

Armstrong

UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, April 6, 2016

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

ABSENT: Jose da Cruz (Vice Chair), Katrina Embrey, Jackie Kim, James Todesca

GUESTS: Cynthia Bolton, James Brawner, Donna Brooks, Janet Buckenmeyer, Delana Gajdosik-Nivens, John Hobe, Carol Jordan, Christine Moore, Kathy Platt, Regina Rahimi, Robert T. Smith, Sandy Streater, Heather Thornton, Teresa Winterhalter

CALL TO ORDER. The meeting was called to order at 3:05 by Myka Bussey-Campbell.

APPROVAL OF MINUTES. The minutes of March 2, 2016, were approved as presented.

ITEMS

I. College of Education

A. Childhood and Exceptional Student Education

Items 1-10 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

- 1. Create the following course:**
EDUC 3450 Creative and Affective Development **3-0-3**
Prerequisites: EDUC 3240
Students gain expertise in knowledge of integrating principles of music, visual art, and movement into the design of developmentally and culturally appropriate literacy learning activities. A key focus is exploring the alignment of arts integration with the principles that guide Universal Design for Learning (UDL). The course will offer multiple means for providing information to a wide range of learners and multiple means for engaging learners in participatory, collaborative, authentic, and energizing learning experiences.

Rationale: Integrating arts into the content curriculum offers a variety of ways for teachers to represent content through multiple learning modalities—visual, aural, and kinesthetic—and as a result, reach a wider range of learners, engaging students in the creative process which offers a universal pathway to learning.

Effective Term: Fall 2016

CURCAT:

Major Department: Child and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

2. Modify the following course:

EDUC 3750 Community Internship I

~~0-V-3~~—~~0-V-4~~

Rationale: Internship requires more time investment than a typical three-hour course.

Effective Term: Fall 2016

CURCAT:

Major Department: Child and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: ~~3~~4

3. Modify the following course:

EDUC 4500 Working with Families

~~3-V-4~~—~~3-0-3~~

Knowledge and skills necessary to form partnerships with families and the community to enhance care and education of children and youth. ~~Field Experience Required.~~

Rationale: Working with Families does not require a field experience.

Effective Term: Fall 2016

CURCAT:

Major Department: Child and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: ~~4~~3

4. Modify the following course:

EDUC 3240 Literature for Children and Adolescents

~~3-V-3~~—~~3-0-3~~

Rationale: The field experience is no longer required.

Effective Term: Fall 2016

5. Modify the following Program of Study:

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

Track 2: Child and Family Studies

B. Major Field courses 54 hours

CEUG 3012 Language Acquisition
 ECUG 3040 Childhood Development from Prenatal to Adolescence
 EDUC 3150 Applied Technology for a Digital World
 EDUC 3240 Literature for Children and Adults
 EDUC 3260 Reading and Writing Personal Narrative
 EDUC 3300 Educating Students with Disabilities
 EDUC 3450 Creative and Affective Development
 EDUC 3750 Community Internship I
 EDUC 4500 Working with Families
 EDUC 4750 Community Internship II
~~ENGL 3720 Business and Technical Communication~~
 PEHM 3090 Basic Games, Dance, and Rhythmic Activities
 PEHM 3200 Motor Development and Learning
 PEHM 4090 Health Education Topics
 PUBH 5550U Nutrition
 SOCI 3150 Sociology of the Family

C. Related Field Courses 6 hours

SOCI 1101 Introductory Sociology (if not taken in Core Area E)
 3 credit hours from the following list:
 COMM 3050 Interpersonal and Small Group Communication
 CSDS 4050 Intercultural Communication
 ENGL 3720 Business and Technical Communication
 HSCP 4010 Health and Human Development
 PSYC 2950 Lifespan Developmental Psychology
 PSYC 1200 Drugs and Behavior
 PUBH 5570U Women and Minority Health Issues
 SOCI 3200 Racial and Ethnic Minorities
 THEA 3030 Creative Dramatics and Children's Theatre

Rationale: EDUC 3450 will prepare students to use Universal Design for Learning principles to integrate arts into the content curriculum. Changing EDUC 3750 to a 4-hour internship will better reflect the investment of student time. Changing EDUC 4500 to a 3-hour course will reflect the appropriate hours, since no field experience is

required. Moving ENGL 3720 to the electives list will allow students to continue to choose that as part of their program if they desire more training in communication.

Effective Term: Fall 2016

6. Modify the following course:

ECUG 3040 Childhood Development from Prenatal Period to Adolescence ~~3-V-3~~
3-0-3

An overview of developmental processes in the social, emotional, cognitive, and physical contexts from the prenatal period to adolescence. Appropriate methods for diagnosing and evaluating the young child, incorporating an integrated approach to curriculum planning, and family issues will be emphasized. ~~A field experience is required~~

Rationale: The field experience is no longer required.

Effective Term: Fall 2016

7. Create the following course:

ECUG 4070 Teaching of Social Studies 3-V-3

Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and ECUG 3250, ECUG 3040, ECUG 3060. Selected themes, problems, concepts, and organization of instruction for social studies skills and processes needed by young children. A field experience is required.

Rationale: The social studies content from ECUG 4075 Teaching of Social Studies and Science will be taught in ECUG 4070. Creating separate social studies and science courses will better deliver student content. Students will not be able to take both ECUG 4075 and ECUG 4070 due to program constraints.

Effective Term: Fall 2016

CURCAT:

Major Department: Child and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: ECUG 4075

8. Create the following course:

ECUG 4080 Teaching of Science 3-V-3

Prerequisites: Admission to Candidacy in the Department of Childhood and Exceptional Student Education and ECUG 3250, ECUG 3040, ECUG 3060.

Content and skills to plan and implement an inquiry based science program for young children including strategies, assessments, technology, materials and best practices. A field experience is required.

Rationale: The science content from ECUG 4075 Teaching of Social Studies and Science will be taught in ECUG 4080. Creating separate social studies and science courses will better deliver student content. Students will not be able to take both ECUG 4075 and ECUG 4080 due to program constraints.

Effective Term: Fall 2016

CURCAT:

Major Department: Child and Exceptional Student Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: ECUT 4075

9. Modify the following course:

ECUG 3250 Curriculum and Assessment

3-0-3

CURCAT:

Course Equivalent: ~~EDUC 3200~~ None

Rationale: This course was equated by friendly amendment at the meeting of 2/3/16 in error. It is to be used only for the Early Childhood Education curriculum and is not equivalent to EDUC 3200, which is for Secondary Education.

Effective Term: Fall 2016

10. Modify the following program of study:

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

Track 1: Early Childhood Education with Teacher Certification

B. Major Field Courses~~47-50~~ hours

ECUG 3250 Curriculum and Assessment

ECUG 3040 Childhood Development from Prenatal Period to Adolescence

ECUG 3060 Language Arts: Oral Language, Writing, Spelling And Grammar

ECUG 3071 Teaching Children's Literacy

ECUG 3072 Teaching of Reading

ECUG 3750 Internship I Pre-Student Teaching

~~ECUG 4070 Teaching of Social Studies~~

~~ECUG 4075 Teaching of Social Studies and Science~~

ECUG 4080 Teaching of Science

ECUG 4085 Teaching of Mathematics

ECUG 4090 Classroom Management

ECUG 4300 Language Arts Assessment and Modification

ECUG 4750 Internship II Student Teaching

EDUC 3100 Technology Applications for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

C. Related Field Courses~~13~~10hours

MATH 3911 Algorithms and Number Systems: A Laboratory Approach

MATH 3912 Geometry and Data Analysis: A Laboratory Approach

~~MATH 5911 Topics in Mathematics for Educators~~

PEEC 3200 Health and Physical Education for the Elementary School Teacher

ARTS 3200 Art and the Child

or

MUSC 3200 Music for the Elementary Teacher

Rationale: Scheduling the ECUG 4070 and 4080 content into separate courses better delivers student content. Removing ECUG 4075 divides science and social studies content into separate courses. The MATH 5911 course content is no longer aligned to current PSC requirements and elementary education standards and, therefore, no longer required.

Effective Term: Fall 2016**B. Secondary, Adult, and Physical Education**

Items 1-3 from the Department of Secondary, Adult, and Physical Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

Item 4, Proposal for Dual Degree Program (BSED in with a Major in Mathematics Teacher Education/BS with a Major in Math Sciences with Teacher Certification), was remanded for further refinement.

1. Re-create the following course:**EDUC 3200 Curriculum, Planning, and Instruction****3-0-3**

Prerequisite: None

Development and application of the essential knowledge and skills necessary for designing, planning and implementing effective standards-based instruction with a focus on assuring high quality student learning outcomes.

Rationale: This course was deleted by friendly amendment at the meeting of 2/3/16 in error. It is still required for secondary education and other programs of study.

Effective Term: Fall 2016

CURCAT:

Major Department: Secondary, Adult, and Physical Education

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

2. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION ~~IN SECONDARY EDUCATION: HISTORY TEACHER
EDUCATION~~ WITH A MAJOR IN SECONDARY HISTORY TEACHER
EDUCATION**

A. General Requirements

Core Areas A, B, C, D.I, and E42 hours

Core Area F18 hours

EDUC 2110 Investigating Critical and Contemporary Issues in Education

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational
Contexts

EDUC 2130 Exploring Learning and Teaching

~~See advisor for 9 hours of courses (1000-2000 level) that support area of
History/Social Studies concentration.~~

**HIST 1111 Civilization I or HIST 1112 Civilization II (if not taken in Area B or E;
if taken, History Course at the 2000 level)**

**6 hours of credit of HIST at the 2000 level. History 2112 must be taken if not taken
in the core.**

Physical Education3 hours

First-Year Seminar 1 hour

B. Major Field Courses36 hours

EDUC 3100 Technology Applications for Teachers

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

EDUC 3250 Educational Policy and Professional Standards for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education
Classroom

SCED 3081 Student and Classroom Assessment

SCED 3400 Classroom Management Strategies

SCED 3750 Internship I

SCED 4200 Reading and Writing in the Content Areas

SCED 4750 Internship II—**Student Teaching**

SCED 5400U Content Methods in Secondary History and Social Studies

C. Teaching Area Content Courses24 hours

~~See advisor for twenty four hours of upper level courses (3000 and above) that support area of concentration.~~

HIST 3500 Introduction to Historical Methods

HIST 3565 History of Georgia

GEOG course at 3000 level or higher

POLS 3320 American Political Thought

ECON 5150U Survey of Economics for Educators

Choose one US History Course:

HIST 3570 American Military History

HIST 3630 Economic History of the US

HIST 3640 American Social History

HIST 3710 Colonial and Revolutionary America

HIST 3730 Jacksonian America (1815-1848)

HIST 3740 Women in American History

HIST 3750 Civil War and Reconstruction

HIST 3760 U.S. History 1877-1917

HIST 3770 U.S. History 1917-1960

HIST 3790 U.S. History since 1969

HIST 3900 African-American History to 1865

HIST 3910 African-American History Since 1865

Choose one European History Course:

HIST 3100 History of Latin America to 1858

HIST 3110 History of Latin America since 1850

HIST 3330 Modern Germany

HIST 3360 Modern East Central Europe

HIST 3390 Modern France

HIST 3440 Europe in Middle Ages

HIST 3460 The Renaissance and Reformation

HIST 3540 Europe in the Age of Revolution

Choose one Non-European History Course

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 the Middle East

HIST 3300 Modern Russia

Total Semester Hours124 hours

Effective Term: Fall 2016

3. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN
EDUCATION ~~IN SECONDARY EDUCATION: SCIENCE TEACHER
EDUCATION/GENERAL SCIENCE TEACHER EDUCATION~~ WITH A
MAJOR IN SECONDARY GENERAL SCIENCE TEACHER EDUCATION**

A. General Requirements

Core Areas A, B, C, ~~D, DIIA~~, and E42 hours

Majors are required to take MATH 1111 in core area A and BIOL 1107/1107L and 1108/1108L in core area D.

Core Area F18 hours

EDUC 2110 Investigating Critical and Contemporary Issues in Education

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

EDUC 2130 Exploring Learning and Teaching

~~See advisor for 9 hours of courses (1000-2000 level) that support area of Broad-field Science concentration.~~

BIOL 2400 Introduction to Cell and Molecular Biology

CHEM 1211 Principles of Chemistry I

Choose one course:

ASTR 1010 Astronomy of the Solar System

PHSC 1211 Physical Environment

Physical Education3 hours

First-Year Seminar 1 hour

B. Major ~~Field~~ Courses36 hours

EDUC 3100 Technology Applications for Teachers

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

EDUC 3250 Educational Policy and Professional Standards for Teachers

EDUC 3300 Educating Students with Disabilities in the General Education Classroom

SCED 3081 Student and Classroom Assessment

SCED 3400 Classroom Management Strategies

SCED 3750 Internship I

SCED 4200 Reading and Writing in the Content Areas

SCED 4750 Internship II—~~Student Teaching~~

SCED 5500U Content Methods in Secondary Science

C. Teaching ~~Area~~ Content Courses24-25 hours

~~See advisor for twenty four hours of upper level courses (3000 level and above) that support area of Broad-field Science concentration.~~

See advisor for approval of content courses. Eighteen hours must be at the 3000 level or higher.

CHEM 1211L must be taken as a co-requisite to CHEM 1211

PHSC 1211 must be taken if not taken in Area F.

PHSC 3123 Physical Science for Secondary Education Majors

SCIE 3123 Earth and Environmental Science for Secondary Majors

Choose remaining hours from:

BIOL 2010 Microbiology
 BIOL 3000 Cell Biology
 BIOL 3030 Evolution
 BIOL 3050 General Ecology
 BIOL 3100 Man and the Environment
 BIOL 3111 Research Methods Seminar
 BIOL 3700 Genetics
 BIOL 3500 Topics in the Life Sciences for Educators
 BIOL 4970 Special Topics
 METR 3100 Introduction to Meteorology

Total Semester Hours~~124 hours~~ **125 hours**

Rationale: New required course in area F serves as a prerequisite for many upper division content courses. The change from 24 hours of 3000-4000 level to 18 hours of upper level reflects a clarification on the BOR and PSC policies related to content courses in secondary programs.

Effective Term: Fall 2016

III. College of Liberal Arts

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

B. Criminal Justice, Social, and Political Science

Items 1-7 and 9-11 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.

Item 8, Modification of ANTH 3010, was withdrawn for further consideration of prerequisites.

1. Delete the following course:

~~ANTH 4050 SOCIOBIOLOGY OF HUMAN BEHAVIOR~~ ~~3-0-3~~

Rationale: Material overlaps significantly with ANTH 3080 Primate Social Behavior and Ecology

Effective Term: Spring 2017

2. **Create the following course:**
ANTH 4030 MEDICAL ANTHROPOLOGY **3-0-3**

Pre-requisite: ANTH 1102 or 1150

An integrative and multidisciplinary approach exploring the relationships among evolution, health, and medicine, as well as cultural and social aspects of the body, sickness, and healing through cross-cultural perspectives.

Rationale: Course augments Anthropology's offerings, adding potential areas of interest for pre-health and science students.

Effective Term: Spring 2017

CURCAT:

Major Department: Criminal Justice, Social and Political Science

Can course be repeated for additional credit? No

Maximum number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

3. **Modify the following course:**
ANTH 3020 HUMAN EVOLUTION **3-0-3**

Prerequisite: ANTH 1102 **or 1150**

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

4. **Modify the following course:**
ANTH 3050 NORTH AMERICAN INDIANS **3-0-3**

Prerequisite: ANTH 1102 **or 1150**

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

5. **Modify the following course:**
ANTH 3080 PRIMATE SOCIAL BEHAVIOR AND ECOLOGY **3-0-3**

Prerequisite: permission of instructor or ANTH 1102 **or 1150**

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

- 6. Modify the following course:**
 ANTH 3100 ANTHROPOLOGY OF SEX AND GENDER 3-0-3
 Prerequisite: ANTH 1102 or 1150

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

- 7. Modify the following course:**
 ANTH 4000 SORCERY, DEMONS, AND GODS 3-0-3
 Prerequisite: ANTH 1102 or 1150

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

- 8. Modify the following course:**
 ANTH 4010 Field Methods in Archaeology and Forensics 3-0-3
 Prerequisite: ANTH 1102 or 3820

Rationale: Permits a larger pool of potential students with some background in anthropology or archeology to take this course.

Effective Term: Spring 2017

- 9. Modify the following course:**
 ANTH 4020 ARCHAEOLOGY OF THE SOUTHEAST 3-0-3
 Prerequisite: ANTH 1102 or 3820

Rationale: Permits a larger pool of potential students with some background in anthropology or archeology to take this course.

Effective Term: Spring 2017

- 10. Modify the following course:**
 ANTH 4401, -02, -03 SPECIAL TOPICS IN ANTHROPOLOGY 3-0-3
 Prerequisite: ANTH 1102 or 1150

Rationale: Permits a larger pool of potential students with some background in anthropology to take this course.

Effective Term: Spring 2017

11. Create the following minor:

ANTHROPOLOGY

General Information

Anthropology is the holistic study of humans as group members. The study spans our deepest past to our most immediate present, providing inquiry into our increasingly globalized experiences of the world. This field builds upon knowledge from the social and biological sciences, as well as the humanities and physical sciences, encompassing the range of human experience.

Anthropology Minor

Anthropology..... 15 hours

Three credit hours from: ANTH 1102 or ANTH 1150. If either ANTH 1102 or ANTH 1150 is taken in the core, ANTH 3820 must be taken.

Twelve additional credit hours of upper division Anthropology courses (3000 or above) to be distributed as follows:

At least three credit hours in a Cultural Anthropology course: ANTH 3050, ANTH 3100, ANTH 4000 or ANTH 4403

At least three credit hours in a Biological Anthropology course: ANTH 3020, ANTH 3030, ANTH 3080, ANTH 4030 or ANTH 4401

At least three credit hours in an Archaeological Anthropology course: ANTH 3010, ANTH 3720, ANTH 4020 or ANTH 4402

Rationale: To encourage interested students to take advanced courses in Anthropology and enable them to take classes across the breadth of the field.

Effective Term: Spring 2017

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

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Two Dual Degrees and Majors Proposals (see Attachments 1 and 2)

Following up on the last meeting, Dr. Brooks reported that she contacted the Board of Regents and they said we could define a dual degree program in whatever way we see fit. The Board of Regents has no language that speaks to double degrees or double majors.

There was discussion of double majors when the majors are associated with different degrees (e.g., BA, BS, BSED, etc.). The inability to record double majors with different degrees on the transcript was deemed a mechanical problem that should not stand in the way of granting such double majors. It was suggested that the second major could be recorded in the comments section, even though it was of a different degree type.

A revised version of one of the two proposals was distributed. There were some friendly amendments made to that document. It was moved and seconded to accept that proposal. The motion carried. See Attachment 1 for the proposal with mark-up and Attachment 2 for the proposal with mark-up incorporated.

B. Special meeting to be called. Due to time constraints, it was moved and seconded that a special meeting should be called to consider the following topics:

1. Proposal for Dual Degree Program (BSED in with a Major in Mathematics Teacher Education/BS with a Major in Math Sciences with Teacher Certification)
2. Charge from the Senate to review, discuss, and vote on eCore affiliation.

This meeting would be subject to getting approval from the Faculty Senate to turn in minutes from the special meeting after the deadline of April 11. Ms. Bussey-Campbell said she would contact Faculty Senate President Dr. Elizabeth Desnoyers-Colas on the matter. Depending on the response, Ms. Fulton will set up a date, time, and location.

ADJOURNMENT. The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor and Secretary to the Committee

REVISED: Proposed changes to the language regarding Dual Degrees with Other Universities, Double Majors, Dual Degrees, and Second Degrees.

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

Rationale: Adding the word *joint* brings the language of our policy close to the language used by SACS and distinguishes the above program from double majors and dual degree programs (see below).

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Double Major. Students wishing to receive a double major must satisfy major requirements of both disciplines including all residency and institutional requirements for each major. Courses **used** to satisfy both degree programs may be taken concurrently, **and courses may satisfy both major requirements.** Only **one diploma is issued upon graduation, but ~~one major will appear on the diploma.~~** **B**oth majors will be designated on the transcript. **Completion of major requirements for the first and second majors are approved by the corresponding department heads.**

Rationale: Currently, different standards exist for double majors depending on the base degree type (e.g., BA vs BS vs BLS vs etc.). Double majors are issued only to majors within the same degree type. The following procedural and reporting change allows all double majors to be treated equivalently. All second majors can be noted in the comments section of the transcript regardless of degree type. Students can complete double major programs of study without BOR notification beforehand. Decisions about whether or not a major is satisfied, above and beyond university and BOR level requirements, shall be made by the supervising department head. Students can graduate with a double major in any discipline with a minimum of 124 earned credit hours. The BOR has no policy on double majors. The second major shall be noted in the comment section of the transcript.

Dual Degrees. Students wishing to receive a dual degree (two degree programs satisfied concurrently) must satisfy major requirements for both degrees including all residency, institutional, and additional requirements for each degree. ~~Courses to satisfy one program cannot be used to satisfy the other program (courses used to satisfy Areas F or above—major courses—cannot be used twice). An additional 30 hours must be taken to earn a second degree. A dual~~

degree is comprised of 42 credit hours of general education courses (from Areas A-E), 18 credit hours of Area F courses (from one degree program), and two sets of at least 39 upper-division credit hours that do not use any credits twice (from two existing degree programs--with the stipulation that 21 credit hours must be from each major field). Exceptions to this rule of not using major field courses twice may be made for up to 12 credit hours of required courses from each major field program that achieve identical learning outcomes through the same methods of delivery (e.g., internships, service learning, etc.). Additional lower-level courses may be required as prerequisites and program requirements. Dual degrees must be approved through the shared governance curriculum approval process. Notification of degree approval must be sent to the Board of Regents prior to implementation. Upon graduation, the student will be issued a diploma for each degree program.

Rationale: BOR Policy (2.3.9 Dual Degrees) allows for the creation of dual degree programs where two diplomas are issued after a student completes two conjoined degree programs. There is no existing BOR policy governing the requirement of additional credit hours beyond 120 for earning a dual degree. Armstrong's current policy allows for dual degrees after earning 154 credit hours. BOR Policy (2.3.1 Majors and Minors) states that "a baccalaureate degree program must require at least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper division work overall." The proposed changes to the Armstrong dual degree policy conform to the BOR policy, specifically aligning our requirements for courses as we reduce the number of required hours from 154 to 142 credit hours. If the exception of not using major field courses twice (e.g., in the case of an internship with identical methods and outcomes) is invoked, the dual degree may be earned with 130 credit hours. In addition, the dual degree maintains the integrity of issuing two degrees because it requires more learning than is required for one degree (as measured with credit hours).

Second Baccalaureate Degree. A student who has earned a baccalaureate degree from an accredited institution may earn a ~~candidate for a~~ second baccalaureate degree from Armstrong State University. For a second degree, a student must earn a minimum of 39 upper-division credit hours from an Armstrong degree program (with the stipulation that 21 of those credit hours are from the major field of the degree).

Rationale: The changes to the Second Baccalaureate Degree policy are consistent with the proposed Dual Degree Program.

REVISED: Proposed changes to the language regarding Dual Degrees with Other Universities, Double Majors, Dual Degrees, and Second Degrees.

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

Rationale: Adding the word *joint* brings the language of our policy close to the language used by SACS and distinguishes the above program from double majors and dual degree programs (see below).

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Double Major. Students wishing to receive a double major must satisfy major requirements of both disciplines including all residency and institutional requirements for each major. Courses used to satisfy both degree programs may be taken concurrently, and courses may satisfy both major requirements. Only one diploma is issued upon graduation, but both majors will be designated on the transcript. Completion of major requirements for the first and second majors are approved by the corresponding department heads.

Rationale: Currently, different standards exist for double majors depending on the base degree type (e.g., BA vs BS vs BLS vs etc.). Double majors are issued only to majors within the same degree type. The following procedural and reporting change allows all double majors to be treated equivalently. All second majors can be noted in the comments section of the transcript regardless of degree type. Students can complete double major programs of study without BOR notification beforehand. Decisions about whether or not a major is satisfied, above and beyond university and BOR level requirements, shall be made by the supervising department head. Students can graduate with a double major in any discipline with a minimum of 124 earned credit hours. The BOR has no policy on double majors. The second major shall be noted in the comment section of the transcript.

Dual Degrees. Students wishing to receive a dual degree (two degree programs satisfied concurrently) must satisfy major requirements for both degrees including all residency, institutional, and additional requirements for each degree. A dual degree is comprised of 42 credit hours of general education courses (from Areas A-E), 18 credit hours of Area F courses (from one degree program), and two sets of at least 39 upper-division credit hours that do not use any credits twice (from two existing degree programs--with the stipulation that 21 credit hours

must be from each major field). Exceptions to this rule of not using major field courses twice may be made for up to 12 credit hours of required courses from each major field program that achieve identical learning outcomes through the same methods of delivery (e.g., internships, service learning, etc.). Additional lower-level courses may be required as prerequisites and program requirements. Dual degrees must be approved through the shared governance curriculum approval process. Notification of degree approval must be sent to the Board of Regents prior to implementation. Upon graduation, the student will be issued a diploma for each degree program.

Rationale: BOR Policy (2.3.9 Dual Degrees) allows for the creation of dual degree programs where two diplomas are issued after a student completes two conjoined degree programs. There is no existing BOR policy governing the requirement of additional credit hours beyond 120 for earning a dual degree. Armstrong's current policy allows for dual degrees after earning 154 credit hours. BOR Policy (2.3.1 Majors and Minors) states that "a baccalaureate degree program must require at least 21 semester hours of upper-division courses in the major field and at least 39 semester hours of upper division work overall." The proposed changes to the Armstrong dual degree policy conform to the BOR policy, specifically aligning our requirements for courses as we reduce the number of required hours from 154 to 142 credit hours. If the exception of not using major field courses twice (e.g., in the case of an internship with identical methods and outcomes) is invoked, the dual degree may be earned with 130 credit hours. In addition, the dual degree maintains the integrity of issuing two degrees because it requires more learning than is required for one degree (as measured with credit hours).

Second Baccalaureate Degree. A student who has earned a baccalaureate degree from an accredited institution may earn a second baccalaureate degree from Armstrong State University. For a second degree, a student must earn a minimum of 39 upper-division credit hours from an Armstrong degree program (with the stipulation that 21 of those credit hours are from the major field of the degree).

Rationale: The changes to the Second Baccalaureate Degree policy are consistent with the proposed Dual Degree Program.