shared that Paint the Town Maroon, scheduled for April 8 at 12:00Noon in Johnson Square is a program that combines school pride and community outreach to raise funds for student scholarships. This year's goal is to raise \$60,000 for the General Student Scholarship Fund. The presenting sponsor for the event is THA Group. Individuals were encouraged to participate by attending the rally at Johnson Square (shuttles will be provided), becoming a sponsor, turning offices maroon, or volunteering to become a marooned faculty or staff member on campus to raise funds for scholarships. More information on the event may be found at <https://www.armstrong.edu/give/paint-the-town-maroon> or <https://www.armstrong.edu/armstrong/eventdetail/paint-the-town-maroon>.

### **USG Faculty Council**

Dr. Liz Desnoyers-Colas shared that the USG Faculty Council will meet April 15 at Valdosta State University. She shared a portion of the Chancellor's response to the Council's resolution ([http://www.usg.edu/faculty\\_council/resolutions](http://www.usg.edu/faculty_council/resolutions)). Dr. Desnoyers-Colas also indicated that she was on the ballot for 2016-17 Chair of the Council.

### **Staff Council**

The response to Galley Days in the fall was excellent with 182 staff participating. As a result of the participation, Galley Days has been expanded to two Fridays a month (second and fourth Friday) where staff can come together for a meal at the reduced cost of \$5.00. Another Council initiative is Random Acts of Kindness where a unit on campus is visited by members of Staff Council bearing a treasure chest of treats to say thank you to the individuals in the unit for what they do for Armstrong. To date, Staff Council has shown appreciation to the following units: UPD, Bursar, Financial Aid, Institutional Research, Admissions, Registrar, Enrollment Services, Health Center, Student Affairs, Student Life, Testing Services, Disability Services, Career Services, Housing, Counseling Center, Athletics, Student Recreation Center, Facilities, Health Services, Rite Care Center, IT Services, and ROTC. The Council will host a fundraising event in April to benefit the Shelley Merrick Textbook Scholarship Fund. More details will be forthcoming.

### **Student Government Association Update**

The SGA election cycle has started with voting occurring March 22-24. The Liberty Center Student Council (LCSC) will meet on campus February 26. For some members of the LCSC, this will be their first time on the main campus. Homecoming successfully re-established the tradition of Mr. and Ms. Armstrong. This year's Mr. and Ms. Armstrong are Isaac Gaither and Ciara Miller. The Student Senate Standing Committee of Student Life chaired by Mikelyn Green hosted the Spring Block Party with over 30 organizations represented. The Committee, in conjunction with the Office of Multicultural Affairs and Athletics, hosted a tailgate before the Homecoming basketball game.



**Next Meeting:** March 29 at 9:00am, Burnett Hall Boardroom

Armstrong  
STATE UNIVERSITY



#### TUESDAY, MARCH 1

##### **Women in the Workplace: Negotiating Your Salary // Noon // Student Union Savannah Ballroom C**

Attend this workshop to learn how to understand a salary offer, and how to negotiate a salary package that reflects your values and best serves your needs. Food provided. Sponsored by Career Services.

##### **Movie Screening: "Wonder Women! The Untold Story of American Superheroes" // 6p.m. // Ogeechee Theatre**

Have you ever wondered about the origins of Wonder Woman? Who are America's "real" superheroes? "Wonder Women," featuring Lynda Carter (Wonder Woman), Lindsay Wagner (Bionic Woman), and Gloria Steinem answers all these questions and more. Sponsored by Gender Studies Program and the Department of History.

#### WEDNESDAY, MARCH 2

##### **Gender Studies Program Brown Bag Series // Alan Alana and the Hannibal Franchise: Reason, Accountability, and the Dark Side of Gender-Bending with Dr. Leigh Rich & Dr. Jack Simmons // Noon // Solms 202**

##### **Feminists United presents Wardrobe Empowerment // 12.30p.m. // Student Union Plaza**

Get involved in the feminist movement on campus. Declare your own feminist message. Feminists United will be providing free T-shirts for decoration, as well as markers and paint to customize the shirts.

##### **Zeta Phi Beta presents Get Fit! Stay Finer! // 5:30p.m. // Student Recreation & Wellness Center**

#### THURSDAY, MARCH 3

##### **Women of Color and Feminism // 6p.m. // Student Union Savannah Ballroom C // Sponsored by Division of Student Affairs and Office of Multicultural Affairs**

#### SATURDAY, MARCH 5

##### **Treasure Savannah: Armstrong Day of Service // 7a.m. - noon // Sponsored by Office of Student Life**

##### **Zeta Phi Beta presents Virtues of a Finer Woman Dinner // 5p.m. // Student Union Savannah Ballroom**

#### MONDAY, MARCH 7

##### **International Women's Day: Women Leaders on the Global Stage // Noon // University Hall 156**

#### TUESDAY, MARCH 8

##### **Work/Life Balance Workshop // Noon // Student Union Savannah Ballroom C**

This event will help those struggling to balance and manage the competing demands of study, work, parenthood, and everything beyond. How do you determine priorities? What matters most? Attend this session to learn useful skills that will help you to assess and manage the competing demands of both work and life on your time. Food provided. Sponsored by University Counseling Center and Office of Multicultural Affairs.

##### **Film Screening: "No Más Bebés (No More Babies)" // 6p.m. // Ogeechee Theatre**

In the 1970s, Latin women were forcibly sterilized in Los Angeles hospitals. Come and watch the story of how they fought for justice. Sponsored by Department of History, Office of Multicultural Affairs and Division of Student Affairs.

#### WEDNESDAY, MARCH 9

##### **Gender Studies Program Brown Bag Series // Poetry's Publics & Women Writers in the 19th Century U.S. with Dr. Elissa Zellinger // Noon // Solms 202**

##### **Sigma Iota Alpha Body Image Forum // 7p.m. // Ogeechee Theatre**

This forum examines the ways in which women think about their bodies. All too often, women are quick to criticize their own bodies and those of their friends. The event will consider ways in which women can more positively think about the female form.

#### THURSDAY, MARCH 10

##### **Annual Women in Sports Luncheon // Noon // Student Union Savannah Ballrooms B&C**

Sponsored by Athletics and Division of Student Affairs.

##### **Women in the Arts, a Music Program // 2p.m. // Student Union Savannah Ballroom B**

Sponsored by the Department of Art, Music, and Theatre

##### **AMoveable Feast presents Cultural Cannibal or Twentieth Century Heroes?: The Case of Christodora Settlement House with Dr. June Hopkins // 6p.m. // Massie Heritage Center (207 E. Gordon St.)**

Sponsored by College of Liberal Arts and Department of History

#### TUESDAY, MARCH 22

##### **Work/Life Balance Workshop // 4:30p.m. // Student Union Savannah Ballroom C**

This event will help those struggling to balance and manage the competing demands of study, work, parenthood, and everything beyond. How do you determine priorities? What matters most? Attend this session to learn useful skills that will help you to assess and manage the competing demands of both work and life on your time. Food provided. Sponsored by University Counseling Center and the Office of Multicultural Affairs.

#### WEDNESDAY, MARCH 23

##### **Gender Studies Program Brown Bag Series // Inspiring Latin American Women Writing for Social Change with Dr. Nancy Tille-Victorica // Noon // Solms 202**

#### THURSDAY, MARCH 24

##### **Great Leaders Say "Namaste" // 1:30p.m. // Student Union Savannah Ballroom A**

Join the Rec Crew for an hour of yoga, meditation and discussion about how these ancient practices can help you become a better leader. The benefits of yoga and meditation include improving your health, reducing stress, building confidence and bolstering creativity. Take charge of your day in a calm, relaxed and mindful way as we learn how to become one with leadership. Yoga mat supplied. Sponsored by Recreation & Wellness.

##### **Take Back the Night // 7p.m. // Student Union Plaza**

Sponsored by Office of Student Life, and Greek Life

#### TUESDAY, MARCH 29

##### **Gender Studies Program Brown Bag Series // Female Candidates and the 2016 U.S. Elections with Dr. Lara Wessel // Noon // University Hall 158**

##### **Film Screening: "Difret" // 6p.m. // Ogeechee Theatre**

Sponsored by Office of Equity, Diversity, & Inclusion, Office of International Education and Gender Studies Program

#### WEDNESDAY, MARCH 30

##### **Gender Studies Program Brown Bag Series // So the Borders Here are Not Really Fixed: Activist Pedagogy and Edge-Programs with Dr. Jane Rago // Noon // Solms 202**

##### **Science on Tap // MEATHEAD: Unraveling the Athletic Brain with Dr. Alison Brager // 6p.m. // Savannah Coffee Roasters (215 W. Liberty St.)**

Sponsored by College of Science & Technology

#### THURSDAY, MARCH 31

##### **What You Need to Know About Zika // Noon // University Hall 158**

Comprised of public health experts from Armstrong and beyond, this panel will answer your questions about the growing global crisis represented by the Zika virus and the U.S. response. Sponsored by College of Health Professions, Public Health Program, and Delta Omega, Beta Kappa chapter.

##### **Annual Women of Distinction Dinner // 6-8p.m. // Student Union Savannah Ballroom B**

The Armstrong community is invited to acknowledge the achievements of Armstrong faculty, staff, and students who inspire female leaders and provide leadership on issues relating to gender equity. Come out and celebrate at the finale event of Women's Empowerment Month 2016!



# Building Bridges

ACADEMY HIGH SCHOOL

Dear Community Member,

Building Bridges Academy High School will be hosting a weekly Career Café. This will allow students an introduction to careers from professionals in their field. Your occupation and experience will impact our students greatly.

The Career Café is designed for students in 9<sup>th</sup>-12<sup>th</sup> grade to meet individuals from the community and learn about their careers. Students are invited to Career Café based on the results of a career interest inventory administered by the school counselors. Career Café is comprised of three twenty-minute sessions and serves approximately fifty students weekly.

The Career Café speakers visit Building Bridges High School on a Thursday from 1:15-2:45 and speak to three separate groups of 10 students. Speakers will share their career journey, how they became interested in their current field, what education/training they needed, what they do in a typical day at their job, and any advice to students considering a job in their field. Speakers will speak to students for about 20 minutes each session including time for questions and answers.

Speakers are encouraged to bring props, actual items they use in their job, and/or giveaways with their company's logo.

Please let me know if you would be interested in participating.

Thank you!

Sincerely,

Amber Kestler

912-395-2547

School Counselor

Building Bridges High School

Dear Faculty and Staff,

We are seeking a few good community members to speak to our students regarding their occupations. I am putting together a Career Café for the students during the Intervention time which would allow for different community members with occupations from different Career Clusters to speak to the students about their jobs and real life experiences. The Career Café is a different take on the Career Fair and allows students to spend more time hearing from each speaker. However, I live in South Carolina and will need a lot of help finding individuals that would be great to speak to our students. I am attaching a letter that you can utilize in order to invite relatives, friends, neighbors, colleagues, and other associates.

The following are the Career Cluster Areas that I am in search for speakers for:

- Agriculture, Food & Natural Resources
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Architecture & Construction
- Health Sciences
- Hospitality & Tourism
- Finance
- Education and Training
- Human Services
- Law, Public Safety, Corrections & Security
- Transportation, Distribution & Logistics
- Information Technology
- Government & Public Administration
- Marketing, Sales & Service
- Manufacturing

If you find someone who is willing to speak, please notify me as soon as possible with their name and numbers so I can set up a convenient day/date for them. I really appreciate your help.

Thanks,

Amber







FACULTY SENATE



FACULTY SENATE

UHFacultySenate

# Campus Carry Faculty Forum

January 27, 2016  
February 3, 2016  
(February 15, 2016)

A faculty discussion around campus carry, academic freedom, and the new world of higher education in Texas.



UHFacultySenate

# Campus Carry Outline

- The Facts on SB11
- UH CCTF and Policy (Currently Draft)
- Your Options
- Faculty Senate Recommendations
- Political context



# Information

- Our responsibility is to be informed
- Best Summary of Texas Campus Carry:  
<https://www.tamu.edu/statements/campus-carry.html>
- Take a CHL course
- Otherwise: Google is your friend



# Requirements for CHL (HL)

- Legal resident at least 21 years old, not convicted or charged with of a felony or fugitive from justice.
- Not a chemically dependent person or incapable of exercising sound judgment with respect to the proper use and storage of a handgun,
- Is fully qualified under applicable federal and state law to purchase a handgun,
- Not delinquent in making child support or tax payments.
- Not currently subject to a restraining order affecting a spousal relationship,
- Has not lied on a CHL application
- Pass a background check
- Pass 4 hours minimum of training.
- Pass a gun range test



## **Prior to Jan 1, 2016: CHL Law**

A CHL holder can carry a *concealed* handgun on campus grounds but not in buildings.

## **After Jan 1, 2016: Open Carry, but not on campus!**

Open handguns are still illegal on campus, Concealed handguns are legal on grounds, but are banned from buildings. CHL is now HL.

## **After August 1, 2016: Campus Concealed Carry**

Concealed handguns are allowed everywhere (with some restrictions), but may not be displayed.



# The New Normal (8/1)

- Students, faculty and staff who are CHL holders will be allowed to carry *concealed* handguns in most areas subject to some restrictions.
- Draft MAPP policy detailing the criteria and procedures for exclusion zones is nearly ready for comment.
- There is a law explicitly banning the establishment of “illegal exclusion zones”, with fines of up to \$10K/day.
- It can get worse if the Legislature or Board finds our rules too restrictive.



# Living with SB11

- CRITICAL: Know the law, and follow it.
- Guns cannot be banned from the classroom.
- Classroom disturbances involving guns, or the threat of violence are extremely serious.
- Concealed means ***concealed***.
- Call the cops: 3-3333, 911.
- DO NOT confront a student.



# Moving Forward



UHFacultySenate

# Option 1: Minimalist

- There is no need or requirement to say or post anything regarding handguns in class.
- It is not required, nor is it forbidden to talk or ask about CHL status, but not advisable.
- CHL holders are not required to answer questions about their license or gun possession to anybody but law enforcement.
- NON-CHL students may have questions regarding campus carry. It is important to answer those questions truthfully and minimize anxiety.



# Option 2: Post legal signs

- **30.07** (Banning Open Carry) is simply a reminder of the state of law regarding open carry on campus. Currently, you can post it, and there's no reason it wouldn't be legal after 8/1 either.
- **30.06** (Banning concealed carry) is legal now, but can't be posted after 8/1. So don't do that.



# 30.06: Until 8/1

# 30.07



**“PURSUANT TO SECTION 30.06, PENAL CODE (TRESPASS BY LICENSE HOLDER WITH A CONCEALED HANDGUN), A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411, GOVERNMENT CODE (HANDGUN LICENSING LAW), MAY NOT ENTER THIS PROPERTY WITH A CONCEALED HANDGUN”**

**“DE ACUERDO CON LA SECCIÓN 30.06 DEL CÓDIGO PENAL (INGRESO SIN AUTORIZACIÓN DE UN TITULAR DE UNA LICENCIA CON UNA PISTOLA OCULTA), UNA PERSONA CON LICENCIA SEGÚN EL SUBCAPÍTULO H, CAPÍTULO 411, CÓDIGO DEL GOBIERNO (LEY SOBRE LICENCIAS PARA PORTAR PISTOLAS), NO PUEDE INGRESAR A ESTA PROPIEDAD CON UNA PISTOLA OCULTA”**

Reorder: NHB-28237 www.ComplianceSigns.com



**“PURSUANT TO SECTION 30.07, PENAL CODE (TRESPASS BY LICENSE HOLDER WITH AN OPENLY CARRIED HANDGUN), A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411, GOVERNMENT CODE (HANDGUN LICENSING LAW), MAY NOT ENTER THIS PROPERTY WITH A HANDGUN THAT IS CARRIED OPENLY”**

**“DE ACUERDO CON LA SECCIÓN 30.07 DEL CÓDIGO PENAL (INGRESO SIN AUTORIZACIÓN DE UN TITULAR DE UNA LICENCIA CON UNA PISTOLA A LA VISTA), UNA PERSONA CON LICENCIA SEGÚN EL SUBCAPÍTULO H, CAPÍTULO 411, CÓDIGO DEL GOBIERNO (LEY SOBRE LICENCIAS PARA PORTAR PISTOLAS), NO PUEDE INGRESAR A ESTA PROPIEDAD CON UNA PISTOLA A LA VISTA”**

Reorder: NHB-28238 www.ComplianceSigns.com



**UHFacultySenate**

# Option 3: More aggressive

- Adopt syllabus language:
  - Quote the FS resolution: “Guns have no place in the academic life of the University”
  - Make up your own statement
- Make clear that any reveal will be dealt with severely: **Concealed is concealed.**
- Ask for a show of hands who would prefer that people leave their guns home. Ask that licensees understand and abide by the will of their peers.



# FS Recommends NOT TO

- Explicitly ban guns (it's illegal).
- Ask for CHL holders to declare themselves
- Ask any student their CHL status
- Make provocative statements
- Make up cute signs
- It's in your interest and the University's interest to be very guarded and careful about this issue.



# You may want to

- Be careful discussing sensitive topics
- Drop certain topics from your curriculum
- Not “go there” if you sense anger
- Limit student access off hours
- Go to appointment-only office hours
- Only meet “that student” in controlled circumstances



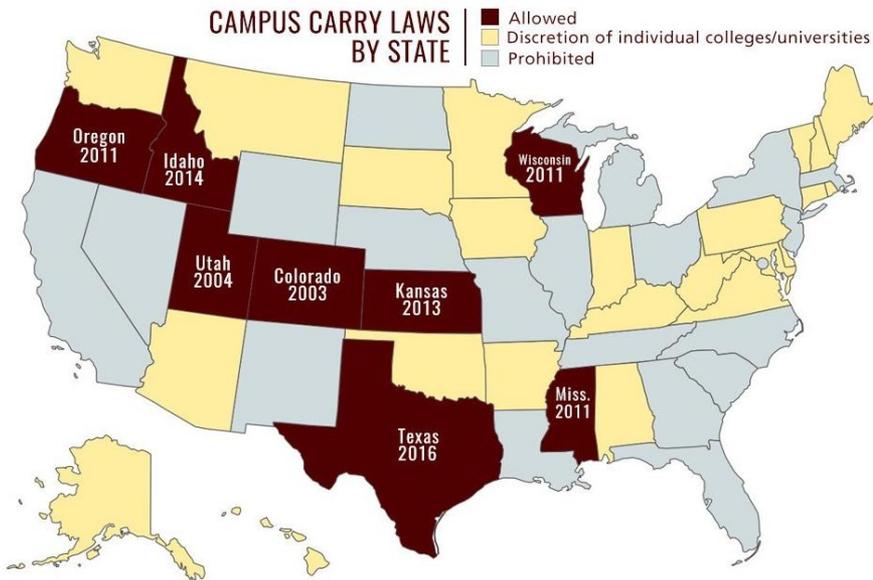
# Political Context

- US Campuses have always been gun free (UVA Board of visitors 1827).
- NRA drafted “Safe Campus Protection Act” model legislation 2008.
- Adopted by ALEC soon after. Introduced in many states, but voted down in most, most recently Florida.
- Texas resolutions in 2009, 2011, 2013 were voted down, SB11 passed in 2015 over near-unanimous objections of Texas academic community.
- Co-Sponsors were heavily supported by UH-PAC members.
- Intent is to normalize guns little by little in every aspect of society so that gun owners can act freely and at their complete discretion in all spaces.
- Includes: Schools, hospitals airports, airplanes, all are stated goals.

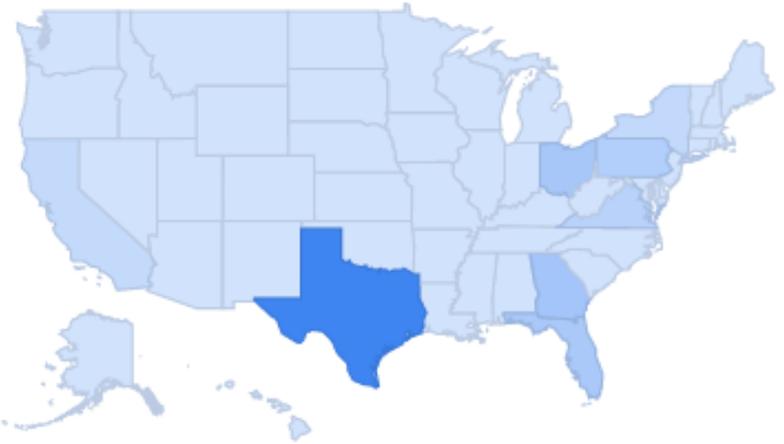
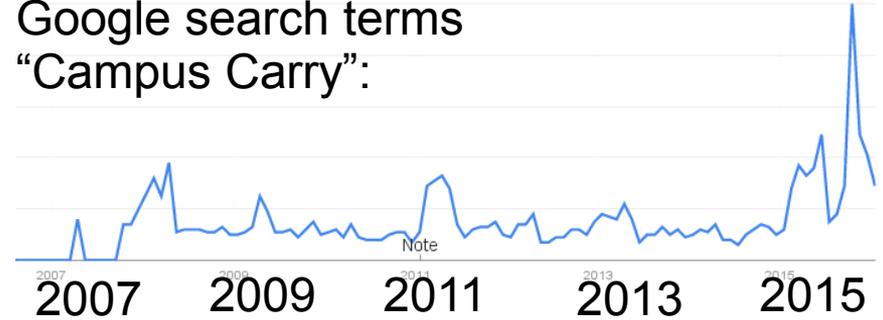


# It's a Texas thing

Other States with Similar Laws



Google search terms  
"Campus Carry":



"Campus Carry"  
Searches by State



UHFacultySenate

# Arguments

- Poor: “I’m scared of guns”
- Better: “My students are scared of other students guns”
- OK: “University shootings, even crime, are extremely rare at UH.”
- OK: “Any idiot can get a CHL, it's just 4 hours of training and a test with a 70% pass and unlimited repeats.”
- Good: “Drinking, anger issues, irresponsible behavior are sadly not rare at Universities.”
- Good: “It restricts the access of students to their professors”
- Good: “Most students, faculty and staff feel threatened and resentful, not protected by concealed weapon carriers”
- Good: “CHL are just 3% of the adult population, and less students. They are not well enough trained to provide any kind of protection. Instead they are a huge accident risk.”
- Excellent: “Most parents don't want their underage children to attend a gun-enabled campus”
- Excellent: “The MILITARY doesn't allow guns in barracks and classrooms (outside of weapons training), why should there be guns in dorms and classrooms?”
- Excellent: “Vigilante Justice has no place in a University”.
- Too obscure: “John Wayne was on the side of James Stewart, not Lee Marvin in *The Man Who Shot Liberty Valence*”.



# Appendix E

## UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL RESOLUTION

**WHEREAS** the Board of Regents (BOR) of the University System of Georgia (USG) has approved substantial raises to the Chancellor and System Presidents; and

**WHEREAS** the Chancellor has indicated that the raises are necessary to maintain competitiveness of Presidents' and Chief Operating Officers' salary levels at the regional and national levels; and

**WHEREAS** the Chancellor and BOR, citing reduced state revenues and higher education budget cuts as reasons, have taken actions resulting in significant budget reductions at several system institutions, thereby causing faculty workloads to increase significantly and;

**WHEREAS** faculty salaries have not remained competitive with national and regional levels at most system institutions, nor have they maintained pace with cost of living and health care costs;

**THEREFORE, BE IT RESOLVED THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR** to:

**REMEDY** the salary inequities of the faculty, rendering them competitive with national and regional levels; and

**HOLD IN ABEYANCE** any further system-wide increases in student tuition and fees pending the necessary financial reviews to place the above remedy in effect; and

**APPROVE IN CONCEPT** the inclusion of elected faculty representatives in all future system-wide financial and salary discussions.

**TO THIS END, THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR** to take the following additional action, designed to preclude future misunderstandings between the Chancellor and BOR on the one hand and the Faculty on the other:

**OFFICIALLY ENDORSE** the respective roles of Board, Administration, and Faculty in system-wide governance of the USG as laid out in the [Statement on Government of Colleges and Universities](#) jointly formulated in 1966 by the American Association of University Professors (AAUP), the American Council of Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

**THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC)** will prepare documentation for Board of Regents approval to place the above into effect.



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

CHANCELLOR HENRY M. HUCKABY  
270 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334

PHONE: (404) 962-3000  
FAX: (404) 962-3013  
EMAIL: CHANCELLOR@USG.EDU

October 16, 2015

Juone Brown  
University System of Georgia Faculty Council  
108 Founders Hall 1005 State University Drive  
Fort Valley, Georgia 31030

The resolution of the USG Faculty Advisory Council regarding presidential salaries was received and reviewed seriously and thoroughly as always. Certainly your expressed concern about and support for faculty and staff salary increases is readily embraced by this office and the Board. Without question, faculty and staff are essential contributors to the education mission of our respective institutions. In fact the Board and my office have pressed for such increases in the two most recent legislative sessions. That priority will again be expressed and aggressively pursued in the upcoming 2016 session of the Georgia General Assembly.

However, I reject your devaluing the role of presidential leadership in the effective guidance of the educational and fiscal performance of our respective colleges and universities. I did not take lightly my recommendation to the Board of Regents regarding presidential compensation. In two specific instances I concluded in the case of these presidents who were aggressively being recruited by other institutions that a substantial response was required and justified to retain their outstanding leadership at two of USG's very best institutions. The BOR readily agreed. By the way, the respective foundations of Georgia Tech and Georgia State University (GSU) advocated for and supported the Board's decision. In fact in the case of GSU, the Foundation provided 100 percent of the presidential increase.

Furthermore, I should point out that there are parts of the resolution that would inhibit our ability to make a stronger case for higher pay for faculty. For example, linking recent budget reductions at some institutions to state budget cuts is not entirely accurate. Reductions that have occurred most recently are related to significant enrollment declines at those institutions rather than state budget cuts. For several years the Governor and General Assembly have fully funded our formula, which is driven largely by enrollment and credit hours. For institutions where these are declining, revenues will decline and hence budgets must be adjusted accordingly.

In addition, higher faculty salaries will require additional revenues, but the resolution calls for a tuition and fee freeze. Each of the last four years, we have kept the vast majority of our institutions at 2.5 percent increases in order to lessen the burden on students. Tuition and fees are a critical revenue stream at each institution. Clearly there is an absence of understanding of the budgeting process at the system and institutional level. I take responsibility for that lack of understanding; I do not say this to in any way imply a criticism of the faculty and staff. In that regard it may be helpful to arrange a briefing for you on the system and state budgets, the recent fiscal history of Georgia and how the budget process works so that you have a more complete picture of how these factors impact the funds available to each campus.

We may have differences of opinion, yet I believe we would all agree we are stronger in the long run by working together. I look forward to our having thoughtful discussion at the October 24 meeting in Savannah. Thank you again for sharing your views.

Sincerely,

Henry M. Huckaby  
Chancellor



# NEWS RELEASE

OFFICE OF COMMUNICATIONS  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

**FOR IMMEDIATE RELEASE:**  
February 16, 2016

**CONTACT:** Charlie Sutlive  
**PHONE:** (404) 962-3050

## University System of Georgia Announces No Tuition Increase for the 2016-2017 Academic Year

**ATLANTA - (February 16)** – Today, the Board of Regents of the University System of Georgia (USG) announced there will be no tuition increase for the 2016-2017 academic year.

“We carefully assess the tuition rates for our institutions and are committed to keeping college as affordable as possible for students and their families,” said Chairman Kessel Stelling. “As part of our commitment to college affordability, the Board of Regents has decided there will be no tuition increase for all USG institutions for the 2016-2017 academic year.”

Today’s announcement applies to all USG students, and means they will pay the same tuition at all 29 USG institutions for the 2016-2017 academic year as the current 2015-2016 academic year tuition rates for each institution.

“We have heard from students, parents and legislators regarding year-over-year tuition increases citing concerns about the rising costs of a college education in Georgia,” said Chancellor Hank Huckaby. “We recognize and share their concerns about college affordability. Today’s announcement demonstrates we are listening to students, their families and legislators and taking meaningful action.”

The Board’s action ensures that the USG will continue to offer some of the lowest tuition rates among peer state public higher education systems. Out of the 16 states that make up the Southern Regional Education Board (SREB), the USG is the seventh lowest in tuition and fees for four-year institutions.

###

# Appendix F

## AMENDMENT TO THE BYLAWS OF THE STUDENT SUCCESS COMMITTEES

### **Mission**

The Student Success Committee shall recommend policies on recruitment, admissions, advisement, retention, and academic progression. It will also select award recipients for scholarships.

### **Duties**

~~The committee will define and evaluate advisement goals, objectives and procedures as well as evaluate the relationship between academic advisement and retention. The committee will review both current and proposed policies concerning advisement and recommend changes to the Senate. The committee will additionally identify resource needs for advisement and retention and develop, assess, and help implement an annual advisement and retention plan. Committee work will also include the review of scholarship applications compiled by the Office of Financial Aid, and selection of award recipients. The committee will present the list of candidates for graduation.~~

**The duties of the student success committee include evaluation of recruitment, admission, and retention goals; review of current and proposed policies related to recruitment, admission, and retention; and identification of resource needs in those areas.**

### **Membership**

The committee shall be composed of ten faculty representatives with at least two from each college, one undergraduate student, one graduate student, and ~~seven~~ **nine** ex officio non-voting members. The ex officio, non-voting members are the ~~Director of Academic Orientation and Advisement, the Director of Multicultural Affairs, the Registrar, the Director of the Honors Program, the Director of Financial Aid, the Director of First Year Experience, and Associate Provost for Student Engagement and Success. Associate Vice President for Enrollment Management, and the Assistant Vice President of Graduate Studies.~~

**Associate Provost for Student Engagement and Success, the Dean of Students, the Director of Academic Advising and Support, the Director of Financial Aid, the Director of First Year Experience, the Director of the Honors Program, the Director of Multicultural Affairs, the Registrar, and the Trio Director.**

### **Meetings**

**This committee shall meet at least once per month or as needed during the Fall and Spring semesters. The committee will determine meeting dates and times to be posted on the Senate website.**

**Rationale: There exists a University Committee that has taken responsibility over student scholarships thus the elimination of the language related to student scholarships from the committee bylaws. The rewording of the duties is to make the language more specific and to correctly reflect responsibilities of the the Student Success Committee. Membership of the Committee has been changed to reflect current positions that are important to student success.**