Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of January 28, 2013
Student Union, Savannah Ballroom A, 3:00 pm

I. Call to Order
II. Senate Action
   A. Approval of Minutes from November 19, 2012 Faculty Senate Meeting
   B. University Curriculum Committee Reports (Appendices A and B)
      1. Curriculum Changes
      2. Be Sure to Check for the Most Up-to-Date Minutes
   C. New Business
      1. Presentation by CIO Robert Howard
      2. Proposed Changes to Faculty Handbook
         i. Faculty Appointment (Appendix C)
         ii. Institutional Effectiveness and Assessment Committee Membership (Appendix D)
         iii. Inclusion of Lecturer/Senior Lecturer and Minimum University Promotion Requirements (Appendix E)
      3. Committee Reports
         i. Graduate Curriculum Committee (Appendix F)
   D. Old Business
      1. Opening of Faculty Mail
   E. Continuing Business
      1. Constitution and Bylaws Committee Report
         i. Student Success Request to Modify Bylaws
      2. Charge to Faculty Welfare
         i. Investigate Workload Policies Among Departments and Colleges
      3. Student Success Committee Report
         i. Request for Mid-Term Grades
      4. Charge to Student Success Committee?
         i. Investigate Usage of DFW and Recommend Policy
         ii. Investigate Grade Appeal Process and Recommend Clear Policy and Procedure
      5. Update on Instructional Design Search
      6. Update on eFACE
      7. Charge to Ad Hoc Committee on Online Education
         i. Investigate and Report on Online Course Review Process
   F. Senate Information
      1. Availability and Procedure for Advanced Research Leave
      2. Google Calendar for Faculty Senate and Committee Use
      3. Address Senate Related Email to faculty.senate@armstrong.edu
III. Adjournment
PRESENT: Myka Campbell, Suzanne Carpenter, Kathryn Craven, José da Cruz, Mirari Elcoro, Catherine Gilbert, Lynn Long, Rick McGrath (Chair), Glenda Ogletree, Jack Simmons, Phyllis Panhorst (Catalog Editor)

ABSENT: Robert Harris, Kam Fui Lau, Denene Lofland

GUESTS: Laura Barrett, James Brawner, Donna Brooks, Herbert Bruce, Mark Finlay, Delana Gajdosik-Nivens, Judy Ginter, Bob Gregerson, John Kraft, Patrice Mitchell, Jeff Secrest, Patrick Thomas, David Ward

CALL TO ORDER. The meeting was called to order at 3:03 p.m. by Dr. Rick McGrath.

APPROVAL OF MINUTES. The minutes of November 7, 2012 were approved as presented.

ITEMS

I. College of Education (no items)

II. College of Health Professions
   A. Health Sciences (no items)
   B. Medical Laboratory Science (no items)
   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 course:
   RADS 3073 IMAGING AND RADIATION PROCEDURES III 2-2-2
   Prerequisite or Corequisite: RADS 3072

   Rationale: This course is offered in a different session, but in the same semester and banner is unable to handle this, thus the request to list as a corequisite.
Effective Term: Fall 2013

2. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN RADIOLoGIC SCIENCES - (BRIDGE PROGRAM)

B. Major Field Courses 66 hours

c. Non-clinical Track
   HLPR 2000 – Research in Health Professions
   RADS 3100 – Medical Communication Skills
   RADS 3112– Intro to Computed Tomography
   RADS 3200 – Imaging Pathology
   RADS 3450 – Leadership in Healthcare
   RADS 3451 – Leadership Practicum
   RADS 4410 – Cross Sectional Anatomy
   RADS 4430 – Professional Practice Seminar
   RADS 4450 – Radiologic Sciences Management
   RADS 4800 – Research Methodologies in Radiologic Sciences

Choose two of the following:
   RADS 4111 – Advanced Imaging in MRI
   RADS 4112 - Advanced Imaging in CT
   RADS 4113 - Advanced Imaging in Mammography (limited to radiographers)

Choose two of the following:
   ENGL 3720 – Business and Technical Communication
   HSCP 2000 – Ethical Theories/Moral Issues in Health
   HSCP 3750 - Topics in Public Health
   MHSA 5800U – Comparative Healthcare Systems
   PUBH 5560U – Introduction to International Health
   PUBH 5580 U – Health and Human Development
   RADS 3455 – Introduction to Bioethics
   WBIT 3010 – Technical Communication

Rationale: Eliminates redundancy and clarifies the choices for the student.

Effective Term: Summer 2013

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

III. College of Liberal Arts (no items)
IV. College of Science and Technology

A. Biology

*Items 1-3 from the Department of Biology were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

1. **Create the following course:**
   
   **BIOL 3950 Human Embryology**  
   **Prerequisite:** BIOL 2081 (minimum grade of C) or BIOL 4210 (minimum grade of C) or BIOL 4200 (minimum grade of C) or by permission of instructor  
   **Description:** Topics will include development of the male and female reproductive systems and gamete formation, the process of fertilization, implantation, and the formation of the placenta. Development of the germ cell layers and subsequent development of the major organ systems will be covered with emphasis on the cardiovascular system, respiratory system, digestive system, urogenital system, limb formation, and neurologic system. The most common pediatric congenital defects associated with these systems will also be discussed and clinical examples provided.

   **Rationale:** This course was offered in Summer 2012 with an enrollment of 39 students. In addition to Biology majors, this course would be of interest to students who plan to apply to health professions (medical, dental, pharmacy, physician's assistant, nursing and other health professions). This course is expected to be offered once every two years.

   **Effective Term:** Fall 2013

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

2. **Delete the following courses:**
   
   **BIOL 4801 SENIOR SEMINAR IN GENERAL BIOLOGY**  
   **BIOL 4802 SENIOR SEMINAR IN MARINE BIOLOGY**  
   **BIOL 4803 SENIOR SEMINAR IN CELL AND MOLECULAR BIOLOGY**

   **Rationale:** Many upper-level biology courses in all three tracks have been modified over the years to include oral presentations and reviews of scientific literature. Offering a required one-credit hour class that exposes students to this skill set is no longer necessary.
Effective Term: Fall 2013

3. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY

Track I: General Biology

B. Major Field Courses ........................................32-39 35-40 hours

Required Courses (1546 hours)
- BIOL 2020 – Plant Biology
- BIOL 3000 – Cell Biology
- BIOL 3050 – General Ecology
- BIOL 3700 – Genetics
- BIOL 4801 – Senior Seminar in General Biology

Elective Courses (1748-24 hours)

Choose one of the following:
- BIOL 4150 – Plant Physiology
- BIOL 4200 – Mammalian Physiology
- BIOL 4210 – Comparative Physiology

Choose one of the following:
- BIOL 3250 – Limnology
- BIOL 3600 – Salt Marsh Ecology
- BIOL 4320 – Environmental Microbiology
- BIOL 4460 – Phytoplankton Ecology
- BIOL 4750 – Tropical Field Biology

Choose two of the following:
- BIOL 3520 – Medical Microbiology
- BIOL 4000 – Cancer Biology
- BIOL 4010 – Evolution
- BIOL 4100 – Cell and Molecular Biology Laboratory
- BIOL 4220 – Endocrinology
- BIOL 4230 – Neurophysiology and Disease
- BIOL 4310 – Applied Microbiology
- BIOL 4400 – Virology
- BIOL 4500 – Bioinformatics and Biotechnology
- BIOL 4510 – Molecular Development
- BIOL 4650 – Immunology

Choose two of the following:
- BIOL 3020 – Vertebrate Zoology
- BIOL 3150 – Horticulture
- BIOL 3200 – Plant Taxonomy
- BIOL 3300 – Entomology
- BIOL 3310 – Invertebrate Zoology
- BIOL 3750 – Natural History of Vertebrate Animals
- BIOL 3770 – Developmental and Comparative Anatomy of the Vertebrates
BIOL 3800 – Mycology
BIOL 3920 – Parasitology
**BIOL 3950 – Human Embryology**
BIOL 4470 – Sea Turtle Biology
BIOL 4550 – Biology of Marine Organisms
BIOL 4600 – Ichthyology

C. Related Field Course ....................................................................................... 1 hour
CHEM 2101L – Organic Chemistry I Lab

D. Electives ...................................................................................... 20-27 19-24 hours
Select free electives to bring total of 3000+ course work to at least 39 hours.

Track II: Marine Biology

B. Major Field Courses ............................................................................ 32-35 35-36 hours

Required Courses (19-20 hours)
BIOL 2020 – Plant Biology
BIOL 3000 – Cell Biology
BIOL 3050 – General Ecology
BIOL 3700 – Genetics
BIOL 4550 – Biology of Marine Organisms
BIOL 4802 – Senior Seminar in Marine Biology

Elective Courses (13-16 hours)
Choose one of the following:
BIOL 4150 – Plant Physiology
BIOL 4200 – Mammalian Physiology
BIOL 4210 – Comparative Physiology

Choose one of the following:
BIOL 3020 – Vertebrate Zoology
BIOL 3310 – Invertebrate Zoology
BIOL 3750 – Natural History of Vertebrate Animals

Choose two of the following:
BIOL 3250 – Limnology
BIOL 4320 – Environmental Microbiology
BIOL 3200 – Plant Taxonomy
BIOL 4460 – Phytoplankton Ecology
BIOL 4470 – Sea Turtle Biology
BIOL 4750 – Tropical Field Biology
BIOL 4600 – Ichthyology

C. Related Field Courses ................................................................................... 9 hours
CHEM 2101L – Organic Chemistry I Lab
PHYS 1111K – Introductory Physics I or PHYS 2211K- Principles of Physics I
MATH 1161 – Calculus I (If taken in core area A, then substitute with either MATH 2072; PHYS 1112K or PHYS 2212K)

D. Electives ...................................................................................... 16-19 15-16 hours
Select free electives to bring total of 3000+ course work to at least 39 hours.
Track III: Cell and Molecular Biology

B. Major Field Courses .............................................................................................. 25-28 hours

Required Courses (12-13 hours)
- BIOL 3000 – Cell Biology
- BIOL 3700 – Genetics
- BIOL 4100 – Cell and Molecular Biology Laboratory
- BIOL 4500 – Bioinformatics and Biotechnology
- BIOL 4803 – Senior Seminar in Cell and Molecular Biology

Elective Courses (13-16 hours)
Choose one of the following:
- BIOL 4150 – Plant Physiology
- BIOL 4200 – Mammalian Physiology
- BIOL 4210 – Comparative Physiology

Choose one of the following:
- BIOL 3020 – Vertebrate Zoology
- BIOL 3300 – Entomology
- BIOL 3310 – Invertebrate Zoology
- BIOL 3750 – Natural History of Vertebrate Animals
- BIOL 3800 – Mycology
- BIOL 3920 – Parasitology

Choose two of the following:
- BIOL 3520 – Medical Microbiology
- BIOL 3950 – Human Embryology
- BIOL 4000 – Cancer Biology
- BIOL 4010 – Evolution
- BIOL 4220 – Endocrinology
- BIOL 4230 – Neurophysiology and Disease
- BIOL 4310 – Applied Microbiology
- BIOL 4320 – Environmental Microbiology
- BIOL 4400 – Virology
- BIOL 4510 – Molecular Development
- BIOL 4650 – Immunology

C. Related Field Courses .................................................................................. 16 hours
- CHEM 2101L – Organic Chemistry I Lab
- CHEM 2102/2102L – Organic Chemistry II
- CHEM 3801 – Biochemistry
- PHYS 1111K – Introductory Physics I or PHYS 2211K – Principles of Physics I
- PHYS 1112K – Introductory Physics II or PHYS 2212K – Principles of Physics II

D. Electives ........................................................................................................... 16-19 hours

Select free electives to bring total of 3000+ course work to at least 39 hours.

Total Semester Hours 123 hours

E. Exit Exam
B. Chemistry and Physics

Items 1-23 from the Department of Chemistry and Physics were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
CHEM 4800 Pedagogy and Supplemental Instruction in Chemistry (0-3)-(0-9)-(1-3)
Pre-requisite: Open only to chemistry majors, CHEM 2300 (minimum grade of C), CHEM 2102 (minimum grade of C), CHEM 2102L (minimum grade of C) and permission of Department Head.
Description: Provides students interested in becoming high school chemistry educators with the knowledge, skills, and strategies fundamental to the best practices of inclusive chemistry instruction in high school settings. Course goals will be accomplished through the reading of pedagogical works, mentoring with an instructor, direct supplemental instruction, tutoring, lesson planning and delivery in a lower-level chemistry course. Completion of a chemistry education project is also required.

Rationale: The course is designed for chemistry majors who have expressed an interest in becoming a high school teacher to allow them to experience the field and matriculate towards the MAT program within the College of Education. This course will support the NSF funded Noyce Scholarship Program and we view this course as an educational internship, similar to a chemical laboratory internship (CHEM 4960).

Effective Term: Fall 2013

CURCAT:
   Major Department: Chemistry & Physics
   Can course be repeated for additional credit? Yes
   Maximum number of credit hours: 9
   Grading Mode: Normal
   Instruction Type: Lecture / Lab
   Course equivalent: None

2. Create the following course and add to the Core D 2 and D3 options for non-science majors (See Attachments 1 and 2):
CHEM 1100 Chemistry of the Environment 3-0-3
Pre-requisite or Co-requisite: MATH 1001 or MATH 1111
Description: Introduction to chemical principles in the context of global environmental systems. Topics may include: energy; source and fate of contaminants in ground and water systems; water, solid and hazardous waste management; toxic chemicals (metals and organics) and toxicology; air pollution; global warming; ozone depletion; sustainability and environmentally
friendly synthesis. (Credit in CHEM 1100 may not be applied to the major field requirement in chemistry).

Rationale: The course is designed for non-science majors to have a greater understanding of environmental chemistry that affects their everyday lives and global environment. The course will expand core science offerings by giving a chemistry perspective on important scientific issues of the day allowing students to be better informed about decisions they make that impact the global community. Core D – non-lab science.

Effective Term: Subject to approval by BOR

CURCAT:
Major Department: Chemistry & Physics
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 programs of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN CHEMISTRY
Track I: Chemistry
B. Major Field Courses .........................................................33 hours
   Required (20 Hours)
   CHEM 2101/2101L - Organic Chemistry I
   CHEM 2102/2102L - Organic Chemistry II
   CHEM 2300 - Principles of Chemical Analysis
   CHEM 3200 - Inorganic Chemistry
   CHEM 3401 - Physical Chemistry I
   Approved upper-division electives (13 hours) in the major from:
   CHEM 3300 - Instrumental Analysis
   CHEM 3402 - Physical Chemistry II
   CHEM 3801 - Biochemistry I
   CHEM 3802 - Biochemistry II
   CHEM 3803 - Biochemistry Laboratory
   CHEM 4100 - Advanced Topics in Organic Chemistry
   CHEM 4200 - Advanced Topics in Inorganic Chemistry
   CHEM 4300 - Advanced Topics in Analytical Chemistry
   CHEM 4400 - Advanced Topics in Physical Chemistry
   CHEM 4500 - Chemistry Seminar
   CHEM 4600 - Advanced Topics in Interdisciplinary Chemistry
   CHEM 4940 - Special Topics in Chemistry
   CHEM 4950 - Special Lecture Topics in Chemistry
   with a maximum 3 hours total from:
CHEM 3900 - Chemical Research

CHEM 4800 – Pedagogy and Supplemental Instruction in Chemistry

CHEM 4960 – Internship

CHEM 4991 - Advanced Chemical Research

Transfer credit for similar courses

Track II: Biochemistry

B. Major Field Courses .............................................. 33 hours

Required (30 Hours)

- CHEM 2101/2101L - Organic Chemistry I
- CHEM 2102/2102L - Organic Chemistry II
- CHEM 2300 - Principles of Chemical Analysis
- CHEM 3200 - Inorganic Chemistry
- CHEM 3300 Instrumental Analysis
- CHEM 3401 - Physical Chemistry I
- CHEM 3801 - Biochemistry I
- CHEM 3802 - Biochemistry II
- CHEM 3803 - Biochemistry Laboratory

Approved upper-division electives (3 hours) in the major from:

- CHEM 3402 - Physical Chemistry II
- CHEM 3900 - Chemical Research - Biochemistry Approved
- CHEM 4100 - Advanced Topics in Organic Chemistry
- CHEM 4200 - Advanced Topics in Inorganic Chemistry
- CHEM 4300 - Advanced Topics in Analytical Chemistry - Biochemistry Approved
- CHEM 4400 – Advanced Topics in Physical Chemistry – Biochemistry Approved
- CHEM 4600 - Advanced Topics in Interdisciplinary Chemistry - Biochemistry Approved
- CHEM 4940 - Special Topics in Chemistry - Biochemistry Approved
- CHEM 4950 - Special Lecture Topics in Chemistry - Biochemistry Approved

CHEM 4800 – Pedagogy and Supplemental Instruction in Chemistry

CHEM 4960 - Internship - Biochemistry Approved

CHEM 4991 - Advanced Chemical Research - Biochemistry Approved

Transfer credit for similar courses

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY

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

- CHEM 2101/2101L - Organic Chemistry I
- CHEM 2102/2102L - Organic Chemistry II
- CHEM 2300 - Principles of Chemical Analysis
- CHEM 3200 - Inorganic Chemistry
- CHEM 3300 - Instrumental Analysis
- CHEM 3401 - Physical Chemistry I
- CHEM 3402 - Physical Chemistry II
- CHEM 4500 - Chemistry Seminar

9 hours from:

- CHEM 3801, 3802, 3803, 4100, 4200, 4300, 4400, 4600, 4940, 4950, with a maximum 2 hours total from: CHEM 3900, 4800, 4960, 4991
Rationale: Add CHEM 4800 to program of study

Effective Term: Fall 2013

4. **DELETE THE FOLLOWING COURSE**  
   PHYS 3210 INTERMEDIATE MECHANICS  
   Rationale: PHYS 3210 is never offered. Physics majors take Advanced Mechanics PHYS 4170.

   Effective Term: Fall 2013

5. **Modify the following course:**  
   PHYS 4950 SPECIAL TOPICS IN PHYSICS  
   RATIONALE: The current arrangement for special topics only allows for a minimum of three credit hour courses. The physics faculty would like to have the option of offering 1 or 2 credit hour special topic courses as well.

   Effective Term: Fall 2013

6. **Modify the following course:**  
   PHYS 3120 DIGITAL ELECTRONICS  
   RATIONALE: The 7 contact hours for faculty have posed a problem with course assignments and remaining within the 12 hour or 15 hour workload for faculty. All faculty agree the lab component can successfully be completed within the five hours.

   Effective Term: Fall 2013

7. **Modify the following course:**  
   PHYS 3801K MODERN PHYSICS  
   RATIONALE: Three contact hours for an upper level physics lab is not sufficient to complete detailed experiments that require many hours of measurements and data analysis. The extra hour will benefit the students allowing them to not have to rush through their experiments.

   Effective Term: Fall 2013

8. **Modify the following course:**  
   PHYS 4120 SCIENTIFIC MEASUREMENT WITH DIGITAL INTERFACING  
   RATIONALE: The 7 contact hours for faculty have posed a problem with course assignments and remaining within the 12 hour or 15 hour workload for faculty. All faculty agree the lab component can successfully be completed within the five hours.

   Effective Term: Fall 2013
9. **Modify the following course:**
   PHYS 1010 THE PHYSICS OF SPORTS 3-0-3
   Prerequisite: MATH 1111 *(minimum grade of C)*
   RATIONALE: Students will need a proficient understanding of college algebra to successfully complete PHYS 1010.

   **Effective Term: Fall 2013**

10. **Modify the following course:**
    PHYS 3220 MECHANICS OF DEFORMABLE BODIES 3-0-3
    Prerequisite: ENGR 2020 MATH 3411 *(minimum grade of C)* and PHYS 2212K *(minimum grade of C)*
    RATIONALE: ENGR 2020 is not offered anymore at Armstrong. PHYS 2212K and MATH 3411 will provide the student with the foundation to succeed in PHYS 3220.

    **Effective Term: Fall 2013**

11. **Modify the following course:**
    PHYS 3230 FLUID MECHANICS 3-0-3
    Prerequisite: MATH 3411 *(minimum grade of C)* and either ENGR 2020 or ENGR 2202 or PHYS 3210 and either PHYS 3300 or PHYS 3400
    RATIONALE: ENGR 2020 is not offered at Armstrong anymore. PHYS 3210 is being deleted. Applied Physics Majors do not need to take ENGR 2202 anymore within the related fields.

    **Effective Term: Fall 2013**

12. **Modify the following course:**
    PHYS 3300 THERMODYNAMICS 3-0-3
    Prerequisite: PHYS 2212K *(minimum grade of C)* and MATH 3411 *(minimum grade of C)*
    RATIONALE: Students earning a D in MATH 3411 do not generally succeed in PHYS 3300. To benefit the student, the pre-requisite of minimum grade of C has been added for MATH 3411.

    **Effective Term: Fall 2013**

13. **Modify the following course:**
    PHYS 3312 ELECTROMAGNETISM 3-0-3
    Prerequisite: PHYS 2212K *(minimum grade of C)* and MATH 2083 *(minimum grade of C)*
    RATIONALE: Students earning a D in MATH 2083 do not generally succeed in PHYS 3312. To benefit the student, the pre-requisite of minimum grade of C has been added for MATH 2083.

    **Effective Term: Fall 2013**
14. Modify the following course:
PHYS 3400 CHEMICAL THERMODYNAMICS 3-0-3
Prerequisite: CHEM 1212 (minimum grade of C) and MATH 2072 (minimum grade of C)
and either PHYS 1112K (minimum grade of C) or PHYS 2212K (minimum grade of C)

RATIONALE: Students earning a D in MATH 2072 and CHEM 1212 do not generally succeed in PHYS 3400. To benefit the student, the pre-requisite of minimum grade of C has been added for MATH 2072 and CHEM 1212.

Effective Term: Fall 2013

15. Modify the following course:
PHYS 3500 DIFFRACTION AND CRYSTALLOGRAPHY 3-0-3
Prerequisite: PHYS 3801K (minimum grade of C)

RATIONALE: Students earning a D in PHYS 3801K have not demonstrated proficient skills to succeed in PHYS 3500. To benefit the student, the pre-requisite of minimum grade of C has been added for PHYS 3801K. PHYS 3801 was previously changed to PHYS 3801K.

Effective Term: Fall 2013

16. Modify the following course:
PHYS 3802 INTRODUCTION TO QUANTUM MECHANICS 3-0-3
Prerequisite: MATH 2072 (minimum grade of C) and PHYS 3801K (minimum grade of C)

RATIONALE: Students earning a D in MATH 2072 do not generally succeed in PHYS 3802. To benefit the student, the pre-requisite of minimum grade of C has been added for MATH 2072. PHYS 3801 was previously changed to PHYS 3801K.

Effective Term: Fall 2013

17. Modify the following course:
PHYS 4120 SCIENTIFIC MEASUREMENT WITH DIGITAL INTERFACING 1-6-3
Prerequisite: PHYS 3120 (minimum grade of C) and CSCI 1301 (minimum grade of C)

RATIONALE: Students earning a D in PHYS 3120 and/or CSCI 1301 have not demonstrated proficient skills to succeed in PHYS 4120. To benefit the student, the pre-requisite of minimum grade of C has been added for PHYS 3120 and CSCI 1301.

Effective Term: Fall 2013

18. Modify the following course:
PHYS 4170 ADVANCED MECHANICS 3-0-3
Prerequisite: MATH 2083 (minimum grade of C) and PHYS 2212K (minimum grade of C). (MATH 3411 also recommended).
RATIONALE: Students earning a D in MATH 2083 do not generally succeed in PHYS 3802. To benefit the student, the pre-requisite of minimum grade of C has been added for MATH 2083.

Effective Term: Fall 2013

19. Modify the following course:
PHYS 4960 PHYSICS INTERNSHIP
Prerequisite: ENGR 2201 and PHYS 3100 and either PHYS 3300 or PHYS 3400 and Permission of instructor or department head.

RATIONALE: Delete the specific classes as pre-requisite courses for PHYS 4960. The specific prerequisites are not valid for a student to complete an internship in applied physics and can be restrictive if a student is eligible for the internship.

Effective Term: Fall 2013

20. Create the following course:
PHYS 3200 Mathematical Methods for Physicists
Prerequisite: PHYS 2212K (minimum grade of C), MATH 2083 (minimum grade of C), and MATH 3411 (minimum grade of C).

Rationale: Each area of physics has a number of different mathematical methods employed in the subject. This course will present a variety of mathematical subjects within the context of the physical sciences. The course will build upon the prerequisites and expand the mathematical skill set of the students.

Effective Term: Fall 2013

CURCAT:
   Major Department: Chemistry and Physics
   Can course be repeated for additional credit? No
   Maximum number of Credit Hours: 3
   Cross-Listed Courses: None
   Grading Mode: Normal
   Instruction Type: Lecture

21. Create the following course:
PHYS 3142 Computational Physics
Prerequisite: PHYS 2212K (minimum grade of C), MATH 2083 (minimum grade of C), and MATH 3411 (minimum grade of C).
Description: A survey of computational methods used in the natural sciences: approximation of functions, numerical calculus, numerical differential equations, Monte Carlo techniques, parallel computing, and distributed computing.

Rationale: Each area of physics has a number of different computational methods employed in the subject. This course will present a variety of computational subjects within the context
of the physical sciences. The course will build upon the prerequisites and expand the mathematical skill set of the students. A new computational center is currently being assembled and will be a cornerstone of the physics program. This course has been offered as a special topics class twice since 2009 and will be offered again in Spring 2013. The computational physics course has become a part of the upper division physics course rotation and this should be reflected in the course catalog.

Effective Term: Fall 2013

CURCAT:
- Major Department: Chemistry and Physics
- Can course be repeated for additional credit? No
- Maximum number of Credit Hours: 3
- Cross-Listed Courses: None
- Grading Mode: Normal
- Instruction Type: Lecture

22. Create the following course:

PHYS 4800 Pedagogy and Supplemental Instruction in Physics (0-3)-(0-9)-(1-3)
Pre-Requisite: Open only to applied physics majors, PHYS 2212K (minimum grade of C) and permission of Department Head.
Description: Provides students interested in becoming high school physics educators with the knowledge, skills, and strategies fundamental to the best practices of inclusive physics instruction in high school settings. Course goals will be accomplished through the reading of pedagogical works, mentoring with an instructor, direct supplemental instruction, tutoring, lesson planning and delivery in a lower-level physics course. Completion of a physics education project is also required.

Rationale: The course is designed for physics majors who have expressed an interest in becoming a high school teacher to allow them to experience the field and matriculate towards the MAT program within the College of Education. This course will support the NSF funded Noyce Scholarship Program and we view this course as an educational internship, similar to a physics laboratory internship (PHYS 4960).

Effective Term: Fall 2013

CURCAT:
- Major Department: Chemistry & Physics
- Can course be repeated for additional credit? Yes
- Maximum number of credit hours: 9
- Grading Mode: Normal
- Instruction Type: Lecture / Lab
- Course equivalent: None

23. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN APPLIED PHYSICS
B. Major Field Courses .............................................................. 30 hours
PHYS 3100 - Electric Circuit Analysis
PHYS 3120 - Digital Electronics
Phys 3210 – Intermediate Mechanics or Phys 4170 - Advanced Mechanics
Phys 3300 - Thermodynamics or Phys 3400 - Chemical Thermodynamics
Phys 3801k – Modern Physics
Phys 3802 - Introduction to Quantum Mechanics
Phys 4120 - Scientific Measurement with Digital Interfacing
Nine semester hours from:
  Phys 2900 – Introduction to Research in Physics
  Phys 3142 – Computational Physics
  Phys 3200 – Mathematical Methods for Physicists
  Phys 3220 - Mechanics of Deformable Bodies
  Phys 3230 - Fluid Mechanics
  Phys 3312 - Electromagnetism
  Phys 3500 - Diffraction and Crystallography
  Phys 3700k – Optics
  Phys 4800 - Pedagogy and Supplemental Instruction in Physics (maximum of 3 hours can be used in this section)
Phys 4900 - Independent Study in Physics
Phys 4950 - Special Topics in Physics
Phys 4960 - Physics Internship
Phys 4991 – Advanced Research in Physics

Rationale: Add new courses, remove deleted courses

Effective Term: Fall 2013

C. Computer Science and Information Technology (no items)
D. Engineering Studies (no items)

E. Mathematics

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

1. Create the following Certificate program:

PROGRAM FOR THE CERTIFICATE OF ACTUARIAL SCIENCES

This program offers students the opportunity to prepare for a career as an actuary. In order to become an actuary, one must pass a number of competency exams in certain disciplines and obtain a number of educational experiences that pertain to the field of actuarial sciences. These requirements are determined by the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS).

The purpose of this program is to prepare students for the Probability (Exam P or Exam 1) and Financial Mathematics (Exam FM or Exam 2) exams and to provide all the educational experiences listed by the Validation of Educational Experience (VEE) Requirements to become an actuary. The certificate will only be offered to students
who are earning a degree while completing the requirements for the certificate; the
certificate will be awarded at the time of completion of the degree. An official
certificate and transcript annotation will be made upon completion of the program. In
order to receive the Certificate of Actuarial Sciences, students must earn a grade of B
or better in the following courses:

**Certificate of Actuarial Sciences**..............................................................21 hours
- STAT 3211 - Probability and Statistics Applications I
- STAT 3222 - Probability and Statistics Applications II
- ECON 3050 - Intermediate Macroeconomics
- ECON 3060 - Intermediate Microeconomics
- ECON 3230 - Finance
- ECON 3700 - Econometrics
- MATH 4200 – Actuarial Science Seminar

For more information about the certificate or for a career as an actuary, please contact
the Department of Mathematics.

Rationale:
Given above.

**Effective Term: Fall 2013**

2. Modify the following program of study:

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

C. Related Field Courses..................................................................................38 hours
- EDUC 2110 – Investigating Critical and Contemporary Issues in Education
- EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Education Contexts
- EDUC 2130 – Exploring Learning and Teaching
- EDUC 3100 – Technology Applications for Teachers
- EDUC 3200 – Curriculum, Instruction, and Assessment
- EDUC 3300 – Educating Students with Disabilities in the General Education Classroom
- MGSE 3400 – Classroom Management Strategies
- MATH 3750 – Internship I – Pre-Student Teaching
- MGSE 3750 – Internship I
- MATH 4750 – Internship II – Student Teaching (12 semester hours)
- MATH 5412U – Secondary School Curriculum and Methods, Mathematics

Rationale: Because it has a wider audience than MATH 3750, MGSE 3750 –
Internship I can be offered more frequently than MATH 3750, giving candidates
greater flexibility on when to take this course in their program of study. MGSE 3750
can also accommodate a greater number of practicum hours to better prepare
candidates for student teaching. Since candidates for certification in grades 6-12 are expected to have placements at both the middle and high school levels, their placement in MGSE 3750 (Internship I) will be at the middle school level (grades 6-8) and their placement in MATH 4750 (Internship II – Student Teaching) will be at the secondary level (grades 9-12).

Effective Term: Fall 2013

3. Delete the following course:
   MATH 3750 – Internship I – Pre-Student Teaching 0-V-3

   Rationale: Because it has a wider audience than MATH 3750, MGSE 3750 – Internship I can be offered more frequently than MATH 3750, giving candidates greater flexibility on when to take this course in their program of study. MGSE 3750 can also accommodate a greater number of practicum hours to better prepare candidates for student teaching. Since candidates for certification in grades 6-12 are expected to have placements at both the middle and high school levels, their placement in MGSE 3750 (Internship I) will be at the middle school level (grades 6-8) and their placement in MATH 4750 (Internship II – Student Teaching) will be at the secondary level (grades 9-12).

Effective Term: Fall 2013

F. Psychology

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

1. Create the following post-baccalaureate certificate:

   Certificate Program

   Available to students who hold a baccalaureate degree from an accredited institution

   Post-Baccalaureate Certificate in Applied Behavior Analysis............. 18-22 hours
   PSYC 1101 or 1101H—Introduction to Psychology
   One course selected from:
   PSYC 3160—Clinical Psychology
   PSYC 3200—Industrial and Organizational Psychology
   PSYC 3800—Health Psychology
   PSYC 3400—Introduction to Learning or both PSYC 4090 and PSYC 4091—Learning and Behavior/Learning and Behavior Laboratory
   PSYC 4130—Senior Internship
   PSYC 5060U or 5060G—Basic Behavior Principles and Behavior Change
PSYC 5061U or 5061G—Advanced Behavioral Assessment
PSYC 5062U or 5062G—Advanced Behavior Change Techniques

**Rationale:** Our department’s sequence in Applied Behavior Analysis (PSYC 5060U/G, 5061U/G, and 5062U/G) has been approved by the Behavior Analysis Certification Board (BACB) as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst Examination. We get multiple calls each semester from individuals who hold a baccalaureate degree and want to qualify for taking the national exam. These students also state they want “something” to recognize them for their educational efforts before they could take and pass the exam. Students who successfully complete the courses listed for the proposed certificate do deserve recognition for returning to school and completing focused study in the area of applied behavior analysis.

**Effective Term: Fall 2013**

V. Interdisciplinary Programs

*The following item (1) from the College of Liberal Arts and College of Science and Technology was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.*

1. **Create the Minor in Environmental Studies (15 hours):**

   Required. 15 credit hours from the following lists. Nine of these must be 3000 level or above. At least nine must be from a discipline other than your major.

   At least two science courses from this list. Courses used in core curriculum do not count in this area.

   - BIOL 1103 (and Lab) Concepts of Biology
   - BIOL 1107 (and Lab) Principles of Biology I
   - BIOL 1108 (and Lab) Principles of Biology II
   - BIOL 1120 Diversity of Life
   - BIOL 1140 Environmental Biology
   - BIOL 3050 (and Lab) General Ecology
   - BIOL 3100 Man and the Environment
   - BIOL 3250 Limnology
   - BIOL 3470 Environmental Restoration
   - BIOL 3600 (and Lab) Salt Marsh Ecology
   - BIOL 4550 (and Lab) Biology of Marine Organisms
   - BIOL 4970 (and Lab) Special Topics (as appropriate)
   - CHEM 1100 Chemistry of the Environment
   - CHEM 1211 (and Lab) Principles of Chemistry I
   - CHEM 1212 (and Lab) Principles of Chemistry II
   - CHEM 2200 Science, Technology, and the Modern World
   - CHEM 4100 Advanced Topics in Organic Chemistry (as appropriate)
CHEM 4200  Advanced Topics in Inorganic Chemistry (as appropriate)
CHEM 4300  Advanced Topics in Analytical Chemistry (as appropriate)
CHEM 4600  Advanced Topics in Interdisciplinary Chemistry (as appropriate)
GEOL 2010  Introduction to Physical Geology
OCEA 3100  Introduction to Oceanography

At least two non-science courses from this list
ARTS 3680  Environmental Art
ECON 3450  Environmental Economics
ENGL 5280U  Literature and the Environment
ENST 4000  Internship in Environmental Studies
HSCC 3760  Environmental and Community Health Issues
PHIL 3200  Technology, Society, and Human Values
POLS/LWSO 4190  Environmental Laws and Regulations
POLS 5530U  Global Environmental Politics

Rationale: To expand interdisciplinary offerings.

Effective Term: Fall 2013

The following item (2) was discussed and approved by the committee. It is being submitted to the Faculty Senate for approval.

2. UCC Agenda Item: First Year Seminar (See Attachments 3 and 4)

Modify the catalog and programs of study as noted below: Placement of the First-Year Seminar as an extra credit hour in all programs of study

First Class Learning Community (~ page 66)
All students entering Armstrong Atlantic State University with fewer than 30 credits must enroll in a First Class Learning Community, composed of a core course and a first-year seminar (FYSE 1100, FYSH 1100, FYS1 1100, or FYSS 1100), in order to fulfill their graduation requirements. Since these courses comprise a learning community, a withdrawal necessarily means withdrawing from both courses. Transfer students entering with 30 or more credits are exempt from this requirement.

General Education Requirements in Catalog (~ page 80) and All Programs of Study
Physical Education ........................................................................................................................................3 hours
First-Year Seminar ......................................................................................................................................1 hour

Effective: Fall 2013

Rationale:
After consultation with the QEP Course Design and Curriculum Change subcommittee, the SACS leadership committee, deans, department heads, and faculty, the Armstrong QEP steering committee recommends that one credit hour be added to all programs of study. Campus-wide discussions about a mandatory first-year seminar credit hour course revealed that many programs could not accommodate it as an elective. The seminar cannot be placed in the core because the BOR prohibits orientation
courses in the core; however, the BOR does allow institutions to add credit hours to programs of study if those hours pertain to physical education, health, or university orientation. Since most incoming freshmen enroll in an average of 14 credits in their first semester, an additional credit should be not burdensome. Neither will the extra credit hour negatively affect the vast majority of students on HOPE scholarship with 127+ hours in their programs of study or transfer students. Most of these students are already taking many more hours than the minimum required. The alternative to adding an extra-hour is to replace a PE credit hour with the FYS credit hour, but the Steering Committee decided that adding an added hour was the better option. The extra hour of tuition will generate revenue to defray the costs of implementing the QEP, largely comprised of instructional expenses, including hiring additional full-time and part-time faculty. Also eliminating one credit of PE will have a negative impact on the College of Education, including full-time faculty who teach physical education courses. In trying to balance university, college, department, faculty, and student needs, the QEP steering committee unanimously voted to recommend adding the FYS credit hour to all programs of study.

For Reference: First-Year Seminar Catalog Descriptions approved by UCC and Senate

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<th>Credit Hours</th>
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<td>First-Year Seminar – Science &amp; Technology</td>
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<td>FYSS 1000</td>
<td>First-Year Seminar – Education</td>
<td>1-0-1</td>
</tr>
<tr>
<td>FYSL 1000</td>
<td>First-Year Seminar – Liberal Arts</td>
<td>1-0-1</td>
</tr>
</tbody>
</table>

Pre-requisite: Fewer than 30 credit hours completed
Corequisite: Associated core course (for catalog purposes. Registrar will handle the mechanics of implementation).
Description: First year students will learn the skills to become active, effective participants in the Armstrong experience. University physical, academic, and student support services will be discussed, as well as information literacy skills which include recognition of information needs, selection and evaluation of resources to fill information needs, and responsible communication of information. Skills learned will also be demonstrated and evaluated as part of the corequisite core class.

OTHER BUSINESS

A. Informational item (see Attachment 5). In May 2012, the Board of Regents approved adding BIOL 1103 to the core, and changing Area D.IIB to be in alignment with other USG institutions. These changes were reflected in the 2012-13 Undergraduate Catalog, but were never documented in the UCC minutes.

ADJOURNMENT. The meeting was adjourned at 4:48 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee
Core Curriculum Course Proposal Form

Note: Refer to the following information on the Board of Regents web site: Core Curriculum; Guidelines: Areas A-F; Goals A-E and Goals I-III; and Common Course Prefixes, Numbers, and Descriptions.

NOTE: You cannot start the form and save it – If you exit this web page before submitting, all data will be lost. Please have all required information ready prior to beginning.

Submit Proposal To
Select who should receive this course proposal submission (required)

NOTE: Courses that have not gone through the institutional review process must do so and then be reviewed by the appropriate Academic Advisory Council before submission to the Council on General Education.

☐ Regents Academic Advisory Committee (for core area(s) selected in #4 below)
☐ System Council on General Education

Institutional Information

1. Institution (required) [Armstrong Atlantic State University]

   Error: This field is required.

2. This is a proposal for (select one)
   ☐ A new course
   ☐ A change in an existing course (If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.)
   ☐ Placement of an existing Area F course into the Core Curriculum
   ☐ Placement of an existing course other than from Area F into the Core Curriculum

3. Course approval by institution – required

   Attach documentation (in PDF format) that this course been reviewed and approved by the institution's appropriate campus committees that oversee the core curriculum.

   Approval date: 

Upload Institution approval document (PDF format)

File names should include an appropriate extension (e.g. somefile.pdf)

Please Note: File names should NOT contain special characters such as: # & !
4. This course is requested to satisfy Core Area(s) (select all that apply)

- Area A (English, Mathematics)
- Area B (Institutional Options)
- Area C (Humanities, Fine Arts, Ethics)
- Area D (Natural Sciences, Mathematics, Technology)

If Area D, select appropriate major(s):

- math/science majors
- health professions majors
- non-math/science/health professions majors

Area E (Social Sciences)
Area F (Lower division major requirements)

Course Information *required fields

5. Course Subject * Environmental Chemistry

6. Course Prefix and Number * CHEM 1100

7. Course Title * Chemistry and the Environment

8. Lecture Hours-Laboratory Hours-Credit Hours * 3-0-3

9. Learning Support Prerequisites * None

10. Other Prerequisites * (enter "none" if not applicable) MATH 1001 or 1111

11. Course Co-requisites * (enter "none" if not applicable) MATH 1001 or 1111

12. The institution has reviewed the list of common course prefixes, numbers and descriptions, and this course is in compliance. *

   [Academic Affairs Handbook, section 2.4.10]

   - Yes
   - No

Comment (Additional information about your review of course names/numbers)
13. Provide a catalog description of the course *
CHEM 1100 Chemistry of the Environment (3-0-3)
Pre-requisite or Co-requisite: MATH 1001 or MATH 1111
Introduction to chemical principles in the context of global environmental systems. Topics may include: energy; source and fate of contaminants in ground and water systems; water, solid and hazardous waste management;

14. Attach a Syllabus * (generic, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment.

Upload Syllabus document
File names should include an appropriate extension (e.g., .pdf .doc)

Please Note: File names should NOT contain special characters such as: # & !

15. Explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes. *

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

This course is a core D course for non-science majors which meets the general education outcomes of Core D for Armstrong Atlantic State University. Introduction to chemical principles in the context of global and local environmental systems.

16. Goals A-E *

Indicate the approved institutional Core Area learning outcome that this course supports (e.g., The course is proposed in support of Learning Goal A1 Communication Outcomes and the learning outcome is: Students have the ability to adapt communication to circumstances and audience).

Goal D (Natural Sciences)
Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted, and, students will accurately evaluate data in scientific reasoning problems.
17. Does this course fulfill an overlay requirement for Learning Goal I - US Perspectives in the institution's General Education Program?

☐ No  ☐ Yes

If “Yes,” What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

18. Does this course fulfill an overlay requirement for Learning Goal II - Global Perspectives in the institution's General Education Program?

☐ No  ☐ Yes

If “Yes,” What is the proposed or approved learning outcome?

Explain how the course fulfills this goal:

This course will look at global environmental issues from a chemistry context.

19. Does this course fulfill an overlay requirement for Learning Goal III - Critical Thinking in the institution's General Education Program?

☐ No  ☐ Yes
If "Yes," What is the proposed or approved learning outcome?
Explain how the course fulfills this goal:

This course will look at global environmental issues from a quantitative context.

Review Process

IMPORTANT! You may skip questions 20 and 21 if you are submitting this form to a Regents Academic Advisory Committee. This information is required for submissions to the Council on General Education.

20. Regents Academic Advisory Committee Course Approval
(required for submission to Council on General Education)

The course must be reviewed by the relevant Academic Advisory Committee.

Approval date: ____________________________

Upload Advisory committee review document
File names should include an appropriate extension (e.g., .pdf, .doc)

Please Note: File names should NOT contain special characters such as: # & !

21. Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA).
(required for submission to Council on General Education)

Are you requesting a pre-requisite exception?
☐ Yes ☐ No

If Yes, please enter the Approval dates:

Regents Academic Advisory Committee Approval date: ____________________________
Administrative Committee on Academic Affairs (RACAA) Approval date:

Upload RACAA approval document
File names should include an appropriate extension (e.g., .pdf .doc)

22. Is this a Resubmission? (select one)

☐ Yes  ☐ No

23. Please provide the following contact information

VPAA Name: Carey Adams

VPAA Email Address: "Carey Adams" <carey.adams@armstrong.edu>,

VPAA Phone Number: 912-344-2525

VPAA Mailing Address: Armstrong Atlantic State University  
11935 Abercorn Street  
Savannah, GA 31419

Don't put anything here

Help us reduce spam. Please enter the answer to the question below (required).

$WWDFKPHQW
CHEM 1100 Chemistry of the Environment  
Fridays 10 am-12 noon SC 2502

Instructor: TBD       Email: TBD
Phone: (office) TBD   Office: TBD
Office Hours: TBD

Required Texts: Chemistry in Context 7th Edition, Catherine Middlecamp, Steven
Keller, Karen Anderson, Anne Bentley, Michael Cann, Jamie Ellis
American Chemical Society

Cellular phones, beepers and pagers are to be turned OFF or on SILENT and placed into
your book bag or purse during class. NO TEXT messaging during class. During exams,
all cell phones must be in an inaccessible bag and not available for use for any reason.
Please be courteous to your fellow students! Visitors are not permitted in the class.

Grading:
2 exams (mid-term & final) 200 points
Presentation
Case Studies 100 points
300 points

The grade scale is as follows: 90-100% A, 80-89% B, 70-79% C, 60-69% D, Less than
60% F

ACADEMIC DISHONESTY: Cheating and plagiarism are prohibited by the
AASU code of conduct. Failure to turn in your own work will result in significant
penalty (see AASU Honor Code). Examples of cheating or plagiarism include:

1.) COPYING Material from a book, journal or website or another student. You may use
books, journal and websites, as sources for your presentation, but you may not copy their
language word for word. If you borrow pictures from a book, journal or website, you
must reference it correctly (according to ACS style).

2.) Any other form of cheating as listed in the AASU Honor code such as copying from
another student on an exam. READ THE HONOR CODE!

EXAMS: Each exam will be in class and will take ONLY one hour of the class period.
After a short break, we will continue with the class. Exams will be a mixture of short
answer, problems and essays. Attendance at exams is MANDATORY. Any request
for a make-up exam must be handled in the following manner:
1.) **The Instructor must be notified** (e-mail or phone) **BEFORE THE EXAM BEGINS. ONCE THE EXAM HAS STARTED, YOU MAY NOT REQUEST A MAKE UP TEST FOR ANY REASON.** The time date stamp on MY phone or e-mail serves as the time of notification.

2.) MAKE-ups will only be granted in extreme circumstances accompanied by a doctor’s note, family obituary or note from a university official that you were attending a university sanctioned event (conference where you presented your work or athletics).

3.) Make-up exams will not be allowed for routine dentist, doctor etc. appointments or for work related activities.

4.) Make-up exams **WILL NOT** be the same as the regular exam and **WILL NOT** from the practice questions.

**Case Studies.** Links to case studies will be posted on the class website under Chemistry of the Environment. You will read the case studies and answer (in writing) any questions that are asked at the end of the reading assignment. You must email your answers to the instructor as a Microsoft Word Document by the date indicated on the web-site.

**TOPICS:**

- Sustainability, What is it? How do we define it?
- Composition of the air we breathe
- The Ozone Layer – Status and Implications
- Global Climate Change – Principles and Data
- Energy of Combustion
- Water – Life’s Elixer
- Acid Rain – History, Implications and Future
- Nuclear Power – What is it? How safe is it?
- Batteries – The future of transportation?
- Polymers and Plastics
- Drug Design and Implications

PowerPoint Lecture Notes are provided (in pdf form) at the class web-site (http://chemphys.armstrong.edu/nivens/course_list.htm). They are password protected. Password announced in class.

**Exam dates:** There will be two exam dates. One prior to mid-term and a final exam. Test dates will be announced at the beginning of the semester.
## Degree Programs at 127 or More Credit Hours

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<th>Degree Program</th>
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<th>FY 08-09</th>
<th>FY 09-10</th>
<th>FY 10-11</th>
<th>FY 11-12</th>
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*Source: Armstrong Office of Institutional Research 11-13-12*
## FY 2010-11 Bachelors Degrees Conferred

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Source: Armstrong Office of Institutional Research 11-13-12
May 3, 2012

Dr. Anne Thompson
Vice President for Academic Affairs
Armstrong Atlantic State University
11935 Abercorn Street
Savannah, Georgia 31419

Dear Dr. Thompson:

The University System of Georgia Council on General Education met in full session April 20, 2012. The Council on General Education approved the proposed change in Area D for health science students and approved the BIOL 1103 course.

If you have questions about the above, please contact me.

Thank you very much.

Sincerely,

Virginia J. Michelich, Ph. D., Associate Vice Chancellor for Student Achievement
CALL TO ORDER. The meeting was called to order at 3:03 p.m. by Dr. Rick McGrath.

APPROVAL OF MINUTES. The minutes December 5, 2012 were approved as presented.

ITEMS

I. College of Education
   A. Adolescent and Adult Education

   Items 1-4 from the Department of Adolescent and Adult Education were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore are marked “For Information Only” for the report to the Senate.

   1. Modify the following course:
      MGSE 5300U/G CONTENT METHODS IN SECONDARY ENGLISH AND LANGUAGE ARTS 3-V-3
      Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
      Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200

      Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6340, which is being deleted.
Effective Term: Summer 2013

CURCAT
MGSE 5300U (Undergraduate) Course Equivalent: None
MGSE 5300G (Graduate) Course Equivalent: SCED 6340

2. Modify the following course:
MGSE 5400U/G CONTENT METHODS IN SECONDARY HISTORY AND THE SOCIAL STUDIES 3-V-3
Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200
Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6360, which is being deleted.

Effective Term: Summer 2013

CURCAT
MGSE 5300U (Undergraduate) Course Equivalent: None
MGSE 5300G (Graduate) Course Equivalent: SCED 6360

3. Modify the following course:
MGSE 5500U/G CONTENT METHODS IN SECONDARY SCIENCE 3-V-3
Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200
Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6370, which is being deleted.

Effective Term: Summer 2013

CURCAT
MGSE 5300U (Undergraduate) Course Equivalent: None
MGSE 5300G (Graduate) Course Equivalent: SCED 6370
4. **Modify the following course:**

**MGSE 5600U/G CONTENT METHODS MIDDLE GRADES IN SECONDARY MATHEMATICS**

Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200

Graduate Prerequisites: Admission into candidacy in the College of Education, and **Admission to the College of Education at the Graduate level**, EDUC 6200

Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6350, which is being deleted.

**Effective Term:** Summer 2013

**CURCAT**

MGSE 5300U (Undergraduate) Course Equivalent: None

MGSE 5300G (Graduate) Course Equivalent: SCED 6350

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B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions (no items)

III. **College of Liberal Arts**

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

1. **Create the following course:**

**LIST 3000 The History of the Liberal Arts**

Pre-requisite: ENGL 1101

A study of the historical development of the liberal arts, from Plato to the present, including an analysis of the role of the liberal arts in higher education in the 21st Century.

Rationale: Liberal Studies is the only major on campus that offers no courses of its own, which means that the program offers the students a less unified educational experience. LIST 3000 aims to unify the educational experience of Liberal Studies students by providing an overall understanding of the history of the liberal arts.

The course will be introduced initially as an elective. If the course can overcome scheduling challenges, we will propose making it a required course.

**Effective Date:** Fall 2013
CURCAT:
Major Department: Liberal Studies
Can course be repeated for additional credit? No
Maximum number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Equivalent Course: No

2. Modify the Program of Study for the Minor in Environmental Studies:

At least two non-science courses from this list
   ARTS 3680 Environmental Art
   ECON 3450 Environmental Economics
   ENGL 5280U Literature and the Environment
   ENST 4000 Internship in Environmental Studies
   HIST 5580U Topics in Environmental History
   PHIL 3200 Technology, Society, and Human Values
   POLS/LWSO 4190 Environmental Laws and Regulations
   POLS 5530U Global Environmental Politics
   HSCC 3760 Environmental and Community Health Issues

Rationale: To reflect creation of new course in HIST. (See item III.E.1, below)

Effective Date: Fall 2013

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

B. Criminal Justice, Social, and Political Science

Item 1 from the Department of Criminal Justice, Social and Political Science was discussed and the undergraduate portions approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked “For Information Only” for the report to the Senate.

1. Create the following course:
   SOCI 5130U/G Political Terrorism 3-0-3
   Undergraduate Prerequisite: CRJU 1100 or HIST 1100 or POLS 1100
   Graduate Prerequisite: none
   Description: International and domestic terrorism undertaken for political purposes in liberal states. Primary focus on state-sponsored international terrorism, American domestic revolutionary terrorism, and the dilemmas of counter-terrorism in a democracy. Cross-listed with CRJU 5130U/G and POLS 5130U/G.
Rationale: This course has been cross-listed with SOCI 4010, which raised potential SACS issues regarding both the level of the course and the field of the instructor. To solve this, SOCI 5130U/G will be cross-listed with CRJU 5130U/G and POLS 5130U/G. Graduate students will be required to work on a project and deliver a final report or paper.

Effective Term: Summer 2013

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: POLS 5130U/G, CRJU 5130U/G
  Cross-listed Courses: POLS 5130U/G, CRJU 5130U/G

Items 2-4 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.

2. Create the following course:
   POLS 4951 Directed Research in Political Science 3-0-3
   Prerequisite: Instructor approval and POLS 4950 or CRJU 3100
   Description: Scholarly original research utilizing discipline specific knowledge and applied analysis to existing academic literature.

   Rationale: Course is needed to allow students to earn graded credit hours for research experiences, distinct from the ungraded field experiences available through POLS 4650, Practicum. Course is intended for honors students in particular.

   Effective Term: Fall 2013

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: Independent Study
  Course Equivalent: None
3. Change catalog copy under pages for Criminal Justice, Social, and Political Science

Special Programs
The criminal justice B.S. program is also offered at the Liberty Center in Liberty County. A student may graduate with honors in any of the department’s majors by completing a project pursuing a special interest within the discipline. A student may graduate with honors in Criminal Justice or Political Science by completing a project pursuing a special interest within his or her respective discipline. This project is to be reflective of the rigorous academic criteria of both the University’s Honors program and advanced research within the discipline. To be eligible for the honors project, the student must possess an overall GPA of 3.2. Typically, research projects are developed in a required research methods class (CRJU 3100 or POLS 4950 respective of the student’s major) one semester and then completed the following semester in either POLS 4651 Practicum or CRJU 4900 Directed Research. This project meets the “Honors in the Major” component for the students in the University Honors Program. Pending approval by the student’s honors committee in the department and the University Honors Program, the student’s transcript will be designated accordingly. The awarding of honors requires that students earn an A in the final directed research or readings course. See department for policies.

Effective Term: Fall 2013

4. Add catalog copy under pages for Law and Society

Special Programs
A student may graduate with honors in Law and Society by completing a project pursuing a special interest within his or her respective discipline. This project is to be reflective of the rigorous academic criteria of both the University’s Honors program and advanced research within the discipline. To be eligible for the honors project, the student must possess an overall GPA of 3.2. Typically, research projects are developed in a required research methods class (CRJU 3100 or POLS 4950 respective of the student’s major) one semester and then completed the following semester in either POLS 4651 Practicum or CRJU 4900 Directed Research. This project meets the “Honors in the Major” component for the students in the University Honors Program. Pending approval by the student’s honors committee in the department and the University Honors Program, the student’s transcript will be designated accordingly. The awarding of honors requires that students earn an A in the final directed research or readings course. See department for policies.

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

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

1. **Create the following course:**
   HIST 5580U/G Topics in Environmental History 3-0-3
   Undergraduate Prerequisite: HIST/POLS 1100 and HIST 1111 or 1112
   Graduate Prerequisite: admission to the graduate program in History
   **Description:** A historical study of the interactions between people and their environments. Course may focus on local environments, the Southeast, the entire United States, or survey the environmental history of the world.

   **Rationale:** Environmental history is one of the fastest growing sub-disciplines in the historical profession. A course in this field will offer Armstrong history majors additional breadth in their major field courses, and also allow students minoring in environmental studies to learn the historical issues that remain significant today. Topics may include the biological consequences of the European encounter with the Americas, the environmental impact of technology and war, the interrelationship and mutual impact of humans with the land and its plant and animal life, cultural attitudes and ideas about nature and the environment, and the roots of the current environmental crisis. Graduate students will need to complete substantial papers based upon original research and/or historiographical analysis.

   **Effective Term:** Fall 2013

**CURCAT:**
- Major Department: History
- Can course be repeated for additional credit? Yes
- Maximum number of Credit Hours: 6
- Grading Mode: Normal
- Instruction Type: Lecture
- Equivalent Course: None
F. Languages, Literature, & Philosophy

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

1. Modify the Program for the Degree of Bachelors of English, Professional Communication Track

C. Related Field Courses ................................................................. 15 hours (must include 9 hours numbered 3000 or above) Courses numbered 3000 or above within the College of Liberal Arts

Rationale: Although the program of study on the LLP website and our advising check sheets for the Professional Communication track indicate that only 9 hours of upper-level courses are required, the catalog reads as above. The change will make the Prof. Comm. track consistent with the other English major track in the catalog, the new wording being identical to the English (literature) track.

Effective Date: Fall 2013

G. Liberal Studies (no items)
H. Honors Program (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Regents Adult Learning Consortium. Dr. McGrath announced he would be attending the Regents Adult Learning Consortium next month. It focuses on particular problems faced by adult learners.

B. ACCT, MILS, and NSCI courses in the catalog
Dr. Kraft distributed pages 317-319 of the current undergraduate catalog. Courses currently taught for us by Savannah State—Accounting and Naval Science—are listed on those pages, along with courses taught by Armstrong in Military Science. There are several things that need to be addressed:

- Do the Accounting courses need to be removed now that the Economics Department has equivalent courses in accounting?
- Should the Naval Science courses be flagged as being Savannah State courses? Should they be in the back as they are at present, or in alphabetical order with the rest of the courses?
Should the Military Science courses be listed in alphabetical order with the rest of the courses, since they are Armstrong courses?
What procedure should be implemented for MILS and NSCI courses to be updated? This question came up at this time because Savannah State has changed the credit hours for one of the NSCI courses and has requested that the Registrar update it in Banner.

It was suggested that the administrative assistants could be asked to forward changes to Ms. Panhorst for inclusion on the agenda.

This subject will be on the agenda for the next UCC meeting so committee members can have time to consider the questions.

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

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee
107.2 Appointment to the Faculty

When filling a full-time faculty position, the appointment unit head or dean in a unit without departments shall appoint a search and screening committee. Members of the Search and Screening Committee shall perform their duties according to Affirmative Action guidelines and university policy. In accordance with the policies of the University System of Georgia, all application materials and committee actions (including written records) are subject to the Open Records Act.

This section applies to the hiring of faculty into tenure-track or non-tenure track positions, instructor, assistant professor, associate professor, or professor ranked positions, and lecturer positions.

The general procedures are as follows:

1. The Search and Screening Committee in conjunction with the department head prepares a position description and has the position description approved by the dean.
2. The Search and Screening Committee in conjunction with the department head prepares an advertisement including the following information: department in which the position is located, rank, status (10-month/12-month), qualifications (required and preferred), experience (required and preferred), application deadline (at least 30 days after initial posting in the Applicant Clearinghouse of the University System of Georgia, AA/EOE Statement).
3. The Search and Screening Committee or department head forwards the position advertisement to the dean.
4. Once approved, the dean forwards the position advertisement to the Office for Academic Affairs for approval and placement in advertising outlets appropriate for the discipline including, but not limited to, the Applicant Clearinghouse of the University System of Georgia.
5. If the position advertisement is not approved at any level, it will be remanded to the Search and Screening Committee with suggested revisions.
6. The Search and Screening Committee will screen applicants and identify a qualified pool of applicants for the position.
7. In consultation with appropriate persons, a group of potential interviewees will be selected. The list of names will be forwarded to the department head and dean.
8. The Search and Screening Committee arranges interviews with approved applicants. Interviews should include, but are not limited to: faculty, unit head, and dean. Interviews with the provost and vice president for academic affairs are optional.
9. The Search and Screening Committee recommends to the department head a list of interviewees with descriptions of the interviewees’ strengths and weaknesses for the position.
10. In consultation with the Search and Screening Committee, the department head confers with the dean and they make a decision about to whom to make an offer, as well as terms of the offer.
11. The department head contacts the candidate and negotiates the terms of an acceptable offer with the candidate.
12. Once terms have been agreed upon by the candidate and department head, the dean informs the provost of the hiring recommendation.
13. The provost issues the contract and appoints the prospective faculty member.
10. The unit head forwards his/her recommendation and the faculty recommendation, with voting record attached, through appropriate channels.

Board of Regents’ Policy Manual, Academic Affairs, 3.2.2 Election of Faculties
http://www.usg.edu/policymanual/section3/policy/3.2_faculties/#p3.2.2_election_of_faculties
104.7 Institutional Effectiveness and Assessment Committee
The Institutional Effectiveness and Assessment Committee fulfills an advisory, monitoring, coordinating and regulatory role at Armstrong Atlantic State University in planning and assessment matters and advises the president and other unit leaders throughout the university on the implementation and evaluation of the university’s strategic plan and all aspects of institutional assessment. The Committee's responsibilities include evaluation of assessment plans and evaluation of progress toward achievement of the institution’s strategic initiatives and the institution’s academic achievements. The committee will consider all relevant issues discussed at the Regents’ Administrative Committee: Effectiveness and Accreditation.

The committee shall meet at least once each semester and shall report to the president (or designee) on all activities.

The committee shall be composed of four faculty representatives with faculty status, (one from each of the colleges), a representative from enrollment services, the director of institutional research, a representative from the Office for Student Affairs, a representative from the Office for Business and Finance, a representative from the Office for Advancement, and three others drawn from faculty who teach general education classes.

Board of Regents’ Policy Manual, 2.9 Institutional Effectiveness: Planning and Assessment
http://www.usg.edu/policymanual/section2/policy/2.9_institutional_effectiveness_planning_and_assessment
100 Faculty Handbook

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   101.2 General Administrative Officers
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       101.2.2 Deans
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       103.3.2 Article II. Duties of Senate
       103.3.3 Article III. Membership of the Senate
       103.3.4 Article IV. Duties and Privileges of Senators
       103.3.5 Article V. Election of Senators
       103.3.6 Article VI. Duties and Responsibilities of the Officers of the Senate
       103.3.7 Article VII. Election of Officers
       103.3.8 Article VIII. Faculty Senate Meetings and Procedures
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       103.3.10 Article X. Operational Framework for Senate Committees
       103.3.11 Article XI. Standing Committees of the Senate

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   104.2 Committee on Disability Services
   104.3 Committee on Multicultural Affairs
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104.6 Student Activities Committee
104.7 Institutional Effectiveness Committee
104.8 University Grievance Committee
104.9 Other committees
   104.9.1 Institutional Review Board for the Protection of Human Research Participants: A Committee of Academic Affairs

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   105.2 Faculty Evaluation
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       105.2.3 Guidelines for Faculty Evaluation

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       106.1.1 Faculty Statement of Principles
       106.1.2 Code of Conduct for Administrators
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       106.2.1 Office Hours and Absences
       106.2.2 Academic Advisement Duties
       106.2.3 Attendance Verification, Grade Posting and Grade Reporting Policies
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       106.2.5 Student Grade Appeals
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       106.2.8 Timely Assessment of Student Progress
       106.2.9 Policy for Textbooks Authored by Faculty
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       106.2.11 Policy on Student Attendance
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       106.3.1 Occupational Activities
       106.3.2 Consulting Activities
       106.3.2 Political Activities
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       106.4.2 Faculty Development Policy
   106.5 Workplace Expectations
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       106.5.2 Open Records Act
       106.5.3 Harassment Policy
       106.5.4 Drug and Alcohol Policy
       106.5.5 Smoking Policy
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       106.5.7 Employment of Relatives
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   107.1.3 Selection of Vice Presidents
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   107.1.5 Selection of Associate/Assistant Vice Presidents
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   107.1.7 Selection of Department Heads
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   107.1.9 Temporary Full-time Faculty
   107.1.10 Adjunct Faculty Members
   107.1.11 Graduate Faculty
   107.1.12 Entry Level Salaries for Faculty

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   107.3.2 Signing of Faculty Contracts

107.4 Faculty Personnel Actions and Tenure
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   107.4.2 Pre-tenure Review
   107.4.3 Post-tenure Review
   107.4.4 Retention of Limited Term and Non-Tenured Faculty Members
   107.4.5 Promotions among the Academic Ranks
   107.4.6 Promotion from Lecturer to Senior Lecturer
   107.4.7 Salary Increases

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   107.5.3 Resignations
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   107.6.3 Extra Compensation
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108 Revisions to the Handbook

Appendix A - Grievance and Conflict Resolution Policy
101 Administrative Organization

101.1 The President
The president of Armstrong Atlantic State University is elected by the Board of Regents upon recommendation by the chancellor. He or she is the executive head of the university and all of its departments and exercises such supervision and direction as will promote the efficient operation of the institution. The president is responsible to the chancellor for the operation and management of the institution and for the execution of all directives of the board and the chancellor.

Board of Regents’ Policy Manual, 2.1 Election of Presidents by the Board
http://www.usg.edu/policymanual/section2/policy/2.1_election_of_presidents_by_the_board/

Board of Regents’ Policy Manual, 2.5 Presidential Authority and Responsibilities
http://www.usg.edu/policymanual/section2/policy/2.5_presidential_authority_and_responsibilities/

101.2 General Administrative Officers
The general administrative officers of the university are as follows: the provost and vice president for academic affairs, the vice president for business and finance, the vice president for advancement, and the vice president for student affairs. These officers are appointed by the president with the approval of the Board of Regents, and hold office at the pleasure of the president.

101.2.1 The Provost and Vice President For Academic Affairs
The provost and vice president for academic affairs is the chief academic officer of the university and is an ex-officio member of the undergraduate faculty, graduate faculty, and committees charged with considering matters pertaining to the faculty and the curriculum. The provost and vice president for academic affairs has administrative jurisdiction over academic matters, academic personnel, and student welfare and provides leadership in the development of proper academic goals for the institution and its schools through school and faculty instrumentalities. In the absence of the president, the provost and vice president for academic affairs is the presiding officer of all bodies over which the president normally presides.

101.2.2 Deans
Each college within the university has an academic dean to serve as its chief executive officer. Each dean is appointed by the president and serves at the pleasure of the president. Each dean holds the rank of professor and is a member of the general faculty, graduate faculty, and an ex-officio member of the faculty senate. Academic deans are responsible to the provost and vice president for academic affairs.
101.2.3 Department Heads
The head of a department, appointed by the president, is the representative of the department in all official communications and is responsible for the general direction of the work of the department, the quality of instruction, the coordination of instruction, the preparation of a budget, the advisement of students who are majoring in the department, and recommendations for appointment, promotion, tenure, dismissal and salary increases for faculty.

101.2.4 University Faculty
The members of the faculty are the university's president, vice president of academic affairs, deans, assistant/associate deans, department heads, other personnel designated by the president as holding faculty status, and full-time faculty members holding appointment at the academic ranks of professor, associate professor, assistant professor, and instructor. The faculty also include senior lecturer, lecturer, and limited-term faculty (i.e., temporary full-time instructors and part-time faculty), and part-time faculty.

The faculty is responsible for regulations affecting academic activities, the general educational policy of the university, the welfare of the faculty, and other matters as may maintain and promote the best interest of the faculty and of the university. The representative and legislative agency of the faculty is the faculty senate.

Board of Regents’ Policy Manual, 3.2.1 Faculty Membership
http://www.usg.edu/policymanual/section3/policy/3.2_faculties/#p3.2.1_faculty_membership

101.3 Organizational Chart

[Organizational chart image]
107 Employment Policies

107.1 Hiring Policies

107.1.1 Equal Employment Opportunity

Armstrong Atlantic State University is an equal employment opportunity/affirmative action institution. The university stipulates that there shall be no discrimination based upon race, ethnicity, sex, sexual orientation, religion, creed, national origin, age, or handicap of employees in their appointment, promotion, retention, remuneration, or any other condition of employment.

Armstrong Atlantic State University takes positive action in an effort to identify, to recruit, and to employ qualified women and members of minority groups. Subsequent promotions and salary increases are based solely on the quality of performance of the individual in his or her position.

Periodic reviews by administrators and by faculty committees are conducted to ensure that the equal employment and equal opportunity objectives of the institution are receiving adequate attention and emphasis. In the establishment of recruitment pools, in the selection of candidates to be interviewed for a position, and in the final offer of employment, each dean must follow guidelines designed to ensure that notice of the availability of the position has reached as wide a range of qualified individuals as possible and that the best qualified applicant is offered the position.

Armstrong Atlantic State University, Employee Handbook
http://www.armstrong.edu/Departments/human_resources/human_resources_policies_procedures

Board of Regents’ Policy Manual, 8.2.1 Equal Employment Opportunity
http://www.usg.edu/policymanual/section8/policy/8.2_general_policies_for_all_personnel/#p8.2.1_equal_employment_opportunity

107.1.2 Selection of the President

Board of Regents’ policy states, in part: The Presidential Search and Screening Committee shall be appointed by the chancellor in consultation with the board chair. The voting membership of the Presidential Search and Screening Committee shall consist of three (3) faculty representatives, at least one (1) representative of the administrative staff, at least one (1) student, and at least two (2) representatives of the surrounding community (and region, as appropriate), including the foundation and the alumni association and comprising up to one-third of the total voting membership of the committee.

Board of Regents’ Policy Manual, 2.2 Procedure for Selection of a President for USG Institutions, Regional Universities, State Universities, and Colleges
http://www.usg.edu/policymanual/section2/policy/2.2_procedure_for_selection_of_a_president_for_usg_institutions/#p2.2.3_regional_universities_state_universities_and_colleges
107.1.3 Selection of Vice Presidents
The provost and vice president for academic affairs shall be appointed only after consultation with the academic deans and an advisory committee composed of representatives from the department heads and recommended faculty members from each college. The vice president for business and finance shall be appointed only after consultation with the other vice presidents and the deans of the university. The vice president for student affairs shall be appointed only after consultation with the other vice presidents and the professional personnel of student affairs. The vice president for advancement shall be appointed only after consultation with the other vice presidents and the professional personnel of advancement.

107.1.4 Selection of Deans
Academic deans shall be appointed by the president from a list of three to five candidates furnished by the vice president of academic affairs after consultation with the department heads in the college and a search committee made up of at least one faculty member selected from each department in the college, at least one department head appointed by the president and one faculty member appointed by the president from outside the college.

107.1.5 Selection of Associate/Assistant Vice Presidents
Each associate/assistant vice president shall be appointed by the president after consultation with the appropriate vice president. A position description approved by the president for each associate/assistant vice president's position shall be on file in the office for academic affairs.

107.1.6 Selection of Associate/Assistant Deans
Each associate/assistant dean shall be appointed by the president after consultation with the provost and vice president for academic affairs, the appropriate college dean and the department heads of that college. A position description approved by the president for each associate/assistant dean's position shall be on file in the office for academic affairs.

107.1.7 Selection of Academic Department Heads
The department head shall be appointed by the president upon the recommendation of the provost and vice president for academic affairs and dean of the appropriate college from a list of at least three candidates recommended by a committee to be approved by the vice president of academic affairs.

During the search process, the members of the department faculty are given access to each recommended candidate's resume and academic transcripts and meet with each recommended candidate individually and/or as a group. The candidate also meets with the dean of the college and the provost and vice president for academic affairs (or designee). After completion of the interviews, the department committee transmits to the dean of the college written reactions to each candidate from department faculty members and discusses those reactions with the dean of the college. After giving due consideration to department reactions, the dean of the college transmits a recommendation to the provost and vice president for academic affairs, who, after securing the approval of the president, offers employment to the individual selected.

A candidate for department head must:
1. hold the earned doctorate in the area of academic competency, except in those professional areas where less than an earned doctorate is generally considered to be a terminal degree;
2. have a minimum of four years of demonstrably successful teaching experience or equivalent experience;
3. have shown potential administrative ability as indicated by local or off-campus recommendations;
4. have demonstrated academic leadership ability and have exhibited the ability to work well with people; and
5. have exhibited distinction in research, publications, participation in professional organizations, and/or other related professional activities.

Under certain circumstances and with the appropriate approval from the president, an internal search for a department head or program director may be conducted. In such cases, applicants will be sought from the campus community and all regular faculty from the department or program will be invited to comment on the applicants. The finalists must meet the criteria described above. Other procedures and requirements must conform to those described in this section.

107.1.8 Part-time Faculty
Part-time faculty are recommended for employment by the appropriate department head, the dean of the college, the provost and vice president for academic affairs, and are approved by the president.

Verification of credentials
The department head is responsible for reviewing official transcripts to determine that the candidate holds, at a minimum, a master's degree and 18 graduate-credit hours in the teaching field for which he or she is being considered (exceptions must be justified in writing by the department head). Salary is determined according to an index, updated annually, that is published by the provost and vice president for academic affairs and takes into account level of education and years of experience. An exception must be approved by the provost and vice president for academic affairs. Part-time faculty do not have voting rights at meetings of the university faculty and do not earn credit toward tenure.

Expectations of Part-time Faculty
Armstrong Atlantic State University has always relied on a corps of highly competent part-time instructors. These professional educators provide a wealth of background experience which is important to the university. Department heads have the responsibility to make clear expectations for part-time faculty. These responsibilities include, but are not necessarily limited to:

1. Distribute a syllabus at the beginning of each course.
2. Meet classes for the full class period.
3. Notify the department head if the class must be canceled.
4. Schedule at least one office hour per week for student advising.
5. Conduct final examinations at the appointed times.
6. Submit attendance verification according to the registrar’s schedule.
7. Submit final grades by dates posted by the registrar.
8. Use an Armstrong email address for all communication to students and Armstrong personnel.
9. At the end of employment period, return keys, attendance records, grade books, and other relevant materials to the department head.

Department heads are responsible for evaluating their part-time faculty based on the above criteria and the normal expectations of teaching excellence of any faculty member as defined in section 105.2 Faculty Evaluation.

107.1.9 Temporary Full-time Faculty
Temporary full-time faculty are recommended for employment by the appropriate department head, the dean of the college, the provost and vice president for academic affairs, and are approved by the president.

Verification of credentials
The department head is responsible for reviewing official transcripts to determine that the candidate holds, at a minimum, a master’s degree and 18 graduate-credit hours in the teaching field for which he or she is being considered (exceptions must be justified in writing by the department head), but a terminal degree is preferred. Salary is determined according to an index, updated annually, that is published by the provost and vice president for academic affairs and takes into account level of education and years of experience. An exception must be approved by the provost and vice president for academic affairs. Temporary full-time faculty do not earn credit toward tenure.

Expectations of Temporary Full-time Faculty
Armstrong Atlantic State University has always relied on a corps of highly competent temporary full-time faculty. These professional educators provide a wealth of background experience which is important to the university. Department heads have the responsibility to make clear expectations for temporary full-time faculty. The usual teaching load for temporary full-time faculty is 15 credit hours per semester. These responsibilities include, but are not necessarily limited to:

1. Distribute a syllabus at the beginning of each course.
2. Meet classes for the full class period.
3. Notify the department head if the class must be canceled.
4. Schedule at least one office hour per week for student advising.
5. Conduct final examinations at the appointed times.
6. Submit attendance verification according to the registrar’s schedule.
7. Submit final grades by dates posted by the registrar.
8. Use an Armstrong email address for all communication to students and Armstrong personnel.
9. At the end of employment period, return keys, attendance records, grade books, and other relevant materials to the department head.
Department heads are responsible for evaluating their temporary full-time faculty based on the above criteria and the normal expectations of teaching excellence of any faculty member as defined in section 105.2 Faculty Evaluation.

Temporary full-time faculty are hired at the rank of instructor.

107.1.10 Adjunct Faculty Members
The title “adjunct faculty member” is awarded to a person of distinction in a designated discipline or profession. The title does not carry credit toward tenure, or faculty rights. Such appointments must be recommended by the appropriate department head, the dean of the college, the provost and vice president for academic affairs, and must be approved by the president. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

3.2.1.1 Corps of Instruction
http://www.usg.edu/policymanual/section3/policy/3.2_faculties/

107.1.11 Graduate Faculty
The Graduate Faculty shall be composed of the president, the provost and vice president for academic affairs, academic deans, any administrative directors of graduate studies with faculty status, and those other university faculty members who meet the criteria for graduate faculty membership prescribed in accordance with the criteria set for by the Graduate Affairs Committee and Graduate Faculty Status committee.

107.1.12 Entry-level Salaries for Faculty
The policy of the Board of Regents on entry level salaries is as follows:
Each entry-level salary shall be determined on the basis of the specific requirements of the position and the qualifications of the individual employed to fill the position. Position criteria shall include the academic rank, the academic discipline and the nature of the responsibilities to be performed. Criteria related to the qualifications of the individual shall include academic degrees earned, teaching and other relevant experience, research and publication record, academic achievements and honors, and relevant professional achievements or recognitions.

All entry-level salary recommendations should be sensitive to salaries of currently employed individuals within the genre or similar disciplines and within the university.

Board of Regents’ Policy Manual, Personnel, 8.3.12 Compensation
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.12_compensation

107.2 Appointment to the Faculty
When filling a full-time faculty position, the appointment unit head or dean in a unit without departments shall appoint a search and screening committee. Members of the Search and Screening Committee shall perform their duties according to Affirmative Action guidelines and university policy. In accordance with the policies of the University System of Georgia, all
application materials and committee actions (including written records) are subject to the Open Records Act.

This section applies to the hiring of faculty into tenure-track or non-tenure track positions, instructor, assistant professor, associate professor, or professor ranked positions, and lecturer positions.

The general procedures are as follows:

1. The Search and Screening Committee in conjunction with the department head prepares a position description and has the position description approved by the dean.
2. The Search and Screening Committee in conjunction with the department head prepares an advertisement including the following information: department in which the position is located, rank, status (10-month/12-month), qualifications (required and preferred), experience (required and preferred), application deadline (at least 30 days after initial posting in the Applicant Clearinghouse of the University System of Georgia, AA/EOE Statement).
3. The Search and Screening Committee or department head forwards the position advertisement to the dean.
4. Once approved, the dean forwards the position advertisement to the Office for Academic Affairs for approval and placement in advertising outlets appropriate for the discipline including, but not limited to, the Applicant Clearinghouse of the University System of Georgia.
5. If the position advertisement is not approved at any level, it will be remanded to the Search and Screening Committee with suggested revisions.
6. The Search and Screening Committee will screen applicants and identify a qualified pool of applicants for the position.
7. In consultation with appropriate persons, a group of potential interviewees will be selected. The list of names will be forwarded to the department head and dean.
8. The Search and Screening Committee arranges interviews with approved applicants. Interviews should include, but are not limited to: faculty, unit head, and dean. Interviews with the provost and vice president for academic affairs are optional.
9. The Search and Screening Committee recommends to the department head a list of interviewees with descriptions of the interviewees’ strengths and weaknesses for the position.
10. The unit head forwards his/her recommendation and the faculty recommendation, with voting record attached, through appropriate channels.

Board of Regents’ Policy Manual, Academic Affairs, 3.2.2 Election of Faculties
http://www.usg.edu/policymanual/section3/policy/3.2_faculties/#p3.2.2_election_of_faculties

107.3 Contracts
107.3.1 General Procedures
Faculty contracts normally cover the academic year of two semesters: Fall and Spring. Faculty members receive their compensation in ten payments from August through May.
Administrative officers of the university, and certain of their associates and assistants, as well as department heads, are usually appointed for the full fiscal year. Individuals on fiscal contracts receive their compensation in twelve equal installments commencing in July.

107.3.2 Signing of Faculty Contracts
Contracts are mailed to faculty members who are employed at the time the contracts are being dispersed (i.e., summer semester). Receipt of a contract by a faculty member must be acknowledged in writing. Faculty members should return their signed contracts to the Office for Academic Affairs during the time period specified in the contracts. Faculty members who are not going to be employed at the time contracts are to be dispersed must make prior arrangements with the provost and vice president for academic affairs for the signing of their contracts (i.e., during spring semester).

The Board of Regents' policy states, in part, as follows: USG institutions shall use the appropriate official contract forms approved by the Board of Regents. Failure to sign and return such contracts within the time period specified therein may be construed as an abandonment of employment rights.

Board of Regents' Policy Manual, Personnel, 8.3.11 Faculty Contract Forms
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.11_faculty_contract_forms

107.4 Faculty Personnel Actions and Tenure
Faculty personnel actions include decisions regarding tenure, promotions, retention, and salaries. In each case, decisions will be based on the needs of the university, the individual's history of evaluations, and the minimum requirements outlined below. Under the terms of a normal faculty appointment, there should be evidence of accomplishment in teaching, scholarship, service, and professional development. Because of the different missions of the departments/programs, the weighing of teaching, scholarship, service, and professional development may vary from department to department. However, it is essential that each department maintain a primary and active commitment to teaching, which remains the primary criterion in actions relating to tenure, retention, promotion, and salary.

At the time of initial appointment, each appointee shall be informed of the merit system of the university. The system rewards only faculty of demonstrated abilities and achievements based on established university criteria. The performance of each faculty member in a department shall be reviewed annually and the past year's performance judged according to the evaluative scale used within each college. An outstanding contribution in a single area of activity may result in a decrease in the other areas, but in no case will a reward for merit be given if the continuing performance of the faculty member is not judged satisfactory in teaching. This annual evaluation will be communicated to the individual faculty member and included in the faculty member's official file. Retention throughout a probationary period of service is by itself insufficient to guarantee the success of a candidacy for tenure.

Each college will have a promotion and tenure committee. Decisions involving tenure and promotion are based primarily on the cumulative record of teaching, scholarship, service and
professional development. Standards of judgment for such actions shall be consistent with those specified in university criteria, published by each college's tenure and promotion committee, and printed in departmental statements.

Board of Regents’ Policy Manual, Personnel, 8.3 Additional Policies for Faculty
http://www.usg.edu/policymannual/section8/policy/8.3_additional_policies_for_faculty/

107.4.1 Tenure
Tenure embraces both rights and duties. It is a pledge of professional academic performance by the professor who holds it to the institution that grants it. It protects a professor from arbitrary dismissal.

Criteria Relating to Tenure
In order to be considered for tenure, a faculty member must have completed a satisfactory probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five-year period must be continuous except that a maximum of two years' interruption because of leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years' credit toward the minimum probationary period may be allowed for service at other institutions in tenure-track positions or for full-time service at the rank of instructor at Armstrong Atlantic State University. Such credit for prior service shall be requested by the individual and shall be defined in writing by the president at the time of the initial appointment at the rank of assistant professor or higher or at the time of promotion from instructor to assistant professor. Evidence of noteworthy teaching, scholarship, service and professional development produced during the credited years shall be considered in the tenure review.

A candidate for tenure must not only meet the designated minimum period of service, but also must meet what are, at that time, seen as the long range needs of the university and must show a history of evaluations that merits the award of tenure. A history of weak evaluations may lead to the denial of tenure. Retention throughout a probationary period of service is by itself insufficient to guarantee the success of a candidacy for tenure.

Procedures Relating to Tenure
Candidacies for tenure should be initiated by the written request of the candidate to the department head or, in the case of a department head, to the appropriate dean. In the absence of an application by the candidate, such application may be initiated by the department head for a faculty member or by the college dean for a department head. The department head must solicit an assessment of the candidate's application for tenure through ballots and commentary from departmental colleagues. Each department (or college if that is lowest level of review) must have on file with the dean of the college and with the provost and vice president for academic affairs a plan for certifying departmental peer review of tenure or promotion applications, pre-tenure reviews, or post-tenure reviews. The department head makes the initial recommendation to the dean.
The application is then sent to the dean of the college who forwards it to the college's promotion and tenure committee. Each promotion and tenure committee serves in an advisory capacity and makes recommendations to the respective dean based on the college’s promotion and tenure documents. Criteria used by the committee must be in writing and must be consistent with the criteria and procedures contained in these regulations. The dean of each college, after receiving recommendations from the respective promotion and tenure committee, forwards them with his or her own recommendations to the provost and vice president for academic affairs. The provost and vice president for academic affairs may call a consultative meeting with the deans before forwarding his or her recommendations to the president. Individuals who are awarded tenure by the president shall be notified in writing of that award.

At the beginning of the fall semester the Office for Academic Affairs shall distribute to deans and department heads a list of deadlines for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans, in consultation with their department heads, shall base department and college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, tenure applications are submitted and processed at the department and college levels in the fall semester and submitted to the provost and vice president for academic affairs early in the spring semester.

Candidates whose applications for tenure are rejected may pursue a formal administrative appeal. Full-time faculty hired on a tenure-track may not serve more than seven years without the granting of tenure.

Board of Regents’ Policy Manual, Personnel, 8.3.7 Tenure and Criteria for Tenure
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.7_tenure_and_criteria_for_tenure

107.4.2 Pre-tenure Review
All non-tenured faculty in tenure-track positions must be reviewed during their third year (including probationary credit). This review will be used to determine if satisfactory progress is being made toward tenure and, if not, to determine appropriate faculty development activities and other remedies as indicated. Pre-tenure review also serves as the mechanism for retention for the fifth year.
Criteria Relating to Pre-tenure Review
Each department and college will use its criteria for annual evaluation and tenure and promotion, and the College’s tenure criteria for the pre-tenure review. The college criteria are an amplification of the university’s tenure criteria. Departmental tenure and promotion criteria may be an amplification of the respective college’s criteria. While teaching effectiveness will be the most important factor in the evaluation, scholarship, service and professional development will also be evaluated. Future needs of the department must also be considered. If conditions in the department have changed since initial employment, the department head may recommend a redirection of the faculty member’s efforts.

Procedures Relating to Pre-tenure Review
As a part of the retention recommendation during the faculty member’s third year, the retention procedure will be expanded to include the pre-tenure review. If a faculty member has probationary credit towards tenure, pre-tenure review will be conducted during the year in which he or she would achieve three years toward tenure. A new faculty member awarded three years of probationary credit toward tenure will be considered to have achieved a rating of Satisfactory Progress toward Tenure for purposes of the pre-tenure review at the time of hire. A faculty member who receives two years of probationary credit will be reviewed during his or her first year; a faculty member who receives one year of credit will be reviewed in his or her second year. The pre-tenure review will include peer reaction at the departmental level, performance evaluation using the departmental annual evaluation criteria, and evaluation using the college tenure criteria.

The department head, who must solicit an assessment of the candidate’s progress toward tenure through ballots and commentary from tenured departmental colleagues, makes the initial review. The review results are transmitted in writing to the dean of the college (who shall ask for recommendations from the college promotion and tenure committee) and then to the provost and vice president for academic affairs. The department head selects one of the following ratings as an outcome of the review: satisfactory progress toward tenure, satisfactory with recommendations, improvement needed, or unsatisfactory. A satisfactory review does not constitute a guarantee of tenure.

A rating of satisfactory progress toward tenure indicates that the candidate is meeting expectations in teaching, scholarship, service, and professional development. A rating of satisfactory with recommendations indicates that the candidate’s performance is promising, that recommendations for needed faculty development can be completed within one year, and that achievement of a rating of satisfactory progress toward tenure is likely after the completion of faculty development.

A rating of improvement needed indicates that there are serious reservations about the faculty member’s performance, and measures are needed to address substantive deficits. The pre-tenure review must be repeated the following year if this rating is assigned. A rating of unsatisfactory indicates that the candidate is not expected to be retained and will likely receive a notification of non-retention.
The university has an obligation to each faculty member to ensure that his or her effectiveness continues after the tenure decision has been made. With tenure, the faculty member pledges continued quality academic performance on the one hand, and the university pledges to offer the faculty member opportunities to continue to develop professionally on the other. It is against this backdrop that post-tenure review is framed. Post-tenure review exists to give tenured faculty information on performance effectiveness and to identify opportunities for development in a fashion consistent with the ever-changing needs of the institution.

In those rare cases where performance is not satisfactory and does not improve as a result of a development plan, post-tenure review may look to an intervention designed to protect the public interest.

All faculty, excluding those who hold administrative rank at the department head level or above (those holding administrative rank are evaluated through administrative rather than post-tenure review), will be reviewed under the Procedures Relating to Post-tenure Review during the fifth year after the year in which tenure is awarded by the Board of Regents and every five years thereafter. If a faculty member is promoted in rank during the five-year period, the post-tenure review will occur during the fifth year after the year in which the promotion becomes effective. A successful promotion review will serve in lieu of a post-tenure review.

Criteria Relating to Post-tenure Review
Teaching effectiveness will be the single most important factor in all evaluations. Scholarship, service, professional development and the role of each faculty member within the department, college, and university will also be considered in the post-tenure review evaluation.

Each college or department further defines the criteria for post-tenure review, but these provisions must be in writing, widely published, and approved by the provost and vice president for academic affairs.

Procedures Relating to Post-tenure Review
At the beginning of each year, the provost and vice president for academic affairs will provide each academic dean with a list of faculty who must undergo post-tenure review during the current academic year. Generally, by December the faculty member shall prepare a portfolio containing, at the very least, an updated vita, all Annual Faculty Evaluations since the last post-tenure review or tenure review, all APARs since the last post-tenure review or tenure review, and an assessment or narrative from the faculty member being reviewed as to his or her role in the institution and examples of specific measures that faculty member is taking to fulfill that role. Individual colleges or departments may specify other materials that should be included in the portfolio, and the candidate may provide additional materials relevant to his or her discipline.

Each college and department shall develop and use a faculty peer evaluation system for post-tenure review. Each department shall have on file with the college dean and the provost and vice president for academic affairs, a faculty peer evaluation process, specific to post-tenure review that involves consideration of the post-tenure review portfolio. In departments where the number of tenured faculty is three or fewer, the dean may involve a limited number of tenured faculty
members from a department having a similar mission in the peer review process. However, in such cases, the candidate will be informed as to the identity of these extra-departmental reviewers. No faculty member may participate in the post-tenure peer review process unless he or she is willing to certify that he or she has reviewed the portfolio.

After reviewing the portfolio and the results of peer review, the department head will complete the Peer Review Outcome Form (PROF).

The department shall forward the PROF and supporting documentation to the dean of the respective college. The dean may seek the opinion of the college promotion and tenure committee on the post-tenure progress of the faculty member. The dean shall summarize the college’s promotion and tenure committee’s opinion and comment on the faculty member’s post-tenure work to the provost and vice president for academic affairs.

**Outcomes of Post-Tenure Review**

**Satisfactory:** The faculty member is performing effectively as a teacher and is making satisfactory contributions, appropriate to a senior faculty member, in either scholarship or service. Individual departments/programs may have specific service or scholarship expectations for individual faculty members because of the particular position held by the faculty member. This point should be addressed in the review.

If a faculty member is found to be "satisfactory," the department head may wish to commend the faculty member and even suggest specific development activities that he or she feels would be helpful.

**Satisfactory with Recommendations:** The faculty member is performing satisfactorily in teaching and service or scholarship, but the department head may believe that enhancement of performance in one or more areas will avoid future problems. In this area, the department head and faculty member should agree on a faculty development plan. Recommendations for redirection of a faculty member's efforts to adjust to changes in the academic program will be made in writing and through a personal interview with the department head.

**Improvement Needed:** This category is to be used for the purpose of establishing a faculty development plan for a faculty member who is performing satisfactorily in instruction, but whose contributions in neither scholarship nor service is adequate. This category is also to be used when a redirection in faculty effort is required by changes in the academic program.

A faculty member who receives an "improvement needed" must meet with the department head to construct a development program. The department head shall be obliged to consider the progress of the faculty member as part of subsequent annual evaluations. The department head must state in the annual evaluation whether or not adequate improvement is taking place, review the development plan, and discuss the evaluation with the faculty member. Failure on the part of a faculty member to remedy the difficulties identified by the time of the next post-tenure review will necessitate the receipt of "unsatisfactory" in the subsequent post-tenure review.
Unsatisfactory: A faculty member will receive an "unsatisfactory" in any case where teaching performance is deemed to be less than satisfactory. A faculty member will also receive an "unsatisfactory" if, in the judgment of the department head, a faculty member has failed to respond successfully to a development plan resulting from an "improvement needed" in the previous review.

Any tenured faculty member receiving an "unsatisfactory" will meet simultaneously with both the department head and the dean. The result of this meeting will be a comprehensive development plan designed by the dean in consultation with the department head and faculty member. After a period of one year, the department head and dean will again meet with the faculty member to assess progress. Lack of improvement will result in no pay increase in all future contracts until the "unsatisfactory" rating is removed. Other intervention strategies may be employed for unsatisfactory performance with the written approval of the provost and vice president for academic affairs. Continued failure to improve an “unsatisfactory” rating will result in the application of more rigorous strategies, including, in appropriate cases, revocation of tenure.

Annual Evaluation with Post-Tenure Review
Post-tenure review will substitute for the annual evaluation in the year in which it is conducted.

Board of Regents’ Policy Manual, Personnel, 8.3.5.4 Post-Tenure Review for Tenured Faculty and Administrators
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.5_evaluation_of_personnel

107.4.4 Retention of Limited-Term and Non-Tenured Faculty Members

Retention of Limited-Term Faculty
Limited-term (temporary) faculty members of Armstrong-Atlantic State University serve on the basis of a yearly contract and with the understanding that, at the expiration of any such contract, the appointment will not be renewed unless there is a new and separate offer from Armstrong Atlantic State University and acceptance thereof by the faculty member. Retention decisions are based upon considerations of the long-term and short-term needs of the university and upon the quality of the candidate's total professional history at the university.

Retention of Non-tenured Faculty
The Board of Regents’ policy on retention of non-tenured faculty members is as follows:
All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail.

In the event that a non-tenured faculty member is not to be re-appointed, notice of that intention not to reappoint shall be furnished, in writing, according to the following schedule:
- at least three months before the date of termination of an initial one-year contract;
at least six months before the date of termination of a second one-year contract;

- at least nine months before the date of termination of a contract after two or more years of service at the university.

This schedule of notification does not apply to persons holding limited term positions (e.g., temporary full-time or part-time positions).

*Board of Regents’ Policy Manual, Personnel, 8.3.8 Non-Tenure-track Personnel*  
[http://www.usg.edu/policymanual/section8/policy/8.3-additional-policies-for-faculty/#p8.3.8-non-tenure-track-personnel](http://www.usg.edu/policymanual/section8/policy/8.3-additional-policies-for-faculty/#p8.3.8-non-tenure-track-personnel)

### 107.4.54 Promotions among the Academic Ranks

Candidates for promotion will be judged according to the following criteria and by the merits of the candidate's total professional history at the university as reflected in the individual's accumulated evaluations.

#### Promotion to Professor

Minimum requirements:

1. Twelve years of university-level teaching, or fourteen years total teaching and/or related experience.
2. Five years at the rank of associate professor at Armstrong Atlantic State University.
3. Terminal degree in academic area of specialization with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
4. Must be tenured.

#### Promotion to Associate Professor

Minimum requirements:

1. Six years of university level teaching, or eight years total teaching and/or related experience.
2. Five years at the rank of assistant professor (with four years at the rank of assistant professor at Armstrong Atlantic State University).
3. Terminal degree in academic area of specialization with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
4. Must be in tenure-track position.

#### Promotion to Assistant Professor

Minimum requirements:

1. Four years total teaching and/or related experience.
2. Three years at the rank of instructor at Armstrong Atlantic State University.
3. Master's degree minimum with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
4. Terminal degree in academic area of specialization with rare exceptions made for clearly demonstrable special distinctions in training and expertise.
The above guidelines will also be used in determining the rank of newly appointed faculty members. “Special distinctions in training and expertise” is defined as full-time experience relevant to the faculty member's teaching field. Each such year to be included must be certified as "special distinctions in training and expertise" by the provost and vice president for academic affairs with the concurrence of the appropriate department head and dean, at the time of the faculty member's initial appointment or promotion to the rank of assistant professor.

Although the above conditions are necessary in order for a faculty member to be considered for promotion, they do not assure that a promotion in academic rank will be forthcoming in the initial years of eligibility. In particular, a history of weak evaluations will delay or prevent promotion.

Procedures Relating to Promotion

Candidacy for promotion should be initiated by the written request of the candidate to the department head or, in the case of a department head, to the appropriate dean.

In all cases, applications should contain a written statement supporting the appropriateness of the candidacy at that particular time and, in particular, the application must demonstrate that the candidate satisfies at least the minimum conditions necessary for promotion. The candidate should refer to the departmental and/or college guidelines on preparing documentation and a portfolio for review.

The department head must solicit an assessment of the candidate’s application for promotion through ballots from eligible faculty and commentary from departmental colleagues. Each department must have on file with the dean of the college and with the provost and vice president for academic affairs a plan for ascertaining departmental peer review of tenure or promotion applications, pre-tenure reviews, or post-tenure reviews. In some cases, departments may use college guidelines as their own. The department head makes the initial recommendation to the dean. The application is then sent to the dean of the college who forwards it to the college’s promotion and tenure committee. Each promotion and tenure committee serves in an advisory capacity and makes recommendations to the respective dean. Criteria used by the committee must be in writing and must be consistent with the criteria and procedures contained in these regulations.

The dean of each college, after receiving recommendations from the respective promotion and tenure committee, forwards them with his or her own recommendations to the provost and vice president for academic affairs. The provost and vice president for academic affairs may call a consultative meeting with the deans before forwarding his or her recommendations to the president. Individuals who are awarded promotion by the president shall be notified in writing of that award.

At the beginning of the fall semester, the Office for Academic Affairs shall distribute to deans and department heads a list of dates for when documents for evaluations, reviews, tenure, promotion, and non-retention decisions must be received by the provost and vice president for academic affairs. Deans, in consultation with their department heads, shall base department and
college deadlines for submitting and processing these documents on the deadlines set by the Office for Academic Affairs.

Generally, promotion applications are submitted and processed at the department and college levels in the fall semester and submitted to the provost and vice president for academic affairs early in the spring semester.

107.4.5 Promotion from Lecturer to Senior Lecturer

Lecturers
The appointment and promotion of lecturers at Armstrong are based upon the experience and academic background of the candidate as well as the instructional needs in the position. The designation applies to non-tenure track positions that carry out special instructional functions. The position is governed by all provisions of Board of Regents' policy 8.3.8.1, including being capped at no more than 20% of the FTE corps of primarily undergraduate instruction. The administration shall facilitate a reasonable distribution among departments and schools in usage of these positions across the university.

Lecturers are part of the corps of instruction and members of the faculty. As such, lecturers have access to the same grievance procedures as available to all members of the faculty.

An initial appointment to a lecturer position is for a one-year period. Subsequently, renewal is on an annual basis. In no case will the service as lecturer or senior lecturer imply any claim upon tenure. However, as stated in the Board of Regents Policy Manual 8.3.4.3: "Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary."

Notification of non-reappointment will be provided as early as possible, but following the schedule of or non-renewal of contracts (See sections 107.4.6 Retention of Limited-Term and Non-Tenured Faculty Members and 107.5.4 Non-Renewal of Contract).

Lecturers or senior lecturers who have served for six or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures of Armstrong.

Evaluations
Every lecturer and senior lecturer shall have an annual review conducted along the same schedule as individuals in the professorial academic ranks (See section 105.2 Faculty Evaluation). Any additional requirements for departmental input or constitution of the review committee may be adopted by the individual department and/or college in which they are appointed. For lecturers, annual performance reviews should show achievement in teaching and achievement in at least one of the following areas:

- service;
- professional growth and development
Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the reviews of the lecturer demonstrate "exceptional teaching ability and extraordinary value to the institution."

Promotion to Senior Lecturer
Lecturers who are reappointed after six years of review can be considered for promotion to senior lecturer, to begin in their seventh year of service. To be promoted to senior lecturer, annual performance reviews and other credible evidence are required to show exceptional teaching ability, extraordinary value to the institution, and noteworthy achievement in at least one of the following areas:

- service;
- professional growth and development

In keeping with Board of Regents' policy, promotion to senior lecturer requires approval by the President. Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers.

Board of Regents' Policy Manual, Personnel, 8.3.8 Non-Tenure Track Personnel
http://www.usg.edu/policymanual/section8/policy/c245/#p8.3.8_non-tenure_track_personnel

107.4.6 Retention of Limited-Term and Non-Tenured Faculty Members

Retention of Limited-Term Faculty
Limited-term (temporary) full-time faculty members of Armstrong Atlantic State University serve on the basis of a yearly contract and with the understanding that, at the expiration of any such contract, the appointment will not be renewed unless there is a new and separate offer from Armstrong Atlantic State University and acceptance thereof by the faculty member. Retention decisions are based upon considerations of the long-term and short-term needs of the university and upon the quality of the candidate's total professional history at the university. In addition, limited-term faculty are not eligible for promotion.

Retention of Non-tenured Faculty
The Board of Regents' policy on retention of non-tenured faculty members is as follows:
All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor) or the non-tenured faculty title of lecturer or senior lecturer, are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail.

In the event that a non-tenured faculty member is not to be re-appointed, notice of that intention not to reappoint shall be furnished, in writing, according to the following schedule:

- at least three months before the date of termination of an initial one-year contract;
- at least six months before the date of termination of a second one-year contract;
- at least nine months before the date of termination of a contract after two or more years of service at the university.

Comment [AASU7]: Lectures and senior lectures included in this section, but otherwise no changes
This schedule of notification does not apply to persons holding limited term positions (e.g., temporary full-time or part-time positions).

Board of Regents’ Policy Manual, Personnel, 8.3.8 Non-Tenure-track Personnel
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.8_non-tenure_track_personnel

107.4.76 Salary Increases
Board of Regents’ policy states, in part: Salary increases for full-time teaching faculty shall be awarded on the basis of merit. The criteria for the determination of the extent of such increases shall include teaching ability, completion of significant professional development activities including the attainment of additional academic degrees, promotion in rank, research productivity, academic achievements and publications, academic honors and recognitions, relevant professional achievements and recognitions, and non-teaching services to the institution.

Procedures Relating to Salary Increases
All recommendations for salary increases originate with the department head and are made to the appropriate college dean by the department head. The college dean (or, at a later stage, provost and vice president for academic affairs, or the president) may make such adjustments as are deemed appropriate (always in consultation with the department head). From the dean, the recommendations go to the provost and vice president for academic affairs, who then makes recommendations to the president.

The timetable for these activities may vary slightly from year to year, but typically the department head's/program director's recommendation concerning faculty salaries for any given academic year will be made by April 1 of the preceding academic year. The university will attempt to notify faculty members of the contractual salaries to be recommended for them to the Board of Regents by the university no later than June 15.

Board of Regents’ Policy Manual, Personnel, 8.3.12.2 Criteria for Determining Salaries
http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.12_compensation
107.5 Termination of Employment

107.5.1 Retirement

Faculty members having a minimum of 10 years of creditable service may elect to retire at age 60. Early retirement with penalty is allowable for those faculty members having attained age 55 and who have 25 years of creditable service. Faculty members having 30 years of creditable service may retire at any age without penalty. Creditable service includes active military duty, in-state teaching in a public system, study leave and current service in the University System.

Board of Regents’ Policy Manual, Personnel, 8.2.8.2 Definition of a USG Retiree/Eligibility for Retirement

http://www.usg.edu/policymanual/section8/policy/8.2_general_policies_for_all_personnel/#p8.2.8_retirement

107.5.2 Emeritus Status

The Board of Regents’ policy states as follows: The president may, at his/her discretion, confer the title of emeritus/a on any retired faculty member or administrative officer who, at the time of retirement, had ten (10) or more years of honorable and distinguished USG service provided, however, that the title of President Emeritus/a may be conferred only by the Board of Regents on the recommendation of the Chancellor. The case for emeritus status ordinarily begins with the appropriate department and/or dean.

Board of Regents’ Policy Manual, Personnel, 8.3.13 Emeritus/a Title

http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.13_emeritus_a_title

107.5.3 Resignations of Tenured Faculty

The Board of Regents’ policy states as follows: All tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty (60) days written notice of their intention to resign to the president of the institution or to his/her authorized representative.

107.5.4 Non-Renewal of Contract

The Board of Regents’ policy states, in part, as follows: Notice of intention to not renew a non-tenured faculty member shall be furnished, in writing, according to the following schedule:

1. At least three (3) months before the date of termination of an initial one-year contract;
2. At least six (6) months before the date of termination of a second one-year contract; or,
3. At least nine (9) months before the date of termination of a contract after two or more years of service in the institution.

Board of Regents’ Policy Manual, Personnel, 8.3.4 Notice of Employment and Resignation

http://www.usg.edu/policymanual/section8/policy/8.3_additional_policies_for_faculty/#p8.3.4_notice_of_employment_and_resignation
MEMORANDUM

To: Graduate Curriculum Committee

From: Phyllis Panhorst
Catalog Editor

Date: January 9, 2013

Re: Agenda – January 16, 2013

The Graduate Curriculum Committee will meet at 2:00 p.m. on Wednesday, January 16 in University Hall 282.

AGENDA

CALL TO ORDER

APPROVAL OF MINUTES – November 14, 2012

ITEMS

I. College of Education
   A. Adolescent and Adult Education

   1. Create the following course:
      SCED 6100 UNDERSTANDING THE NATURE AND NEEDS OF THE ADOLESCENT LEARNER 3-0-3
      Prerequisites: Admission to the College of Education at the Graduate level.
      Description: An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. Course is cross-listed with MGSE 6100.

      Rationale: The prefix change is needed to address the requirements of the new Master of Arts of Teaching Secondary degree.

      Effective Term: Summer 2013

      CURCAT:
      Major department: Adolescent & Adult Education
2. Modify the following course:
MGSE 6100 UNDERSTANDING THE NATURE AND NEEDS OF THE ADOLESCENT LEARNER 3-0-3
Prerequisites: Admission to Graduate Studies, Advisor approval.
Description: An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. Cross-listed with SCED 6100.

Rationale: To cross-list with new course.

Effective Term: Summer 2013

CURCAT:
Cross-listed with: SCED 6100
Course equivalent: SCED 6100

3. Create the following course:
SCED 6400 CLASSROOM MANAGEMENT 3-V-3
Prerequisites: Admission to the College of Education at the Graduate level, EDUC 6200
Description: Designed to explore the interaction between adolescent learners and teachers at the secondary level with an emphasis placed on classroom management techniques. Directed field experience required. Course is cross-listed with MGSE 6400.

Rationale: The prefix change is needed to address the requirements of the new Master of Arts of Teaching Secondary degree.

Effective Term: Summer 2013

CURCAT:
Major department: Adolescent & Adult Education
Can course be repeated for additional credit? No
Maximum number of credit hours: 3
Grading mode: Normal
Instruction type: Lecture
Cross-listed with MGSE 6400
Course equivalent: MGSE 6400
4. **Modify the following course:**
   MGSE 6400 Classroom Management 3-V-3
   Prerequisites: Admission to Candidacy in the Department of Adolescent and Adult Education, MGSE 6000, MGSE 6100, the College of Education at the Graduate level. EDUC 6200
   Rationale: Designed to explore the interaction between adolescent learners and teachers at the middle grades level with an emphasis placed on classroom management techniques. Directed field experience required. **Course is cross-listed with SCED 6400.**
   Rationale: To cross-list with new course

   **Effective Term:** Summer 2013

   **CURCAT:**
   - Cross-listed with: SCED 6400
   - Course equivalent: SCED 6400

5. **Create the following course:**
   SCED 6500 INSTRUCTIONAL APPROACHES TO READING AND WRITING IN THE CONTENT AREAS 3-0-3
   Prerequisites: Admission to the College of Education at the Graduate level, SCED 6100
   Description: Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas. Course is cross-listed with MGSE 6500.
   Rational: The prefix change is needed to address the requirements of the new Master of Arts of Teaching Secondary degree.

   **Effective Term:** Summer 2013

   **CURCAT:**
   - Major department: Adolescent & Adult Education
   - Can course be repeated for additional credit? No
   - Maximum number of credit hours: 3
   - Grading mode: Normal
   - Instruction type: Lecture
   - Cross-listed with: MGSE 6500
   - Course equivalent: MGSE 6500
6. **Modify the following course:**

   MGSE 6500 INSTRUCTIONAL APPROACHES TO READING AND WRITING ACROSS THE CURRICULUM 3-0-3
   
   Prerequisites: Admission to Candidacy in the Department of Adolescent and Adult Education, MGSE 6000, MGSE 6100. the College of Education at the Graduate level, SCED 6100
   
   Description: Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas. **Course is cross-listed with SCED 6500.**
   
   Rationale: To cross list with new course.

   **Effective Term: Summer 2013**

   **CURCAT:**
   Cross-listed with SCED 6500  
   Course equivalent: SCED 6500

7. **Delete the following courses:**

   SCED 6340 Content Methods in English Education 3-V-3
   SCED 6350 Content Methods in Mathematics Education 3-V-3
   SCED 6360 Content Methods for History Education 3-V-3
   SCED 6370 Content Methods in Science Education 3-V-3

   Rationale: Course content will be covered by SCED 5300G,SCED 5400G, SCED 5500G and SCED5600G

   **Effective Term: Summer 2013**

8. **Modify the following course:**

   SCED 6330 Planning Instruction and Assessments for Diverse Secondary Learners 3-0-3
   
   Pre-requisites: Admission to the College of Education at the Graduate level, EDUC 6200
   
   **Description:** Course prepares candidates to plan instruction supported by assessment techniques that are valid and reliable. Covers procedures for lesson development and planning. Covers basic formal and informal assessment instruments and techniques including but not limited to teacher made quizzes and tests, rubrics, rating scales, direct observation, interviews, interest inventories, criterion referenced and standardized assessments.

   **Course prepares candidates to plan instruction supported by assessment techniques that are valid and reliable. Covers procedures for lesson development and planning, with an emphasis on differentiated instruction. Covers basic formal and informal assessment instruments and techniques.**

   **Effective Term: Summer 2013**
Rationale: The new course description better defines the content being covered in this course.

Effective Term: Summer 2013

9. Modify the following program of study:

Program of Study for the Master of Arts in Teaching – Secondary Education

A. Foundations  **Major Field Courses** ................................................................. 11 hours
   EDUC 6000 Professional Orientation to Teaching .............................................. 3
   EDUC 6100 Technology Theories and Applications for Teachers ................. 2
   EDUC 6200 Curriculum, Instruction, and Assessment ................................. 3
   EDUC 6300 Educating Students with Disabilities in the General Education Classroom  3
B. Specialized Content **Secondary Courses** ..................................................... (15 12 hours)
   MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner ................................................................. 3
   SCED 6330 Planning Instruction and Assessments for Diverse Learners . 3
   Select one from the following four content methods courses
      SCED 6340 Content Methods in English Education .................................. 3
      SCED 6350 Content Methods in Mathematics Education .......................... 3
      SCED 6360 Content Methods in History Education ...................................... 3
      SCED 6370 Content Methods in Science Education ................................. 3
   MGSE 6400 Classroom Management ............................................................... 3
   MGSE 6500 Instructional Approaches to Reading and Writing across the Curriculum .............................................................................................................. 3
   SCED 6100 – Understanding the Nature and Needs of the Adolescent Learner ................................................................. 3
   SCED 6400 – Classroom Management ............................................................ 3
   SCED 6500 – Instructional Approaches to Reading and Writing in the Content Areas ................................................................. 3
C. Method Courses (select one) ................................................................. (3 hours)
   MGSE 5300G – Content Methods in Secondary English and Language Arts ................................................................. 3
   MGSE 5400G – Content Methods in Secondary History and the Social Studies ................................................................. 3
   MGSE 5500G – Content Methods in Secondary Science ................................. 3
   MGSE 5600G – Content Methods in Secondary Mathematics ...................... 3
D. C. **Clinical Experience Internship** ................................................................. (4 hours)
   SCED 6750 Internship .................................................................................... 4

Total .................................................................................................................. 30 hours

Rationale: Update program of study.
Effective Term: Summer 2013

B. Childhood and Exceptional Student Education

1. Modify the following course
   EEXE 7071 Research Project 3-V-3
   Prerequisites: FOUN 7060 and completion of at least 21 semester hours from
   the program of study. Field experience required.
   Co-requisite EEXE 7070

   Rationale: The co-requisite is no longer required.

Effective Term: Summer 2013

II. College of Health Professions (no items)

III. College of Liberal Arts (no items)

IV. College of Science and Technology (no items)

OTHER BUSINESS

ADJOURNMENT