

# Armstrong

## UNIVERSITY CURRICULUM COMMITTEE

University Hall 282

Minutes, April 3, 2013

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

**ABSENT:** Myka Campbell, Robert Harris, Denene Lofland

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

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### CALL TO ORDER

Rick McGrath

3:02

**APPROVAL OF MINUTES** – March 6, 2013

### ITEMS

#### I. College of Education

##### A. Adolescent and Adult Education

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

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

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

- B. Major Field Courses .....40 hours
- EDUC 3100 Technology Applications
  - EDUC 3200 Curriculum, Instruction and Assessment
  - EDUC 3300 ~~Strategies for Diverse Learners~~ **Educating Students with Disabilities in the General Education Classroom**
  - MGSE 3000 Introduction to Middle Level Teaching
  - MGSE 3300 Adolescent Literature
  - MGSE 3400 ~~Classroom Management~~ **Classroom Management Strategies**
  - MGSE 3750 Internship I – Pre- Student Teaching
  - MGSE 4200 Reading and Writing across the Curriculum
  - MGSE 4750 Internship II - Student Teaching
  - Any two of the following four method courses:
    - MGSE 5300U Content Methods Language Arts

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

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

**Effective Term: Fall 2013**

B. Childhood and Exceptional Student Education (no items)

## II. College of Health Professions

### A. Health Sciences

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

**1. Create the following course:**

**HSCP 4010 – Health and Human Development**

**3-0-3**

**Prerequisite(s): none**

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

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

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

**CURCAT:**

**Major Department: Health Sciences**

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

**Maximum number of credits: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: PUBH 5580U**

**2. Modify the following course:**

**HSCF 4040 Personal Fitness Training**

**3-0-3**

**Prerequisite: HSCF 3005 and HSCF 3200 or permission of instructor**

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

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

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

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

## **B. Medical Laboratory Science**

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

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

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

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

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

### **2. Modify the prerequisite:**

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

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

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

C. Nursing (no items)

## D. Radiologic Sciences

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

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

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

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

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

**Effective Term: Fall 2013**

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

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

#### B. Major Field Courses

**66 hours**

##### c. Sonography

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

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

Total Semester Hours 129 hours

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

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

**Effective Term: Fall 2013**

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

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

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

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

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

1. Create the following course:  
LWSO 4620 – Internship

**V-V-(1-6)**

**Prerequisites: permission of program coordinator**

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

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

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

**CURCAT:**

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

**Can Course be repeated for additional credit? Yes**

**Maximum Number of Credit Hours: 6**

**Grading Mode: Satisfactory/Unsatisfactory**

**Instruction Type: Internship**

**Equivalent course: None**

**2. Modify the following course:**

**SOCI 3400 METHODS OF SOCIAL RESEARCH**

**3-0-3**

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

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

Rationale: Skills in statistics essential in this course.

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

*Item 3 from the Department of Department of Criminal Justice, Social and Political Science was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked "For Information Only" for the report to the Senate.*

**3. Create the following course:**

**CRJU 5003U/G CYBER FORENSICS**

**3-0-3**

**Undergraduate Prerequisites: none**

**Graduate Prerequisites: none**

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

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

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

**Effective Term: Fall 2013**

**CURCAT:**

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

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: lecture**

**Equivalent course: n/a**

## **C. Economics**

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

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

#### **PROGRAM FOR THE DEGREE OF ASSOCIATE OF SCIENCE**

##### **Track ##: Business Track**

**A. General Requirements (Core Areas A, B, C, D.II.a, and E).....42 hours**

**MATH 2200 Elementary Statistics required in area D.3**

**Physical Education .....3 hours**

**B. Additional Requirements.....18 hours**

**Choose 18 hours from:**

**ACCT 2101 – Principles of Financial Accounting**

**ACCT 2102 – Principles of Managerial Accounting**

**COMM 2280 – Speech Communication**

**ECON 2105 – Principles of Macroeconomics**

**ECON 2106 – Principles of Microeconomics**

**ITEC 1050 – Introduction to Computer Concepts and Applications**

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

**Calculus I**

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

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

**Effective Term: Fall 2013**

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

## **F. Languages, Literature, and Philosophy**

*Items 1-4 from the Department of Languages, Literature, and Philosophy were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.*

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

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

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

### **CURCAT:**

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

2. **Create the following course:** **3-0-3**  
**SPAN 4050- Advanced Spanish for Health Care Professionals**  
**Prerequisite: SPAN 3050 or 3060 or 3031 or 3032**  
**Co-requisite: None**



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

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

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

**CURCAT:**

**Major Department: LLP**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**instruction Type: Lecture**

**Course Equivalent: None**

**3. Create the following course:**

**SPAN 4120 – Spanish for Police and Probation Officers**

**3-0-3**

**Prerequisite: SPAN 3050 or 3060 or 3031 or 3032**

**Co-requisite: None**

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

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

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

**CURCAT:**

**Major Department: LLP**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

**4. Create the following course:**

**SPAN 4130 – Business Spanish**

**3-0-3**

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

**Co-requisite: None**

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

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

**Effective Term (Catalog): Fall 2013**

**Effective Term (Banner): Spring 2014**

**CURCAT:**

**Major Department: LLP**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Course Equivalent: None**

## **G. Liberal Studies**

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

### **1. Modify the following program of study:**

Program for the Degree of Bachelor of Liberal Studies

B. Major Field Courses

Minimum of 39 hours at 3000 level or above

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

No more than two Ds in the Liberal Studies section

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

Liberal Studies ..... 18 hours

Must be at 2000 level or above

Humanities (3-6 hours)

Choice of:

Art, literature, history, music, philosophy, theatre

Social Sciences (3-6 hours)

Choice of:

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

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

Choice of:

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

Communication Arts (3-6 hours)

Choice of:

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

**C. Area of Concentration** **15-27 hours**

**Select one of the following track options:**

**General Liberal Studies (15 hours)**

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

**Philosophy (21 hours)**

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

**International Affairs (15-27 hours)**

**Select one of the following\*:**

**POLS 1150 – World Politics**

**POLS 2290 – Foundations of International Relations**

*\*If not taken in the core curriculum or in the Liberal Studies major field courses.*

**Foreign Language 1001, 1002, 2001 (6-9 hours\*)**

*\*If not taken in the core curriculum or in the Liberal Studies major field courses.*

**Select 15 credit hours from the list below, in at least 3 different disciplines:**

**CRJU 3120 – Illegal Immigration**

**CRJU 3600 – International Crimes**

**CRJU 5520 – Comparative Judicial Systems**

**ECON 3100 – Multinational Economic Enterprises**

**ECON 3200 – International Trade**

**ECON 3460 – Economics of Immigration**

**ECON 4310 – International Finance**

**ECON 4330 – International Economics**

**ECON 4400 – Seminar in the Third World Economic Development**

**ECON 4450 – Comparative Economics**

**EURO 3990 – Topics in European Union Studies**

**EURO 4500 – Seminar in European Union Studies**

**ENGL 5200 – Postcolonial Literature**

**ENGL 5215 – Literature of the Non-Western World**  
**GEOG 5550 – Geography of South Asia**  
**HIST 3100 – History of Latin America to 1850**  
**HIST 3110 – History of Latin America Since 1850**  
**HIST 3150 – History of Africa to 1800**  
**HIST 3160 – History of Africa Since 1800**  
**HIST 3200 – Traditional China**  
**HIST 3210 – Modern China**  
**HIST 3220 – History of Japan**  
**HIST 3225 – History of the Ancient Near East**  
**HIST 3230 – History of Middle East**  
**HIST 3300 – Modern Russia**  
**HIST 3330 – Modern Germany**  
**HIST 3360 – Modern East Central Europe**  
**HIST 3390 – Modern France**  
**HIST 5100U – Topics in Latin American History**  
**HIST 5150U – Topics in Middle Eastern History**  
**HIST 5200U – Topics in African History**  
**HIST 5250U – Topics in Asian History**  
**HIST 5300U – History of Russian and Soviet Foreign Policy**  
**HIST 5480U – Topics in European History**  
**HIST 5490U – Topics in European Intellectual and Cultural History**  
**HIST 5500U – Topics in British History**  
**HIST 5540U – Topics in U.S. Foreign Relations**  
**LWSO 4172 – Terrorism and National Security Law**  
**PHIL 3200 – Technology, Society, and Human Values**  
**POLS 3340 – Politics and Ideology in Contemporary Europe**  
**POLS 4172 – Terrorism and National Security Law**  
**POLS 4200 – Independent Study in International Relations**  
**POLS 4400 – Independent Study in Comparative Government**  
**CRJU 5130U/POLS 5130U – Political Terrorism**  
**POLS 5210U – International Law**  
**POLS 5220U – Theory of International Relations**  
**POLS 5250U – International Organizations**  
**POLS 5260U – Media and Politics in Latin America**  
**POLS 5290U – American Foreign Policy**  
**POLS 5300U – Marxism, Socialism, and Democracy**  
**POLS 5420U – Politics of the Middle East**  
**POLS 5430U – African Politics**  
**POLS 5440U – Latin American Politics**  
**POLS 5450U – Political Sociology of Nationalism**  
**POLS 5460U – Governments of East Asia**  
**POLS 5490U – Political Transformation of the Former Soviet Union**  
**POLS 5510U – Third World National**  
**POLS 5520U – Comparative Judicial Systems**  
**POLS 5530U – Global Environmental Politics**

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

**Sociology (21-24 hours)**

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

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

*If not completed in the core curriculum.*

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

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

**SOCI 3400 – Methods of Social Research**

**CRJU 3100 – Research Methods**

**POLS 4950 – Political Research Methods**

**15 credit hours of SOCI at the 3000 level or above**

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

Total Semester Hours 123 hours

~~D. E.~~ University Exit Exam

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

**Effective Term: Fall 2013**

H. Honors Program (no items)

IV. College of Science and Technology (no items)

**OTHER BUSINESS**

**A. Informational Item: Naval Science (ROTC) updates**

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

**1. Modify the following program options:**

Advanced Program – Navy Option:

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

Advanced Program – Marine Corps Option:

NSCI 3101, 4102 ..... **6** ~~10~~ hours

Additional and Substitute Requirements **(Required of all Midshipmen)**:

**NSCI 1001, 1002, 2102, 4104** ..... **12** hours

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

NSCI 1003 and 4050 satisfy the university physical education requirement.

**Effective term: Fall 2013**

**2. Create the following minor:**

**Naval Science Minor Requirements**

**Two specific tracks of course work fulfill minor requirements:**

**NSCI 1002, 2101, 3003, 3004, 4001**..... **15** hours

or

**NSCI 1001, 1002, 3101, 4102, 4001**..... **15** hours

**Effective term: Fall 2013**

**3. Modify the following class:**

NSCI 1001 INTRODUCTION TO NAVAL SCIENCE ~~2-0-2~~ **3-0-3**

**Effective term: Fall 2013**

CURCAT

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

**4. Modify the following class:**

3101 EVOLUTION OF WARFARE ~~2-0-2~~ **3-0-3**

**Effective term: Fall 2013**

CURCAT

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

**5. Modify the following class:**

NSCI 4102 AMPHIBIOUS WARFARE ~~2-0-2~~ **3-0-3**

**Effective term: Fall 2013**

## CURCAT

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

**B. Scheduling Special Meeting****Rick McGrath**

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

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

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

**D. Adult Learner Initiatives (see Attachments 1-4)****John Kraft**

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

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

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

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

Respectfully submitted,

Phyllis L. Panhorst  
Catalog Editor and Secretary to the Committee

#### Adult Learner Consortium:

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

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

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

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

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

#### Recommendations seeking feedback:

- PLA Cap: Currently, Armstrong does not have a cap on the number of credits one can earn through PLA options. We recommend a cap of 45 credit hours. Some of our degree completion programs already award 33 hours of PLA (e.g., RN to BSN program).
- Challenge Exams: We recommend that where we don't have CLEP or other credit by exam options, encourage departments to use modified comprehensive final exams where sensible. One such test might be a GA history exam for transfer students who



completed an American government course, but often take HIST/POLS 1100 to complete the core and legislative requirements. Departments stay in control of Challenge Exams. They could be administered for a fee through the testing center.

- Transferring Transcribed PLA from other USG institutions: We recommend that if a USG institution has evaluated a test score or PLA portfolio to be equivalent to one of their courses and we have an articulation agreement for those courses, then Armstrong should also award credit for those courses if we accept the student as a transfer student. For example, if a Valdosta student completes a CLEP test in humanities and it is transcribed as their ART 1100 (Introduction To The Visual Arts) course and that student transfers to Armstrong, then we shall give CLEP credit for ARTS 1100 (Art Appreciation) in a consistent manner to our articulation agreement with Valdosta courses without having the student resending the official test scores which would require reevaluation.
- Accepting all CLEP tests: We recommend accepting more CLEP results of 50+ for ELEC credit. Armstrong doesn't accept all CLEP tests because we don't have equivalent courses, but in one case we allow ELEC credit to be awarded (American Government) based on the American Council of Education recommended criteria of 50 on CLEP exams for the awarding of college credit. There are several additional CLEP tests not in our catalog. A Score of 50+ could be used to attain ELEC credit much like transfer courses that don't have any equivalents at Armstrong. The ALC recommends accepting CLEP tests for the last 20 years to assist adult learners.
- Developing Portfolio Evaluation Expertise: We recommend sending more faculty to learn about portfolio evaluation. Originally, the ALC asked each institution to develop a course (e.g., PLA 2000) where a student would learn how to construct a portfolio for faculty review, but they've asked us to hold off on that. They are now thinking about a non-credit bearing online course developed at the system level to assist with the portfolio development, but still have the evaluation done on the campus by local faculty. For a 3 credit course, the ALC recommends that the students pay a \$250 fee where \$200 goes to the faculty member and \$50 to the institution. Ideally we would like to have one faculty member from each department receive this professional development opportunity. This faculty member would work with his or her department to determine which courses might be appropriate for a portfolio option. Once a department has identified a course, it must develop student learning outcomes consistent with the course description. It would also be helpful to provide examples of evidences for demonstrating student learning. It is the student's responsibility to produce adequate documentation.

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

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

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

## **GLOSSARY of TERMS**

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### **Advanced Placement (AP)**

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

### **American Council on Education (ACE)**

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

### **College Level Examination Program (CLEP)**

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

### **Credit by Examination (CBE)**

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

### **DANTES**

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

### **DSST**

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

### **Portfolio**

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

### **Prior Learning Assessment (PLA)**

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

CLEP®



## **Armstrong Atlantic State University**

### 2011-2012 Summary Report

The logo features a blue square above a dark blue arrow pointing right, containing the text "CLEP" in white.

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## 2011-2012 Summary Reports

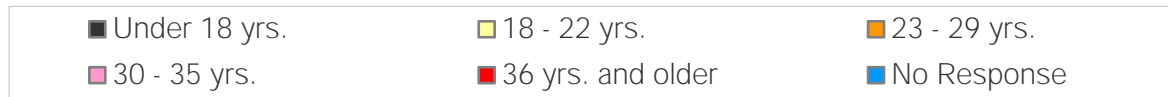
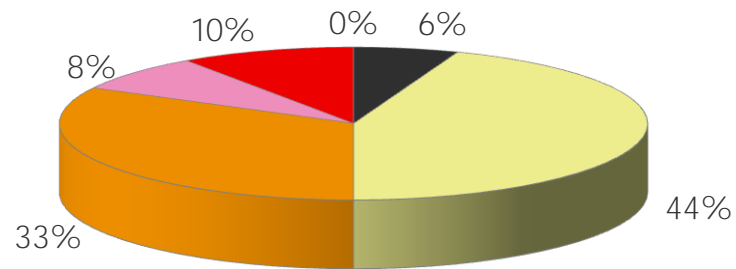
## Armstrong Atlantic State University

CLEP®

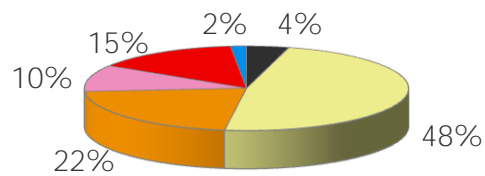
Demographic Overview of All Candidate Scores<sup>1</sup>

	Armstrong Atlantic State University					Georgia					Total Group			
	# of Exams Administered	# of Test Takers <sup>2</sup>	% of Total	# of Exam Scores Sent <sup>3</sup>	# of Scores 50 or Above <sup>4</sup>	# of Exams Administered	# of Test Takers <sup>2</sup>	% of Total	# of Exam Scores Sent <sup>3</sup>	# of Scores 50 or Above <sup>4</sup>	# of Test Takers	% of Total	# of Exams Taken	# of Scores 50 or Above <sup>4</sup>
All	80	52	100.0%	62	47	5,177	2,730	100.0%	3,332	2,422	132,972	100.0%	182,761	129,483
Change from last year	-13.0%	+36.8%		+37.8%	+30.6%	+6.5%	+6.3%		+5.1%	+8.3%	+0.1%		+0.6%	+3.0%
Gender	46	29	55.8%	33	24	2,403	1,457	53.4%	1,715	1,229	63,373	47.7%	83,297	61,372
Change from last year	-19.3%	+20.8%		+22.2%	+14.3%	+3.6%	+6.0%		+3.4%	+3.1%	-1.2%		-0.9%	+0.6%
Male	34	23	44.2%	29	23	2,767	1,269	46.5%	1,613	1,192	69,073	51.9%	98,905	67,722
Change from last year	-2.9%	+64.3%		+61.1%	+53.3%	+9.2%	+6.7%		+7.0%	+14.4%	+1.2%		+1.8%	+5.3%
Ethnic Group	0	0	0.0%	0	0	16	10	0.4%	13	9	834	0.6%	1,152	718
Change from last year	-	-		-	-	-5.9%	+42.9%		+85.7%	+125.0%	+0.2%		+2.8%	+11.5%
Asian	6	1	1.9%	1	1	243	142	5.2%	170	116	6,384	4.8%	10,363	7,116
Change from last year	+20.0%	-		-	-	+26.6%	+54.3%		+42.9%	+50.6%	+8.2%		+14.6%	+19.0%
Black	5	6	11.5%	6	1	847	435	15.9%	544	261	12,481	9.4%	16,315	7,516
Change from last year	-61.5%	+50.0%		+20.0%	-80.0%	-1.9%	-7.2%		-5.2%	-7.1%	-1.7%		-1.4%	+2.7%
Hispanic Overall	19	16	30.8%	19	17	663	460	16.8%	498	443	30,560	23.0%	34,200	28,480
Change from last year	+111.1%	+166.7%		+171.4%	+183.3%	+13.3%	+14.1%		+11.9%	+14.8%	+5.9%		+5.5%	+6.9%
<i>Mexican American</i>	1	2	3.8%	2	2	144	112	4.1%	114	104	9,611	7.2%	10,886	8,747
Change from last year	-66.7%	0.0%		-33.3%	0.0%	+5.9%	+21.7%		+16.3%	+20.9%	+5.5%		+4.3%	+6.1%
<i>Puerto Rican</i>	1	2	3.8%	2	1	103	49	1.8%	58	45	3,288	2.5%	3,804	2,958
Change from last year	-50.0%	0.0%		0.0%	-50.0%	+4.0%	-12.5%		-6.5%	-13.5%	+4.1%		+4.4%	+7.0%
<i>Other Hispanic</i>	17	12	23.1%	15	14	416	299	11.0%	326	294	17,661	13.3%	19,510	16,775
Change from last year	+325.0%	+500.0%		+650.0%	+600.0%	+18.9%	+17.3%		+14.4%	+18.5%	+6.4%		+6.4%	+7.3%
White	47	25	48.1%	32	25	3,174	1,574	57.7%	1,976	1,504	76,313	57.4%	111,548	79,402
Change from last year	-23.0%	0.0%		+6.7%	+8.7%	+6.0%	+5.2%		+3.7%	+6.7%	-2.3%		-1.7%	+0.4%
Other	3	3	5.8%	3	3	207	93	3.4%	114	79	5,009	3.8%	7,251	5,012
Change from last year	-25.0%	0.0%		0.0%	+50.0%	+19.7%	+9.4%		+12.9%	+14.5%	+3.0%		+6.0%	+8.0%
No Response	0	1	1.9%	1	0	27	16	0.6%	17	10	1,391	1.0%	1,932	1,239
Change from last year	-	-		-	-	-28.9%	0.0%		-5.6%	0.0%	-12.7%		-12.8%	-10.2%

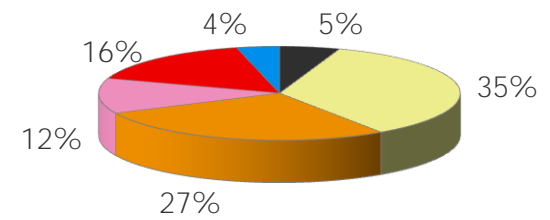
2011-2012 Summary Reports  
 Armstrong Atlantic State University  
 All Candidates by Age<sup>1</sup>



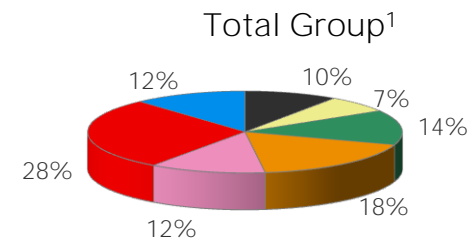
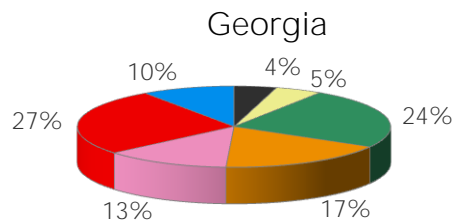
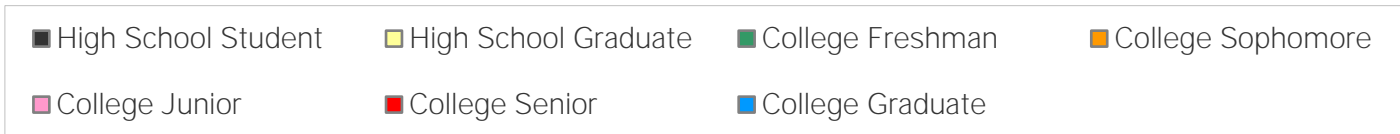
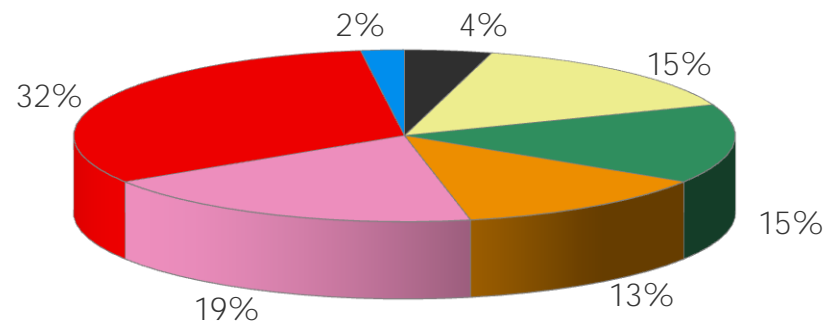
Georgia



Total Group



2011-2012 Summary Reports  
 Armstrong Atlantic State University  
 Candidates by Education Level\*

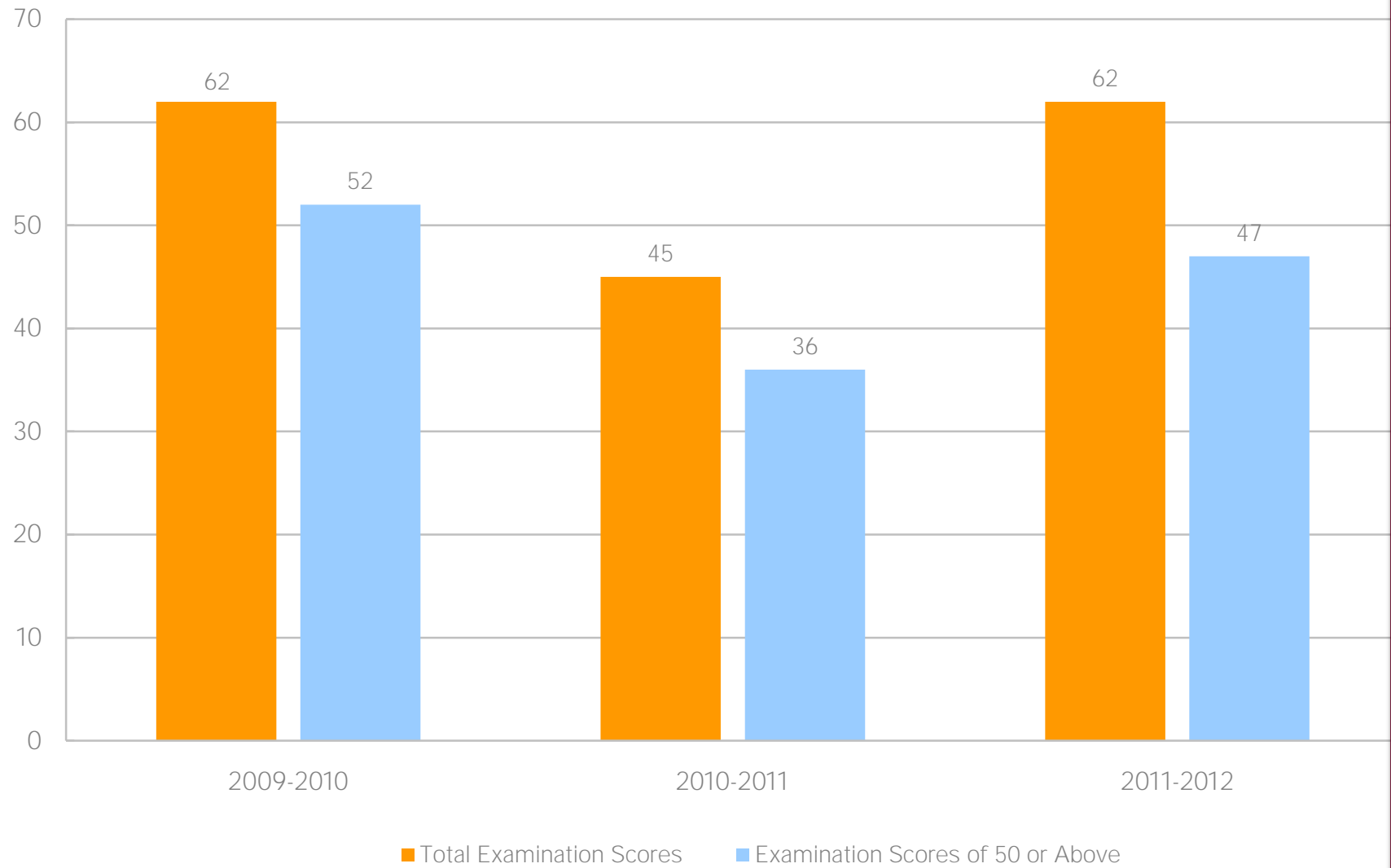


\* Because of differences in how this information is collected from military and non-military candidates, military test-takers are not included in these charts.



## 2011-2012 Summary Reports

## Armstrong Atlantic State University

**CLEP**Total Examination Scores<sup>1</sup> & Examination Scores of 50 or Above<sup>4</sup>



Examination Participation & Performance by Examination Title, Three-Year Trend<sup>1</sup>

	2009-2010			2010-2011			2011-2012		
	# of Exam Scores Sent <sup>3</sup>	Mean Score	# of Scores 50 or Above <sup>4</sup>	# of Exam Scores Sent <sup>3</sup>	Mean Score	# of Scores 50 or Above <sup>4</sup>	# of Exam Scores Sent <sup>3</sup>	Mean Score	# of Scores 50 or Above <sup>4</sup>
Total # of Exams	62		52	45		36	62		47
American Government	2	-	2	1	-	1	2	-	0
American Literature	0	-	0	0	-	0	0	-	0
Analyzing and Interpreting Literature	4	-	4	5	64	5	4	-	4
Biology	0	-	0	0	-	0	0	-	0
Calculus	0	-	0	0	-	0	1	-	0
Chemistry	0	-	0	0	-	0	0	-	0
College Algebra	5	61	4	5	49	3	9	51	3
College Composition	0	-	0	0	-	0	2	-	2
College Composition Modular	0	-	0	2	-	2	4	-	4
College Mathematics	0	-	0	0	-	0	0	-	0
English Composition with Essay	1	-	1	0	-	0	0	-	0
English Composition without Essay	0	-	0	0	-	0	0	-	0
English Literature	0	-	0	0	-	0	1	-	1
Financial Accounting	0	-	0	0	-	0	0	-	0
French Language <sup>5</sup>	1	-	1	0	-	0	3	-	2
Freshman College Composition	1	-	1	0	-	0	0	-	0
German Language <sup>5</sup>	2	-	2	3	-	3	2	-	1
Human Growth and Development	0	-	0	0	-	0	0	-	0
Humanities	2	-	1	1	-	0	2	-	2
Information Systems and Computer Applications	2	-	2	1	-	1	2	-	2
Introduction to Educational Psychology	0	-	0	0	-	0	0	-	0
Introductory Business Law	0	-	0	0	-	0	0	-	0
Introductory Psychology	1	-	1	2	-	2	1	-	0
Introductory Sociology	3	-	3	1	-	1	3	-	3
Introductory Sciences	6	47	3	4	-	3	2	-	1
Precalculus	2	-	1	2	-	1	1	-	1
Principles of Macroeconomics	0	-	0	1	-	1	0	-	0
Principles of Management	0	-	0	0	-	0	1	-	0
Principles of Marketing	0	-	0	0	-	0	0	-	0
Principles of Microeconomics	0	-	0	3	-	2	0	-	0
Social Sciences and History	0	-	0	0	-	0	0	-	0
Spanish Language <sup>5</sup>	25	67	22	12	62	9	16	73	16
U.S. History I	3	-	2	1	-	1	3	-	2
U.S. History II	2	-	2	1	-	1	2	-	2
Western Civilization I: Ancient Near East to 1648	0	-	0	0	-	0	1	-	1
Western Civilization II: 1648 to the Present	0	-	0	0	-	0	0	-	0

Represents Top 3 Exams by Count of Scores Sent

2011-2012 Summary Reports  
Armstrong Atlantic State University  
Where Are Your Students Testing?\*



Test Center	State	# of Exams
Armstrong Atlantic State University	Georgia	46
Columbia College - Ft Stewart	Georgia	5
Columbia College - Hunter AAF	Georgia	2
Clayton State University	Georgia	1
Georgia Gwinnett College	Georgia	1
Georgia State University	Georgia	1

\* Because of differences in how this information is collected from military and non-military candidates, military test-takers are not included in these charts.

The logo for CLEP (College-Level Examination Program) features the word "CLEP" in white, bold, sans-serif capital letters inside a dark blue arrow-shaped graphic pointing to the right. Above the arrow is a solid blue square.

## New Initiatives and Tools

CLEP® is the most widely accepted credit-by-examination program in the nation, working with over 2,900 colleges and universities and administered in over 1,700 test centers. In the past year, we have launched a number of new initiatives and tools to encourage success and opportunity in education, including:

- [An interactive website](#) where students and professionals can easily access resources on the CLEP program
- New guides, brochures and tools that highlight the value of the CLEP exam, including [Academic Success in Higher Education](#)
- A series of new online [professional development workshops](#) and [regional mini-conferences](#) around the nation.
- [Policy Form](#) to update your institution's existing CLEP policy or to submit new policy.
- Improved navigation through the [Test Center](#) and [College Search](#) engines on the CLEP website.

For more information, visit our website [www.collegeboard.org/clep](http://www.collegeboard.org/clep)

## Data Notes

1. Refers to all CLEP test takers, military and non-military, unless otherwise indicated. Summary reports issued prior to 2006–2007 included only non-military test-taker data. This 2011–2012 summary report includes three years of data for military and non-military test-takers.
2. *Number of Test Takers* for the institution reflects the number of military and non-military candidates who sent scores to that institution at the time of testing. *Number of Test Takers* for the state reflects the number of military and non-military candidates who sent scores to all institutions within that state at the time of testing. Not all candidates opt to send their scores at the time of testing; some may elect to send scores via transcript at a later date. These data are not included in this report.
3. *Number of Exam Scores Sent* includes scores sent by military and non-military candidates at the time of testing; it does not include scores sent at a later date. The number of exam scores sent is often greater than the number of test takers because individual candidates may take more than one test.
4. The American Council on Education (ACE) recommends that institutions grant credit for scores of 50 or higher.
5. Most institutions accepting CLEP language exam scores will grant either two (Level One) or four (Level Two) semesters of credit, depending on students' scores. These data reflect Level One performance only.