2-15-2016

Faculty Senate Bill FSB-2016-02-15-01: University Curriculum Committee

Armstrong State University

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Armstrong State University
Faculty Senate Bill FSB-2016-02-15-01:
University Curriculum Committee

Presidential Action

The attached University Curriculum Committee minutes and actions are provided to the University President for approval.

Delivered:

Signature: [Signature] Date: 2/2/16

Approve: [Checkmark]

Disapprove: ___

Remand: ___

Comments: (please attach an additional sheet if necessary)

Please note that all senate action items in the attached UCC minutes were approved, with one minor change. For the College of Education: Childhood and Exceptional Student Education (2nd item), it was noted that ENGL 1101 is a pre-requisite for ENGL 1102, so ENGL 1101 does not need to also be listed as a pre-requisite for EDUC 3150.

Signature: [Signature] Date: 3/21/16

Dr. Linda M. Bleicken, President
Armstrong State University
CALL TO ORDER. The meeting was called to order at 3:00 p.m. by Myka Bussey-Campbell.

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

ITEMS

I. College of Education

A. Childhood and Exceptional Student Education

*Items 1-6 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

1. Create the following course:
   **EDUC 3260 Reading and Writing Personal Narrative**
   Prerequisites: EDUC 3240
   Description: Study and analysis of the process of memoir writing—writing about persons, places, mementoes, crises, and events—in order to work with children and families in community settings. Students will examine published child and teen journals and memoirs and study journaling techniques, as well as ways to use memoir and journal writing as a means of communication and reflection.
Rationale: Child & Family Studies program completers will seek positions working with children, teens, and their families in various community organizations. Personal narrative (journal or memoir) writing can be employed as a valuable tool as their clients attempt to understand, make sense of, and ultimately learn from experiences—present and past; to clarify what they are thinking; to learn to think about problems and issues in new ways; to celebrate and memorialize positive experiences; and to work through sorrow and loss. Writing with groups and sharing memoirs can build strong community among children and adolescents.

Effective Term: Fall 2016

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

2. Create the following course:
EDUC 3150 Applied Technology for a Digital World 3-0-3
Prerequisites: ENGL 1101, 1102
Description: Workplace-oriented course provides hands-on survey of software applications, principles of design and presentation for print as well as internet-based communications; practical experience in constructing persuasive messages for online communication. Overview of search engine optimization and analytics.

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

Effective Term: Fall 2016

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

3. Modify the following program of study:

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

Track 2: Child and Family Studies

B. Major Field Courses .............................................48-54 hours
CEUG 3012 Language Acquisition  
ECUG 3040 Childhood Development from Prenatal Period to Adolescence  
EDUC 3100 Technology Applications for Teachers  
EDUC 3150 Applied Technology for a Digital World  
EDUC 3240 Literature for Children and Adolescents  
EDUC 3260 Reading and Writing Personal Narrative  
EDUC 3300 Educating Students with Disabilities  
EDUC 3750 Community Internship I  
EDUC 4500 Working with Families  
EDUC 4750 Community Internship II  
ENGL 3720 Business and Technical Communication  
PEHM 3090 Basic Games, Dance, and Rhythmic Activities  
PEHM 3200 Motor Development and Learning  
PEHM 4090 Health Education Topics  
PUBH 5500U Nutrition  
SOCI 3150 Sociology of the Family

C. Related Field Courses .............................................126 hours
SOCI 1101 Introductory Sociology (if not taken in Core Area E)  

9-3 credit hours from the following list:
- COMM 3050 Interpersonal and Small Group Communication  
- CSDS 4050 Intercultural Communication  
- HSCP 2000 Ethical Theories/Moral Issues in Health  
- HSCP 4010 Health and Human Development  
- PEHM 3090 Basic Games, Dance, and Rhythmic Activities  
- PSYC 2950 Lifespan Developmental Psychology  
- PSYC 1200 Drugs and Behavior  
- PUBH 5570U Women and Minority Health Issues  
- SOCI 3200 Racial and Ethnic Minorities  
- SOCI 3500 Social Problems  
- THEA 3030 Creative Dramatics and Children’s Theatre

Rationale: Changes to the program of study will better prepare students for careers working with children and families in a variety of human services areas, including non-profit agencies, youth development agencies, church-affiliated social agencies, and government agencies serving families. The program’s purpose is to graduate
students who have acquired the competence to work professionally with children and families and who possess knowledge to be valuable and skilled employees for agencies that serve their constituencies. EDUC 3150 will address the skills needed for employees working within the digital environment; EDUC 3260 will prepare students to use writing as a tool to address family issues. Moving PEHM 3090 from the electives list to the major field courses will better prepare students to work with children in settings outside schools (Girls and Boys Clubs; Girl Scouts; Boy Scouts; Church Education settings; pre-schools, etc.). HSCP 2000, SOCI 3500 are no longer needed as elective course choices.

Effective Term: Fall 2016

4. Delete the following course:
   **EDUC 3200 Curriculum, Planning, and Instruction** 3-0-3
   
   Rationale: The course is being replaced by ECUG 3250.

   Effective Term: Fall 2016

5. Create the following course:
   **ECUG 3250 Curriculum and Assessment** 3-0-3
   
   **Prerequisite:** Admission into candidacy in the College of Education
   
   **Description:** An overview of the best practices associated with the design/planning of curriculum and introduction of assessment, including basic concepts, standardized tests, interpreting/analyzing data, and evaluating instructional impact of student learning.

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

   Effective Term: Fall 2016

**CURCAT:**

Major Department: Childhood and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: EDUC 3200
6. Modify the following program of study:

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

Track 1: Early Childhood Education with Teacher Certification

B. Major Field Courses ........................................ 47 hours
   EDUC 3100 Technology Applications for Teachers
   EDUC 3200 Curriculum, Instruction, and Assessment
   ECUG 3250 Curriculum and Assessment
   EDUC 3300 Educating Students with Disabilities in the General Education
   Classroom
   ECUG 3040 Childhood Development from Prenatal Period to Adolescence
   ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar
   ECUG 3071 Teaching Children’s Literacy
   ECUG 3072 Teaching of Reading
   ECUG 3750 Internship I Pre-Student Teaching
   ECUG 4075 Teaching of Social Studies and Science
   ECUG 4085 Teaching of Mathematics
   ECUG 4090 Classroom Management
   ECUG 4300 Language Arts Assessment and Modification
   ECUG 4750 Internship II Student Teaching

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

Effective Term: Fall 2016

B. Secondary, Adult, and Physical Education

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

1. Modify the grading method for the following course
   SCED 3750 Internship I  0-V-3

CURCAT
   Major Department: Secondary, Adult, and Physical Education
   Can course be repeated for additional credit? No
   Grading Mode: Normal S/U
   Instruction Type: Internship/Practicum
   Course Equivalent: MGSE 3750
Rationale: When the prefix for the MGSE 3750 course was changed to SCED 3750, the grading method changed from its original grading mode of S/U.

Effective Term: Spring 2016

II. College of Health Professions

A. Diagnostic and Therapeutic Sciences

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

1. **Delete the following course**
   MEDT 4000 Directed Study  3-3-1

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

   **Effective Date:** Summer 2016

2. **Create the following course:**
   MEDT 2000 Directed Study  V-V-(1-3)
   **Prerequisite:** Permission by instructor or department
   **Description:** Selected medical technology topics. Credit varies by topic and workload. Offered on demand.

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

   **Effective Date:** Summer 2016

**CURCAT:**
- **Major Department – Diagnostic and Therapeutic Sciences**
- **Can course be repeated for additional credit?** Yes
- **Maximum number of credits:** 3
- **Grading Mode:** Normal
- **Instruction Type:** Directed Study
- **Course Equivalent:** MEDT 4000

B. Health Sciences (no items)
C. Nursing (no items)
D. Rehabilitation Sciences (no items)
III. College of Liberal Arts

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

D. Gender Studies

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

1. Modify the following course:
   **GNST 5000U/G Topics in Gender Studies** 3-0-3
   
   Undergraduate Prerequisites: ENGL 1102 and either GNST 1101, GNST 2101, GNST 2200, or permission of instructor.
   
   Graduate Prerequisite: Permission of instructor.

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

   **Effective Term:** Fall 2016

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

G. Liberal Studies

*Item 1 from the Liberal Studies Program was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

1. Modify the following program of study:

   **PROGRAM FOR THE DEGREE OF BACHELOR OF LIBERAL STUDIES**

   C. **Area of Concentration** ........................................... 42 hours
Track 3: International Affairs
Select one of the following*:
POLS 1150 World Politics
POLS 2290 Foundations of International Relations
*If not taken in the core curriculum or in the Liberal Studies major field courses.

Foreign Language 1001, 1002, 2001 (6-9 hours*)
*If not taken in the core curriculum or in the Liberal Studies major field courses.

Select 15 credit hours from the list below, in at least 3 different disciplines:
CRJU 3120 Illegal Immigration
CRJU 3600 International Crimes
CRJU 5520U Comparative Judicial Systems
ECON 3100 Multinational Economic Enterprises
ECON 3200 International Trade
ECON 3460 Economics of Immigration
ECON 4310 International Finance
ECON 4330 International Economics
ECON 4400 Seminar in the Third World Economic Development
ECON 4450 Comparative Economics
EURO 3990 Topics in European Union Studies
EURO 4500 Seminar in European Union Studies
ENGL 5200U Postcolonial Literature
ENGL 5215U Literature of the Non-Western World
GEOG 5550U Geography of South Asia
HIST 3100 History of Latin America to 1850
HIST 3110 History of Latin America Since 1850
HIST 3150 History of Africa to 1800
HIST 3160 History of Africa Since 1800
HIST 3200 Traditional China
HIST 3210 Modern China
HIST 3220 History of Japan
HIST 3225 History of the Ancient Near East
HIST 3230 History of Middle East
HIST 3300 Modern Russia
HIST 3330 Modern Germany
HIST 3360 Modern East Central Europe
HIST 3390 Modern France
HIST 5100U Topics in Latin American History
HIST 5150U Topics in Middle Eastern History
HIST 5200U Topics in African History
HIST 5250U Topics in Asian History
HIST 5300U History of Russian and Soviet Foreign Policy
HIST 5480U Topics in European History
HIST 5490U Topics in European Intellectual and Cultural History
HIST 5500U Topics in British History
HIST 5540U Topics in U.S. Foreign Relations
LWSO 4172 Terrorism and National Security Law
PHIL 3200 Technology, Society, and Human Values
POLS 3340 Politics and Ideology in Contemporary Europe
POLS 4172 Terrorism and National Security Law
POLS 4200 Independent Study in International Relations
POLS 4400 Independent Study in Comparative Government
POLS 5140U Asian Regional Security
CRJU 5130U/POLS 5130U Political Terrorism
POLS 5210U International Law
POLS 5220U Theory of International Relations
POLS 5250U International Organizations
POLS 5260U Media and Politics in Latin America
POLS 5290U American Foreign Policy
POLS 5300U Marxism, Socialism, and Democracy
POLS 5410U Asia and the United States
POLS 5420U Politics of the Middle East
POLS 5430U African Politics
POLS 5440U Latin American Politics
POLS 5450U Political Sociology of Nationalism
POLS 5460U Politics of East Asia
POLS 5490U Russian Politics Political Transformation of the Former Soviet Union
POLS 5510U Third World National
POLS 5520U Comparative Judicial Systems
POLS 5530U Global Environmental Politics
POLS 5550U Insurgency and Counterinsurgency
POLS 5560U Comparative Foreign Policy
POLS 5570U Politics & Security in Southwest Asia
POL S 5580U – Violent Non-State Actors (VNSAs)
SOCI 5450U Political Sociology of Nationalism

15-12-27 credit hours electives

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

Effective Term: Fall 2016

H. Honors Program (no items)

IV. College of Science and Technology (no items)
OTHER BUSINESS

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

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

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

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

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

B. Information Item: BOR votes to remove Core Overlays. See Attachment 2.
Dr. Gajdosik-Nivens reported that the Board of Regents has removed the core overlays. However, we must now transcribe all prior learning from all USG schools. This means we must bring over transcribed credit for CLEP, AP, etc., and accept it even if it does not meet our standards.

C. Information Item: ARTS 4700 and 4710. At the UCC meeting of November 4, 2016, two courses were created: ARTS 4700 Senior Seminar, and ARTS 4710 Senior Portfolio. The Registrar’s Office discovered that ARTS 4700 had been previously used for a course called Senior Portfolio. In consultation with Dr. Tom Cato, it was decided to do the following:
- reactivate ARTS 4700 Senior Portfolio
- update the reactivated ARTS 4700 Senior Portfolio with the prerequisite, description, and CURCAT of ARTS 4710 Senior Portfolio.
- Use ARTS 4710 for the new Senior Seminar class.
- Update occurrences in the programs of study to reflect the changes.

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

It was suggested that maybe the word “credit” should be changed to something else (referring to “research scholar credits) to further remove it from the concept of academic credit, since paid research work can be used to earn this recognition.
ADJOURNMENT. The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee
Dual/Joint-Degree Programs with Other Universities

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

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

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

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

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

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

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

**Wednesday, January 6, 2016**

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<td>9:00 AM Room 8003</td>
<td>1</td>
<td>Graduate Medical Education</td>
<td>9:00 AM</td>
<td>Regent Don L. Waters</td>
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<td>9:30 AM Room 8026</td>
<td>2</td>
<td>Executive &amp; Compensation Committee Meeting</td>
<td>9:30 AM</td>
<td>Chairman Kessel D. Stelling, Jr.</td>
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<td>10:00 AM Room 7007</td>
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<td>Call to Order</td>
<td>10:00 AM</td>
<td>Chairman Kessel D. Stelling, Jr.</td>
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<td>10:00 AM Room 8000</td>
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<td>Invocation/Pledge of Allegiance</td>
<td>10:00 AM</td>
<td>Ms. Sri Rajasekaran, SGA President Georgia Perimeter College</td>
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<td>10:20 AM Room 8000</td>
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<td>Safety Briefing</td>
<td>10:20 AM</td>
<td>Chief of Police Bruce Holmes</td>
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<td>10:35 AM Room 8026</td>
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<td>Approval of November Minutes</td>
<td>10:35 AM</td>
<td>Assistant Secretary to the Board Kimberly Ballard-Washington</td>
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<td>11:50 AM Room 8026</td>
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<td>Lunch</td>
<td>11:50 AM</td>
<td>Regent Sachin Shailendra</td>
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**Track I Committee Meetings**

| Room 8000 | 10 | Academic Affairs | 10:45 AM | Regent Lori S. Durden |
| Room 8000 | 11 | Economic Development | 10:45 AM | Regent W. Paul Bowers |
| Room 8000 | 12 | Organization & Law | 10:45 AM | Regent Larry Ellis |

**Track II Committee Meetings**

<p>| Room 7007 | 13 | Internal Audit, Risk, and Compliance | 10:45 AM | Regent Don L. Waters |
| Room 7007 | 14 | Real Estate &amp; Facilities | 10:45 AM | Regent Sachin Shailendra |</p>
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<th>Tab</th>
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<td>Reconvene</td>
<td>Chairman Kessel D. Stelling, Jr.</td>
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<td>Remarks from Technical College System of GA</td>
<td>Chancellor Henry Huckaby</td>
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<td>Commissioner Gretchen Corbin</td>
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<td>Special Report on Enrollment Analysis</td>
<td>Dr. Steve Wrigley</td>
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<td>Mr. David Tanner, Associate Dir.</td>
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<td>Mr. Matthew Hauer, Public Service Assoc.</td>
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<td>Ethics Training</td>
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<td>Mr. Michael Foxman</td>
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<td>Chancellor’s Report</td>
<td>Chancellor Henry Huckaby</td>
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<td>Committee Reports:</td>
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<td>A. Executive &amp; Compensation</td>
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<td>B. Academic Affairs</td>
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<td>C. Economic Development</td>
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<td>D. Graduate Medical Education</td>
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<td>G. Real Estate &amp; Facilities</td>
<td>Regent Sachin Shailendra</td>
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<td>Unfinished Business</td>
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<td>23</td>
<td>New Business</td>
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<td>Assistant Secretary to the Board</td>
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<td>Kimberly Ballard-Washington</td>
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<td>25</td>
<td>Executive Session</td>
<td>Chairman Kessel D. Stelling, Jr.</td>
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<td>Adjournment</td>
<td>Chairman Kessel D. Stelling, Jr.</td>
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11. **Revision of Board Policies Related to the Core Curriculum (FOR REVIEW ONLY)**

**Revision of Board Policy 3.3.1**

a. Overlay requirements  
b. Transfer policy

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

**Abstract:**

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

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

b. **Credits for Core Curriculum Courses That Do Not Transfer**

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

3.3 Curriculum

3.3.1 Core Curriculum

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A1</td>
<td>Communication Skills</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>Area A2</td>
<td>Quantitative Skills</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>Area B</td>
<td>Institutional Options</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>Area C</td>
<td>Humanities/Fine Arts, and Ethics</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>Area D</td>
<td>Natural Sciences, Mathematics, and Technology</td>
<td>At least 7 semester hours*</td>
</tr>
</tbody>
</table>
|        |                                   | *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling
The specific learning outcomes for areas A through E of an institution’s core curriculum are approved by the Council on General Education.

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

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

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

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

PROPOSED POLICY:

3.3 Curriculum

3.3.1 Core Curriculum

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Social Sciences</th>
<th>At least 6 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

(BoR Minutes, October 2009, October 2014)
College of Science and Technology Transcript Notation for Dean’s Recognition as a Research Scholar

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

Dean’s Recognition as a Research Scholar

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

Undergraduate Research in the College of Science and Technology

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

The requirements are as follows:

Course Work

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

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

Summer Research

Summer research experiences may be counted for credit towards the Dean’s Recognition as a Research Scholar program. (If you are interested in course credit that could be used towards graduation please contact your department head.) Students can receive one research scholar credit for every 95 hours of summer research. Students can request up to three research scholar credits for participation in federally supported programs including NSF REU programs and full-time programs by NASA and NIH. Students intending to make these substitutions should consult with CST’s coordinator of undergraduate research and CST's associate dean to determine how to verify participation in these programs before they apply for this designation.
**Written Product**
A student must prepare a substantial written product from the research in manuscript form that is approved by his/her advisor. If the student is awarded this designation their written product will be published on the CST website. By submitting this application you give the CST permission to publish your paper on the website.

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

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

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

If you have questions please contact:
Associate Dean of CST
Dr. Brent Feske ([brent.feske@armstrong.edu](mailto:brent.feske@armstrong.edu))
or
CST Coordinator of Undergraduate Research
Dr. Scott Mateer ([scott.mateer@armstrong.edu](mailto:scott.mateer@armstrong.edu))
Application for Transcript Notation for the Dean's Recognition as a Research Scholar

Student Information (all information must be typed)

Student Name: ___________________________   Email: _________________________________

Student ID #: ___________________________   Telephone: _______________________________

Major: __________________________________ Est. Graduation Date: ________________

Project Title: ____________________________

Mentor Information

Faculty Mentor: ___________________________   Mentor Dept: ___________________________

Mentor phone: ___________________________   Mentor Email: _________________________

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

1. **Cover Page.** This sheet will serve as the cover page of the application.

2. **Course Work.** Applicant must have a minimum of three research scholar credits for supervised research by a CST faculty member over a minimum of two semesters (summer counts as one semester).

3. **Professional meeting attendance.** Verification that applicant has attended (or will attend before graduation) a state, regional, national, or international conference related to major discipline or research in which peer-reviewed scholarship was presented.

4. **Written Product.** Applicant must prepare and submit a substantial written product from the research in manuscript form.

5. **Presentation.** Applicant must submit evidence of their presentation (or evidence that they will present before graduation).

6. **CV or résumé.**

7. **Faculty Mentor.** I ____________________________ (Faculty signature) confirm that the student’s work on this project produced novel contributions to the discipline, has the potential to be published, and involved scientific iteration and collaboration. I have read the report submitted by the research student and confirm that it is of appropriate format for our discipline and quality for this designation. I give permission for the student’s research paper to be published on the CST website.
Record of: Student Name

Comments:

Dean’s Recognition as a Research Scholar


Immunization: