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3-24-2014

## March 24, 2014 AASU Faculty Senate Agenda

Armstrong State University

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**Armstrong Atlantic State University**  
**Faculty Senate Meeting**  
**Agenda of March 24, 2014**  
**Student Union, Ballroom A, 3:00 pm**

- I. Call to Order
- II. Senate Action
  - A. Approval of the Minutes from [February 17, 2014 Faculty Senate Meeting](#)
  - B. Remarks from Dr. Linda Bleicken, President
  - C. Old Business
  - D. New Business
    - 1. Committee Reports
      - i. University Curriculum Committee (Appendix A)
        - a. Curriculum changes
        - b. Meeting minutes
      - ii. Graduate Affairs Committee (Appendix B)
    - 2. Enrollment update from Ms. Mariea Noblitt, Interim Associate Vice President of Enrollment Management
    - 3. Update on Student Affairs Restructuring by Dr. Georj Lewis, Vice President of Student Affairs
    - 4. FSR: Deferred Action Status for Undocumented Students (Appendix C)
    - 5. FSB: Part-Time Faculty Compensation Taskforce Bill (Appendix D)
    - 6. FSB: Creation of the Student Research and Scholarship Council (Appendix E)
    - 7. FSB: Creation of the Faculty Research, Scholarship, and Awards Committee (Appendix F)
    - 8. FSB: Salary Inversion (Appendix G)
    - 9. FSB: Space and Payment Schedule for Part-Time Faculty (Appendix H)
    - 10. Faculty Budget Priorities Report by Dr. Erik Nordenhaug
    - 11. eFACE Committee Update by Drs. Alex Collier and Angeles Eames
  - E. Senate Information
    - 1. Enrollment Management Project Team update by David Bringman
    - 2. The Parking Appeals Committee is seeking two faculty members to hear the appeals of parking citations. Please contact [rebecca.rhinehart@armstrong.edu](mailto:rebecca.rhinehart@armstrong.edu)
    - 3. Send Committee meeting dates and minutes to [faculty.senate@armstrong.edu](mailto:faculty.senate@armstrong.edu)
  - F. Announcements
- III. Adjournment

# Armstrong

## UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, March 5, 2014

**PRESENT:** Suzanne Carpenter, Becky da Cruz, Mirari Elcoro, Sara Gremillion, Jackie Kim, David Lake (Vice Chair), Kam Fui Lau, Anthony Parish, Phyllis Fulton (Catalog Editor)

**ABSENT:** Catherine Gilbert, Robert Harris, Denene Lofland, Lauren Mason, Rick McGrath (Chair),

**GUESTS:** Tom Cato, Cameron Coates, Delana Gajdosik-Nivens, John Kraft, Pamela Sears, Sandy Streater, Teresa Winterhalter

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**CALL TO ORDER.** The meeting was called to order at 3:04 p.m. by Vice Chair David Lake.

**APPROVAL OF MINUTES.** The minutes of February 5, 2014 were approved as presented.

### ITEMS

- I. College of Education (no items)

### II. College of Health Professions

*Item 1 from the College of Health Professions was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

1. Create the following course:

**PLAH 2000 Prior Learning Documentation**

**2-0-2**

**Prerequisite:** Permission of the instructor.

**Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded “Satisfactory” or “Unsatisfactory.”**

**REQUESTED Effective Term: Fall 2014**

**CURCAT:****Major Department: College of Health Professions****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 2****Grading Mode: S/U****Instruction Type: Lecture****Course Equivalent: none**

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

Two cohorts of Armstrong faculty have completed (or are completing) PLA workshops and generally support including a portfolio PLA for students.

- 2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).
- 2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Consider the proposed course with the following policy guidelines for implementation:

- Armstrong Policy:
  - Each college is to have a PLAX 2000 course, much like each college has a FYSX course for first class to facilitate tracking credit for faculty depending on the college in which they reside
  - When credit by exam is available, then portfolio is not an option
  - Portfolio option is available only when approved by department:
    - If course and SLOs are approved a priori, student must notify faculty/department of intent to submit a portfolio one semester prior to grade's due date
    - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
  - Portfolios may be submitted only after successful completion of PLAX 2000
  - Students must submit evidence of learning to satisfy approved SLOs

- Students shall be charged a \$250 fee for each 3 credit submission where \$200 goes to the faculty member and \$50 to the institution
  - Awarded K credit
  - Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.
- Proposed catalog entry:
- Prior Learning Assessment (PLA):** PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether or not awarded academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination, portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at [<http://www.Armstrong.edu/???/>](http://www.Armstrong.edu/???/).

**Portfolio Assessment:** Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes.

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual departments determine which courses, if any, are available for PLA credit by portfolio.

#### A. Diagnostic and Therapeutic Sciences (no items)

## B. Health Sciences

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

### 1. Change the prerequisite for the following course:

HSCA 3600 Financial Management for Health Related Organizations

Prerequisite: ~~None~~ ACCT 2101

Rationale: The necessary background for Financial Management for Health Related Organizations is covered in ACCT 2101 – Principles of Financial Accounting.

**REQUESTED Effective Date: Fall 2014**

### 2. Modify the following program of study

#### PROGRAM FOR THE DEGREE OF BACHELOR OF HEALTH SCIENCE

Track One: Health Services Administration

Core Area F .....18 hours

ACCT 2101 – Principles of Financial Accounting

HSCC 2200 – Health Communication

HSCC 2300 – Management of Health Information

HSCC 2500 – Health Issues and Resources

RESP 2110 – Medical Terminology

MATH 2200 – Elementary Statistics\*

~~One\*\*course selected from:~~

~~ANTH 1102 – Anthropology\*\*~~

~~ECON 2105 – Principles of Macroeconomics\*\*~~

~~PSYC 1101 – Introduction to Psychology\*\*~~

~~SOCI 1101 – Introductory Sociology\*\*~~

*\*If not taken in Area D. If MATH 2200 is 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

~~\*\*If MATH 2200 is taken in Area D, select a second course from the list~~

Rationale: ECON 2105 has always been in Area F. ACCT 2101 and ECON 2106 should also be included in Area F. ACCT 2101 has been added as a prerequisite for HSCC 3600. By adding ACCT 2101 to Area F, it can now be

used to satisfy one three hour requirement in Area F as well as the prerequisite to HSCA 3600 in the Bachelor of Health Sciences Major, Track One.

**REQUESTED Effective Date: Fall 2014**

C. Nursing (no items)

D. Rehabilitation Sciences (no items)

### **III. College of Liberal Arts**

#### **A. Art, Music, and Theatre**

*Items 1-13 from the Department of Art, Music, and Theatre were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

#### **Art**

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

**ARTS 3240 Visual Design on the Web**

**1-4-3**

**Prerequisites: ARTS 2110**

**Description: Introduction to web media, graphics, and web site structure to include best practices for web design. Concepts focusing on basic design, organization, aesthetics, management and development of websites emphasized.**

Rationale: This course will provide a basic-level of understanding in creating content and in editing websites. It will fulfill the need for additional course offerings that are timely and pertinent to the field graphic design.

**REQUESTED Effective Term: Fall 2014**

#### **CURCAT:**

**Major Department: Art, Music & Theatre**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture/Lab**

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

**ARTS 2110 INTRODUCTION TO GRAPHIC DESIGN**

**1-4-3**

~~**Prerequisites: ARTS 1020**~~

Rationale: Course will cover the necessary material from ARTS 1020 to make the prerequisite unnecessary.

**REQUESTED Effective Term: Fall 2014**

### 3. Modify the following Program of Study:

#### PROGRAM FOR THE DEGREE OF BACHELOR OF FINE ARTS IN VISUAL ART

##### D. Studio Art Electives ..... 27 hours

27 hours chosen from the following:

- ARTS 2110 – Introduction to Graphic Design
- ARTS 3030 – Oil Painting
- ARTS 3040 – Watercolor Painting
- ARTS 3110 – Advanced Graphic Design
- ARTS 3130 – Drawing III
- ARTS 3140 – Intermediate Photography
- ARTS 3150 – Color Photography
- ARTS 3170 – Experimentation in Photography
- ARTS 3210 – Typography
- ARTS 3220 – Corporate Logo and Identity Design
- ARTS 3230 – Packaging Design
- ARTS 3240 – Visual Design on the Web
- ARTS 3310 – Pottery Techniques
- ARTS 3330 – Ceramic Sculpture
- ARTS 3350 – Glaze Experimentation
- ARTS 3620 – Jewelry/Enameling
- ARTS 3630 – Fabric Design
- ARTS 3640 – Weaving
- ARTS 3660 – Papermaking
- ARTS 3700 – Figure Sculpture
- ARTS 3710 – Sculpture Materials
- ARTS 3720 – Fiber Sculpture
- ARTS 3810 – Introduction to Digital Photography
- ARTS 4140 – Figure Drawing
- ARTS 4890 – Selected Studies in Art (up to 9 hrs)
- ARTS 4900 – Independent Study

**REQUESTED Effective Term: Fall 2014**

### 4. Modify the Following Minor

Art ..... **15-18 hours**

ARTS 1020 or ARTS 1030 (if not taken in the core)

One lower division studio art course taken from ARTS 1010, ARTS 1011, ARTS 2040, ARTS 2110, or ARTS 2150

ARTS 2710 or ARTS 2720

~~One lower division studio art course~~

Nine semester hours of upper division art courses from the art studio and/or art history areas- from the following list: ARTS 3030, ARTS 3040, ARTS 3110, ARTS 3130, ARTS 3140, ARTS 3150, ARTS 3170, ARTS 3210, ARTS 3220, ARTS 3230, ARTS 3240, ARTS 3300, ARTS 3310, ARTS 3330, ARTS 3350, ARTS 3400, ARTS 3620, ARTS 3630, ARTS 3640, ARTS 3660, ARTS 3700, ARTS 3710, ARTS 3720, ARTS 3810, ARTS 4140, ARTS 4890, ARTS 4891, and ARTS 5750U

Rationale: Corrects a problem that occurs if ARTS 2710 or ARTS 2720 is taken in the Core. Defines studio art courses and art history courses.

**REQUESTED Effective Term: Fall 2014**



**5. Create the following Minor**

**Graphic Design..... 15-18 hours**

**ARTS 1020 (if not taken in the core), ARTS 2110, ARTS 2150**

**Nine semester hours from: ARTS 3110, ARTS 3210, ARTS 3220, ARTS 3230 and ARTS 3240.**

Rationale: The Graphic Design minor targets specific university populations who will benefit from this course of study.

**REQUESTED Effective Term: Fall 2014**

**6. Create the following Minor**

**Art History..... 15-18 hours**

**ARTS 1020 or 1030 (if not taken in the core)**

**ARTS 2710 (if not taken in the core), ARTS 2720 (if not taken in the core), ARTS 5750**

**Six semester hours of ARTS 4891**

Rationale: The Art History minor targets specific university populations who will benefit from this course of study.

**REQUESTED Effective Term: Fall 2014**

**Theatre**

**7. Create the following course:**

**THEA 2690 INTRODUCTION TO DESIGN**

**3-0-3**

**Prerequisite: Eligibility for ENGL 1101**

**Description: An introduction to the process of designing, communicating and presenting scenery, lights, and costumes for the theatre. Includes development of drawing, painting, and drafting skills according to USITT industry standards.**

Rationale: This course is needed to establish groundwork for subsequent design course work.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department: ART, MUSIC and THEATRE**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**8. Create the following course:**

**THEA 3760 SCENE PAINTING**

**3-0-3**

**Prerequisite: None**

**Description: Introduction to the principles of scene painting, emphasizing the fundamentals of professional techniques standard to professional industry. Topics include faux treatments such as wood graining and stonework.**

Rationale: This course provides skills expected of technicians in the industry.

**REQUESTED Effective Term: Fall 2014.**

**CURCAT:**

**Major Department: ART, MUSIC and THEATRE**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

9. Create the following course:

**THEA 3751 ADVANCED LIGHTING DESIGN**

**3-0-3**

**Prerequisite:** THEA 3750 or permission of instructor

**Description:** Advanced study in lighting design, focusing on the development of standard industry paperwork including light plots and supporting paperwork such as magic sheets.

Rationale: This course is needed to provide advanced training for lighting designers.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department:** ART, MUSIC and THEATRE

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

**Maximum Number of Credit Hours:** 3

**Grading Mode:** Normal

**Instruction Type:** Lecture

**Course Equivalent:** None

10. Create the following course:

**THEA 3053 THEATRE DANCE TECHNIQUES**

**3-0-3**

**Prerequisite:** THEA 3000 or permission of instructor

**Description:** Development of physical proficiency in the performance of basic theatre dance concepts.

Rationale: This course is necessary to provide fundamental training for musical theatre performers.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department:** ART, MUSIC and THEATRE

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

**Maximum Number of Credit Hours:** 3

**Grading Mode:** Normal

**Instruction Type:** Lecture

**Course Equivalent:** None

11. **MODIFY** the following course:

THEA 3750 **INTRODUCTION TO** LIGHT DESIGN

**3-0-3**

**Prerequisite:** ~~THEA 3040 or THEA 3600~~ **THEA 2690** or permission of instructor or department

Description: ~~Intensive study~~ **Study** of technical and design elements of stage lighting. Survey of equipment and techniques standard in performance industry.

Rationale: As reconfigured, this course will provide fundamental training for stage technicians in lighting. The change of prerequisite to THEA 2690 provides students with a better preparation than THEA 3600 or 3040.

**REQUESTED Effective Term: Fall 2014**

## 12. Modify the following Program of Study:

### PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN THEATRE

#### A. General Requirements

Core Areas A, B, C, D, and E ..... 42 hours

Area F ..... 18 hours

THEA 2270 (3 semesters) – Theatre Lab

~~THEA 2690 – Introduction to Design~~

COMM 2280 – Speech Communication

One course selected from:

THEA 1100 – Theatre Appreciation

THEA 1200 – Introduction to Theatre

THEA 2410 – Oral Interpretation

~~One course selected from:~~

~~MUSC 1110 – Basic Music Theory~~

~~ARTS 1020 – Two-Dimensional Design~~

~~ARTS 1030 – Three-Dimensional Design~~

~~ENGL 2100 – Literature and Humanities~~

~~ECON 2106 – Principles of Microeconomics\*~~

Two course sequence in a foreign language beyond 1001

~~\*If not taken in Area E, required for Management Track students~~

Physical Education ..... 3 hours

First-Year Seminar ..... 1 hour

#### B. Major Field Courses ..... 51 hours\*

THEA 3000 – Acting I

THEA 3040 – Stagecraft

THEA 3460 – Play Directing

THEA 3600 – Script Analysis

THEA 4950 – Capstone-Senior Thesis/Project (3 sem hours)

**\*At least 39 hours must be taken at the upper level.**

**Track One: Performance Track**

~~12 hours selected from:~~

THEA 3030 – Creative Dramatics

THEA 3420 – Acting II

THEA 3700 – Scene Design, **or** THEA 3750 – ~~Introduction to~~ Light Design

THEA 4420 – Acting for the Camera

24 hours selected ~~from 3000 level and above Theatre classes and the following related field courses:~~

~~Related Field Courses:~~

~~Any THEA courses 3000 and above~~

~~ENGL 3010 – Intro to Literary Studies~~

ENGL 5435U – Topics in Drama

ENGL 5455U – Shakespeare

FILM 3400 – History of Film

FILM 3500 – Introduction to Film

FILM 5010U – Topics in Film

~~FILM 5025U – Popular Culture Theory and Criticism~~

FILM 5035U – Film Theory and Criticism

~~FILM 5510U – Film and Literature~~

MUSC 1300 – Applied Music

MUSC 2171 – Lyric Diction I

~~MUSC 2530 or 3530 – University Singers~~

~~MUSC 2540 or 3540 – University Chorale~~

~~PEBC 1100 – Tumbling and Stunts~~  
 PEBC 1501 – Beginning Modern Dance  
 PEBC 1502 – Folk, Social & Contemporary Dancing  
 PEBC 1530 – Intermediate Modern Dance  
 PEBC 1551 – Basic Ballet  
 PEBC 1552 – Intermediate Ballet  
 PEBC 1580 – Jazz Dancing  
~~PEHM 3050 – Theory and Technique of Dance~~  
 SPAN 4080 – Spanish Peninsular Theatre  
 SPAN 4090 – Spanish American Theatre  
 THEA 1400 – Theatre Voice I  
 THEA 1500 – Theatre Voice II

### **Track Two: Design/Technical Track**

~~12 hours selected from:~~

THEA 3700 – Scene Design  
 THEA 3750 – ~~Introduction to~~ Light Design  
 THEA 4470 – Stage Managers and ~~Designers~~ Lab (must be taken three times)

24 hours selected from the following: ~~selected from 3000 level and above Theatre classes and the following related field courses:~~

#### **~~Related Field Courses:~~**

~~Any THEA courses 3000 or above~~  
~~Approved ENGL, FILM and SPAN related field courses in Track One above, and~~  
 ARTS 1010 – Drawing I  
~~ARTS 1011 – Drawing II~~  
 ARTS 1020 – Two-Dimensional Design  
~~ARTS 1030 – Three Dimensional Design~~  
~~ARTS 2150 – Computer in Art~~  
 ARTS 2400 – Introduction to Crafts  
 ARTS 2710 – Art History I  
 ARTS 2720 – Art History II  
~~ARTS 3130 – Drawing III~~  
 ARTS 3630 – Fabric Design  
~~ARTS 3710 – Sculpture Materials~~

### **Track Three: Management Track**

~~—15 hours from:~~

COMM 3050 – Interpersonal and Small Group Communications or COMM 3060 – Public Relations  
 ACCT 2101 – Principles of Financial Accounting  
 THEA 3470 – Theatre Management I  
 THEA 3570 – Theatre Management II  
 THEA 3800 – Video Production I or THEA 4420 – Acting for the Camera

3 hours selected from:

ENGL 3720 – Business and Technical Communication  
 ENGL 5740U – Technical Editing  
 ENGL 5750U – Publication Design  
~~JOUR 3430 – Journalistic Writing and Editing~~  
~~JOUR 3470 – Basic TV Production~~

3 hours selected from:

ECON 2106 – Principles of Microeconomics  
~~ECON 3500 – Managerial Economics~~  
 MGMT 3111 – Skills in Entrepreneurship  
 MKTG 3210 – Principles of Marketing  
~~ECON 5111U – Economics of Entrepreneurship I~~  
~~ECON 5112U – Economics of Entrepreneurship II~~

15 hours selected from ~~from 3000 level and above Theatre classes and~~ the following ~~related field courses:~~

#### **~~Related Field Courses:~~**

~~Any THEA course 3000 or above~~  
~~Approved ENGL, FILM, and SPAN related Field courses noted in Track One above, and~~  
 ARTS 1020 – Two-Dimensional Design  
 ARTS 2040 – Introduction to Photography  
 ARTS 2110 – Graphic Design  
~~ARTS 2150 – The Computer in Art~~  
 ARTS 3140 – Intermediate Photography

ARTS 3800 – Electronic Image Manipulation  
 ECON 2106 – Principles of Microeconomics  
~~ECON 3500 – Managerial Economics~~  
~~ECON 5111U – Economics of Entrepreneurship I~~  
~~ECON 5112U – Economics of Entrepreneurship II~~  
 ENGL 3720 – Bus And Tech Communication  
 ENGL 5740U – Technical Editing  
 ENGL 5750U – Publication Design  
 MGMT 3220 - Management  
~~JOUR 3430 – Journalistic Writing and Editing~~  
~~JOUR 3470 – Basic TV Production~~  
~~LSLI 3110 – Library Research And Electronic Resources~~  
~~PSYC 3200 – Industrial and Organizational Psychology~~  
~~PSYC 5300U – Leadership and Group Dynamics~~

C. Free Electives ..... 9 hours

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Total Semester Hours

124 hours

D. Exit Exam

Rationale: The following changes are proposed to eliminate options that no longer exist in the catalogue, and introduce new course work into the degree.

**REQUESTED Effective Term: Fall 2014**

### 13. Create the following Minors:

Theatre Technology and Design ..... 15 hours

THEA 2690, THEA 3040, THEA 4040

Six semester hours from the following: THEA 3700, THEA 3740, THEA 3750, THEA 3751, THEA 3760, THEA 3850, THEA 4470, or approved THEA 4000 design course

Video/Film ..... 15 hours

THEA 3800, THEA 3810, THEA 4420, THEA 4430

Three semester hours from: THEA 3270, THEA 3600, or approved THEA 4000 course or any FILM course

Theatre Management ..... 15 hours

THEA 3470 or ARTS 3470 or MUSC 3470, THEA 3570, THEA 3800, THEA 3810, COMM 3060

Rationale: Theatre Technology and Design, Theatre Management and Video/Film minors target specific university populations who will benefit these courses of study. All courses are in our current teaching inventory with the exception of THEA 2690 course being created in this proposal.

**REQUESTED Effective Term: Fall 2014**

## **B. Criminal Justice, Social and Political Science**

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

### **Sociology**

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

**SOCI 3700 SOCIOLOGY OF TOURISM**

**3-0-3**

**Prerequisite: ENGL 1101**

**Description: Sociological examination of tourism and the tourism industry.**

**Emphasis on the social construction of cultural significance and meaning, from historical sites and monuments to theme parks and vacation destinations, from the collective and social memory to the impact of tourism on development, and culture.**

Rationale: Course creation contributes to the new tourism program being proposed by the College of Liberal Arts and the new Bachelors of Liberal Studies in Sociology track.

**REQUESTED Effective Term: Fall 2014**

#### **CURCAT:**

**Major Department: Criminal Justice, Social and Political Science**

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

**Maximum Number of Credit Hours: 3**

**Grading Module: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

C. Economics (no items)

D. Gender and Women's Studies (no items)

E. History (no items)

## F. Languages, Literature, and Philosophy

*Item 1 from the Department of Languages, Literature, and Philosophy was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore are marked “For Information Only” for the report to the Senate.*

**1. Create the following course:**

**ENGL 5700 U/G Promotional Writing**

**3-0-3**

**Undergraduate Prerequisite: ENGL 3720 or permission of department head**

**Graduate Prerequisites: none**

**Description: Theory and practice of the techniques of writing for public relations, advertising, political campaigns, fundraising, and marketing.**

Rationale: The proposed course expands offerings of professional writing courses for both the BA in English/Professional Communications program and the graduate program in Professional Communication and Leadership. It broadens specific writing experience necessary for successful internships and post-graduate employment. There will be additional research required for graduate level credit.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Languages, Literature, and Philosophy**

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

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

*Items 2-4 from the Department of Languages, Literature, and Philosophy were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

**2. Create the following course:**

**JOUR 3460 Travel and Tourism Writing**

**3-0-3**

**Prerequisite: ENGL 1102**

**Description: Introduction to travel writing, the rhetoric of tourism, and the forms of writing relevant to contemporary tourism.**

Rationale: The proposed course is intended to support the new Tourism minor, developed in the College of Liberal Arts.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**



**Major Department: Languages, Literature, and Philosophy**

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

**Maximum number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

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

#### PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN ENGLISH

##### Track II: Professional Communication

##### B. Major Field Courses ..... 36 hours

ENGL 3700 – Introduction to Communications

ENGL 3710 – Freelance Writing and Publication

ENGL 3720 – Business and Technical Communication

ENGL 3800 – Advanced Composition

ENGL 4990 – Internship (3-9 hrs)

Twelve semester hours from one of the following categories:

##### Technical Communication

**ENGL 5700U – Promotional Writing**

ENGL 5710U – Writing for Nonprofits

ENGL 5730U – Rhetoric

ENGL 5740U – Technical Editing

ENGL 5750U – Publication Design

COMM 3060 – Public Relations

##### Journalism

JOUR 3200 – Introduction to Print and Online Media

JOUR 3430 – News Writing and Reporting

JOUR 3450 – Editing and Markup

**JOUR 3460 – Travel and Tourism Writing**

JOUR 4000 – Topics in Journalism (Repeatable to 6 hrs)

JOUR 4100 – Public Affairs Reporting

#### REQUESTED Effective Term: Fall 2014

### 4. Modify the following minors:

##### Communication ..... 15-18 hours

1. Two or three courses from ENGL 3720, 3730, 4700, 4740, 4750, **5700U**, 5770U, 5780U, FILM 5025U, JOUR 3430, or **JOUR 3460**

2. Two or three courses from ENGL 5730U, 5800U, 5820U, JOUR 4000, or FILM 5010U

##### Writing ..... 15 hours

Must include 15 hours from the following: ENGL 3020, 3720, 3730, 4700, 4740, 4750, **5700U**, 5740U, 5750U, 5760U, 5770U, 5780U, JOUR 3270, 3430, **3460**.

#### REQUESTED Effective Term: Fall 2014

G. Liberal Studies (no items)

H. Honors Program (no items)

## IV. College of Science and Technology

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

### 1. Create the following course:

**PLAS 2000 Prior Learning Documentation**

**2-0-2**

**Prerequisite:** Permission of the instructor.

**Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded “Satisfactory” or “Unsatisfactory.”**

**REQUESTED Effective Term: Fall 2014**

### **CURCAT:**

**Major Department: College of Science and Technology**

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

**Maximum Number of Credit Hours: 2**

**Grading Mode: S/U**

**Instruction Type: Lecture**

**Course Equivalent: none**

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

Two cohorts of Armstrong faculty have completed (or are completing) PLA workshops and generally support including a portfolio PLA for students.

- 2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).
- 2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Consider the proposed course with the following policy guidelines for implementation:

- **Armstrong Policy:**
  - Each college is to have a PLAX 2000 course, much like each college has a FYSX course for first class to facilitate tracking credit for faculty depending on the college in which they reside
  - When credit by exam is available, then portfolio is not an option
  - Portfolio option is available only when approved by department:
    - If course and SLOs are approved a priori, student must notify faculty/department of intent to submit a portfolio one semester prior to grade's due date
    - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
  - Portfolios may be submitted only after successful completion of PLAX 2000
  - Students must submit evidence of learning to satisfy approved SLOs
  - Students shall be charged a \$250 fee for each 3 credit submission where \$200 goes to the faculty member and \$50 to the institution
  - Awarded S/U credit
  - Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.
- **Proposed catalog entry:**

**Prior Learning Assessment (PLA):** PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether or not awarded academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination, portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at <<http://www.Armstrong.edu/???/>>.

**Portfolio Assessment:** Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes.

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning

Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual departments determine which courses, if any, are available for PLA credit by portfolio.

- 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 program of study:**

##### **PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN COMPUTER SCIENCE**

##### **A. General Requirements**

Core Areas A, B, C, D, E .....42 hours

Computer science majors are required to take MATH 1113 in core area A and MATH 1161 in core area D.

Area F .....18 hours

One semester hour excess for MATH 1161 from core area D and one semester hour of ~~an approved lower division elective~~ any lower division elective from the College of Science and Technology.

CSCI 1301 – Introduction to Programming Principles

CSCI 1302 – Advanced Programming Principles

CSCI 2070 – Ethical Considerations in Computer Science

CSCI 2625 – Discrete Structures for Computer Science

MATH 2072 – Calculus II

Rationale: For compatibility with Degree Works

**REQUESTED Effective Term: Fall 2014**

## D. Engineering Studies

*Items 1-2 from the Engineering Studies Program were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

1. Create the following course to be included in core area D2 and D3-Nonscience majors:

**ENGR 1112 – Introduction to Scientific Modeling and Simulation** 3-0-3

**Pre-requisite:** MATH 1001 or MATH 1111 or MATH 1113 or MATH 1161

**Description:** An introduction to the problems and solution methodologies in computational scientific modeling and computation. Computational tools such as a computer algebra system, visualization software and Internet resources will be used to explore and solve mathematical problems drawn from various fields of science and engineering.

Rationale:

### Description

A model is a simplified representation of a system (often through software) at some particular point in time or space intended to promote understanding of the real system. A simulation is the manipulation of a model in such a way that it operates within time or space, allowing predictions that are useful for decision making regarding the design solution, effect on or by other systems. A simulation allows one to study various “what if” scenarios virtually, that would be too costly to study in real life. Computational science refers to the use of software to apply numerical techniques using so solve large and complex problems. Most real-world problems cannot be solved with a closed form solution but accurate answers may be obtained through numerical approximation. Modeling and Simulation software are typically programmed based on computational scientific techniques. Computational science is a rapidly emerging interdisciplinary field that blends engineering, computer science, and mathematics. However the approaches developed can also be applied to many problems in business, health, education, psychology, the traditional sciences, economics, and management.

### Objective

The goal of this course is to introduce students of all disciplines to fundamental modeling and simulation techniques and basic related mathematical programming concepts. The expectation is that exposure to the power of computation across fields will encourage and motivate students to pursue more advanced computational or simulation courses relevant or complementary to their chosen field of study.

### Why a part of the core?

As we continue to apply technology with increasing rates to increasingly diverse fields, the ability to apply computing methods to model, simulate and solve problems will become essential for most professions, including traditionally less technical professions such as business, finance, criminal justice, education, psychology and public policy. Graduates from all majors who have some experience with simulation, modeling or computational methods will have a distinct advantage over those with no exposure.

### Need

Modeling and simulation is beginning to play a greater role in business, management, economics and the health sciences. Health Informatics is now one of the fastest growing areas within the very large field of information technology and computer science [1]. Most modern business programs have at least one course in computational methods which examines topics such as portfolio optimization and Monte Carlo methods for pricing options and the evaluation of investment strategies. Scholars of higher education assessment are increasingly supportive of simulation and modeling and the associated computational programming as a general course for science and non-science majors. As early as 1999, Feirzeg [2] stated that “The sciences (including social sciences) we need to learn in the 21<sup>st</sup> century will involve extensive use of computational models”. It is also well documented that modern science education falls short of preparing students to develop and/or apply models related to their chosen career path. In the field of biology, Cassman [3] pointed out that “Unfortunately, the translation of systems biology into a broader approach is complicated by the innumeracy of many biologists”. Modeling and simulation has now become a technical field that pervades a wide cross-section of science, business and engineering applications [4]. So much so, that several universities have also introduced modeling and simulation degrees at the graduate and PhD levels. Related efforts at Winona State include the development of interdisciplinary application tracks. [5]

Currently there are numerous course specific computational courses, ex. Computational biology, physics, chemistry, business, economics, and several engineering subfields. An introductory simulation course serves as a preparatory course for students who will go on to take more advanced computational courses. Table 1 lists similar courses offered at other universities. Note the courses listed in Table 1 may belong to a particular department, engineering, computing, etc. however their pre-requisite requirements allow most freshman or sophomore level students to take them. These courses are typically mandatory for science and engineering students but are also at a technical level appropriate for non-STEM majors who have met the basic math or science elective.

Table 1: Examples of Introductory Modeling and Simulation Courses

Undergraduate Course	Institution
Introduction to Modeling and Simulation	Old Dominion University
Introduction to Modeling and Simulation	Virginia’s Community College
Introduction to Computer Simulation	New York University
Simulation and Modeling	State University of New York
Introduction to Computational Thinking	Purdue University

An Introduction to Computer Science for Non-majors: Using principles of Computation	Carnegie-Mellon University
Introduction to Simulation	University of Pittsburg
Physically Based Modeling, Simulation and Animation	University of North Carolina: Chapel Hill
Introduction to Computational Science	Lafayette College
Introduction to Computational Methods	Washington State University

**REQUESTED Effective Term for offering course as an elective: Fall 2014**  
**Effective Term of Core inclusion: Dependent on Board of Regents approval**

**CURCAT:**

**Major Department: Engineering Studies**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

1. W. Hersh, "A stimulus to define informatics and health information technology," *BMC Medical Informatics and Decision Making*, vol. 9, no. 24, 2009.
2. W. Feurzeig and N. Roberts, *Modeling and Simulation in Science and Mathematics Education*, Volume 1, Springer, 1999.
3. M. Cassman, "Barriers to Progress in Systems Biology," *Nature*, vol. 438, no. 22, 2005.
4. H. Szczerbicka, J. Banks, R. Rogers, T. Oren, H. Sarjoughian and B. P. Zeigler, "Misconceptions of Curriculum for Simulation Education," in *WSC*, Orlando, 2000.
5. M. Zhang, E. Lundak, C.-C. Lin, T. Gegg-Harrison and J. Francion, "Interdisciplinary Application Tracks in an Undergraduate Computer Science Curriculum," in *SIGCSE 2007: Proceedings of the 38th ACM SIGCSE Technical Symposium*, Kentucky, 2007.

**2. Modify the following course:**

**ENGR 1371 COMPUTING FOR ENGINEERS**

**3-0-32-3-3**

**Rationale:** This course involves extensive numerical programming. While it is a 3-0-3 at Georgia Tech, it has a lab component at other engineering institutions such as Georgia Southern University. The students who are admitted to Georgia Tech tend to have stronger backgrounds in computing (relative to Armstrong students). We propose a lab component to this course such that students can spend more supervised time improving their programming skill. This course has had a relatively high DWF rate since inception; the establishment of more "hands on" lab time is one of several solutions we hope to implement.

**Effective Term: Spring 2015**

**CURCAT:**

**Major Department:** Engineering Studies  
**Can Course be repeated for additional credit?** No  
**Maximum Number of Credit Hours:** 3  
**Grading Mode:** Normal  
**Instruction Type:** Lecture and Laboratory  
**Course Equivalent:** None

**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 1111L College Algebra Laboratory**

**0-V-0**

**Corequisite:** MATH 1111

**Description:** Mathematical activities supplement the lecture material of MATH 1111.

**REQUESTED Effective Term:** Fall 2014

**CURCAT:**

**Major Department:** Mathematics  
**Can Course be repeated for additional credit?** n/a  
**Number of Credit Hours:** 0  
**Grading Mode:** none  
**Instruction Type:** laboratory  
**Course Equivalent:** None

Rationale: With DFW rates of 46.3% (for MATH 1111) and 44.2% (for MATH 1161 for Academic Year 2012-13 [3], College Algebra and Calculus are foundational mathematics classes where many students struggle. The purpose of the laboratories is to incorporate structured supplemental activities into the courses, which have been shown to increase retention, increase grade point averages, and decrease DFW rates [1,2,4].

[1] David Arendale, *Understanding the Supplemental Instruction Model*, New Directions for Teaching & Learning, Volume 1994 Issue 6, 11-21.

[2] V. Fayowski and P. D. Macmillan, *An Evaluation of the Supplemental Instruction Programme in a First Year Calculus Course*, International Journal of Mathematical Education in Science and Technology, Vol. 39, 7 (2008), 843-855.

[3] Office of Institutional Research, *DFW Rates in Mathematics, 2012-13*.

[4] A. Peterfreund, K. Rath, S. Xenos, and F. Bayliss, *The Impact of Supplemental Instruction on Students in STEM Courses: Results from San Francisco State*



*University, Journal of College Student Retention, Research, Theory & Practice, Volume 9 Issue 4, (2007), 487-503*

**2. Create the following course:**

**MATH 1161L Calculus Laboratory**

**0-V-0**

**Corequisite: MATH 1161**

**Description: Mathematical activities supplement the lecture material of MATH 1161.**

Rationale: Same as item 1.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Mathematics**

**Can Course be repeated for additional credit? n/a**

**Number of Credit Hours: 0**

**Grading Mode: none**

**Instruction Type: laboratory**

**Course Equivalent: None**

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

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

**A. General Requirements**

Core Areas A, B, C, D, and E .....42 hours

Mathematics majors are required to take MATH 1113 in core area A and MATH 1161 in core area D

Area F .....18 hours

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

Three hours of ~~approved~~ lower division electives

Rationale: While moving to an automated degree audit system for advising, the word "approved" cannot be programmed and automated. The system can handle the phrase "three hours of lower division electives."

**REQUESTED Effective Term: Fall 2014**

4. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
MATHEMATICS WITH TEACHER CERTIFICATION**

**A. General Requirements**

Core Areas A, B, C, D, and E .....42 hours  
 Mathematics majors are required to take MATH 1113 in core area A and MATH 1161 in core area D  
 Area F .....18 hours  
 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  
 Three hours of ~~approved~~ lower division electives

Rationale: While moving to an automated degree audit system for advising, the word "approved" cannot be programmed and automated. The system can handle the phrase "three hours of lower division electives."

**REQUESTED Effective Term: Fall 2014**

F. Psychology

*Item 1 from the Department of Psychology 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 SCIENCE IN  
PSYCHOLOGY**

**D. ELECTIVES .....16 hours**

~~7 credit hours of approved upper division electives~~ **7 credit hours of any 3000, 4000, or 5000 level courses**

3 credit hours of free electives

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

Rationale: The modification provides more specificity to the student and makes our Program of Study compatible with Degree Works.

**REQUESTED Effective Term: Fall 2014**

**OTHER BUSINESS****A. Prior Learning Assessment** (see Attachment 1)

John Kraft

Dr. Kraft presented the recommendations on Prior Learning Assessment and addressed questions. A motion was made to approve the catalog language listed in several places in Attachment 1. The motion was seconded and approved.

**B. Follow-up on Labs in Area D.**

Dr. Kraft reported that he has been looking into the questions that came up at the last meeting about the Core and the check sheet. He said he would follow-up at the next meeting.

**ADJOURNMENT.** The meeting was adjourned at 4:42 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor and Secretary to the Committee

### Recommendations on Prior Learning Assessment to the UCC:

#### Adult Learner Consortium:

This Consortium is designed to assist in improving adult learner-focused services, programs and outreach to Georgia adults who are interested in completing college. Armstrong joined AY 2011-2012. Other schools in the consortium include:

- Atlanta Metropolitan State College
- Bainbridge State College
- Columbus State University
- Dalton State College
- Fort Valley State University
- Georgia Perimeter College
- Georgia Southwestern State University
- Gordon State College
- Middle Georgia State College
- Southern Polytechnic State University
- University of North Georgia
- Valdosta State University

The following recommendations include changes that are necessary for participation in eMajor. Armstrong Language faculty has come to a consensus to participate in an online Modern Language bachelor's degree consortium. The faculties from various institutions are convening to draft a common curriculum later in February. This curriculum will come back to each university for approval. The organization of the program is similar to the WebBSIT arrangement, but is anticipated to serve Armstrong students better.

We received a small grant to enroll faculty in prior learning assessment (PLA) online courses in order to understand the strengths and weaknesses of various PLA options. PLA is an umbrella term for mechanisms for awarding credit when students have demonstrated competency in student learning outcomes associated with particular classes. CLEP exams are probably one of the best known PLA options. Other credit by exam options include AP tests, IB course exams, SAT II subject tests, DANTES Subject Standardized Tests, and Excelsior College Examinations. Another option is to develop Challenge Exams. Challenge exams are constructed by faculty in lieu of proprietary tests where students may earn college credit for meeting faculty determined criteria. Another option is to have students develop portfolios that address faculty determined student learning outcomes in order to earn credit. Degree completion programs often use licensure exam success as a measure for awarding credit.

The adult learning consortium asks us to consider expanding our PLA options because they believe that adult learners often come to universities having already achieved certain learning outcomes and only need the chance to demonstrate competency. The ability to gain college credit through PLA options will likely move adult learners through college faster and help us achieve Complete College Georgia goals of retention, progression, and graduation.

2012-2013 Cohort: Trish Holt (COE, Adult Education), Dennis Murphy (CLA Criminal Justice), Joy Reed (CST, Computer Science), Christine Moore (CHP, Respiratory Therapy), and Greg Anderson (Orientation and Advising).

2013-2014 Cohort: Barbara Hubbard (COE, Childhood Education), Matthew Draud (CST, Biology), Thomas Murphy (CST, Engineering), Sara Plaspohl (CHP, Public Health), Maya Clark (CHP, CSDS), Catherine Gilbert (CHP, Nursing), Carol Benton (CLA, Music), June Hopkins (CLA, History), Beth Howells (CLA, English), Melanie Link-Perez (CST, Biology), and Nancy McCarley (CST, Psychology).

Recommendations seeking feedback:

- **PLA Cap:** Currently, Armstrong does not have a cap on the number of credits one can earn through PLA options. We recommend a cap of 45 credit hours. Some of our degree completion programs already award 33 hours of PLA (e.g., RN to BSN program). It is recommended that department heads review PLA opportunities periodically.
  - Catalog entry: **Prior Learning Assessment Credit Hour Cap:** Students may only use up to 45 credit hours earned through PLA options for degree requirements.
- **Department Challenge Exams:** We recommend that where we don't have CLEP or other credit by exam options departments use exams constructed by faculty to determine if SLOs have been met. A modified comprehensive exam is one such model. One such test might be a GA history exam for transfer students who completed an American government course, but often take HIST/POLS 1100 to complete the core and legislative requirements. Departments construct and control Challenge Exams. They could be administered for a fee through the testing center.
  - Catalog Entry: **Department Challenge Exams:** These exams are comprehensive exams that determine whether or not a student has met the same learning outcomes required of any student who received a passing grade in a course. These exams may include oral presentations or demonstrations. These exams are available only for specific courses for which there is no CLEP test available, for students who have experience and learning in a specific field. Students passing this type of exam would receive K credit for a course. The authority to determine whether a challenge exam option is viable for a course rests with the department who teaches that course. Challenge exams are not appropriate for all courses
- **Transferring Transcribed PLA from other ALC institutions:** We recommend that if an ALC institution has evaluated PLA to be equivalent to one of their courses and we have an articulation agreement for those courses, then Armstrong should also award credit for those courses if we accept the student as a transfer student. For example, if a Valdosta student completes a CLEP test in humanities and it is transcribed as their ART 1100 (Introduction To The Visual Arts) course and that student transfers to Armstrong, then we shall give CLEP credit for ARTS 1100 (Art Appreciation) in a consistent manner to our articulation agreement with Valdosta courses without having the student resending the official test scores which would require reevaluation. Transferring K credit would include credit earned through portfolios under the ALC condition that portfolios are not used when credit by examination is available. Department heads retain the

authority to disallow the transfer of transcribed PLA credit if the sending institution did not follow ALC guidelines and agreements.

- Catalog Entry: **Transferring Transcribed PLA Credit:** Armstrong will accept K credit earned through prior learning assessment from other Adult Learning Consortium members as long as the course meets a core requirement or is accepted through an articulation agreement. This includes K credit earned through portfolios as long as the institution follows the Adult Learning Consortium stipulation to use credit by exam instead of portfolios whenever that option is available.
- **Accepting all CLEP tests:** We recommend accepting more CLEP results of 50+ for ELEC credit. Armstrong doesn't accept all CLEP tests because we don't have equivalent courses, but in one case we allow ELEC credit to be awarded (American Government) based on the American Council of Education recommended criteria of 50 on CLEP exams for the awarding of college credit. There are several additional CLEP tests not in our catalog. A Score of 50+ could be used to attain ELEC credit much like transfer courses that don't have any equivalents at Armstrong. Department heads notify the Catalog Coordinator with score changes.
- **Developing Portfolio Evaluation Expertise:** Once a department has identified a course as being appropriate for a portfolio option, it must develop student learning outcomes consistent with the course description. It would also be helpful to provide examples of evidences for demonstrating student learning. It is the student's responsibility to produce adequate documentation. All students are required to take a PLA course before submitting a portfolio for evaluation and credit.
  - Course creation:
 

PLAX 2000 Prior Learning Documentation	2 – 0 – 2
Prerequisite: Permission of the instructor.	
Techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained. Graded "Satisfactory" or "Unsatisfactory."	

REQUESTED Effective Term: Fall 2014

CURCAT:

Major Department: College of X

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: S/U

Instruction Type: Lecture

Course Equivalent: none

Rationale: The Adult Learning Consortium and eMajor programs ask us to expand our Prior Learning Assessment (PLA) options; they believe that adult learners frequently come to universities already having achieved certain learning outcomes and only need the chance to demonstrate course competencies. PLA options include, but are not limited to, CLEP, credit by departmental examination, advanced placement credit, International Baccalaureate credit, and portfolio assessment. The ability to gain college credit through PLA options will facilitate adult learners' progress through college and help us achieve Complete College Georgia goals of improving retention, progression, and graduation rates.

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Consider the proposed course with the following policy guidelines for implementation:

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  - When credit by exam is available, then portfolio is not an option
  - Portfolio option is available only when approved by department:
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    - If course and SLOs are not approved a priori, student must request option from faculty/department two semesters prior to grades due date
  - Portfolios may be submitted only after successful completion of PLAX 2000
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  - Students shall be charged a \$250 fee for each 3 credit submission where \$200 goes to the faculty member and \$50 to the institution
  - Awarded K credit

- Valdosta's PLA 2000 course: Valdosta's PLA 2000 course is to be available to Armstrong students through the GoView system once Armstrong approves of this option for the Armstrong catalog.
- Proposed catalog entry:
 

**Prior Learning Assessment (PLA):** PLA is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed. This assessment determines whether academic credit will be awarded at Armstrong. The university works with students from diverse backgrounds to evaluate their prior learning and determine if it is commensurate with the standards and requirements of college-level learning. A total of 45 (proposed cap) semester hours can be earned through any combination of CLEP, credit by departmental examination, portfolio assessment, International Baccalaureate credit, and advanced placement credit. For more information about PLA at Armstrong, consult the PLA website at <http://www.Armstrong.edu/PLA/> (to be constructed).

**Portfolio Assessment:** Students use the PLA portfolio development process to document their prior learning. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience; it must also identify the particular learning outcomes.

If prospective students have other learning experiences that may fit courses not served by departmental examination or by national standardized examination, they may be advised to consider prior learning assessment by portfolio. Students will then be advised to sign up for the PLA Documentation course (PLAX –Prior Learning Documentation). This course is the method by which students will develop documentation for the courses for which they hope to earn PLA credit. The PLA Documentation Course is a two credit-hour course and is taught by a PLA trained faculty member. In this course, students will learn how to develop the appropriate documentation sets for the classes for which they wish to seek credit. By the end of the semester, they should have materials ready to submit to faculty assessors from the program in which they are seeking credit. Students should be aware, however, that some courses are not available for portfolio assessment regardless of documentation. Individual departments determine which courses, if any, are available for PLA credit by portfolio.

Examples of courses that faculty recommended as good candidates for PLA portfolio options:



- CLA: CRJU 2200 - Criminal Investigation
  - COURSE DESCRIPTION: This course covers the fundamentals of criminal investigation including the gathering of investigative information from victims and witnesses, the search and recording of crime scenes, and the principles involved in collecting and preserving physical evidence. There is a strong emphasis on investigative policies, procedures, and practices that are necessary and essential to secure the truth within today's legal climate.
- CST: CSCI 1301 - Introduction to Programming Principles
  - COURSE DESCRIPTION: Overview of computers and programming. Fundamentals of structured computer programming; primitive data types, expressions, control statements, methods, arrays, searching, sorting; debugging techniques; introduction to algorithm analysis.
- CST: BIOL 3150 - Horticulture
  - Basic gardening principles with emphasis on plant growth and development as responses to environmental conditions; plant classification, growth and development, environment, propagation, disease, pest control.
- CHP: RESP 2110 - Medical Terminology
  - COURSE DESCRIPTION: The language of medicine and health care: word construction, definitions, spelling, abbreviations, symbols and information technology systems. Development of ability to comprehend and discuss medical records and professional journals. Development of effective written and oral communication skills.
- CST: NURS 3304: Professional Nursing Practice
  - COURSE DESCRIPTION: Theoretical concepts for the foundation of professional nursing
- COE: EDUC 2110 – Investigating Critical and Contemporary Issues
  - COURSE DESCRIPTION: Overview of the critical and contemporary issues facing the field of professional educators, including social and political contexts of educational settings in Georgia and the US.
- **International Baccalaureate Credit**
  - From catalog: International Baccalaureate Diplomas and Certificates  
Students who have participated in International Baccalaureate Programs in their high schools are welcomed at Armstrong Atlantic State University. In many circumstances, we are able to award college credit for exemplary performance in IB courses. If the student did not earn an International Baccalaureate Diploma but did earn a certificate in one or more higher level International Baccalaureate

(IB) courses, we award specific course credit as described on the following schedule, up to a maximum of 24 semester hours

- Currently we have 10 Armstrong courses linked to IB scores. We'll be updating our IB acceptance policy by asking department heads to revisit IB course descriptions/tests so that more equivalencies are explicitly stated.

- **College Credit for Military Experience and Training**

- From catalog: As an institutional member of the Servicemembers Opportunity Colleges Consortium, Armstrong Atlantic State University provides service members with an option to petition for credit for military training. Eligible service members may be awarded a three-semester-hour physical activity credit (PEBC 2001) upon receipt of official documentation. Students must complete the required request form within their first semester of enrollment at Armstrong. Students should submit official documentation of successful completion of military basic training (DD-214, JST or Community College of the Air Force transcript) with the required request form to the Veterans Affairs office. Additional academic credit for military education may be granted for highly specialized academic training (e.g., foreign language schools) if applicable to the service member's degree program. Adequate documentation must be provided by the student and accompany each request.
- Currently we give credit MILS credit which satisfies PE and open electives, and we create equivalencies with Armstrong courses through military transcripts on an as requested basis.
- Our goal is to create more equivalencies and publish them.
- Portfolios will likely be helpful to military students have can document the majority of SLOs met through a military transcript, but need to demonstrate mastery of additional SLOs.

# Armstrong

## Graduate Affairs Committee

Burnett Hall Board Room

Minutes: March 4, 2014

**PRESENT:** Joey Crosby (chair), Chris Hendricks, Patricia Holt, Anne Katz, Anita Nivens, Sara Plaspohl, Regina Rahimi, Bryan Riemann, Daniel Skidmore-Hess, Patrick Thomas, Anne Thompson, Teresa Winterhalter, John Kraft (*ex officio*), David Ward (*ex officio*), Yvette Upton (*ex officio*), Austin Deray (*ex officio*)

**GUEST:** Jill Bell

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- I. **Call to Order.** The meeting was called to order at 2:32 p.m. by Dr. Joey Crosby.
- II. **Minutes of February 4, 2014.** The minutes were approved by email on February 7, 2014.
- III. **Committee Reports**
  - A. **Graduate Faculty Status** (see Attachment 1)

The committee accepted the report of the Graduate Faculty Status Committee as presented.

Dr. Skidmore-Hess reported that the Graduate Faculty Status Committee (GFSC) will be meeting within the month to talk about changing/amending membership criteria for non-temporary non-tenure track instructors and lecturers. He will bring GFSC feedback to the next Graduate Affairs Committee meeting.
  - B. **Graduate Curriculum** (see Attachment 2)

The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.
- IV. **GSCC**

Mr. Deray reported that monies were reallocated in order to fund the final six travel requests. This leaves \$200-\$300, which has been allocated for the hooding ceremony and graduate appreciation week. This reallocation was possible by cutting back on the food and drinks for the hooding ceremony. There will be a light reception instead. He also reported that a photographer will be coming to

the hooding ceremony to take pictures. The keynote speaker will be Paul Pressly.

It was noted that 3 of the 4 current GSCC executive board members are leaving after this semester. Two are graduating and one will be doing clinical rotations.

**V. John Kraft**

**A. Catalog language: Residence Requirements and Transfer Credits follow-up (see Attachment 3)**

Dr. Kraft distributed the proposed language and the old language. The single proposed paragraph would replace the two older paragraphs. The new paragraph includes certificates, clarifies the expiration date of transfer courses, and added some language to make the policy more explicit. The wording is particularly important in order to be in compliance with SACS rules.

It was moved and seconded to accept the proposed language. The motion carried.

**VI. Jill Bell**

Ms. Bell reported that work continues on the online graduate application. We are currently working with Ellucian to address some quirks in the application. Ms. Bell is also working with ITS to get the graduate application paperwork online in PDF form, along with a spreadsheet for ease of viewing.

Paperwork for the Communication Sciences and Disorders program has been coming in late due to some changes. It is being sent to Dr. Maya Clark for decision on how to handle it.

Mr. Deray reported that some graduate assistants were confused about their payroll schedule, even though the information is in the contract. Dr. Kraft said he would work with Carol Cox on improving communication of this information.

**VIII. Adjournment.** The next meeting will be held on April 1. The meeting was adjourned at 2:47 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Coordinator of Faculty Information and  
Graduate Catalog Editor

# Armstrong

## Graduate Faculty Status Committee Report: February 4, 2014

**Members:** Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

The committee recommends approval of the following applications for graduate faculty status:

### Full

Felix Hamza-Lup	Computer Science and Information Technology	initial at this level
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### Associate

Nalanda Roy	Criminal Justice, Social and Political Science	initial
Allison Belzer	History	reappointment

### Temporary

June Erskine	Childhood and Exceptional Student Education	reappointment
Charles Roessing	Health Sciences	reappointment
Julie Olsen	Professional Communication and Leadership	initial
Shawndra Russell	Professional Communication and Leadership	initial

Respectfully submitted,

Daniel Skidmore-Hess, Chair

# Armstrong

## GRADUATE CURRICULUM COMMITTEE

University Hall 282

Minutes, February 19, 2014

**PRESENT:** Michael Benjamin, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Teresa Winterhalter (Chair), Phyllis Fulton (Catalog Editor)

**ABSENT:** Felix Hamza-Lup

**GUESTS:** Cynthia Bolton, Patrick Thomas

**CALL TO ORDER.** The meeting was called to order at 2:01 p.m. by Dr. Teresa Winterhalter.

**APPROVAL OF MINUTES.** The minutes of January 22, 2014 were approved as presented.

### ITEMS

#### I. College of Education

##### A. Adolescent and Adult Education

*Item 1 from the Department of Adolescent and Adult Education was discussed and approved by the committee.*

##### 1. Modify the following Program of Study:

Master of Education in Adult Education and ~~Community Leadership~~ Human Resource Development

##### Program of Study

##### A. Adult Education Core (18 hours)

ADED 7100 History & Theory of Literacy and Adult Education	3
ADED 7110 Psychology of the Adult Learner	3
ADED 7120 Program Planning and Evaluation	3
<del>ADED 7130 Cultural Diversity in Adult Education</del>	<del>3</del>
<del>ADED 7160 Community Development &amp; Personal Leadership</del>	<del>3</del>
ADED 7170 <del>Research &amp;</del> Grant Writing in Adult Learning	3
<u>ADED 7180 Cultural Diversity and Community Development</u>	<u>3</u>
<u>FOUN 7060 Educational Research</u>	<u>3</u>

**B. Specialized Content (12 9 hours)****Human Resource Development**Human Resource Development Area of Specialization

HRDV 7400 Human Resource Development Theory &amp; Practice 3

HRDV 7410 Organizational Theory &amp; Practice 3

HRDV 7420 Management &amp; Leadership Behavior 3

HRDV 7430 The Structure of the Human Resource Framework 3**Or****Literacy Education**~~ADED 7200 Theory of Adult Literacy 3~~~~ADED 7210 Communication Skills in Low Literacy Adults 3~~~~ADED 7220 Literate Communities 3~~**Or****Technology-Based Learning**~~ADED 7300 Instructional Technology Theory and Practice 3~~~~ADED 7310 Online Learning Environment 3~~~~ADED 7320 Multimedia Design 3~~**C. Capstone (3 hours)**

ADED 7500 Workplace Application 3

**TOTAL****30-33 hours**

Special topics courses or courses transferred from another graduate institution may be used to satisfy specialized content or elective requirements, if approved by advisor.

Rationale: This revised program of study better reflects what is stated in the CPAE standards as needing to be included in a Master's Level Adult Education program.**REQUESTED Effective Term: Fall 2014**

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions (no items)

**III. College of Liberal Arts**

A. Art, Music, &amp; Theatre (no items)

## **B. Criminal Justice, Social and Political Science**

*Items 1-4 from the Department of Criminal Justice, Social and Political Science were discussed and the graduate portions were approved by the committee. The undergraduate portions were previously approved by the University Curriculum Committee.*

**1. Create the following course:**

**POLS 5570U/G Politics & Security in Southwest Asia 3-0-3**

**Undergraduate Prerequisites: HIST 1111 or HIST 1112 or POLS 2100 or HIST 1100 or POLS 1100 or POLS 1150 or POLS 2200 or POLS 2290**

**Graduate Prerequisites: none**

**Description: An in-depth understanding of the political and security challenges confronting Southwest Asia (Pakistan, Afghanistan, India) and how those challenges affect global security.**

Rationale: Expand/create course offerings in international affairs area consistent with expertise of new tenure track faculty member and program development needs. There will be additional research requirements for graduate level credit.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Criminal Justice, Social and Political Science**

**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:**

**POLS 5410U/G Asia and the United States 3-0-3**

**Undergraduate Prerequisites: POLS 2100 or HIST 1100 or POLS 1100 or POLS 1150 or POLS 2200 or POLS 2290**

**Graduate Prerequisites: none**

**Description: How the U.S. and Asian countries grapple with key issues facing the world today such as trade, security, and environment.**

Rationale: Expand/create course offerings in international affairs area consistent with expertise of new tenure track faculty member and program development needs. There will be additional research requirements for graduate level credit.

**Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Criminal Justice, Social and Political Science**



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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: none**

**3. Create the following course:**

**POLS 5120U/G Asian Regional Security**

**3-0-3**

**Undergraduate Prerequisites: POLS 2100 or HIST 1100 or POLS 1100 or POLS 1150 or POLS 2200 or POLS 2290**

**Graduate Prerequisites: none**

**Description: Applies international relations theory and conceptual frameworks to a broad discussion of regional policy with a focus on the changing role of China.**

Rationale: Expand/create course offerings in international affairs area consistent with expertise of new tenure track faculty member and program development needs. There will be additional research requirements for graduate level credit.

**REQUESTED Effective Term: Fall 2014**

**CURCAT:**

**Major Department: Criminal Justice, Social and Political Science**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: none**

**4. Modify the following course:**

**POLS 5460U/G ~~GOVERNMENTS~~ POLITICS OF EAST ASIA**

**3-0-3**

**Prerequisites: POLS 2100 or HIST 1100 or POLS 1100 or POLS 1150 or POLS 2200 or POLS 2290**

**Graduate Prerequisites: none**

~~Description: Comparative examination of the contemporary political institutions, processes, and ideas of the Peoples Republic of China, Japan, and two Koreas. Emphasis on historical, social, cultural, and contemporary issues. Primer on the history, nationalism, political institutions, maritime disputes and economic development of Southeast and East Asia. Offers a comprehensive and integrated introduction to the present problems and issues of the region.~~

Rationale: Expand/create course offerings in international affairs area consistent with expertise of new tenure track faculty member and program development needs. There will be additional research requirements for graduate level credit.

**REQUESTED Effective Term: Fall 2014**

- C. Economics (no items)
- D. Gender and Women's Studies (no items)
- E. History (no items)
- F. Languages, Literature, & Philosophy (no items)
- G. Professional Communication and Leadership (no items)

IV. College of Science and Technology (no items)

**ADJOURNMENT.** The meeting was adjourned at 2:04 p.m.

Respectfully submitted,

Phyllis L. Fulton  
Catalog Editor

Proposed Language:

Transfer and Armstrong Course Credit toward a Program of Study:

A maximum of six semester hours of credit may be accepted for the program of study from credit completed at another regionally-accredited institution, if approved by the program director. An additional six semester hours may be approved by the program director and dean. Only courses with a grade of B or better will be accepted. These transfer credits are in addition to semester hours which may be taken from approved courses at Savannah State University and at other institutions as part of collaborative arrangements in conjunction with approved external degree programs. Transfer courses completed seven years prior to the degree conferral will not be counted toward the completion of the program of study. In no case will it be acceptable to graduate with a degree or certificate from Armstrong where less than 33% of the program of study credit is awarded by Armstrong, in accordance with SACSCOC's Comprehensive Standard 3.6.3 and Policy on Collaborative Academic Arrangement.

**Commented [AASU1]:** A practice made explicit

**Commented [AASU2]:** Consistent with time limitation policy (7 years)

**Commented [AASU3]:** Adds certificates to policy

**Commented [AASU4]:** SACS policy

Old Language:

Residence Requirement for Degrees

A minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off-campus, including courses offered through the Area Teacher Education Services. Armstrong courses taken off-campus as part of an approved external degree program are considered to have been completed in residence.

Graduate Transfer Credit

A maximum of six semester hours of credit may be accepted for the program of study from credit completed at another regionally-accredited institution. This is in addition to semester hours which may be taken from approved courses at Savannah State University. This is also in addition to courses taken at other institutions as part of collaborative arrangements in conjunction with approved external degree programs. Decisions regarding acceptability of credit will be made at the program level. Only courses with grades of B or better will be accepted

## Faculty Senate Resolution: Deferred Action Status for Undocumented Students

Be it resolved that the Faculty Senate recommends that Armstrong Atlantic State University grant undocumented students with Deferred Action in-state tuition in accordance with Georgia Regents Policy Manual 4.3.4 (Verification of Lawful Presence).

### *Policy 4.3.4:*

*Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in [Section 7.3](#) of this Policy Manual, and of every person admitted to an institution referenced in [Section 4.1.6](#) of this Policy Manual.*

### *Section 7.3.1.1:*

*In-State Tuition shall be defined as the rate paid by students who meet the residency status requirements as provided in [Section 4.3](#) of this Policy Manual.*

### Rationale:

According to the Department of Homeland Security: As of January 18, 2013

“An individual who has received deferred action is authorized by the Department of Homeland Security (DHS) to be present in the United States, and is therefore considered by DHS to be lawfully present during the period deferred action is in effect;” thus, the requirements for lawful presence put forth under Policy 4.3.4 by the Board of Regents, Verification of Lawful Presence, are met. Undocumented students, with Deferred Action, should then, be allowed to pay in-state tuition at Armstrong Atlantic State University in accordance with Board of Regents Policy.

The Board of Regents states that “any student requesting to be classified as an in-state student for tuition purposes will be required to provide verification of their lawful presence in the United States in order to be classified as an in-state student.” In order to verify lawful presence, the Board of Regents, on its website under its FREQUENTLY ASKED QUESTIONS section states that:

“There are a number of ways for a student’s lawful presence in the United States to be verified. In some instances, the student will not need to submit any additional documentation. For example, if the student completes the Free Application for Federal Student Aid (FAFSA), and the U.S. Department of Education determines that the student is eligible to receive federal student aid, then the student may not need to submit additional documentation as the U.S. Department of Education verifies lawful presence before awarding aid.”

In other situations, a student may need to provide documentation of lawful presence, such as a copy of their U.S. birth certificate (certified copy), Georgia driver’s license (issued after January 1, 2008), United States passport, or Permanent Resident Card, as proof of lawful presence. Students should contact their college or university to learn more about what documentation they may need to submit.” Thus, by Board of Regents policy, undocumented students with Deferred Action are entitled to receive in-state tuition at Armstrong Atlantic State University.

Additional reference points:

<http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/frequently-asked-questions>

[http://www.usg.edu/student\\_affairs/students/verification\\_of\\_lawful\\_presence](http://www.usg.edu/student_affairs/students/verification_of_lawful_presence)

Georgia Board of Regents Policy Manual Section 4.3

#### *4.3 Student Residency*

##### *4.3.1 Out-of-State Enrollment*

*Each USG institution is required to file an annual report detailing the number of out-of-state students enrolled during the previous academic year (BoR Minutes, April, 1995, p. 21*

##### *4.3.2 Classification of Students for Tuition Purposes*

###### *4.3.2.1 Description of Terms Used in the Policy*

*Terms used in the Tuition Classification Policy not found below can be found in the Glossary of Terms for Classification of Students for Tuition Purposes.*

###### *Dependent Student*

*An individual under the age of 24 who receives financial support from a parent or United States court appointed legal guardian.*

### *Emancipated*

*A minor who, under certain circumstances, may be treated by the law as an adult. A student reaching the age of 18 shall not qualify for consideration of reclassification by virtue of having become emancipated unless he/she can demonstrate financial independence and domicile independent of his/her parents.*

### *Independent Student*

*An individual who is not claimed as a dependent on the federal or state income tax returns of a parent or United States court appointed legal guardian, and whose parent or guardian has ceased to provide support and rights to that individual's care, custody, and earnings.*

#### *4.3.2.2 United States Citizens*

##### *Independent Students*

*An independent student who has established and maintained a domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term shall be classified as in-state for tuition purposes.*

*No student shall gain or acquire in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.*

*If an independent student classified as in-state for tuition purposes relocates out of state temporarily but returns to the State of Georgia within twelve (12) months of the relocation, such student shall be entitled to retain his/her in-state tuition classification.*

##### *Dependent Students*

*A dependent student shall be classified as in-state for tuition purposes if such dependent student's parent has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term and:*

- 1. The student has graduated from a Georgia high school; or,*
- 2. The parent claimed the student as a dependent on the parent's most recent federal or state income tax return.*

*A dependent student shall be classified as in-state for tuition purposes if such student's United States court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term, provided that:*

- 1. Such appointment was not made to avoid payment of out-of-state tuition; and,*
- 2. The United States court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term.*

*If the parent or United States court-appointed legal guardian of a dependent student currently classified as in-state for tuition purposes establishes domicile outside of the State of Georgia after having established and maintained domicile in the State of Georgia, such student may retain his/her in-state tuition classification so long as such student remains continuously enrolled in a public postsecondary educational institution in this state, regardless of the domicile of such student's parent or United States court-appointed legal guardian.*

#### *4.3.2.3 Non-Citizens*

*A non-citizen student shall not be classified as in-state for tuition purposes unless the student is legally in this state and there is evidence to warrant consideration of in-state classification as determined by the Board of Regents. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title*

*IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification.*

*International students who reside in the United States under non-immigrant status conditioned at least in part upon intent not to abandon a foreign domicile shall not be eligible for in-state classification.*

#### *4.3.3 Tuition Differential Waivers*

*See Section 7.3.4 of this Policy Manual for instances in which an institution may waive the differential between in-state and out-of-state tuition.*

#### *4.3.4 Verification of Lawful Presence*

*Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in Section 7.3 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of this Policy Manual.*

To: Wayne Johnson, Secretary to Faculty Senate

From: Caroline Hopkinson, Secretary to Faculty Welfare Committee

Re: Final version of Part Time Faculty Salary Bill

Date: March 7, 2014

Faculty Senate Bill to create a taskforce on Part Time Faculty Compensation, 2014

### Background

During November 2013 the President of the Faculty Senate William Baird, in response to general concern over the issue, asked the Faculty Welfare Committee review with a view to revisiting it as a Bill the *Faculty Senate Resolution 017.10/11: The Part time Salary Study*, approved by the Faculty Senate on May 2,

2011. <http://www.armstrong.edu/images/FSR%20017.pdf?AASUSTID=e0604e8dc512181c4550d6b8a18f47f5>

After consulting the Office of Institutional Research and reviewing previous salary studies for full time faculty, the Faculty Welfare Committee found that no study of part time faculty salaries has been made since 2011.

Part time salaries at Armstrong have not changed since 2010, except that in 2014 part time instructors who teach fully online courses are compensated at a rate higher than all others, \$3,600 per course.

Georgia Southern University continues to offer \$1,000 per credit hour as their mode for part time faculty, according to Virginia Samiratedu, Academic Fiscal Affairs Officer at Georgia Southern (personal communication, February 2014.) . At University of South Carolina at Beaufort, \$2,000 per course is advertised as their minimum for all positions (Website). Armstrong's top pay rate, for faculty with 29-36 years of experience, is \$2,800 per course at present.

The Committee conducted an informal survey of Department Heads in Biology, Mathematics, Languages, Literature and Philosophy, History, and Fine Arts during February 2014. All Department Heads surveyed stated that they believed the compensation rate for part time faculty is too low. Department Heads in Mathematics and Biology responded "Yes" to the question, "In your experience/opinion has Armstrong's salary for part time faculty has caused your department difficulty recruiting part time faculty?" Specialists in the humanities are more available. Dept Head David Wheeler added, "Hiring them in foreign languages or philosophy, however, is much more difficult. Other universities pay



better, and so do private high schools. Retaining part-timers in all fields is difficult. When they get something better, they jump ship here.” (e-mail, 2/25/2014).

Bill

Based on the persistence of compensation problems discussed in the 2011 resolution and the difficulty Armstrong Department Heads face recruiting and retaining part time faculty in some disciplines, the Faculty Welfare Committee recommends the following to the Faculty Senate:

It is the belief of this faculty, in fairness to our colleagues and to better recruit faculty to teach part time at Armstrong, that the salary rate for part time faculty should be increased and competitive with that of peer institutions. To that end, the Office of the Provost will form a taskforce comprised of appropriate administrators, representatives from the Faculty Senate and representatives from Armstrong’s part time faculty. Their charge, to recommend a competitive and fair rate of compensation for part time faculty and to make any other recommendations necessary in order to achieve that rate of compensation for Armstrong’s part time faculty.

**Faculty Senate Bill: Creation of the Student Research and Scholarship Council**

Each year, the Associate Provost for Student Engagement and Success and the coordinators of undergraduate research from the College of Science and Technology and the College of Liberal Arts will call for faculty volunteers from all four colleges to serve on the Student Research and Scholarship Council which will be responsible for running the Student Scholars Symposium and distributing undergraduate research grants to students. If possible, the committee shall be comprised of an equal number of faculty members from each college. Student members from SGA and GSCC will also be encouraged to join. The Associate Provost for Student Engagement and Success will serve as an ex-officio, non-voting member of the committee.

## **Senate Bill: Creation of the Faculty Research, Scholarship, and Awards Committee**

This committee will replace the functions of the Faculty Development Committee

**Name:** Faculty Research, Scholarship, and Awards Committee

### **Membership:**

Membership to consist of the following ex-officio, non-voting members: Director of Faculty Development and the Director of Grants & Sponsored Programs.

**Voting Members** shall be made up of 2 members from each college, selected by the Deans of each college. It is recommended that the Deans select one faculty with a distinguished record of scholarship and one faculty with a distinguished record in teaching.

**Additional members** will include the appointed Teaching Fellows for the current and previous year.

**Terms:** Terms shall be 2 consecutive years (with option for one renewal)

**Meetings:** The committee shall meet no less than 2 times each academic year.

**Reporting:** The Faculty Research, Scholarship, and Awards Committee will send all reports and recommendations to the Provost

### **Duties of the Director of Faculty Development (DFD) Relative to the Committee:**

- i. No later than one month prior to the start of each Fall term, the DFD shall send out a call to all Deans for appointments, as needed to fulfill the membership requirements set forth above.
- ii. The DFD shall be responsible for calling the initial meeting within the first two months of each Fall term.
- iii. At the first meeting of the Fall term, the DFD will initiate a call for nominees and election of a chair and vice chair to serve through the academic year.
- iv. In the event that a College should fail to send forward two members, the DFD shall send out a call for volunteers from the college lacking full membership.

### **Duties of the Committee:**

1. Development of strategies to support faculty scholarship
2. Development of strategies to bring innovation to classroom instruction

3. Support events or programs that encourage interaction among all Armstrong faculty
4. Review all internal grants under the Provost's Office and make recommendation to the Provost
5. Review applications for Advanced Academic Leave and make recommendation to the Provost
6. Review nomination materials for Faculty Awards and make recommendations to the Provost. These Faculty Awards under the purview of this Committee are:  
Distinguished Service to the Discipline and Distinguished Service by a Part-Time Faculty Member.

## **Faculty Senate Bill: Salary Inversion**

### Statement:

We, the faculty of Armstrong Atlantic State University, wish to address the problem of salary inversion. We petition the administration of the university to attend to salary inversion and make corrections when new faculty members are appointed to faculty positions. When salaries are raised for newly hired faculty, we believe that the salaries for existing faculty should be raised commensurately.

### Rationale:

While we applaud the increase of salaries for new faculty as a means of inviting the best candidates to our campus and completing successful faculty searches, we do not feel that it is appropriate to ignore the plight of existing faculty whose salaries are not being raised commensurately. New and inexperienced faculty members should not be compensated at rates that are equal to or greater than existing faculty who have demonstrated and continue to demonstrate excellent teaching, scholarship, service, and commitment to Armstrong. The practice of salary inversion is demoralizing and unfair to the teaching faculty work-force of the university.

## Faculty Senate Bill: Space and Payment Schedule for Part-Time Faculty

We, duly elected senators of the faculty at Armstrong Atlantic State University, request that the President allot a space with computers, a printer, a copier and lockers for exclusive Part-Time Faculty use. Currently, there is not a space where part-time faculty can meet with their students, or use computers that are attached to printers. There is not a space for Part-Time Faculty to safely store students' papers during, and between, semesters. There is not a space for Part-Time Faculty to meet with students for make-up tests. A centrally-located space, such as in the Learning Commons, the Library, or the Student Union recommended for consideration.

Also, currently, Part-Time Faculty do not receive a paycheck until the end of the second month of the semester. This situation makes it is extremely difficult to make ends meet when they do not receive a paycheck for eight weeks. We consequently also request the President to allow for a change in the payment schedule for Part-Time faculty, so they are paid at the end of the first month of the semester.