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Armstrong Faculty Senate Minutes

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April 15, 2013 AASU Faculty Senate Minutes

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Armstrong Atlantic State University
Faculty Senate Meeting
Minutes for April 15, 2013
Student Union, Ogeechee Theater, 3:00 pm

- I Senate President Baird called meeting to order at 3:05pm (see Appendix A).
- II Senate Action
 - A Minutes from March 18, 2013 Faculty Senate Meeting.
 - 1 APPROVED without corrections.
 - B University Curriculum Committee (UCC) Report (Appendix B)
 - 1 All UCC matters were approved without modification.
 - 2 Dr. John Kraft noted that Attachment 5 should not be included in original UCC minutes. An updated version of minutes has been sent for posting online.
 - C Presentation: Restructuring of Student Affairs - Vice President Keith Betts
 - 1 Two changes made to organizational structure without changes in salary/funds:
 - i Director of Student Union and Activities has been changed to become Dean of Student Life. Rationale: Position will be the chief judicial officer and will connect both traditional and non-traditional students
 - ii Assistant Director of Student Union has been changed to Director of Orientation, Civic Engagement, and Student Union, and now reporting to VP of Student Affairs. Rationale: Current position was reclassified since it involved various roles including directing Navigate, student leadership, and volunteerism.
 - a Dr. Tatlock expressed his surprise that the Coordinator of the [Initiative for Civic Engagement](#) was not consulted regarding the naming and role of this position given the possible overlap in duties. Dr. Betts responded that he worked with Human Resources to develop the position and was not informed of any conflicts.
 - D Old Business
 - 1 Outcome of Bills
 - i Update on Mail Opening.
 - a The Office of Business and Finance (OBF) has established a new policy to address issues the opening of faculty mail (Appendix C).
 - b President Baird requested clarification from the timeframe for determining faculty availability. Vice President Carson responded that faculty will be given 3 business days to open their mail. President Baird noted that this new OBF policy is very similar to the policy that the Senate Steering Committee suggested to OBF at a

December 2012 meeting. The original bill is likely to be remanded given this new mail policy.

c Dr. Nordenhaug noted that this policy action should not have taken so long.

d Dr. Hendricks questioned if faculty will be compensated if bills (e.g., subscriptions, membership dues) are late due to OBF processing delays. President Baird thought this may need to be addressed in a follow up senate bill.

e Dr. Nordenhaug questioned if there was any policy in place regarding privacy regarding faculty email. President Bleicken responded by expressing her disapproval of language previously used by OBF in discussing faculty email privacy with Senate Steering Committee members. She assured the senate that the university will not access a faculty member's email without proper and justified reasons to do so.

ii Update on Emeritus Faculty.

a Approval is pending additional reports from the President's Cabinet regarding the impact of approving the bill.

iii Update on Annual Financial Report.

a Bill has been approved (Appendix D).

2 Response from Disability Services

i President Baird ask faculty members to submit any additional issues to the senate in the fall if there where further concerns.

E New Business

1 Resolution Regarding 4/16/2013 Meeting Agenda of BOR (Appendix E).

i President Bleicken indicated that the BOR made an error suggesting that Armstrong should be reclassified as Category 2. The BOR will correct this error.

ii The resolution was moved forward and during discussion a question was asked about the definition of "institutional research". Draft agenda for BOR meeting indicated that institutions such as UGA perform "basic and applied research" and intuitions such as Armstrong perform "institutional research". It is unclear of how or why the BOR has established these definitions.

iii Resolution passed.

2 New Senator Introductions

i List of Faculty Senators for 2013-14 (Appendix F).

ii There will be an orientation for new senators before the first senate meeting in the fall.

F Continuing Business

1 Committee Reports

- i Academic Standards Committee (Appendix G)
- ii Constitution and Bylaws Committee (Appendix H)
 - a Discussion regarding changing student member of Planning Budget and Facilities (PB&F) student member to ex-officio
 - i Dr. Nordenhaug noted that the student member made the motion to be ex-officio because of discomfort in voting on issues beyond their understanding. Dr. Adams noted the potential of losing student input on other committees based on the precedent of this action, but was acceptable in this case since this action as at the request of the student member of PB&F.
 - b Student Success Committee Bylaws changes where approved (Appendix H.1)
 - c PB&F Committee Bylaws changes where approved (Appendix H.1)
- iii President Baird mentioned a request by Armstrong's Registrar to consider removing the process of the Faculty Senate approving the list of graduates each semester. Rationale: The list is often incorrect and updated. He expressed concerns in having this process removed from senate for ceremonial reasons, but did admit that faculty are typically only familiar with graduates from their own department and not others. He suggested that the approval be incorporated into the commencement program since it is more of a symbolic act. The graduation list would still be vetted by department heads as well as the Registrar's office
- iv Committee on Committees (Appendix I)
 - a Presented suggestions for consolidation of senate and standing committees given that some committees rarely meet while others have a large workload requiring several meeting throughout the semester. Also other USG institutions have much smaller committee structures.
 - b The committee asks the faculty senate to consider these suggestions over the summer and will follow up in the fall. Senators are encouraged to send an email to faculty.senate@armstrong.edu if they have ideas of which committees should/should not be consolidated.
 - c It was noted that any committee changes will require significant changes to bylaws and the constitution.
- v Faculty Development Committee (Appendix L)

- vi Student Success Committee (Appendix I)
- vii Planning Budget and Finance Committee (Appendix J)
 - a Comprehensive Salary Analysis (Appendix J.1)
 - i Discussion: Question about who would perform the study. Response: It would involve a faculty member(s) with informational support from the administration
 - ii The bill was passed.
 - b PBF will shift their focus to planning in the upcoming academic year
- viii Faculty Welfare Committee (Appendix M)
 - a Discussion about faculty workload inconsistencies across departments, even within the same college. President Baird suggested that this issue be revisited in the fall. He also clarified that the charge regarding health care coverage was to see if this idea might be considered by other USG schools, leading to an eventual change in BOR policy.

G Other Business

H Senate Information

- 1 A survey will be sent to faculty via email to determine senate priorities for 2013-14 by the start of the fall semester.
- 2 Volunteers are requested for service on the Elections and Constitution and Bylaws Committees.
- 3 Presentations by Testing Services Coordinator candidates will be held soon. More information will be sent via email.
- 4 Dr. Kraft thanked the faculty senate for their work and contributions towards Armstrong's successful SACS accreditation.

III Senate adjourned at 4:10 pm.

Minutes Prepared By:

Wayne Johnson
Austin W. Francis, Jr.

Senate Roster 2012-2013

	No. of Sen.	Senator(s) and Term Year as of 2012/2	Signature	Alternate(s)
Adolescent and Adult Education	2	Regina Rahimi (2)		Rona Tyger
		Ed Strauser (2)		Lynn Roberts
Art, Music, Theatre	3	Angela Horne (2)		Deborah Jamieson
		Stephen Primatec (3)		Mark Johnson
		Pamela Sears (3)		Karl Michel
Biology	3	Traci Ness (1)		Jennifer Broft-Bailey 
		Alex Collier (3)		Sara Gremillion
		Austin Francis (3)		Kathryn Craven
Chemistry, Physics	3	Brent Feske (1)		Brandon Quillian
		William Baird (2)		Jeff Secrest
		Catherine MacGowan		
Childhood and Exceptional Student Education	2	Barbara Hubbard (1)		Patricia Norris-Parsons
		Jackie Kim (3)		Kelly Booksher
Criminal Justice, Social, & Political Science	2	Jose da Cruz (1)		Daniel Skidmore-Hess
		Michael Donohue (2)		Dennis Murphy
Communication Sciences and Disorders	1	Maya Clark (2)		April Garrity
Computer Science and Information Technology	1	Ashraf Saad (1)		Frank Katz
Economics	1	Jason Beck (3)		Yassi Saadatmand
Engineering	1	Wayne Johnson (2)		Priya Goeser
Health Sciences	2	Leigh Rich (1)		Janet Buelow
		Bryan Riemann (3)		Rod McAdams
History	2	Chris Hendricks (1)		Michael Benjamin
		Jason Tatlock (2)		Allison Belzer
Library	1	Melissa Jackson (1)		Ann Fuller
Languages, Literature, Philosophy	4	Erik Nordenhaug (1)		Nancy Remler
		Dorothee Mertz-Weigel (2)		Ed Richardson
		Beth Howells (2)		Gracia Roldan
Mathematics	3	Ana Torres (3)		Gracia Roldan
		Michael Tiemeyer (1)		Sean Eastman
		Sungkon Chang (3)		Tim Ellis 
Medical Laboratory Science	1	Lorrie Hoffman (3)		Jared Schlieper 
		Charlotte Bates (3)		Floyd Josefatz
Nursing	4	Deb Hagerty (1)		Debbie Mulford
		Jane Blackwell (1)		Jill Beckworth
		Sherry Warnock (3)		Paula Tillman
		Kathy Morris (3)		
Physical Therapy	1	David Bringman (1)		Nancy Wofford
Psychology	1	Wendy Wolfe (2)		Mirani Elcoro
Radiologic Sciences	1	Laurie Adams (3)		Pamela Cartwright
Respiratory Therapy	1	Christine Moore (2)		Doug Masini

Appendix B

Armstrong

UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, April 3, 2013

PRESENT: Suzanne Carpenter, Kathryn Craven, José da Cruz, Mirari Elcoro, Catherine Gilbert, Kam Fui Lau, Lynn Long, Rick McGrath (Chair), Glenda Ogletree, Jack Simmons, Phyllis Panhorst (Catalog Editor)

ABSENT: Myka Campbell, Robert Harris, Denene Lofland

GUESTS: Donna Brooks, William Deaver, Bob Gregerson, Floyd Josephat, John Kraft, Sara Plaspohl, Daniel Skidmore-Hess, Elwin Tilson, David Ward

CALL TO ORDER

Rick McGrath

3:02

APPROVAL OF MINUTES – March 6, 2013

ITEMS

I. College of Education

A. Adolescent and Adult Education

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

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION IN MIDDLE GRADES EDUCATION

- B. Major Field Courses40 hours
- EDUC 3100 Technology Applications
 - EDUC 3200 Curriculum, Instruction and Assessment
 - EDUC 3300 ~~Strategies for Diverse Learners~~ **Educating Students with Disabilities in the General Education Classroom**
 - MGSE 3000 Introduction to Middle Level Teaching
 - MGSE 3300 Adolescent Literature
 - MGSE 3400 ~~Classroom Management~~ **Classroom Management Strategies**
 - MGSE 3750 Internship I – Pre- Student Teaching
 - MGSE 4200 Reading and Writing across the Curriculum
 - MGSE 4750 Internship II - Student Teaching
 - Any two of the following four method courses:
 - MGSE 5300U Content Methods Language Arts

MGSE 5400U Content Methods Social Studies
 MGSE 5500U Content Methods Science
 MGSE 5600U Content Methods Middle Grades Mathematics

Rationale: Course titles in the Adolescent and Adult Education program of study does not match the course titles listed in the back of the catalog. This is a cleanup submission.

Effective Term: Fall 2013

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions

A. Health Sciences

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

1. Create the following course:

HSCP 4010 – Health and Human Development

3-0-3

Prerequisite(s): none

Description: Lifestyle and socio-political factors related to optimum health per age and grouping emphasized.

Rationale: This course was formerly offered as a 5000U/G course. Very few graduate students enrolled in this course. This will open up more seats for undergraduate students.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: Health Sciences

Can course be repeated for additional credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: PUBH 5580U

2. Modify the following course:

HSCF 4040 Personal Fitness Training

3-0-3

Prerequisite: HSCF 3005 and HSCF 3200 or permission of instructor

Description: The development of exercise training program to meet needs of various populations. At the conclusion of the test, students will be prepared to take the National Academy of Sports (NASM) Certified Personal Trainer

~~(CPT) certification exam~~ a **nationally accredited personal trainer's certification exam.**

Rationale: We are no longer collaborating with the National Academy of Sports Medicine and will either be preparing students for the American College of Sports Medicine or National Strength and Conditioning Association Certified Personal Trainer certification exams.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

B. Medical Laboratory Science

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

1. Modify the following course:

MEDT 4600 Clinical Pathways & **and** Critical Decision Making 5-0- 5
 Prerequisites or corequisites: ~~MEDT 4110, 4210, 4310, 4410, 4510, 4610, 4710~~ **MEDT 4115**

Rationale: This modification is needed to reflect previously approved replacement of MEDT 4110, 4210, 4310, 4410, 4510, 4610, and 4710 with MEDT 4115.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

2. Modify the prerequisite:

MEDT 4900 Laboratory Management and Education 3-0-3
 Prerequisites or corequisites: ~~MEDT 4110, 4210, 4310, 4410, 4510, 4610, 4710~~ **MEDT 4115**

Rationale: This modification is needed reflect previously approved replacement of MEDT 4110, 4210, 4310, 4410, 4510, 4610, and 4710 with MEDT 4115.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

C. Nursing (no items)

D. Radiologic Sciences

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

1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
RADIOLOGIC SCIENCES – (BRIDGE PROGRAM)

*Upon completion of 80 semester hours towards the degree, technologists who are ~~graduates of accredited programs and~~ registered by the American Registry of Radiologic Technologists, ~~or the Clinical Nuclear Medicine Technology Certification Board~~ **or the American Registry for Diagnostic Medical Sonography** will be awarded equivalency credit hours in the major. The amount of credit will be based on the technologist's academic record and professional portfolio.*

Rationale: The former statement was too restrictive and did not offer a pathway for registered sonographers certified by the American Registry of Diagnostic Medical Sonographers to complete a baccalaureate degree. The nuclear medicine certification change is an edit as the name was incorrect in the catalog.

Effective Term: Fall 2013

2. Modify the following program of study to add a third track in sonography:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
RADIOLOGIC SCIENCES – SPECIAL OPTIONS

B. Major Field Courses

66 hours

c. Sonography

COMM 2280 – Speech Communication
RADS 3000 – Introduction to Radiologic Sciences
RADS 3050 – Patient Care and Interactions
RADS 3080 – Professional Interaction
RADS 3200 – Imaging Pathology
RADS 3450 – Leadership in Healthcare
RADS 3451 – Leadership Practicum
RADS 3600 – Introduction to Sonography
RADS 3601 – Sonographic Theory I
RADS 3602 – Sonographic Theory II
RADS 3603 – Sonographic Theory III

RADS 3604 – Sonographic Theory IV
RADS 3631 – Sonography Clinical Education I
RADS 3632 – Sonography Clinical Education II
RADS 3651 – Sonographic Physics I
RADS 3652 – Sonographic Physics II
RADS 4410 – Cross-Sectional Anatomy
RADS 4450 – Radiologic Sciences Management
RADS 4633 – Sonography Clinical Education III
RADS 4634 – Sonography Clinical Education IV
RADS 4635 – Sonography Clinical Education V
RADS 4661 – Sonography Synthesis Seminar
RADS 4662 – Advanced Sonography Seminar
RADS 4671 – Introduction to Vascular Sonography
RADS 4800 – Research Methodologies in Radiologic Sciences

Total Semester Hours 129 hours

*Upon completion of 80 semester hours towards the degree, technologists who are ~~graduates of accredited programs and~~ registered by the American Registry of Radiologic Technologists, ~~or the Clinical Nuclear Medicine Technology Certification Board~~ **or the American Registry for Diagnostic Medical Sonography** will be awarded equivalency credit hours in the major. The amount of credit will be based on the technologist's academic record and professional portfolio*

Rationale: This program is designed for registered radiologic technologists who desire a baccalaureate degree and education towards certification in an additional modality. The field of study for sonography was added to allow a pathway to certification in this field for technologists from other fields.

Effective Term: Fall 2013

- E. Rehabilitation Sciences (no items)
- F. Respiratory Therapy (no items)

III. College of Liberal Arts

- A. Art, Music, and Theatre (no items)

B. Criminal Justice, Social, and Political Science

Items 1-2 from the Department of Criminal Justice, Social and Political Science were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
LWSO 4620 – Internship

V-V-(1-6)

Prerequisites: permission of program coordinator

Description: Open to juniors or seniors. Field experience in a law firm or law-related agencies. Joint supervision by program coordinator and law firm or agency official.

Rationale: Students will benefit by an experiential learning environment in which they can apply knowledge learned in the classroom.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: Criminal Justice, Social & Political Science

Can Course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 6

Grading Mode: Satisfactory/Unsatisfactory

Instruction Type: Internship

Equivalent course: None

2. Modify the following course:

SOCI 3400 METHODS OF SOCIAL RESEARCH

3-0-3

Prerequisite: SOCI 1101 and a grade of C or better in MATH 2200

Description: Methods of applied social research including case studies, record research, experimental designs, surveys, observation, and systems interactions in relation to social data.

Rationale: Skills in statistics essential in this course.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

Item 3 from the Department of Department of Criminal Justice, Social and Political Science was discussed and the undergraduate portion 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.

3. Create the following course:

CRJU 5003U/G CYBER FORENSICS

3-0-3

Undergraduate Prerequisites: none

Graduate Prerequisites: none

Description: Application of computer investigation and analysis techniques to gather evidence suitable for presentation in a court of law. Techniques of cyber crime scene analysis, media analysis, and the use of various forensic tools.

Rationale: Rounds out the certificate program with additional needed coursework. This course will prepare students for the Practicum at the Cyber Security Research

Institute if they opt to engage in the hands-on experience. Graduate students will achieve the course objectives in a substantially greater depth as well as having additional course work by completing additional writing assignments.

Effective Term: Fall 2013

CURCAT:

Major Department: Criminal Justice, Social & Political Science

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: lecture

Equivalent course: n/a

C. Economics

Item 1 from the Department of Economics was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

1. Create the following track in the Associate of Science degree:

PROGRAM FOR THE DEGREE OF ASSOCIATE OF SCIENCE

Track ##: Business Track

- A. General Requirements (Core Areas A, B, C, D.II.a, and E).....42 hours**
MATH 2200 Elementary Statistics required in area D.3
Physical Education3 hours
B. Additional Requirements.....18 hours

Choose 18 hours from:

ACCT 2101 – Principles of Financial Accounting

ACCT 2102 – Principles of Managerial Accounting

COMM 2280 – Speech Communication

ECON 2105 – Principles of Macroeconomics

ECON 2106 – Principles of Microeconomics

ITEC 1050 – Introduction to Computer Concepts and Applications

MATH 1950 – Applied Math for Non-Science Majors or MATH 1161

Calculus I

Rationale: The Associate of Science degree with a track in business provides the best preparation for students who wish to complete a business degree at another institution, or to remain at Armstrong for an economics degree with a business economics track. The Associate of Science degree provides students an appropriate credential in the case where they fail to continue on to a bachelor's degree. The Associate of Science, rather than Associate of Arts, is preferred because it requires

statistics in Area D, and can be financially supported by the military. Despite the offering of the business economics track in the economics degree, there are still more than twenty students with the pre-business designation who could be working on a degree instead of taking classes in preparation to transfer. Additional students at the Liberty Center are expected to find this degree attractive, based on discussions with the director of the Liberty Center.

Effective Term: Fall 2013

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

F. Languages, Literature, and Philosophy

Items 1-4 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.

1. **SPAN 4000 – Translation** **3-0-3**
Prerequisite: SPAN 3050 or 3060 or 3031 or 3032
Co-requisite: None
Description: Skills and techniques needed to work as a translator/interpreter with an introduction to the variety of careers available to translators.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for economic, health, and national security purposes. This course is an effort to complement our interdisciplinary studies courses and give our students real world skills for the job market.

Effective Term (Catalog): Fall 2013
Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP
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:** **3-0-3**
SPAN 4050- Advanced Spanish for Health Care Professionals
Prerequisite: SPAN 3050 or 3060 or 3031 or 3032
Co-requisite: None

Description: Skills and techniques needed to work as a translator/interpreter in the health care field, with an introduction to the variety of careers available to bilingual health care professionals.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for social, health, and psychological purposes.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

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:

SPAN 4120 – Spanish for Police and Probation Officers

3-0-3

Prerequisite: SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Language skills and techniques needed to work in law enforcement or as a probation officer, with an introduction to the variety of careers available to bilingual law enforcement professionals.

Rationale: This course requires bilingual competency that should serve students in the job market for work with the FBI, DEA, FLETC, ATF, as well as regional and national security purposes.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. Create the following course:

SPAN 4130 – Business Spanish

3-0-3

Prerequisite: Completion of SPAN 3050 or 3060 or 3031 or 3032

Co-requisite: None

Description: Language skills and techniques needed to work in business settings with an introduction to the variety of careers available to bilingual persons in business.

Rationale: This course has been offered as a 4030 Special Topics course, but it needs its own number to avoid confusion when awarding course credits. In addition, this course requires bilingual competency that should serve students in the job market for work with the banking industry, retail, marketing, etc. This course is proposed to complement our degrees in economics.

Effective Term (Catalog): Fall 2013

Effective Term (Banner): Spring 2014

CURCAT:

Major Department: LLP

Can Course be repeated for additional credit? NO

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

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

B. Major Field Courses

Minimum of 39 hours at 3000 level or above

Maximum of 27 hours in any discipline (excluding courses taken under General Requirements)

No more than two Ds in the Liberal Studies section

At least 9 of the 18 hours in the Liberal Studies section must be completed at Armstrong.

Liberal Studies 18 hours

Must be at 2000 level or above

Humanities (3-6 hours)

Choice of:

Art, literature, history, music, philosophy, theatre

Social Sciences (3-6 hours)

Choice of:

Anthropology, criminal justice, economics, geography, political science, psychology, sociology

Math, Natural Science, and Technology (3-6 hours)

Choice of:

Astronomy, biology, chemistry, computer science, geology, mathematics, meteorology, oceanography, physics

Communication Arts (3-6 hours)

Choice of:

Advanced composition, communications, film, foreign languages, journalism, linguistics, rhetoric, technical and business writing

C. Area of Concentration 15-27 hours

Select one of the following track options:

General Liberal Studies (15 hours)

15 credit hours at the 3000 level or above with a grade no lower than a C for each course. All 15 credit hours must be from the same Armstrong major, minor or program of study and be approved by the Director of Liberal Studies.

Philosophy (21 hours)

21 credit hours of PHIL at the 3000 level or above with a grade no lower than a C for each course.

International Affairs (15-27 hours)

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 5520 – 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 5200 – Postcolonial Literature

ENGL 5215 – Literature of the Non-Western World
GEOG 5550 – 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
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 5420U – Politics of the Middle East
POLS 5430U – African Politics
POLS 5440U – Latin American Politics
POLS 5450U – Political Sociology of Nationalism
POLS 5460U – Governments of East Asia
POLS 5490U – Political Transformation of the Former Soviet Union
POLS 5510U – Third World National
POLS 5520U – Comparative Judicial Systems
POLS 5530U – Global Environmental Politics

POLS 5560U – Comparative Foreign Policy
SOCI 5450U – Political Sociology of Nationalism

Sociology (21-24 hours)

Note: All courses in the Sociology track must be completed with a grade of C or better.

MATH 2200*- Elementary Statistics (Grade of C or better)

If not completed in the core curriculum.

SOCI 3360 – Social Theory (Grade of C or better)

Select one of the following (Grade of C or better)

SOCI 3400 – Methods of Social Research

CRJU 3100 – Research Methods

POLS 4950 – Political Research Methods

15 credit hours of SOCI at the 3000 level or above

~~C. D.~~ Electives ~~24-27~~ **15-27** hours

Total Semester Hours 123 hours

~~D. E.~~ University Exit Exam

Rationale: The Liberal Studies program is creating three additional tracks that will allow students, who choose to do so, create a program of study that permits a degree of specialization that is more substantive than a minor in one of three areas that are not currently available as majors: Philosophy, International Affairs, or Sociology.

Effective Term: Fall 2013

H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Informational Item: Naval Science (ROTC) updates

In keeping with the procedure for processing ROTC program updates approved at the February 6, 2013 meeting of the UCC, Lt. Brett Byrnes of the Naval Science program at Savannah State University has submitted the following updates:

1. Modify the following program options:

Advanced Program – Navy Option:

NSCI **2101**, 3003, 3004, **4001** **12** ~~6~~ hours

Advanced Program – Marine Corps Option:

NSCI 3101, 4102 **6** ~~10~~ hoursAdditional and Substitute Requirements **(Required of all Midshipmen)**:**NSCI 1001, 1002, 2102, 4104** **12** hours

NSCI 4050, Naval Drill (0-2-0), is required each academic term of all midshipmen.

NSCI 1003 and 4050 satisfy the university physical education requirement.

Effective term: Fall 2013**2. Create the following minor:****Naval Science Minor Requirements****Two specific tracks of course work fulfill minor requirements:**NSCI **1002, 2101, 3003, 3004, 4001**..... **15** hours

or

NSCI **1001, 1002, 3101, 4102, 4001**..... **15** hours**Effective term: Fall 2013****3. Modify the following class:**

NSCI 1001 INTRODUCTION TO NAVAL SCIENCE

~~2-0-2~~ **3-0-3****Effective term: Fall 2013**

CURCAT

Maximum number of credit hours: ~~2~~ **3****4. Modify the following class:**

3101 EVOLUTION OF WARFARE

~~2-0-2~~ **3-0-3****Effective term: Fall 2013**

CURCAT

Maximum number of credit hours: ~~2~~ **3****5. Modify the following class:**

NSCI 4102 AMPHIBIOUS WARFARE

~~2-0-2~~ **3-0-3**

Effective term: Fall 2013**CURCAT**

Maximum number of credit hours: ~~2~~ **3**

B. Scheduling Special Meeting**Rick McGrath**

A special meeting was scheduled for April 24 at 3:00 p.m. There will be only one agenda item: election of a chair. This meeting will take place after committee elections have been held. Members cycling off the committee do not need to attend. Nominations may be sent to Dr. Rick McGrath, or they may be made at the meeting.

C. Physical Education requirement in associate degrees**John Kraft**

It was recently noted that some of our associate degree tracks require 2 credits in physical education while other tracks require 3 credits. There is no USG requirement regarding how much physical education an associate degree must have. There was brief discussion of whether or not to establish a rule for the sake of consistency. It was moved and seconded that things be left as they are.

D. Adult Learner Initiatives (see Attachments 1-5)**John Kraft**

Dr. Kraft presented his report on the Council for Adult and Experiential Learning (CAEL), a consortium Armstrong joined last year. Please see Attachment 1 detailed information on CAEL, prior learning assessment (PLA), and recommendations from Armstrong faculty who have attended PLA workshops.

One method of getting credit for experiential learning is the portfolio option. There was extended discussion of this option. Concern was expressed about transferability of portfolios and control of what comes in from outside. Giving departments approval to use portfolios would be something that would have to come through UCC.

Dr. Kraft also announced that on April 29 a representative from the College Board to talk about the CLEP exam. There will also be a summer institute here on adult and experiential learning and assessment. It will be over three or four days. Please let Dr. Kraft know if you are interested in attending.

ADJOURNMENT. The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

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

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.

Trish Holt (COE), Dennis Murphy (CLA), Joy Reed (CST), Christine Moore (CHP), and Greg Anderson (Orientation and Advising), completed the first two workshops on PLA. We've met several times to discuss PLA issues and we see some benefits to developing or expanding options.

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).
- Challenge Exams: We recommend that where we don't have CLEP or other credit by exam options, encourage departments to use modified comprehensive final exams where sensible. 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 stay in control of Challenge Exams. They could be administered for a fee through the testing center.

- Transferring Transcribed PLA from other USG institutions: We recommend that if a USG institution has evaluated a test score or PLA portfolio 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.
- 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. The ALC recommends accepting CLEP tests for the last 20 years to assist adult learners.
- Developing Portfolio Evaluation Expertise: We recommend sending more faculty to learn about portfolio evaluation. Originally, the ALC asked each institution to develop a course (e.g., PLA 2000) where a student would learn how to construct a portfolio for faculty review, but they've asked us to hold off on that. They are now thinking about a non-credit bearing online course developed at the system level to assist with the portfolio development, but still have the evaluation done on the campus by local faculty. For a 3 credit course, the ALC recommends that the students pay a \$250 fee where \$200 goes to the faculty member and \$50 to the institution. Ideally we would like to have one faculty member from each department receive this professional development opportunity. This faculty member would work with his or her department to determine which courses might be appropriate for a portfolio option. Once a department has identified a course, 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.

Council for Adult and Experiential Learning (CAEL) Standards for Assessing Learning

To determine whether to award college credit to students for prior learning, follow these standards:

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

GLOSSARY of TERMS

Advanced Placement (AP)

- (1) Eligibility to enroll in higher level courses, based on transfer credit or successful prior learning assessment of foundational knowledge and/or skills
- (2) Thirty-four tests in 19 subject areas developed by the College Board® to correspond with Advanced Placement high school courses

American Council on Education (ACE)

A national association of higher education institutions that focuses on advocacy, leadership development and lifelong learning. ACE serves adult learners and nontraditional students by evaluating and translating workplace learning and nontraditional education experiences into academic credits through the College Credit Recommendation Service (CREDIT), and armed services members through ACE's Veterans Programs and ACE's Military Programs, by evaluating and recommending equivalent college credits for military training and experience.

College Level Examination Program (CLEP)

A national standardized testing program that offers 33 tests in the subject areas of Business, Composition and Literature, History and Social Sciences, Science and Mathematics, and World Languages. CLEP is managed by the College Board® and allows students to earn college credit by demonstrating mastery of college-level material by earning qualifying scores.

Credit by Examination (CBE)

The most commonly recognized form of prior learning assessment. CBE includes national standardized tests (e.g., AP, CLEP, DSST, Excelsior, and IB), as well as departmental challenge exams.

DANTES

The **D**efense **A**ctivity for **N**on-**T**raditional **E**ducation **S**upport (DANTES) program is an agency of the Department of Defense (DoD). DANTES provides the DoD with worldwide education support by coordinating off-duty voluntary education programs, development activities and special projects, and sponsoring a wide range of standardized testing programs.

DSST

An acronym used for the **D**ANTES **S**ubject **S**tandardized **T**ests Program, DSST a standardized testing program that offers 38 exams in the areas in the areas of Math, Social Sciences, Humanities, Business, Physical Science, and Technology.

Portfolio

A collection of work (e.g., paintings, writings, artifacts, examples) and related narrative developed by a student which may be used to demonstrate competency in an academic area.

Prior Learning Assessment (PLA)

A general term referring to various ways of evaluating and assessing college level learning that has been acquired outside the traditional classroom and is used for the purpose of awarding college credit or advanced placement.

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room

Minutes: April 2, 2013, 2:30 p.m.

PRESENT: Joey Crosby (Chair), Becky da Cruz, Kathleen Fabrikant, Mark Finlay, Ray Hashemi, Chris Hendricks, Anne Katz, Robert Loyd, Jean Neils-Strunjas, Bryan Riemann, Daniel Skidmore-Hess, Anne Thompson, Ellen Whitford, Carey Adams (*ex officio*), John Kraft (*ex officio*), David Ward (*ex officio*), Meagan Stachurski (*ex officio*)

GUESTS: Jill Bell, Delana Gajdosik-Nivens, Debra Hagerty, Hong Zhang

- I. **Call to Order.** The meeting was called to order at 2:31 by Dr. Joey Crosby.
- II. **Approval of Minutes.** The minutes of March 5, 2013 were approved by email on March 8, 2013.

III. Committee Reports

A. Graduate Curriculum

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 (see Attachment 1).

It was moved and seconded to suspend the rules to allow the Graduate Curriculum Committee to have a special meeting to consider some late curriculum items. The motion carried. Ms. Panhorst will contact Dr. Teresa Winterhalter, GCC Chair, to see if she wants to convene the committee. The GAC agreed to consider by email any items to come out of that meeting, rather than scheduling an additional GAC meeting.

Dr. Mark Finlay gave the report of the ad hoc committee on options for graduating seniors to take graduate level courses and at developing accelerated graduate programs (see Attachment 2). Accelerated graduate programs will be revisited next year. There was extended discussion on the proposed "Senior Privilege" language. Dr. Finlay agreed to get input from Enrollment Services and to send a revised version to Ms. Panhorst, to be distributed by email with the curriculum items for GAC consideration.

B. Graduate Faculty Status (see Attachment 3)

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

C. Graduate Student Appeals

In the pending appeal, the committee is currently waiting for the student to respond. The deadline for response is end of April.

IV. GSCC

This week is Graduate Student Appreciation Week. A banner has been hung on the Student Union to celebrate the week. There will be a reception to honor graduate students tomorrow in the Savannah Ballroom. Graduate students must bring their Pirate Card or driver's license.

Today is the deadline for RSVP for the hooding ceremony. Approximately 70 out of 90 have responded, but whether they are accepting or declining cannot be determined until the poll closes. ROTC may be presenting colors at the ceremony. Ms. Stachurski distributed a list of programs and asked those present to fill in who will be hooding for their program.

V. John Kraft

Dr. Kraft asked whether everyone had received the information distributed by Carol Cox regarding graduate assistantships. Each program requesting a GA got one. Four more at-large GAs were awarded. The Provost committed to fund 9 more at-large assistantships, awarded according to the recommendations of the ad hoc committee, provided that these assistantships be used to recruit a student to a program. The plan for next year is to have things in place so that GAs will be awarded in October so they can more effectively be used for recruitment.

VI. Jill Bell

The open house was well-attended. There were approximately 135 who preregistered and 89 who attended. This is the highest attendance in the three years that event has been held. Discussion turned to whether to continue to have the event in the spring, or move it to fall, or have it both semesters. It was decided to plan to have the event in the fall and explore possibilities of combining it with the Career Fair.

There have been several applications for fall that have come in the last week, but they had no supporting documentation.

VII. Adjournment. The meeting was adjourned at 3:24 p.m.

Respectfully submitted,

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

Armstrong

GRADUATE CURRICULUM COMMITTEE

University Hall 282

Minutes, March 20, 2013

PRESENT: John Hobe, Brenda Logan, Sara Plaspohl, Ashraf Saad, Teresa Winterhalter (Chair), Phyllis Panhorst (Catalog Editor)

ABSENT: Michael Benjamin, Helen Taggart

GUESTS: John Kraft

CALL TO ORDER. The meeting was called to order at 2:11 p.m. by Dr. Teresa Winterhalter. There was no quorum. Ms. Panhorst gave a summary regarding the items remanded by the Graduate Affairs Committee. At 2:18, quorum was achieved and the business portion of the meeting started.

APPROVAL OF MINUTES. The minutes of February 20, 2013 were approved as presented.

ITEMS

- I. College of Education (no items)
- II. College of Health Professions
 - A. Health Sciences

Items 1-2 from the Department of Health Sciences were discussed and the graduate portions were approved by the committee. The undergraduate portions were previously approved by the University Curriculum Committee.

1. Delete the following course:

~~**PUBH 5580 U/G Health and Human Development** **3-0-3**~~

Rationale: This course will now be offered at the 4000 level.

Effective Term: Fall 2013

2. Change the following course description:

SMED 5065U/G Posture and Movement Assessment and Exercise 3-0-3
 Undergraduate Prerequisite: HSCF 3005; HP/FM majors only or permission of instructor

Graduate Prerequisite: SMED 5015G

Techniques to identify impaired movement patterns and altered tissue adaptations. Corrective exercise strategies, including inhibitory, stretching and activation techniques and program design will be emphasized. ~~At the conclusion of the course, students will be prepared to take the National Academy of Sports Medicine (NASM) Corrective Exercise Specialist (CES) certification exam.~~

Rationale: We are no longer collaborating with the National Academy of Sports Medicine.

Effective Term: Fall 2013

- B. Nursing (no items)
- C. Rehabilitation Sciences (no items)

III. College of Liberal Arts (no items)

IV. College of Science and Technology

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

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.

1. Delete the Following Courses:

~~**CSCI 5343 U/G SYSTEMS PROGRAMMING UNDER UNIX**~~

~~**CSCI 5835 U/G GRAPHICS RENDERING PRINCIPLES**~~

Rationale: For alignment with the revised graduate program of study. Courses have not been taught in a number of semesters and are outdated.

Effective Term: Fall 2013

Items 2-3 from the Department of Computer Science and Information Technology were brought back to the table after being remanded to the department at the March 5 meeting of the Graduate Affairs Committee. They were discussed and the revised submissions were approved.

2. Modify the following program of study:

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE

Track 1: Computer Science

A. Core Required Course (3 hours)		
CSCI 6100 Technical Writing	*CSCI 6001 Foundations of Computing	3
	*Waived for students with a BS in CS from an ABET accredited program	
B. Foundation Courses (12 semester hours)		
CSCI 5100G Object-oriented Programming		3
CSCI 5210G High-Performance Computing		3
CSCI 5220G Data Communications and Networks		3
CSCI 5322G Advanced Software Engineering		3
CSCI 5342G Advanced Operating Systems		3
CSCI 5343G Systems Programming Under Unix		3
CSCI 5350G Compiler Theory		3
CSCI 5370G Handheld And Ubiquitous Computing		3
CSCI 5410G Analysis Of Algorithms		3
CSCI 5360G Embedded Systems Programming		3
CSCI 5520G Rapid Java Development		3
CSCI 5610G Numerical Analysis		3
CSCI 5700G Computer Security		3
CSCI 5720G Advanced Database Systems		3
CSCI 5735G Data Mining		3
CSCI 5820G Machine Learning		3
CSCI 5825G Artificial Intelligence		3
CSCI 5830G Computer Graphics		3
CSCI 5835G Graphics Rendering Principles		3
C. Fundamental Courses (9 semester hours)		
	CSCI 6040 System Lifecycle Applications	3
CSCI 7200 Real-time System Concepts and Implementation		3
CSCI 7300 Computer Networks		3
CSCI 7320 Software Development Process		3
CSCI 7400 Transaction Processing		3
CSCI 7500 Mobile Computing		3
CSCI 7600 Collaborative Computing		3
CSCI 7830 Current Trends in Computer Graphics		3
	CSCI 7800 Computational Intelligence	3
CSCI 7835 Image Processing		3
CSCI 8100 Special Topics		3
D. Electives (0-3 hours of any graduate-level computer science courses)		0-3

E. Comprehensive Project, (6 semester hours)	
CSCI 8200 Master's Project	6
CSCI 8210 Master's Thesis	6
TOTAL (Track 1)	30 hours

Track 2: Health Informatics

A. Core Required Course (3 hours)	
*CSCI 6001 Foundations of Computing	3
*Waived for students with a BS in CS from an ABET accredited program	
B. Fundamental Courses (12 hours)	
Select one of the following groups of courses	
*Group I	
*These Courses also required by the Post-Baccalaureate Certificate in Clinical Informatics program.	
MHTA/NURS 6010 Foundations of Clinical Informatics	3
MHTA/NURS 6020 Knowledge/Information Management	3
MHTA/NURS 6030 Project Management	3
MHTA/NURS/CSCI 6040 System Lifecycle Applications	3
Group II	
MHTA 6000 Health Care Financing and Delivery Systems	3
MHTA 6100 Organization Theory/Organization Behavior in Health Care	3
MHTA 6800 Legal Environment of Health Care	3
PUBH 6100 Epidemiology	3
C. Fundamental Courses (9-12 hours)	
CSCI 6371 Advanced Human Computer Interaction	3
CSCI 5735G Data Mining	3
CSCI 7010 Decision Support Systems	3
CSCI 7600 Collaborative Systems	3
CSCI 7800 Computational Intelligence	3
CSCI 8100 Special Topics	3
D. Comprehensive Project, (6 semester hours)	
CSCI 8200 Master's Project	6
CSCI 8210 Master's Thesis	6
TOTAL (Track 2)	30 hours

Rationale: The new track in Health Informatics is designed to allow students in the *existing* Post-Baccalaureate Certificate program to continue on to a MSCIS degree in a stackable fashion.

Effective: Fall 2013

3. Create the following certificate program:

POST-BACCALAUREATE CERTIFICATE IN SCIENTIFIC COMPUTING

A. Core Required Course (3 hours)

*CSCI 6001 Foundations of Computing 3

* Waived for students with a BS in CS degree from an ABET accredited program

B. Content Courses (3 hours)

Choose one:

MATH 6900 Special Topics in Mathematics 3

MATH 6930 Special Topics in Applied Mathematics 3

MATH 7210 Quantitative Methods for Decision Making 3

C. Fundamental Courses (6-9 hours)

**Note: No more than 2 classes may be at the 5000 level*

CSCI 5410G Analysis of Algorithms 3

CSCI 5610G Numerical Analysis 3

CSCI 5720G Advanced Database Systems 3

CSCI 5735G Data Mining 3

CSCI 5820G Machine Learning 3

CSCI 5825G Artificial Intelligence 3

CSCI 7800 Computational Intelligence 3

CSCI 7835 Image Processing 3

CSCI 8100 Special Topics 3

TOTAL 12 hours

Rationale: The new Post-Baccalaureate Certificate program is designed to address the increasing demands for computing solutions to the "big data" problem. This certificate is targeted at STEM majors wishing to pursue a post-baccalaureate certificate. This certificate is also stackable. Students obtaining this certificate could continue on to a MSCIS degree.

Effective: Fall 2013

D. Mathematics (no items)

E. Psychology (no items)

OTHER BUSINESS

A. Informational Item

Changes to the Master of Education in Curriculum and Instruction were put forward and approved at the February 22, 2012 GCC meeting, pending approval by the Georgia Professional Standards Commission (PSC). That approval has been received, so the revised program and course modifications can now be included in the catalog. They may also be included in Banner if that has not

already been done. Please see GCC Attachment 1 for the PSC approval and GCC Attachment 2 for the items approved in February 2012.

ADJOURNMENT. The meeting was adjourned at 2:35 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor

Georgia Professional
Standards Commission



March 7, 2013

Dr. Linda Bleicken, President
Armstrong Atlantic State University
11935 Abercorn Street
Savannah, Georgia 31419-1997

Dear Dr. Bleicken:

At its February 14, 2013, meeting, the Georgia Professional Standards Commission made an approval decision regarding the Armstrong Atlantic State University Curriculum and Instruction Program. The decision is detailed in the enclosed Approval Action Report.

The Board of Examiners' Report from the November 15, 2012, GaPSC Group Developmental Approval Review is enclosed. If you have questions or concerns, please contact Ms. Penney McRoy, Assistant Division Director for Educator Preparation, Educator Preparation and Certification Division, at 404-232-2629 or you may e-mail her at penney.mcroy@gapsc.com.

Sincerely,

Mr. Kelly Henson
Executive Secretary

pc: Dr. Patricia Wachholz
Dr. David M. Hill
Ms. Penney McRoy
Dr. Bobbi Ford
Ms. Margey McQuilkin

Enclosures: Approval Action Report
Board of Examiners' Report



**Georgia Professional Standards Commission
Approval Action Report
for the
Armstrong Atlantic State University
Curriculum and Instruction Program**

Decision Date: February 14, 2013

I. Approval Decisions

Developmental Approval is granted for the following preparation program:

- Curriculum and Instruction Program (P-12; Initial; M.Ed.)
- Curriculum and Instruction Conversion Mechanism

II. Approval Decision Definition

Developmental Approval indicates the educator preparation program meets the eight Georgia Standards (2008) and the education program provider (EPP) may begin offering the program and admitting candidates. Areas for improvement may be cited, indicating concerns warranting the EPP's attention. In its subsequent Preparation Approval Annual Report (PAAR) or in a Progress Report, the Commission may require the EPP to describe progress made in addressing the area(s) for improvement cited in the Board of Examiner's Report. The next program approval review, the Initial Performance Review, is scheduled within three years of the semester of the developmental approval review.

III. Further Action Required

No additional action is required. The next approval review will occur in Fall 2015.

FROM GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, February 22, 2012

I. College of Education
A. Adolescent and Adult Education

Items 1-9 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

1. Modify the following course:

FOUN 7035 Educational Assessment **for Instructional Improvement** 3-0-3

Prerequisites: None

Description: ~~Covers~~ Methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions to **improve student learning in P-12 educational settings.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description reflect the new emphasis in program standards on instructional improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

2. Modify the following course: 3-0-3

FOUN 7040 **Advanced Theories of Curriculum and Learning Theory Instruction**

Prerequisites: None

Description: **Explores the theoretical frameworks supporting various curricular and instructional models, historical and contemporary issues in curriculum development, and the nature and purpose of curriculum change. This course prepares the master teacher to understand the Examines** theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through examining design and evaluation of curriculum. ~~New theories, including those from current brain research and their impact on instruction will be explored.~~

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description more accurately represent the change in the course content in addressing the new standards.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

3. Create the following course:

FOUN 7045 Educational Psychology and Learning Theory 3-0-3

Prerequisites: None

Description: Analysis of major learning theories as they apply to curriculum, pedagogical content, student learning and assessment of learning. Emphasis on cognitive, physical, emotional, and social factors that influence learning.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with an understanding of how to apply learning theory to curriculum development, instruction, and assessment.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. Create the following course:

CURI 7123 Advanced Instruction for Diverse Learners 3-0-3

Prerequisites: None

Description: Explores the role of student diversity in curriculum and instructional development. Emphasizes examination of educational issues surrounding student diversity from historical and contemporary perspectives and examines the use of educational data to determine the instructional needs of students.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students opportunities to examine how diverse experiences can shape curriculum and instruction.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

5. Create the following course:

CURI 7124 Program Evaluation for Curriculum Improvement 3-0-3

Prerequisites: FOUN 7035, FOUN 7040

Description: Focus on developing and applying skills in program evaluation, alignment of curriculum with pedagogical content, state and national standards, and utilizing data and research for the improvement of P-12 educational programs.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with opportunities to interpret educational research on best practices for content pedagogy and analyzing student performance data to make sound programmatic decisions.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

6. Create the Following Course:

CURI 7125 Literacy for Content Area Instruction 3-0-3

Prerequisites: None

Description: Examination of the current theory, research and practice involving literacy for developing and deepening content instruction in P-12 educational settings. Emphasizes literacy skills and the impact of curriculum and instruction on those skills in content areas.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to examine the principles of content area literacy to impact student learning

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

7. Create the Following Course:

CURI 7126 Change Processes for Curriculum Development 3-V-3

Prerequisites: CURI 7124

Description: Focuses on processes for development and implementation of innovations and effective practices in curriculum, pedagogy, and assessment. Emphasis on knowledge base and skills to support collaboration and professionalism leading to improvement in curriculum and student learning at all levels of the P-12 system. Candidates are expected to engage in experiences working directly with instructional coaches, curriculum specialists, or other instructional leaders during this course. A field experience is required.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to understand the role of instructional leader and the processes involved in curricular and instructional change.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

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:

CURI 7200 Seminar in Applied Research in Curriculum and Instruction 1-V-4

Prerequisites: CURI 7126 and Permission of Instructor

Description: Capstone course for the Master of Education in Curriculum and Instruction. Candidates will conduct research, analyze data, and apply best practice to the developments and implementation of improvements in curriculum and instruction in a content area. Candidates will be required to submit their capstone projects for publication or presentation.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with the opportunity to demonstrate their understanding of curriculum development, instructional design, and assessment of student learning for instructional/curricular improvement.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Seminar

Course Equivalent: No

9. Modify the following program of study:

Master of Education in Curriculum and Instruction Program of Study

A. Professional Education (12 hours)

FOUN 7035 Educational Assessment **for Instructional Improvement** 3

FOUN 7060 Educational Research..... 3

FOUN 7040 ~~Curriculum and Learning Theory~~ **Advanced Theories of Curriculum
and Instruction** 3

**FOUN 7045 Educational Psychology and Learning
Theory**..... 3

FOUN 7010 History of Education or FOUN 7030 Social Foundations of Education 3

PECI 7000 Sport History (restricted to Health and Physical Education Majors)..... 3

~~B. Research Seminar (2 hours)~~

~~FOUN 7065 Field Based Research Seminar~~.....2

B. Professional Courses (12 hours)

~~C. Education Courses (6 hours)~~

~~FOUN 7050 Multicultural Education~~3

~~PECI 7100 Cultural Aspects of Sports (restricted to Health and Physical Education
Majors)~~..... 3

~~FOUN 7002 Designing Curriculum for Effective Teaching and Learning~~3

~~PECI 7500 Instructional Strategies and Design in Health and Physical Education
(restricted to Health and Physical Education Majors)~~3

CURI 7123 Advanced Instruction for Diverse Learners
..... 3

CURI 7124 Program Evaluation for Curriculum Improvement.....	3
CURI 7125 Literacy for Content Area Instruction.....	3
CURI 7126 Change Processes for Curriculum Development.....	3
D. C. Approved Electives (9 6 hours)	
Up to nine Six hours of graduate level content courses with advisor approval. These courses are designed to advance content knowledge. Electives should reflect candidate's area of concentration. credit can be taken outside the College of Education in a specialized content area in which the candidate holds clear-renewable teacher certification. Electives require approval by the candidate's assigned advisor.	
EDUC 6400 Coastal Savannah Writing Project.....	6
FOUN 7100 Selected Topics in Foundations of Education.....	3
MGED 7070 Teaching Cross Cultural Communications.....	3
PECI 7300 Physical Activity in Youth (restricted to Health and Physical Education Majors).....	3
PECI 7400 Adaptive Physical Education (restricted to Health and Physical Education Majors).....	3
PECI 7200 Movement Education (restricted to Health and Physical Education Majors).....	3
D. Culminating Experiences (4 hours)	
FOUN 7070 Field Based Research.....	4
CURI 7200 Seminar in Applied Research in Curriculum and Instruction.....	4
TOTAL	33-34 hours

Rationale: The changes to the program of study for the Master of Education in Curriculum and Instruction have been made to meet substantive changes in certification standards set by the Georgia Professional Standards Commission (GA PSC) under rule 505-3-.55. Once formally approved by the GA PSC, this program will prepare completers for the new Georgia P-12 Service (S) Certificate in Curriculum and Instruction that will allow them to provide support and service at all levels of the P-12 educational system. This will be the first such service certificate offered at Armstrong.

Effective Term (for catalog purposes): Fall 2012

TO: Graduate Affairs Committee
FROM: Mark Finlay Chair of Ad Hoc Committee
2 April 2013

Dr Kraft asked me to lead an ad hoc committee to investigate two possible changes in Graduate School Policy.

1) “Senior Privilege”--Undergraduate Students in Graduate Classes

Before 2009/10, the AASU graduate catalog included a policy that explicitly allowed students to enroll in graduate coursework before completing their undergraduate degree. From 2003/04 to 2008/09, up to six hours were permitted at the 5000G or 6000 levels. In 2009/10, the revised policy stated that students in the “graduating senior” category of “Limited Admission Status” were permitted to take up to six hours, but only at the 5000G level.

After researching similar policies at universities both within and beyond the USG, our committee proposes that the following text be added to the 2014-15 graduate catalog:

An undergraduate student with a GPA of 3.0 or higher and within 24 semester hours of graduation may apply for Senior Privilege and enroll in a maximum of 12 hours of graduate coursework at the 5000G and 6000-levels. The maximum of graduate coursework permitted in any one semester is eight hours; the maximum total of all coursework permitted in any semester in which a student is taking graduate coursework is 12 hours. Permission to enroll must be approved by the chairperson of the student's undergraduate major and by the appropriate graduate program director.

Rationale: This policy fits with the general mission of Complete College Georgia, it may enhance enrollment within certain graduate programs, and it will permit motivated students to begin their graduate studies and post-graduate careers in a timely and efficient way. The revisions to the previous policy are both more generous, in allowing up to 12 hours, and more restrictive, in stipulating a minimum GPA requirement.

2) Accelerated master’s Degrees, 4 + 1 programs

On this topic, I investigated a few dozen similar programs around the nation, had several conversations with leaders of the Accelerate Bachelors Masters (ABM) program at Kennesaw State University, raised the issues with Provost Adams, Vice Chancellor Linda Noble, and several AASU faculty and staff leaders. There are number of unsettled issues to consider with this proposal, and we suggest that we revisit the topic in 2013-14.

Armstrong

Graduate Faculty Status Committee Report: April 2, 2013

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

Greg Knofczynski

Mathematics

initial at this level

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Appendix C

In response to concerns that have been expressed regarding Armstrong's mail handling practices, going forward the following shall apply:

In general, mail items will be delivered to the addressees without being opened.

Items may be routed directly to the business office if they are addressed to both an individual recipient and Armstrong Atlantic State University, and they have come to us from the Internal Revenue Service, the Georgia Department of Revenue, law enforcement agencies, or attorneys, or if they appear to be bank statements or other financial documents. In those cases, because the university may be required to make a time-sensitive response, the business office will contact the individual recipient and ask that they open the item at the business office. If the individual recipient is unavailable, the item may be opened.

The Mail Service will send items addressed with "Attention: Accounts Payable" or similar language directly to that office for prompt processing.

Armstrong is required by law to comply with the payment terms associated with goods and services it purchases. For that reason, it is most important that invoices are received in the Accounts Payable office without delay. Please remember:

- All invoices that the university will be required to pay should be sent with "Attention: Accounts Payable" in the address. Please make sure all vendors with which you do business on Armstrong's behalf are aware of this.
- Because Armstrong is prohibited by law from paying interest, late fees and interest incurred on a late-paid invoice may have to be paid out of other funds.
- Please restrict your use of the Campus Mail Services to Armstrong-related matters. Personal correspondence not associated with Armstrong's academic or business functions should be directed to your private address.
- Please be sure to route checks payable to the university promptly to the Bursar for deposit in accordance with the Depositing of Funds Policy, which is available for review at:
http://www.armstrong.edu/Departments/office_business_finance/business_policies_procedures

Armstrong Atlantic State University
Faculty Senate Bill 2013-03-18-06
Annual Financial Report

Presidential Action

The attached Bill is provided to the University President for approval.

Delivered:

Signature: ZH Date: 3/21/13

Approve:

Disapprove:

Remand:

Comments: (please attach an additional sheet if necessary)

Signature: Linda Bleicken Date: 4/12/13
Dr. Linda M. Bleicken, President
Armstrong Atlantic State University

From the Planning, Budget, and Facilities Committee

The president will direct the VP of Budget and Finance to present a financial report to the Faculty Senate at its January meeting each year.

Appendix E

Resolution Regarding Reclassification of Armstrong Atlantic State University.

Background: The Board of Regents plans to reclassify Armstrong Atlantic State as a State University (Category 2) because it offers primarily Bachelor degree programs and no doctoral programs. It also emphasizes institutional research over basic research by professors. This will be discussed during their meeting on April 16, 2013. This is incorrect. Armstrong offers twenty Master's programs and one Doctoral program. Armstrong also requires basic research from its professors in addition to institutional research.

Whereas the proposed reclassification is based on inaccurate information;

Whereas the proposed reclassification may have a negative impact on our funding from the State of Georgia;

Be it resolved that the Faculty Senate of Armstrong Atlantic State objects to this and requests that Armstrong be properly classified as a State University (Category 1).

Appendix F

Faculty Senators and Alternates for 2013-14 (Revised 04/18/13)

Department	College	# of seats	Senator(s) and Term Year as of 2013/2014	Liaison (Committee of Senate) Officer	Alternate(s)
Adolescent and Adult Education	COE	2	Regina Rahimi (3)		Rona Tyger
	COE		Ed Strausser (3)	International Program & Activities	Lynn Long
Art, Music, Theatre	CLA	3	Angela Horne (3)		Karl Michel
	CLA		Deborah Jamieson (1)		Emily Grundstad-Hall
	CLA		Elizabeth Desnoyers-Colas (1)	(Committee on Committee)	Megan Baptiste-Field
Biology	CST	3	Traci Ness (2)	Faculty Development	Sara Gremillion
	CST		Brett Larson (1)		Jennifer Brofft-Bailey
	CST		Kathryn Craven (1)	Honors	Aaron Schrey
Chemistry, Physics	CST	3	Brent Feske (2)	(Committee on Committee)	Brandon Quillian
	CST		William Baird (3)	Pres.	Jeff Secrest
	CST		Catherine MacGowan (3)		Will Lynch
Childhood & Exceptional Student Education	COE	2	Barbara Hubbard (2)		Patricia Norris-Parsons
	COE		Anne Katz (1)		Glenda Ogletree
Criminal Justice, Social, & Pol Science	CLA	2	Jose da Cruz(2)	(Election Committee)	Daniel Skidmore-Hess
	CLA		Michael Donohue (3)	Library	Dennis Murphy
Communication Science & Disorders	CHP	1	Maya Clark (3)		April Garrity
Computer Science & Info. Technology	CST	1	Ashraf Saad (2)	Research & Scholarship	Frank Katz
Economics	CLA	1	Nick Mangee (1)		Yassi Saadatmand
Engineering	CST	1	Wayne Johnson (3)	Sec	Priya Goeser
Health Sciences	CHP	2	Leigh Rich (2)	(Committee on Committee)	Joey Crosby
	CHP		Janet Buelow (1)		Rod McAdams
History	CLA	2	Chris Hendricks (2)	(By Laws & Constitution)	Michael Benjamin
	CLA		Jason Tatlock (3)		Allison Belzer
Library	CLA	1	Melissa Jackson (2)		Ann Fuller
Languages, Literature, Philosophy	CLA	4	Bill Deaver (1)	Interdisciplinary Studies	Nancy Remler
	CLA		Dorothee Mertz-Weigel (3)	(Committee on Committee)	Chris Baker
	CLA		Beth Howells (3)	V.P.	Tony Morris
	CLA		Erik Nordenhaug (2)	Plan, Budget, & Facilities	Richard Bryan
Mathematics	CST	3	Michael Tiemeyer (2)	Education Technology	Greg Knofczynski
	CST		Paul Hadavas (1)	(By Laws & Constitution)	Tim Ellis
	CST		Joshua Lambert. (1)		Jared Schlieper
Medical Laboratory Science	CHP	1	Floyd Josephfat (1)		Chad Guilliams
Nursing	CHP	4	Deb Hagerty (2)	Writing (Election Committee)	Carole Massey
	CHP		Jane Blackwell (2)	Faculty Welfare	Luz Quirimit
	CHP		Jeff Harris (1)		Jill Beckworth
	CHP		Amber Derksen (1)		Cherie McCann
Physical Therapy	CHP	1	David Bringman (2)	Student Success	Nancy Wofford
Psychology	CST	1	Wendy Wolfe (3)	Acad. Standard	Mirari Elcoro
Radiologic Sciences	CHP	1	Shaunell McGee (1)		Rochelle Lee
Respiratory Therapy	CHP	1	Christine Moore (3)	(Election Committee)	Rhonda Bevis

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Appendix G.

Report Date: April 12, 2013

Committee: Academic Standards

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
8/20/12	Charge to appoint a member of our committee to serve on ad hoc committee investigating online education at Armstrong	8/24/12	9/17/12	
11/19/12	Investigate informal adjudication of honor code violations – whether Judicial Affairs policy is being implemented uniformly by academic depts.. and how JA tracks “repeat offenders”	1/25/13	1/30/13	
1/29/13	ASC asked for a volunteer to serve on an ad hoc committee to “re-work the grade appeals process”. Wendy Wolfe volunteered to represent the ASC on the ad hoc committee	Handled via email	Response sent via email on 1/30/13	

Ongoing Duties:

The ASC serves on academic appeals related to admission and re-admission to the university. Meetings will have been held on 6 occasions to review appeals.

The ASC assists with student court in the role of soliciting student nominations to the court, reviewing applications, and identifying a member to serve as faculty advisor. Wendy Wolfe served as faculty advisor. Nominations were solicited for the student court, once in the fall and once in the spring. Thus far, student applications were reviewed and interviews were held in January, 2013. However, another round of interviews is anticipated in late April/early May.

Chair: Wendy Wolfe

Additional

Members:

Barbara Hubbard, Senate Liaison

Sherry Warnock

LindaAnn McCall

Nancy Remler

Keith Betts

Judy Ginter

John Mitchell

Kwame Phillips (student representative)

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Joshua Hill (student representative)

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Appendix H

Report Date April 15, 2013

Committee Constitution and Bylaws Committee 2012-2013

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
8/20/12 via Senate Meeting	<p>Assigned committee officers.</p> <p>Proposed amendments to the Constitution to set term dates for senators, procedure for succession/removal of officers.</p> <p>Referred procedure for dealing with loss of committee members to the Elections Committee.</p> <p>Referred consideration of revision of bylaws of Planning, Budget and Facilities Committee to add an economist to that committee.</p>	9/10/12		Approved at 9/17/12 Senate meeting
September 2012	<p>Examination of reapportionment of Senate based on current faculty numbers resulted in the inability to reapportion due to the inability to round numbers of faculty.</p> <p>Committee recommended maintaining faculty representation for 2013-2014 at the same apportionment as used in 2012-2013 and amending the bylaws to guide future action in the event of ties.</p>	10/4/12		Approved by Senate at 11/19/12 meeting
10/15/12 via email from President Baird	<p>Reviewed Student Success Committee request for bylaws change to remove approval of graduation list from that committee's responsibility. Recommended approval of the bylaws change to the senate.</p>	11/19/12		Approved by Senate at 1/28/13 meeting
3/5/13 request from Student Success committee	<p>Reviewed and remanded Student Success Committee request to remove review and awarding of scholarships from their responsibilities back to that committee to supply rationale for</p>	3/7/13	Discussed at 3/16/13 Senate meeting	

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

<p>2/28/13 request from Planning, Budget & Facilities</p>	<p>change.</p> <p>Reviewed and remanded request from Planning, Budget & Facilities to change their bylaws to add an economist and change students from voting to Ex Officio members back to that committee to review inconsistencies in the language of their requested change and to resubmit using the required format</p> <p>Requested that suggested change to Research and Scholarship committee bylaws be sent to that committee for their consideration.</p> <p>Discussed mechanism to arrange for general faculty vote on Constitution and Bylaws changes.</p>			
	<p>Considered resubmission of requested bylaws changes from the Student Success Committee and the Planning, Budget & Facilities.</p> <p>Voted electronically to unanimously recommend adoption of requested changes for both committees to the senate.</p>	<p>3/22/13</p>	<p>4/2/13 for discussion at the 4/15/13 Senate meeting</p>	

Chair Laurie Adams

Additional Barbara Hubbard (secretary) and Maya Clark
Members

Appendix H.1 Bylaws Changes

Student Success Committee

Article XI. SECTION B. Student Success Committee

Rationale

The Student Success Committee supports the formation of a university scholarship committee based on the knowledge that administrative resources will add value and efficiency to processing applications and awarding scholarship funding to incoming and returning student candidates. The scholarship awards may in turn become a more effective recruitment and retention tool for Armstrong.

Mission

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

Duties

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

Planning Budget & Facilities Committee

Article XI. SECTION G. Planning, Budget, and Facilities Committee

Rationale

This committee would benefit from the addition of someone with a good understanding of budgets and familiarity with financial documents, thus an economist should become an ex officio member. The committee also agreed unanimously that student members should be moved to Ex Officio status because they 1) may not be appointed in time for the first meetings of the committee, 2) may prevent the attainment of a quorum if they fail to attend meetings, and 3) lack expertise in the area of budgeting and finance.

Membership

The committee shall be composed of nine faculty representatives, ~~one undergraduate and one graduate student~~, and various ex officio, non-voting members. The nine faculty representatives shall consist of two faculty representatives from each of the four colleges, and one from the Library, where at least one of the faculty representatives must hold graduate faculty status. Ex officio, non-voting members will be **one undergraduate**

student, one graduate student, one member of the economics faculty, one department head, one dean, the Provost, the Vice President for Student Affairs, the Vice President for Financial Services, and the Vice President of External Affairs.

IV. Electronic Voting

Both requests for Bylaw changes were unanimously approved.

Respectfully submitted,
Barbara Hubbard

Appendix I

Committee on Committee Annual Report, 2013

Committee members:

Jason Beck

Wayne Johnson

Austin Francis

Background

Armstrong currently has 19 faculty committees (standing and senate). Given current faculty teaching loads, advisement duties, other service commitments, and low morale, some of these committees have struggled to complete their charges this past year. The limited number of faculty willing and capable of providing committee service to the faculty are distributed across all 19 of the current committees. Other system universities have far less committees, ranging from as few as three to as many as ten.

Recommendations

The current 19 committees could be consolidated for a more efficient and simple committee structure. For example:

- The Steering, Committee on Committee, Constitution and Bylaws, and Elections committees could be consolidated into a single Senate Governance committee.
- The Student Success, Academic Standards, Interdisciplinary Studies, and Honors committees could be consolidated into a single Academics committee
- The Research and Scholarship, International Programs/Activities, Writing, Library and Faculty Development could be consolidated into a Student & Faculty Development committee
- The Educational Technology and Planning Budget and Facilities committees could be consolidated into a single Support and Infrastructure committee

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Standing Committee Reports Submitted to Committee on Committees

Academic Standards:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Education Technology:	No report submitted to Committee on Committees
Faculty Development:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Faculty Welfare:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Honors Advisory:	No report submitted to Committee on Committees
Interdisciplinary Studies:	No report submitted to Committee on Committees
International Programs & Activities:	No report submitted to Committee on Committees
Library:	No report submitted to Committee on Committees
Planning, Budget, and Facilities:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Research and Scholarship:	No report submitted to Committee on Committees
Student Success:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Writing:	<u>See Appendices of Senate Meeting Minutes for 15APR13</u>
Graduate Affairs:	No report submitted to Committee on Committees
University Curriculum:	No report submitted to Committee on Committees

Appendix J

Report Date: **April 4, 2013**Committee: **Planning, Budget, and Planning**

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
8/20/2012	Improve Faculty Understanding of Finances, Communication with Administration	Wednesday - Aug 22 - 11am - Armstrong Center 222		
	<ul style="list-style-type: none"> ● In Dec. 2012, the PBF committee arranged a budget presentation to the faculty by David Carson. The timing of the meeting at the end of Fall semester just before Final exam week was poor and insufficient announcements were made regarding the meeting; hence it was poorly attended. ● The PBF committee unanimously proposed a bill to the senate requesting an annual budget presentation in January from the VP of Budget and Finance. This bill was unanimously approved. Though all senate meetings are open to the faculty, the PBF committee recommends that a special invitation/reminder to all faculty be sent out before this annual January budget presentation each year to improve faculty understanding of Finances and Communication with Administration. ● In addition, the VP of Budget and Finance has been regularly 			

	<p>posting various financial information of the VP's website.</p> <p>At the request of the PBF committee, the VP of Budget and Finance at the committee's request has also added various documents to the budget office website at: http://www.armstrong.edu/Departments/business_office/business_budget_office</p> <p>The VP is currently reviewing Various Ways to post quarterly financial statements as well.</p> <p>In addition there is the business office blog for announcements: http://www.armstrong.edu/Departments/business_office_announcements/business_office_announcements_welcome</p>			
8/20/2012	Develop plan for Cost of Living Adjustments/Raises			
	<ul style="list-style-type: none"> ● Since the beginning of the year, the best way to go about implementing such a plan has been under discussion. ● At the last PBF meeting on March 25, 2013, a bill recommending that a comprehensive salary analysis study with recommendations that every three years this salary analysis be conducted was approved. 			
	<p>AGENDA</p> <p>A. Sign-In</p> <p>B. Minutes Approval</p> <p>C. Old Business</p> <ol style="list-style-type: none"> 1. Mr. Carson's Presentation 2. Senate Recommendations 	Monday 10/1/12 at 2:00 pm, VH 219		

	<p>a. Recommendation #2 from the 2010-2011 Committee Annual Report regarding Coordination with Strategic Planning and Resource Council (SPARC) & PB&F has a member who is on the council</p> <p>b. Resolution from the 2010-2011 Committee Annual Report regarding building projects and construction bonds, and information regarding financial obligations affecting student fees and university debt obligations</p> <p>D. New Business</p> <ol style="list-style-type: none"> 1. Mr. Carson's report 2. Provost Adams' report 3. Mr. Carson's communication Mode <ol style="list-style-type: none"> a. Communication & Transparency suggested PB&F explore ways to communicate the work of the committee to the Faculty Senate as well as to the faculty at large. 4. Feasibility of five (5) year trends report on employment at Armstrong— <ol style="list-style-type: none"> a. Per Faculty Senate Request, PB&F asked David Carson for report on employment trends at Armstrong for administration, faculty and staff over the past 5 years. Report should include (but is not limited to) number of positions and salary expenditures. 5. Feasibility of "market adjustment" to enact changes in compensation/compression and that may be an option for PB&F to investigate. 6. Senators response <p>E. Other</p>			
--	--	--	--	--

	F.Adjourn			
8/20/2012	Determine 5 year history of fac/staff/admin/student pop/\$\$			
	<ul style="list-style-type: none"> • A 5 year chart of number of positions in relation to sum totals of salaries was provided to the PBF committee last Fall Semester and discussed. That data has been forwarded to the faculty senate in March 2013. 			
10/15/2012	Investigate Budget Cuts			
	<ul style="list-style-type: none"> • <u><i>Emailed David Carson and waiting for him to respond to these. March 25, 2012</i></u> • Brief Explanation of how the initial 3% cut was handled. (the date when this occurred) • Brief explanation of the potential for another 2.6% cut (the date when this might occur) and summary of how it will be handled. 			
11/19/2012	Investigate Move of Bursar's Office			
	<ul style="list-style-type: none"> • David Carson explained that the original decision to move the Bursar's Office to Victor Hall is recorded in a memo from Jim Brignati dated May 22, 2008. He delayed the move upon his arrival until funds for the move could be secured. MRR funds were secured and allocated 			

	especially for this project.			
11/19/2012	Identify Building Priorities			
	<p>At the March 25th PBF meeting, David Carson described the following building project list. He also noted new capital project funds have been suspended, so the timeline for these project are is not clear.</p> <ol style="list-style-type: none"> 1. Liberty Center in Hinesville will be moving to a downtown location. 2. Health Professions Building Project (though the site for this project is not clear yet) 3. Aquatics Recreation Center Renovations/Restructuring 4. Both Ashmore Hall and Fine Arts are also on the Renovation Project list though it is not clear in which order at this time. 			
	<p>AGENDA</p> <p>A. Sign-In</p> <p>B. Minutes Approval</p> <p>C. Old Business</p> <ol style="list-style-type: none"> 1. Senate Recommendations: <ol style="list-style-type: none"> a. Faculty Meeting with Mr. Carson b. David Carson and Keith Betts meeting of Students Fee Committee. c. Other Senate requests 2. Salary Market Adjustment Analysis (compensation/compression) 3. Budget items affecting PBF Committee—Mr. Carson <ol style="list-style-type: none"> a. Summer Funds 	<p>11-19-13</p> <p>University Hall</p>		

	<ul style="list-style-type: none"> b. Functional Classification Expenses by Natural Expense Classification for the last two years 4. Voting privileges for student representatives 5. Resolution to amend the ex-officio membership of Planning, Budget, & Facilities committee by adding a faculty member from the Economics department. <p>D. New Business</p> <ul style="list-style-type: none"> 1. SPARC Report (Lynn Roberts) 2. Senate Report-Erik Nordenhaug 3. SGA Report—MacGregor Bailey 4. Mr. Carson’s report <ul style="list-style-type: none"> a. Facilities Survey b. Go Green initiative Survey results c. Actuals for the 1st quarter financial report d. Enrollment projections for fall 2013. e. Internal budget f. Operating expenses by functional classification 5. Provost Adams’ report 6. VP Betts report 7. Five (5) year trends report on employment at Armstrong— <p>E. Other</p> <p>F. Adjourn</p>			
	<p>AGENDA</p> <p>A. Sign-In</p> <p>B. Minutes Approval</p> <p>C. Old Business</p> <ul style="list-style-type: none"> 1. Senate Recommendations: <ul style="list-style-type: none"> a. Faculty Meeting with Mr. Carson b. David Carson and Keith Betts meeting of Students Fee Committee. c. Other Senate requests 	<p>Monday 2-25-13 Solms Hall 106</p>		

	<ol style="list-style-type: none"> 2. Salary Market Adjustment Analysis (compensation/compression) 3. Budget items affecting PBF Committee—Mr. Carson <ol style="list-style-type: none"> a. Summer Funds b. Functional Classification Expenses by Natural Expense Classification for the last two years 4. Voting privileges for student representatives 5. Resolution to amend the ex-officio membership of Planning, Budget, & Facilities committee by adding a faculty member from the Economics department. <p>D. New Business</p> <ol style="list-style-type: none"> 1. SPARC Report (Lynn Roberts) 2. Senate Report-Erik Nordenhaug 3. SGA Report—MacGregor Bailey 4. Mr. Carson’s report 5. Provost Adams’ report 6. VP Betts report <p>E. Other</p> <p>F. Adjourn</p>			
	<p>AGENDA</p> <p>A. Sign-In</p> <p>B. Minutes Approval</p> <p>C. Old Business</p> <ol style="list-style-type: none"> 1. Senate Recommendations: <ol style="list-style-type: none"> a. Annual Senate/Faculty Meeting with Mr. Carson b. Office relocations c. Other Senate requests d. WHAT IS IT THAT WE NEED TO SEND TO SENATE? 2. Salary Market Adjustment Analysis (compensation/compression) 3. Budget items affecting PBF Committee—Mr. Carson 	<p>Monday 3-25-13 Solms 106</p>		

	<ul style="list-style-type: none"> a. Summer Funds b. Functional Classification Expenses by Natural Expense Classification for the last two years <p>D. New Business</p> <ul style="list-style-type: none"> 1. SPARC Report (Lynn Roberts) 2. Senate Report-Erik Nordenhaug 3. SGA Report—MacGregor Bailey 4. Mr. Carson’s report 5. Provost Adams’ report 6. VP Betts report <p>E. Other</p> <p>F. Adjourn</p>			
		Monday, April 22, 2013 Solms 106		

Attachments:

Attachment A Current Maintenance Repairs/Project List is below

PBF committee report addressing Senate Charges in Appendix J of March 18, 2013
Agenda

Regarding the charge to “Improve Fac. Understanding of Finances, Communication with Administration” from 8/20/2012

- In Dec. 2012, the PBF committee arranged a budget presentation to the faculty by David Carson. The timing of the meeting at the end of Fall semester just before Final exam week was poor and insufficient announcements were made regarding the meeting; hence it was poorly attended.
- The PBF committee unanimously proposed a bill to the senate requesting an annual budget presentation in January from the VP of Budget and Finance. This bill was unanimously approved. Though all senate meetings are open to the faculty, the PBF committee recommends that a special invitation/reminder to all faculty be sent out before this annual January budget presentation each year to improve faculty understanding of Finances and Communication with Administration.
- In addition, the VP of Budget and Finance has been regularly posting various financial information of the VP’s website. At the request of the PBF committee, the VP of Budget and Finance at the committee’s request has also added various documents to the budget office website at:
http://www.armstrong.edu/Departments/business_office/business_budget_office
The VP is currently reviewing various ways to post quarterly financial statements as well.
In addition there is the business office blog for announcements:
http://www.armstrong.edu/Departments/business_office_announcements/business_office_announcements_welcome

Regarding the charge to “Develop plan for Cost of Living Adjustments/Raises” from 8/20/2012

- Since the beginning of the year, the best way to go about implementing such a plan has been under discussion.
- At the last PBF meeting on March 25, 2013, a bill recommending that a comprehensive salary analysis study with recommendations be conducted next year and every three years after that was approved.

Regarding the charge to “Determine 5 year history of fac/staff/admin/student pop/\$\$” from 8/20/2012

- A 5 year chart of number of positions in relation to sum totals of salaries was provided to the PBF committee last Fall Semester and discussed. That data has been forwarded to the faculty senate in March 2013. (SEE CHART BELOW OR ATTACHED 5 year salary chart pdf file)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Change over 5 Years in Percentage	Change over 5 years number
Full Time							
Total Instructional Faculty	245	237	239	254	258	5.31%	13
Executive/Administrative	74	68	70	62	64	-13.51%	-10
Other Professional/Support Service	96	106	129	116	120	25.00%	24
Technical & Paraprofessionals	10	10	11	9	7	-30.00%	-3
Clerical & Secretarial	122	113	126	108	96	-21.31%	-26
Skilled Crafts	6	9	8	8	9	50.00%	3
Service/Maintenance	33	26	30	28	36	9.09%	3
<i>Total Full-Time</i>	<i>586</i>	<i>569</i>	<i>613</i>	<i>585</i>	<i>590</i>	<i>0.68%</i>	<i>4</i>
Part-Time							
Instructional Faculty	174	191	192	174	166	-4.60%	-8
Executive/Administrative	2	3	4	4	4	100.00%	2
Other Professional/Support Service	42	51	47	10	10	-76.19%	-32
Clerical & Secretarial	11	15	5	12	8	-27.27%	-3
Skilled Crafts	0	2	2	0	0	0.00%	0
Service/Maintenance	6	17	17	5	4	-33.33%	-2
<i>Total Part-Time</i>	<i>235</i>	<i>279</i>	<i>267</i>	<i>205</i>	<i>192</i>	<i>-18.30%</i>	<i>-43</i>
Salary Expenditures							
Faculty Salaries	\$17,680,456	\$18,761,577	\$17,670,140	\$17,731,265	\$19,576,919	10.73%	\$1,896,463
Staff Salaries	\$17,395,861	\$18,151,433	\$18,228,248	\$17,926,773	\$18,131,837	4.23%	\$735,976
Benefits	\$9,442,181	\$9,493,648	\$9,695,572	\$9,916,948	\$10,542,355	11.65%	\$1,100,174

Regarding the charge to "Investigate Budget Cuts" from 10/15/2012

- Brief Explanation of how the initial 3% cut was handled from David Carson:

The 3% budget was notified to us in August. We reduced 13 unfilled positions and eliminated 1 filled staff position. Of the 13 unfilled positions, 10 were staff positions. This all totaled \$600. We also eliminated \$239K in operating funds.

- Brief explanation of the additional cut which has just recently occurred from David Carson:

The second round which will be between 2.6 to 3% has already been accounted for and was also taken using unfilled positions and operating funds. This cut became official this week.

Regarding the charge to "Investigate Move of Bursar's Office" from 11/19/2012

David Carson explained that the original decision to move the Bursar's Office to Victor Hall is recorded in a memo from Jim Brignati dated May 22, 2008. He delayed the move

upon his arrival until funds for the move could be secured. MRR funds were secured and allocated especially for this project.

Additional info from David Carson:

The Victor hall renovation will began in late May. It will be about an 8 month project. When completed, the Bursar will move over to the 2nd floor of Victor. First year Exp will move to another location. All other departments will maintain their location. All of the cubes in the center will become offices. We will post the project on our website very soon.

Regarding the charge to "Identify Building Priorities" from 11/19/2012

At the March 25th PBF meeting, David Carson described the following building project list. He also noted new capital project funds have been suspended, so the timeline for these projects is not clear.

1. Liberty Center in Hinesville will be moving to a downtown location. The Liberty Center project is already funded but will not start until Fall 2013. It will take about 18 to 24 months to complete.
2. Health Professions Building Project (though the site for this project is not clear yet)
3. Aquatics Recreation Center Renovations/Restructuring
4. Both Ashmore Hall and Fine Arts are also on the Renovation Project list though it is not clear in which order at this time.

Regarding Current Maintenance Repairs/Projects

Maintenance requests can be made here:

http://www.armstrong.edu/Departments/plant_operations/plant_operations_welcome

Current Maintenance Repairs/Project List is below

ARMSTRONG PROJECTS					Updated: 4/2/13		
BUILDING	DESCRIPTION	UNIT COST	UNITS	TOTAL	FUNDED (Y OR N)	SOURCE	Unfunded Balance
Burnett Hall	Roof Replacement	\$ 9.47	16896	\$ 160,000.00	Yes	MRR2011	
Burnett Hall	Card Access	\$ 7,500.00	2	\$ 15,000.00	No	n/a	\$ 15,000.00
Victor Hall	Roof Replacement	\$ 8.94	13420	\$ 120,000.00	Yes	MRR2011	
Victor Hall	2nd Floor Building-Out	\$ 25.00	13419	\$ 625,295.00	Yes	MRR2012/2013	
Victor Hall	Front Porch Cast Stone Repair	\$ 25,000.00	1	\$ 25,000.00	No	n/a	
Gamble Hall	Code and Systems Renovation	\$ 2,750,000.00	1	\$ 2,750,000.00	Yes	GO Bonds 2012	\$ 25,000.00
Gamble Hall	Roof Replacement	\$ 11.65	12746	\$ 148,436.00	Yes	MRR2012	
Gamble Hall	ADA Modifications	\$ 45,000.00	1	\$ 45,000.00	Yes	Capital Project 2012	\$ -
Science Center	ARRA-AASU-1008-ECM-250-251-259	\$ 1,534,100.00	1	\$ 1,534,100.00	Yes	ARRA	
Science Center	Chilled Water Loop Victor, Gamble, Jenkins & Science Center	\$ 200,000.00		\$ 200,000.00	Yes	MRR2012	
Science Center	Boiler Pump Upgrades	\$ 4,403.00		\$ 4,403.00	Yes	MRR20012	
Science Center	Cooling Tower Infill Replacement	\$ 50,000.00		\$ 50,000.00	Yes	MRR2011	
Science Center	Animal Colony Renovations	\$ 95,500.00	1	\$ 95,500.00	Yes	Institutional 2013	
Science Center	North Building Classroom/Public Area Painting	\$ 5,000.00	2	\$ 10,000.00	Yes	Plant Operations	
Science Center	East West Building Public Hallway Paint and Finishes	\$ 50,000.00	2	\$ 100,000.00	Yes	Institutional 2012	
Science Center	East West Building Lab/Classroom Painting	\$ 50,000.00	2	\$ 100,000.00	Yes	Institutional 2012	
Science Center	Classroom Furniture Replacements	\$ 100,000.00	1	\$ 100,000.00	No	n/a	\$ 100,000.00
Armstrong Annex 1	Painting and Finishes (offices and public areas)	\$ 40,000.00	1	\$ 40,000.00	No	n/a	\$ 40,000.00
Armstrong Annex 2	Interior Signage	\$ 5,000.00	1	\$ 5,000.00	Yes	Plant Operations	
Armstrong Annex 2	Card Access	\$ 7,500.00	2	\$ 15,000.00	No	n/a	\$ 7,500.00
Student Recreation Center	Paint and Finish Replacement	\$ 45,000.00	1	\$ 45,000.00	No	n/a	\$ 45,000.00
Aquatics and Recreation Center	Renovation, Phase III	\$ 3,841,000.00	1	\$ 3,841,000.00	No	Minor Capital Request 2013	
Aquatics and Recreation Center	Card Access	\$ 7,500.00	1	\$ 7,500.00	No	n/a	
Aquatics and Recreation Center	Gym Floor Refinishing	\$ 20,000.00	1	\$ 20,000.00	Yes	Institutional 2012	\$ 3,848,500.00
Sports Center	Cooling Tower Infill Replacement	\$ 50,000.00	1	\$ 50,000.00	Yes	MRR2012	
Sports Center	Cooling Tower & Control Mods	\$ 17,560.00		\$ 17,560.00	Yes	MRR2011	
Sports Center	Public Area Paint and Finish	\$ 10,000.00	1	\$ 10,000.00	Yes	Plant Operations	
Sports Center	Chiller Plant Control Upgrade (Merge Trane Control into Siemens Apogee)	\$ 35,000.00	1	\$ 35,000.00	No	n/a	
Sports Center	Door Replacement and Card Access	\$ 15,000.00	2	\$ 30,000.00	No	n/a	
Sports Center	Classroom Furniture Replacements	\$ 30,000.00	1	\$ 30,000.00	No	n/a	\$ 95,000.00
Lane Library	Finish Upgrades and Paint	\$ 30,000.00	1	\$ 30,000.00	No	n/a	
Lane Library	Door Replacement and Card Access	\$ 15,000.00	1	\$ 15,000.00	No	n/a	
Lane Library	Furniture Replacements	\$ 20,000.00	1	\$ 20,000.00	No	n/a	\$ 65,000.00
Learning Commons	Library Renovations (CIS, Old Bookstore, and Armstrong Center suites)	\$ 5,891,000.00	1	\$ 5,891,000.00	Yes	GO Bonds 2010/11	\$ -
MCC	Student Dining Room	\$ 800,000.00	1	\$ 800,000.00	Yes	Auxiliary Funds	
MCC	MCC Boiler Pump Modifications	\$ 30,906.00		\$ 30,906.00	Yes	MRR2011	
MCC	MCC 1st Floor Hvac Modifications	\$ 11,100.00		\$ 11,100.00	Yes	MRR2011	
MCC	Dining Rooms HVAC Mods	\$ 50,000.00	1	\$ 50,000.00	Yes	MRR2011	
MCC	Faculty Dining Room	\$ 40.00	400	\$ 16,000.00	Yes	Auxiliary Funds	
MCC	Interior Renovations	\$ 78.00	30234	\$ 2,358,252.00	No	n/a	\$ 2,358,252.00
Student Union	Cooling Tower Liner	\$ 80,000.00	1	\$ 80,000.00	Yes	EPFI	
Student Union	Interior Finish Repairs	\$ 30,000.00	1	\$ 30,000.00	No	n/a	\$ 30,000.00
Hawes Hall	Paint and Finish Replacement	\$ 25,000.00	1	\$ 25,000.00	No	n/a	
Hawes Hall	Door Replacement and Card Access	\$ 15,000.00	1	\$ 15,000.00	No	n/a	
Hawes Hall	Classroom Furniture Replacements	\$ 10,000.00	1	\$ 10,000.00	No	n/a	\$ 50,000.00
Solms Hall	Paint and Finish Replacement	\$ 25,000.00	1	\$ 25,000.00	No	n/a	
Solms Hall	Door Replacement and Card Access	\$ 15,000.00	1	\$ 15,000.00	No	n/a	
Solms Hall	Classroom Furniture Replacements	\$ 10,000.00	1	\$ 10,000.00	No	n/a	\$ 50,000.00
Fine Arts	Interior HVAC and Lighting Upgrades	\$ 616,000.00	1	\$ 616,000.00	No	n/a	
Fine Arts	Fine Arts Chiller Replacement	\$ 131,366.00		\$ 131,366.00	Yes	MRR2011	
Fine Arts	Air Handler Unit Replacement	\$ 50,000.00	4	\$ 200,000.00	No	n/a	
Fine Arts	Painting and Finishes (offices, classrooms, and public areas)	\$ 150,000.00	2	\$ 300,000.00	No	n/a	
Fine Arts	Code Issues	\$ 2,000,000.00	1	\$ 2,000,000.00	No	n/a	
Fine Arts	Door Replacement and Card Access	\$ 7,500.00	2	\$ 15,000.00	No	n/a	
Fine Arts	Window Replacement	\$ 220,000.00	1	\$ 220,000.00	No	n/a	
Fine Arts	Classroom Furniture Replacements	\$ 100,000.00	2	\$ 200,000.00	No	n/a	\$ 3,143,500.00
Ashmore Hall	Window Replacement (Design only)	\$ 4,500.00	1	\$ 4,500.00	Yes	MRR2011	
Ashmore Hall	Window Replacement-construction	\$ 204,700.00		\$ 204,700.00	Yes	Institutional	
Ashmore Hall	Renovation of Second Floor Restrooms	\$ 234,000.00		\$ 234,000.00	Yes	Institutional	
Ashmore Hall	Ashmore Hall HVAC and Lighting Upgrades	\$ 558,768.00	1	\$ 558,768.00	No	n/a	
Ashmore Hall	Carpet Replacement Ashmore & Sports Center	\$ 49,950.00		\$ 49,950.00	Yes	Institutional	
Ashmore Hall	Painting and Finishes (offices, classrooms, and public areas)	\$ 75,000.00	2	\$ 150,000.00	No	n/a	
Ashmore Hall	Door Replacement and Card Access	\$ 7,500.00	2	\$ 15,000.00	No	n/a	
Ashmore Hall	Chiller Replacement	\$ 120,000.00	1	\$ 120,000.00	No	n/a	
Ashmore Hall	Air Handler Unit Replacement	\$ 50,000.00	2	\$ 100,000.00	No	n/a	
Ashmore Hall	Code Issues	\$ 1,250,000.00	1	\$ 1,250,000.00	No	n/a	
Ashmore Hall	Classroom Furniture Replacements	\$ 20,000.00	2	\$ 40,000.00	No	n/a	\$ 2,233,768.00
University Hall	Interior Renovations	\$ 45,994.00		\$ 45,994.00	Yes	Institutional	
University Hall	Interior Renovations, Phase 1 (Paint and Finishes)	\$ 120,000.00	1	\$ 120,000.00	No	n/a	
University Hall	Interior Renovations, Phase 2 (Paint and Finishes)	\$ 281,485.00	1	\$ 281,485.00	No	n/a	
University Hall	Cooling Tower Infill Replacement	\$ 80,000.00	1	\$ 80,000.00	No	n/a	
University Hall	Skylight Resealing	\$ 19,250.00		\$ 19,250.00	Yes	Institutional	
University Hall	Lighting Upgrades (Public Areas)	\$ 45,000.00	1	\$ 45,000.00	No	n/a	
University Hall	Furniture Replacements	\$ 75,000.00	1	\$ 75,000.00	No	n/a	\$ 556,485.00
Armstrong Center	Interior Paint and Finish Replacement	\$ 20,000.00	1	\$ 20,000.00	No	n/a	
Armstrong Center	Exterior Upgrades (Roof, Paint, and Façade)	\$ 620,000.00	1	\$ 620,000.00	Yes	EPFI	
Armstrong Center	Furnishing Replacement	\$ 20,000.00	1	\$ 20,000.00	No	n/a	
Armstrong Center	Card Access	\$ 7,500.00	5	\$ 37,500.00	No	n/a	\$ 77,500.00
Liberty Center	Table Top Exhaust Hood	\$ 1,500.00	1	\$ 1,500.00	No	n/a	\$ 1,500.00
				\$ 27,436,065.00			
Campus	Transportation Enhancement Project Phase I	\$ 625,000.00	1	\$ 625,000.00	Yes	GaDOT/AASU	
Campus	Transportation Enhancement Project Phase II	\$ 250,000.00	1	\$ 250,000.00	Yes	GaDOT/AASU	
Campus	Transportation Enhancement Project Phase III	\$ 300,000.00	1	\$ 300,000.00	No	n/a	\$ 300,000.00
Campus	Road Improvement Plan (University Drive Resurface)	\$ 352,000.00	1	\$ 352,000.00	Yes	APAC Southeast	
Campus	Storm/Sanitary Sewer Survey/Master Plan	\$ 20,000.00	1	\$ 20,000.00	No	n/a	\$ 20,000.00
Campus	Science Drive Pedestrianway Project	\$ 800,000.00	1	\$ 800,000.00	Yes	Windward Commons LLC	
Campus	Restripe Sports Center Parking Lot	\$ 15,000.00	1	\$ 15,000.00	No	n/a	\$ 15,000.00
Campus	Restripe Arts Drive Parking Lot	\$ 15,000.00	1	\$ 15,000.00	No	n/a	\$ 15,000.00
Campus	Restripe Armstrong Center Parking Lot	\$ 6,650.00	1	\$ 6,650.00	Yes	PSC	
Campus	Road Improvement Plant (Arts Drive Resurface)	\$ 325,000.00	1	\$ 325,000.00	No	n/a	\$ 325,000.00
Campus	Burnett Blvd Street Lighting Upgrades (Cobra Heads)	\$ 2,500.00	8	\$ 20,000.00	No	n/a	\$ 20,000.00
Campus	Arts Drive Street Lighting Upgrades (Cobra Heads)	\$ 1,500.00	6	\$ 9,000.00	No	n/a	\$ 9,000.00
Campus	Library Drive Street Lighting Upgrades (Cobra Heads)	\$ 1,500.00	8	\$ 12,000.00	No	n/a	\$ 12,000.00
Campus	Storm Water Inlet Repairs (Various Locations)	\$ 10,000.00	1	\$ 10,000.00	No	n/a	\$ 10,000.00
Campus	Repair Exterior Campus Lighting	\$ 11,887.00		\$ 11,887.00	Yes	Institutional	
				\$ 2,347,000.00			
	Grand Total:			\$ 29,783,065.00			\$ 13,468,005.00

Chairs

Judith Garrison

Robert Loyd

**Additional
Members**

Catherine Gilbert

Lorrie Hoffman

Elizabeth Desnoyas-Colas

Prino Jacob

Catherine McGowan

Erik Nordenhaug

Bryan Riemann

Lynn Roberts

Bill Kelso (Ex officio)

Carey Adams (Ex officio)

MacGregor Bailey

Laura Barrett (Ex officio)

Keith Betts (Ex officio)

David Carson (Ex officio)

Yassaman Saadatmand (Ex officio)

Appendix J.1

Bills PBF

A comprehensive salary analysis study with recommendations be conducted next year and every three years after that.

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Appendix K

Report Date April 4, 2013

Committee: Student Success

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
August 20, 2012	Submission of graduation list.	8/16/12. Removal of the SSC from the graduation list approval process for efficiency. The Registrar's office should forward the list directly to the senate. This duty should be removed from committee duties in the bylaws.	9/4/12	
	Charge#1: Review academic probation and academic standing.	9/4/12, 10/2/12, 1/8/13, Recommendations were made for midterm grades and forwarded to the senate. Academic probation needs to be considered by the 2013-2014 committee since many procedures have changed and data needs to be collected.	1/8/13	
	Charge #2: Ad Hoc On Line Education	9/4/12. Two SSC members volunteered to serve. Lynn Roberts and Trish Holt attended the first meeting. Lynn Roberts and Charlie Belin represented SSC on subsequent meetings.	10/2/12	
September 17, 2012	Charge #1: Examine Registration and Course Overload issues, specifically those that begin with financial aid drops and lead to courses exceeding capacity. Students dropped from a course for nonpayment (and related reasons) results in other students adding that course (filling the new vacancy). Subsequently, those that had been dropped request	October 2, 2012 #1: Examine Registration and Course Overload issues, specifically those that begin with financial aid drops and lead to courses exceeding capacity. Students dropped from a course for nonpayment (and	11/2/2012	

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

	<p>re-enrollment in the course and many faculty feel obligated to help for various reasons. Problem: courses campus-wide filled beyond capacity.</p>	<p>related reasons) results in other students adding that course (filling the new vacancy). Subsequently, those that had been dropped request re-enrollment in the course and many faculty feel obligated to help for various reasons. Problem: courses campus-wide filled beyond capacity. Information provided by Lee Ann Kirkland – Drops are not from Financial Aid but are processed through the Bursar’s Office. The drops are for nonpayment. The Board of Regents requires that students’ accounts are paid in full before they can attend class. Many students fail to make payment. Students receive numerous e-mail and phone call warnings before they are dropped from class. <i>Letters regarding HOPE status will go out in Letters will go out on December 15.</i> Please note grades are due on Friday, Dec 14. Financial Aid will be unable to review and generate notices to students (email) of their HOPE status until Dec 19. The drop process is managed through Enrollment Services. Since students have</p>		
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**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>multiple warnings before being dropped from a class, faculty are not obliged to overload courses. Students need to pay attention to e-mails and phone calls from Enrollment Services. The schedule for Fall 2012 ended with students dropped on a Saturday. The time is being changed so that the drop will occur earlier.</p> <p style="text-align: center;">-</p>		
	<p>Charge #2: Examine "What does student centered learning mean?"</p>	<p>Leigh Rich (guest) presented the charge from the Senate Steering Committee. The phrase "student centered learning" has become a buzzword. Senate steering committee is asking for faculty to operationalize the term. What do we need to ensure that learning is student-centered. For example, does it mean that class size needs to be limited? How does Armstrong promote student centered learning? What do we need to assure that faculty have adequate resources to foster student centered learning. The use of the term stems from the university mission: Armstrong is teaching-centered and student-focused, providing diverse learning</p>		

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		experiences and professional programs grounded in the liberal arts. And the value: We value education that is student-focused, transformative, experiential and rigorous, leading to student success. After much discussion, the committee recommends that student centered learning needs to be defined by each department or division since it may have one meaning for an academic department and another for the Office of Student Success or other division.		
November 19, 2012		January 8, 2013:	Feb 27, 2013	
	<i>1. Why are students who are registered with disability services allowed to register early? What is the justification?</i>	1. From Academic Affairs Council minutes September 8, 2011. Priority Registration for Students with Disabilities Kelly Woodruff Ms. Woodruff explained why priority registration for students with disabilities is something that is needed. Students with health impairments often take medications that affect their alertness and concentration, and need to schedule their classes during their windows of peak performance. Since Gamble Hall has no		

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>elevator, scheduling a class for an accessible classroom can be an issue. Some students require books in alternate format; priority registration would give them more time to obtain these materials. A survey by the University of Washington indicated that across all post-secondary institutions in the country, 62% offered priority registration for students with disabilities. Valdosta State University and Georgia Southern University are two USG institutions that have priority registration for students with disabilities. Currently there are 130 students with registered disabilities who would be affected. Only students with properly documented, registered disabilities would be eligible for priority registration. Registration would not be available to these students earlier than the normal registration window. Their time tickets would simply be coded so they could register on the first day of registration. There would still be an advisement hold on their tickets.</p> <p>It was moved and seconded to give priority</p>		
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**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>registration to students registered with the Office of Disability Services. The motion carried.</p>		
	<p><i>2. Faculty are concerned about several issues: failure of DS to notify faculty regarding students; scheduling exams (should coincide with the day/time for the rest of the class); methods of exam administration (should be proctored); faculty concerns about sending tests/exams electronically (test security issues).</i></p>	<p><u>Failure of DS to notify faculty regarding students:</u> It is each student's responsibility to notify their professors of their disability and accommodations. The Office of Disability Services facilitates this process through the creation of an advocacy letter which contains the student's limitations and approved accommodations. Students do not always need to use accommodations for every class. It is always the student's decision whether or not they will let the professor know about their accommodations. We do inform students that if they choose not to meet with the professor or utilize their accommodations, they may not use them retroactively. It is a student's right to refrain from informing a professor about their disability. For this reason and to protect students' confidentiality,</p>		

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>Disability Services staff do not directly notify professors about all students with disabilities in their classes. In college, students are expected to utilize self-advocacy skills. In addition, a student may start using accommodations any time during a semester. Some students do not get approved to receive accommodations until right before final exams. If a student approaches a professor and requests accommodations, the professor must accommodate the student as long as they receive 24 hours notice of a test that needs to be proctored in Disability Services. <u>Scheduling exams</u>: We ask students to schedule their tests and quizzes on the same day and time as the class. However, sometimes students have back-to-back classes and need to take their tests earlier or later on the same day as the class due to their class schedule. When students have back-to-back classes, they will not receive their accommodation</p>		
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**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>of extended time if they take the test at the same time as the class. For this reason, I do advise students to try to avoid scheduling classes one hour apart but this is not always possible because classes do not always have multiple sections or they have other scheduling conflicts. I will advise students to avoid scheduling back-to-back classes when possible when contacting them about priority registration for classes.</p> <p><u>Methods of exam administration:</u> Students leave their belongings and electronic devices in our graduate assistants' office when they arrive to take their tests. The tests are proctored by graduate assistants in a testing room next door. We recently purchased a video camera which can view three of the test stations in the room and have posted a sign on the door to let students know that they are being video monitored. In the future, we hope to have video monitoring for the entire room.</p>		
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**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>The cost of electrical wiring and cameras does not make this endeavor feasible at this time.</p> <p><u>Faculty concerns about sending tests electronically:</u> When the graduate assistants request tests every day, we do ask professors to e-mail the test to us or leave a copy with the departmental secretary. We pick tests up and return them to the secretaries every afternoon. E-mailing tests is more convenient for some professors but it is certainly not required, we can pick them up or professors can drop them off at our office. We only ask that professors do not use campus mail because we have no control over the test and often do not receive them in time. We delete all e-mails with tests attached.</p> <p>Kelly Woodruff, M.Ed. Director of Disability Services</p>		
2/27/13	#1 Ad Hoc Committee for Grade Appeal – request for 1 member of SSC to serve	Melissa Jackson volunteered to serve.	2/27/13	
	Faculty Forum for Retention, progression, graduation	On Thursday, March 21, at 3:30, in Solms 110, the Student Success	3/21/13	

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

		<p>Committee held a Faculty Forum devoted to student retention. “RPG”—retention, progression, graduation—has been a hot topic at Armstrong, within the USG, and across the nation for several years. And Armstrong has introduced many new initiatives: the new course withdrawal and repeat policies, our Complete College Georgia plan, learning communities, First Class, HOLA, the Camino project, and our new associate degrees, among them. As state funding becomes increasingly tied to RPG, we need to do more.</p> <p>What is the faculty’s role in retaining students? What should we be doing? Come to this forum and learn about new suggestions for improving retention rates and come prepared to offer suggestions of your own.</p>		
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CO-Chairs: Lynn Roberts, Helen Taggart

Additional Members : Pam Sears (Senate Liaison), Charlie Belin, David Wheeler, Trish Holt, David Bringman, Melissa Jackson, Leon Jaynes, Jonathan Roberts,

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Faustina Smith, Kwame Phillips (Student Gov't), Judy Ginter, Herbert Bruce, Nashia Whittenburg, Greg Anderson, John Kraft, LeeAnn Kirkland

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Appendix L

Report Date 4/10, 2013

Committee Faculty Development and Peer Review Task Force

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
Aug, 2013	<i>"develop mentoring process for non-tenure track faculty"</i>	Faculty Development: Sept. 6, Sept. 20, Oct. 25, Nov. 13, Jan. 24, Mar. 1	Just prior to March, 2013 Steering Committee & senate meeting	
		Peer Review Task Force: Oct. 11, Jan. 8, Jan. 17, Jan. 31		

Chair Andi Beth Mincer

Additional Members Mirari Elcoro, Ann Fuller, Sabrina Hessinger, Lynn Hunt Long, Patrick Thomas, Brent Feske, April Garrity, Teresa Winterhalter, Tina Leggett

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

The Faculty Development Committee and the Peer Review Task Force recommended

1. the development of a required first-year faculty experience (FYFE) for all new faculty that includes but is not limited to:
 - a. a formative peer review process with a faculty mentor
 - b. participation as a peer reviewer of another FYFE cohort member
 - c. regular (monthly?) meetings of the FYFE cohort to discuss topics relevant to getting one's feet on the ground at Armstrong, such as: the scholarship of teaching, forwarding research agendas, campus culture, first-generation college students, and internal funding opportunities
1. that faculty mentors for the FYFE be specifically nominated and carefully chosen for their interest and engagement in quality teaching.
2. that the time commitment for new faculty and their faculty mentors be acknowledged and balanced with something like a course release or stipend.
3. that a small group of faculty be recognized as Teaching Fellows to assist the Office of Faculty Development with promoting and enhancing quality teaching at Armstrong.

The full recommendations were submitted to the Faculty Senate and this document should be consulted for further detail.

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Appendix M

Report Date: April 12, 2013

Committee: Faculty Welfare

Date Assigned	Description	Date(s) of Meeting(s)	Date Submitted	Date(s) of Senate Action
August 2012	EFace – resubmitted to FS stating we were done with this charge.	8/31/2012	9/17/2012	
Sept. 2012	Determine if medical insurance can be made available for non-relatives. FWC decided that this charge was an issue for USG not Armstrong according to former VD Dr. Whitford. The FWC agreed with this decision as a whole.	Sept 2012		
February 2013	Determine workload from college to college. The University as a whole does not give faculty workload credit for research students at the undergraduate level. We have not found written policy. However, the Department of Nursing does give one hour credit for every three thesis committees chaired, but this is at the graduate level. Teaching loads are also different from undergraduate to graduate. So we cannot compares graduate with undergraduate policy.	2/5/2013	4/15/2013	

**SUMMARY OF CHARGES
PREPARED FOR FACULTY SENATE**

Members

Michel, Karl

Rolda'n, Gracia

Mullinax, Donna

Weiland, Mitch

Loyd, Robert

Whitford, Ellen

Gilbert, Catherine

Hagerty, Deb (S)

Frazier, Doug

Appendix N

Note: This report was NOT given during the Senate Meeting.

Annual Report - Writing Committee 2012-2013

Fall 2012

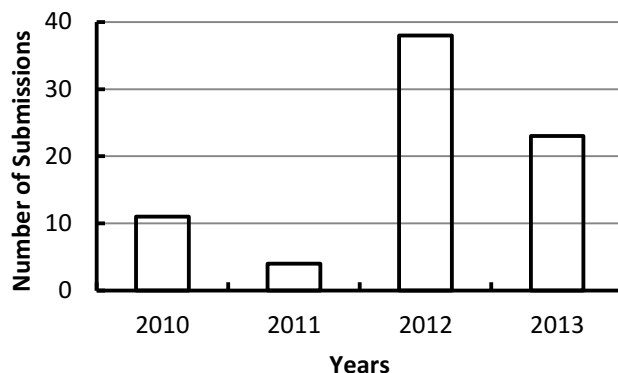
During this semester the committee met three times. These meetings occurred on 8-27-2012, 9-10-2012, and 11-27-2012. The first meeting was organizational, the Chair of the committee was re-elected to be James Todesca (History) and the secretary was also re-elected, Mirari Elcoro (Psychology). In the second meeting the committee invited Bill Kelso, Interim Vice President for Advancement, to provide ideas on how to increase the visibility of the writing committee and to help increase the number of potential donors (for awards). During the last meeting of this semester, members of the committee volunteered to update the information on the website about the competition and the poster for the writing competition. There was lack of funding for a booth during Armstrong Day.

Spring 2013

Electronic communication among committee members occurred frequently throughout the semester. Such communications were about updates on the submission process and number of submissions. Posters with information on the writing completion were displayed throughout the university. The submission deadline was extended for one week in hopes of increasing the number of papers received by the committee. A total of 23 papers were received this Spring 2013 (38 were submitted last year 2011-2012).

One meeting was conducted Tuesday April 2, 2013. During this meeting the attendees discussed whether the writing committee should stand on its own, or should it be merged with the Research and Scholarship committee in the future. We feel like the SSS has overshadowed the writing competition, and that the committee is not receiving enough support to make the event visible to students. Below is a compilation of number of papers submitted over the course of several years.

Selection of winner will be conducted by the end of the second week of April. The writing competition winners will be announced, and presented at the Student Scholars Symposium April 24, 2013. Some funds were acquired for student prizes.



Respectfully submitted,
James Todesca
Mirari Elcoro