Armstrong Faculty Senate Agenda   Armstrong Faculty Senate

9-23-2013

September 23, 2013 AASU Faculty Senate Agenda

Armstrong State University

Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of September 23, 2013
Student Union, Ballroom A, 3:00 pm

I. Call to Order
II. Senate Action
    A. Approval of [Minutes from August 19, 2013](#) Faculty Senate Meeting
    B. Brief remarks from Dr. Linda Bleicken, President
    C. Brief remarks from Dr. Carey Adams, Provost/VPAA
    D. Old Business
        1. Outcome of Bills/Resolutions
            i. FSR-2013-08-19-01: Affirmation of Faculty Governance of Academic Issues
            ii. FSB-2013-08-19-03: Transparency in Armstrong Infrastructure Planning
            iii. FSB-2013-08-19-04: Promotion of Shared Governance
    E. New Business
        1. Committee Reports
            i. University Curriculum Committee (Appendix A)
                a. Curriculum changes
                b. Meeting minutes
            ii. Graduate Affairs Committee (Appendix B)
                a. Meeting minutes
        2. New Administrative Positions Freeze Bill (Appendix C)
        3. Faculty Salary Analysis Bill (Appendix G)
        4. Committee Restructuring (Leigh Rich)
        5. Student Success Committee Charge: Determine if the May, 2012 changes to the regular admissions standards in the Armstrong catalog should be considered a net increase or decrease in Armstrong's admissions standards.
        6. Grade Appeal Changes (Wendy Wolfe) (Appendix D)
    F. Senate Information
        1. USGFC Meeting Minutes (Appendix E)
        2. Proposed FH change to 107.4.5: Reappointment of lecturers beyond 6 years of service (Appendix F)
        3. Send Committee Meetings and Minutes to faculty.senate@armstrong.edu
    G. Announcements
III. Adjournment

Appendices

Armstrong

UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes, September 4, 2013

PRESENT: Suzanne Carpenter, Becky da Cruz, Mirari Elcoro, Catherine Gilbert, Sara Gremillion, Robert Harris, Jackie Kim, David Lake (Vice Chair), Kam Fui Lau, Lauren Mason, Rick McGrath (Chair), Anthony Parish, Phyllis Fulton (Catalog Editor)

ABSENT: Denene Lofland

GUESS: Judy Ginter, John Kraft, Patrick Thomas

CALL TO ORDER. The meeting was called to order at 3:02 p.m. by Dr. Rick McGrath.

APPROVAL OF MINUTES. The minutes of April 3, 2013 were approved as presented.

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-3 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. **Create the following course-**
   MGSE 3080 Student and Classroom Assessment   **2-0-2**
   Prerequisites: Admission into candidacy in the College of Education and EDUC 3200
   Co-requisite: MGSE 3750
   An examination of roles, tools, and approaches of assessment including planning and implementing standards based assessment; measuring and evaluating instructional impact on student learning; and interpreting and communicating national and state standardized test data.

   Rationale: Pre-service candidates must be able to utilize data results to make informed instructional decisions that will lead to improved student learning and achievement. This course allows the teacher candidate to further their knowledge in the assessment area that will lead to improved student learning.

   CURCAT:
        Major Department: Adolescent & Adult Education

Can course be repeated for additional credit? No
Maximum number of credit hours: 2
Instruction type: Lecture

Effective Term: Fall 2014

2. **Delete the following course:**
   ~~MGSE 3300 Adolescent Literature~~ ~~2-0-2~~

   Rationale: The content in MGSE 3300 is addressed in the MGSE 4200 Reading and Writing Across the Curriculum course, and the past Professional Standards Commission and NCATE reviews, it showed we were are lacking in an assessment component for our degree program. The MGSE 3300 is being dropped so that we can add the MGSE 3080 course into the program of study.

   Effective term: Fall 2014

3. **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 Educating Students with Disabilities in the General Education Classroom
   MGSE 3000 Introduction to Middle Level Teaching
   MGSE 3080 Student and Classroom Assessment
   ~~**MGSE 3300 Adolescent Literature**~~
   MGSE 3400 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

      Effective term: Fall 2014

   B. Childhood and Exceptional Student Education (no items)

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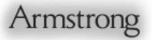IV. College of Science and Technology (no items)

OTHER BUSINESS

A. **Information item: BOR acknowledgement of creation of certificate programs**
See Attachment 1 for complete list.

B. **Information item: BOR acknowledgement of online delivery for programs.** See Attachment 2 for complete list.

C. **Information item: USG Council on General Education does not approve CHEM 1050 for Area D.** See Attachment 3. Note: This item originally came through the UCC on 12/5/2012 as CHEM 1100, Chemistry of the Environment.

D. **Prior Learning Assessment workshop.** Dr. John Kraft announced that there are two online workshops for people interested in learning about Prior Learning Assessment. There is a sub-grant that will pay $1500 to those who complete the workshop. The workshop runs for seven weeks, two hours a week. There is one starting September 23, and another starting October 21. Please contact Dr. Kraft if interested.

ADJOURNMENT. The meeting was adjourned at 3:20 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

Attachment 1

Armstrong

Phyllis Panhorst <phyllis.panhorst@armstrong.edu>

Fwd: Armstrong Atlantic State University - Certificates in Radiologic Sciences, Scientific Computing, Applied Behavior Analysis, + Actuarial Sciences**

1 message

John Kraft <john.kraft@armstrong.edu>   Wed, May 8, 2013 at 12:19 PM
To: Phyllis Panhorst <phyllis.panhorst@armstrong.edu>

FYI

Sent from my iPhone

Begin forwarded message:

> **From:** "Marci M. Middleton" <Marci.Middleton@usg.edu>
> **Date:** May 8, 2013, 12:04:45 PM EDT
> **To:** "John Kraft (john.kraft@armstrong.edu)" <john.kraft@armstrong.edu>
> **Cc:** Carey Adams <carey.adams@armstrong.edu>, Susan Campbell-Lounsbury <Susan.Campbell@usg.edu>
> **Subject: RE: Armstrong Atlantic State University - Certificates in Radiologic Sciences, Scientific Computing, Applied Behavior Analysis, + Actuarial Sciences**

> *** Revised ***

> **From:** Marci M. Middleton
> **Sent:** Wednesday, May 08, 2013 12:03 PM
> **To:** John Kraft (john.kraft@armstrong.edu)
> **Cc:** Carey Adams; Susan Campbell-Lounsbury
> **Subject:** Armstrong Atlantic State University - Certificates in Radiologic Sciences, Scientific Computing, Applied Behavior Analysis, + Actuarial Sciences

> Dr. Kraft, - good day

> Dr. Adams, - good day

> The Office of Academic Programs is in receipt of Armstrong Atlantic State University's notification of the following four certificates: Radiologic Sciences, Scientific Computing, Applied Behavior Analysis, and Actuarial Sciences.

> We understand that the following program details are associated with each of the aforementioned certificates:

5/9/13   Armstrong Atlantic State University Mail - Fwd: Armstrong Atlantic State University - Certificates in Radiologic Sciences, Scientific Computing, Applied Beha…

Attachment 1

Certificate in Radiologic Sciences (post-baccalaureate)

■ 18 semester credit hours

■ Post-bachelor's/graduate certificate, CERG

■ CIP 51.090701

■ Anticipated start date of August 12, 2013

Certificate in Scientific Computing (post-baccalaureate)

■ 12 semester credit hours

■ Post-bachelor's/graduate certificate, CERG

■ CIP 11.070101

■ Anticipated start date of August 12, 2013

Certificate in Applied Behavior Analysis (post-baccalaureate)

■ 18 semester credit hours

■ Post-bachelor's/graduate certificate, CERG

■ CIP 42.281400

■ Anticipated start date of August 12, 2013

Certificate in Actuarial Sciences

■ 21 semester credit hours

■ Undergraduate Certificate, CERO ***

■ CIP 52.130400

■ Anticipated start date of August 12, 2013

Thank you for notifying us of the institution's establishment of certificates in Radiologic Sciences, Scientific Computing, Applied Behavior Analysis, and Actuarial Sciences, respectively.   With this message, the Office of Research and Policy Analysis has been notified of certificate additions to the *Degrees and Majors* database for Armstrong Atlantic State University

Sincerely,

Marci

Attachment 1

****

Marci M. Middleton, Ph.D.

Assistant Vice Chancellor, Academic Programs

Board of Regents, University System of Georgia

270 Washington Street, S.W.

Room 6022

Atlanta, Georgia 30334

Phone: 404.962.3065

Fax: 404.962.3094

E-mail: marci.middleton@usg.edu

Attachment 2

Armstrong

Phyllis Panhorst <phyllis.panhorst@armstrong.edu>

Fwd: Armstrong Atlantic State U. - Notification of 2nd and subsequent online delivery/distance ed - Multiple Programs

1 message

John Kraft <john.kraft@armstrong.edu>   Wed, May 8, 2013 at 1:49 PM
To: Phyllis Panhorst <phyllis.panhorst@armstrong.edu>

FYI

Sent from my iPhone

Begin forwarded message:

> **From:** "Marci M. Middleton" <Marci.Middleton@usg.edu>
> **Date:** May 8, 2013, 12:41:23 PM EDT
> **To:** "John Kraft (john.kraft@armstrong.edu)" <john.kraft@armstrong.edu>, Carey Adams <carey.adams@armstrong.edu>
> **Cc:** Sandi Suda <sandi.suda@usg.edu>, Annette Ogletree-McDougal <Annette.Ogletree-McDougal@usg.edu>, Jon Sizemore <Jon.Sizemore@usg.edu>
> **Subject: Armstrong Atlantic State U. - Notification of 2nd and subsequent online delivery/distance ed - Multiple Programs**

> Dr. Kraft – good afternoon

> Dr. Adams – good afternoon

> Thank you for your notification that Armstrong Atlantic State University will offer the following academic programs via online delivery methods:

> ■ Graduate Certificate in Instructional Technology

> o Asynchronous

> o **Yes** to SREB listing

> o Lead Departmental Contact: Dr. Patricia Wachholz (patricia.wachholz@armstrong.edu; 912-344-2797)

> o Anticipated Start Date: August 12, 2013

> ■ Associate of Applied Science in Criminal Justice

> o Synchronous

> o No to SREB listing

5/9/13   Armstrong Atlantic State University Mail - Fwd: Armstrong Atlantic State U. - Notification of 2nd and subsequent online delivery/distance ed - Multiple Programs

Attachment 2

- o Lead Departmental Contact: Dr. Dan Skidmore-Hess (Daniel.Skimore-Hess@ armstrong.edu; 912-344-2532)

- o Anticipated Start Date: August 12, 2013

- ■ Associate of Arts (Core Curriculum)

  - o Synchronous

  - o No to SREB listing

  - o Lead Departmental Contact: Dr. Laura Barrett (Laura.Barrett@armstrong.edu; 912-344-2523)

  - o Anticipated Start Date: August 12, 2013

- ■ Associate of Science (Core Curriculum)

  - o Synchronous

  - o No to SREB listing

  - o Lead Departmental Contact: Dr. Robert Gregerson (lrobert.gregerson@armstrong.edu; 912-344-3102)

  - o Anticipated Start Date: August 12, 2013

- ■ Bachelor of Arts with a major in English

  - o Synchronous

  - o No to SREB listing

  - o Lead Departmental Contact: Dr. David Wheeler (David.Wheeler@armstrong.edu; 912-344-2919)

  - o Anticipated Start Date: August 12, 2013

- ■ Bachelor of Arts with a major in Gender and Women's Studies

  - o Synchronous

  - o No to SREB listing

  - o Lead Departmental Contact: Dr. Laura Barrett (Laura.Barrett@armstrong.edu; 912-344-2523)

  - o Anticipated Start Date: August 12, 2013

- ■ Bachelor of Arts with a major in History

- Synchronous

- No to SREB listing

- Lead Departmental Contact: Dr. Laura Barrett (Laura.Barrett@armstrong.edu; 912-344-2523)

- Anticipated Start Date: August 12, 2013

■ Bachelor of Arts with a major in Law and Society

- Synchronous

- No to SREB listing

- Lead Departmental Contact: Dr. Laura Barrett (Laura.Barrett@armstrong.edu; 912-344-2523)

- Anticipated Start Date: August 12, 2013

■ Bachelor of Arts with a major in Spanish and Spanish with Teacher Certification

- Synchronous

- No to SREB listing

- Lead Departmental Contact: Dr. David Wheeler (David.Wheeler@armstrong.edu; 912-344-2919)

- Anticipated Start Date: August 12, 2013

■ Bachelor of Health Science

- Synchronous

- No to SREB listing

- Lead Departmental Contact: Dr. Sandy Streater (sandy.streater@armstrong.edu; 912-344-3174)

- Anticipated Start Date: August 12, 2013

■ Master of Education in Curriculum and Instruction

- Synchronous

- No to SREB listing

- Lead Departmental Contact: Dr. Patrick Thomas (Patrick.thomas@armstrong.edu; 912-344-2629)

- Anticipated Start Date: August 12, 2013

Attachment 2

With this message system office personnel have been copied for information purposes and external listings (e.g., Georgia On My Line, SREB – one program). Thank you for your notification.

Yours very truly,

Marci Middleton

****

Marci M. Middleton, Ph.D.

Assistant Vice Chancellor, Academic Programs

Board of Regents, University System of Georgia

270 Washington Street, S.W.

Room 6022

Atlanta, Georgia 30334

Phone: 404.962.3065

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E-mail: marci.middleton@usg.edu

**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

OFFICE OF EDUCATIONAL ACCESS
AND SUCCESS
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

404-962-3147
404-962-3154
TERESA.BETKOWSKI@USG.EDU

Thursday, April 04, 2013

Dr. Carey Adams
Armstrong Atlantic State University
11935 Abercorn Street
Savannah, GA 31419

Dear Dr. Adams:

The University System of Georgia Council on General Education met in full session March 29, 2013. The following proposal was not approved.

> CHEM 1050 – Chemistry and the Environment – Area D

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

Sincerely,

Teresa Betkowski
Interim Assistant Vice Chancellor
Office of Educational Access and Success
Board of Regents of the University System of Georgia

Armstrong

Graduate Affairs Committee
Burnett Hall Board Room
Minutes: September 3, 2013

PRESENT: Joey Crosby (chair), Becky da Cruz, Mark Finlay, Chris Hendricks, Patricia Holt, Anne Katz, Linda Ann McCall, Anita Nivens, Bryan Riemann, Daniel Skidmore-Hess, Sandy Streater, Patrick Thomas, Anne Thompson, Teresa Winterhalter, Carey Adams (*ex officio*), John Kraft (*ex officio*), Yvette Upton (*ex officio*)

GUESTS: Catherine Gilbert, Ann Hallock

I. **Call to Order.** The meeting was called to order at 2:30 p.m. by Dr. Joey Crosby.

II. **Approval of Minutes:** The minutes of August 13, 2013 were approved.

III. **Carey Adams**
Dr. Adams spoke briefly about Banner revitalization. The consultant has sent out a summary. The overall good news is that it is possible to do online applications and other things through Banner that we did not know about before.

The consultant will be back on campus next week. Dr. Crosby asked Phyllis Fulton to forward the information to the members of the Graduate Affairs Committee since not everyone received it.

IV. **Committee Reports**
A. **Graduate Curriculum (see Attachment 1)**
The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.

It was noted that the prospectus for the Doctor of Nursing Practice has been submitted to the Board of Regents, but there is no feedback yet.

B. **Graduate Faculty Status (see Attachment 2)**
The committee accepted the report of the Graduate Faculty Status Committee as presented.

C. **Graduate Student Appeals (no report)**

V.   Bylaws

    A. Routing of curriculum items for approval

       There was discussion of the current routing of curriculum items through the Senate as part of the GAC minutes. The Senate is not part of the approval process for graduate curriculum because not all senators have graduate faculty status, so the graduate curriculum items are sent forward by the Senate to the President as a matter of procedure. This lengthens the amount of time it takes for the items get final approval without serving any purpose. Ms. Fulton was asked to contact Dr. Wayne Johnson, Secretary of the Senate, and ask whether the curriculum items could be sent forward to the President at the time he receives the GAC minutes, as well as being sent as informational items to the Senate.

    B. Graduate faculty status criteria and lecturers/senior lecturers

       There was discussion of whether the graduate faculty status criteria needs to be adjusted in any way to accommodate lecturers and senior lecturers, since those academic ranks are being added to our Corps of Instruction. It was decided that since the evaluation and promotion criteria for lecturers and senior lecturers is currently being developed at the college level, it would be better to postpone this topic until things are in place.

V.   GSCC

The GSCC has had two meetings so far. The requests for funding at the first meeting exceeded the funding budget they have for the entire year. The GSCC is evaluating the situation. Factors that will be considered include whether a student is graduating, whether they are presenting/planning to present, and how much cost they are covering themselves. Students who have not yet submitted funding requests may still do so. If they are requesting money for spring, they may estimate based on the cost from last year.

The GSCC budget for this academic year is $30,000, compared to $35,000. The amount was reduced based on an expected decrease in enrollment. However, enrollment has actually increased.

The Student Union Ballroom has been booked for December 6 for the hooding ceremony. There needs to be better communication with both students and faculty regarding the hooding ceremony and how it differs from Commencement and from departmental hooding ceremonies.

VI.   Graduate Student Advisement

Dr. Patrick Thomas reported that there have been problems with some students in the Master of Arts in Teaching program and the Curriculum and Instruction Program. Some students are taking any classes they want rather than following their program of study, and some are ending up in classes for which they have

not yet filled the prerequisites. Some of this stems from non-traditional students who are choosing classes according to when they are available to take classes rather than according to which courses come next in the sequence. Graduate students are not required to consult with an advisor and do not have advisement holds.

A motion was made to add advisement holds for graduate students. The motion was seconded. The vote resulted in a tie, so the motion did not carry.

It was suggested perhaps the College of Education could have advisement holds put on their students to see if this helps with the problem.

On the issue of students getting into classes when they had not completed the prerequisites, it was reported that many classes are missing prerequisites in Banner or do not have the proper prerequisites listed. Ms. Fulton requested that faculty please contact her or the registrar, Ms. Judy Ginter, when they encounter such situations. Ms. Fulton can document the prerequisites from the GCC minutes and Ms. Ginter can see that they are corrected. If the prerequisites are not recorded in the GCC minutes, the academic department will have to add or correct the prerequisites through the curriculum process.

VII.   **John Kraft**
The due date for applications for graduate assistants is October 15. Those who asked for and received two-year appointments for the current year cannot ask for another appointment for next year. The process for evaluating the applications will be the same as last year.

VIII.   **Jill Bell**
Dr. Kraft gave the following report from Ms. Jill Bell:

1. Ms. Bell's assistant, Tasha's, last day was last week (Thursday). Her job is posted on the HR website. Here's the link to that posting: https://jobs.armstrong.edu/postings/1655 . Job posting closes on 9/15/2013.

2. Graduate Fair: We are working in conjunction with Armstrong Career Services and numerous schools have been invited. Signup for schools is on Career Services website. The signup for individual students will be on our Grad School website and there will also be a link on Career Services website. This website is not up yet, should be up next week. An e-mail flier has already gone out to the colleges/schools. Flier to individuals and businesses is in the works, with a draft expected next week. A fee of $100 is being charged, as per Career Services request. The money is going through them as they already have account set up for this type of event, but will be used to offset food/refreshments for Fair attendees.

3. All graduate applications and paperwork up received through Friday, August 30, have been processed. Students who have applied for Spring 2014 but have incomplete paperwork have been e-mailed and snail-mailed with information about missing requirements. The office is working on Fall 2013 students (applied and incomplete, and applied and accepted, but not attending) to see if they want to attend for Flex (if applicable) or update to Spring 14.

IX.   **Adjournment**. The next meeting is October 1. The meeting was adjourned at 3:39 p.m.

Respectfully submitted,

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

Armstrong

GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, August 21, 2013

PRESENT: Michael Benjamin, Felix Hamza-Lup, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Teresa Winterhalter (Chair), Phyllis Fulton (Catalog Editor)

ABSENT:

GUESS: Catherine Gilbert, Ann Hallock, Anita Nivens, Patricia Wachholz

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CALL TO ORDER. The meeting was called to order at 2:00 p.m. by Dr. Teresa Winterhalter.

ITEMS

I. College of Education
A. Adolescent and Adult Education (no items)

B. Childhood and Exceptional Student Education

Items 1-6 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee.

1. **Change the following course prerequisites:**
   RDEN 7072 Instructional Strategies in the Content Areas   3-0-3
   Pre-requisites: ~~RDEN 7071~~ **RDEN 7070**

   Rationale: The second and third Reading Endorsement courses do not need to be taken consecutively; the content in each course stands alone.

   Effective Term: Spring 2014

2. **Add the following course prerequisites:**
   RDEN 7172 Comprehension, Cognition, and Content Area Reading   3-0-3
   Pre-requisites: RDEN 7071, RDEN 7072

   Rationale: Reading Endorsement must be completed before specialized content

   Effective Term: Spring 2014

3. **Add the following course prerequisites:**
   RDEN 7170 Issues in Vocabulary, Structural Analysis and Word Study   3-0-3
   Pre-requisites: RDEN 7071, RDEN 7072

   Rationale: Reading Endorsement must be completed before specialized content

   Effective Term: Spring 2014

4. **Add the following course prerequisites:**
   ECEG 7190 Diagnosis and Correction of Reading Difficulties   3-0-3
   Pre-requisites: RDEN 7071, RDEN 7072

   Rationale: Reading Endorsement must be completed before specialized content

   Effective Term: Spring 2014

5. **Change the following course prerequisites:**
   RDEN 7210 Instruction for Struggling Readers   3-0-3
   Pre-requisites: RDEN 7071, RDEN 7072, ~~RDEN 7172~~

   Rationale: Reading Endorsement must be completed before specialized content

   Effective Term: Spring 2014

6. **Modify the Program of Study for the Master of Education- Reading Specialist degree:**

A. Program Foundations (**12 hours** ~~6 hours~~)

FOUN 7060 Education Research 3

RDEN 7070 Understanding Readers and the Reading Process 3

RDEN 7071 Linking Literacy Assessment to Instruction 3

RDEN 7072 Instructional Strategies in the Content Areas 3

~~ENGL 5800G Advanced Grammar~~ 3

B. ~~Specialized Content (24 hours)~~ **Support Courses (6 hours)**

Select one of the following two classes:

   ECEG 7060 Multimedia Approach to Teaching Children's Literature 3

   SCED 7000 Adolescent Literature 3

~~RDEN 7170 Issues in Vocabulary, Structural Analysis and Word Study~~ 3

~~RDEN 7172 Comprehension, Cognition, and Content Area Reading~~ 3

RDEN 7185 Teaching Writers and Writing 3

Rationale: To create a stackable degree, the courses for reading endorsement are to be offered as prerequisite to the program's specialized content

Effective: Spring 2014

II. College of Health Professions

A. Health Sciences

Items 1-3 from the Health Sciences were discussed and approved by the committee.

1. Create the following course equivalence:
    SMED 7225 Internship in Sports Medicine   V-V-(1-3)

    CURCAT:
        Course Equivalent: SMED 8475

    Rationale: SMED 7225 will replace SMED 8475 in order to comply with the new graduate course numbering system.

    Effective Term: Spring 2014

2. **Delete the following course:**
   ~~SMED 8475 - Internship in Sports Medicine~~   ~~3-0-3~~

   Rationale: Course is replaced by SMED 7225 in order to comply with the new graduate course numbering system.

   Effective Term: Spring 2014

3. **Modify the following course:**
   MHSA 6000 ~~Health Care Financing and Delivery Systems~~ **U.S. Health Care Systems**

   Rationale: The new course title better reflects the content of this course in view of recent changes in health care in the US.

   Effective Term: Spring 2014

B. Nursing

Items 1-18 from the Department of Nursing were discussed and approved by the committee.

Note: See additional informational items in Attachment 1

1. **Create the following course:**
   NURS 8000: Organizational Systems Leadership   **3-0-3**
   Prerequisite: Admission to the Doctor of Nursing Practice Program
   Description: The study of various dimensions of leadership and organization theories that guide advanced practice nursing. Emphasis is placed on the study of organizational structures and processes utilized in the delivery of health care. Study of knowledge and principles of organizational leadership skills aimed at improving skills that improve quality of care delivery, health outcomes, and safety of patient populations.

   Rationale: Knowledge and use of organizational and systems leadership theories, principles, and processes are critical for the DNP to promote improvement in patient and healthcare outcomes. The creation of this course permits the DNP student to study and apply health systems leadership principles and theories relevant in today's complex health systems. The content focuses on organizational behaviors, leadership styles, management of the change process, and reflective analysis of a personal leadership style. This required course supports essential 2, 6, and 7 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

   Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
   Major Department: Nursing
   Can Course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: N/A

2. **Create the following course:**
    **NURS 8001 Applied Epidemiology and Biostatistics for Advanced Nursing
    Practice   3-0-3**
    Prerequisite: Admission to the Doctor of Nursing Practice Program
    **Description: An overview of epidemiologic principles and biostatistical methods
    for evaluation and implementation of evidence-based changes in clinical practice
    with the goal of enhancing quality of care and improving outcomes. Emphasizes
    the application of epidemiologic concepts and models to identify determinants of
    health and to plan and evaluate care models to address contributing factors.
    Applies descriptive and inferential statistics to explore, analyze, and disseminate
    aggregate and population health data.**

    Rationale: This course is designed to prepare the DNP student to focus on integrating
    and applying epidemiologic principles and biostatistical methods in identifying and
    analyzing determinants and contributing factors of health. The epidemiologic content
    emphasizes evidence-based research and decision-making skills in health promotion,
    risk reduction strategies, and treatment of chronic and infectious diseases in advanced
    nursing practice. The key biostatical content applies methods for comparison of
    discrete and continuous data including ANOVA, t-test, correlation, and regression in
    the collection and analysis of data. This required course supports essential 1 and 3 of
    the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

    Effective Term: Summer 2014, Pending BOR approval of degree program

    CURCAT:
       Major Department: Nursing
       Can Course be repeated for additional credit? No
       Maximum Number of Credit Hours: 3
       Grading Mode: Normal
       Instruction Type: Lecture
       Course Equivalent: N/A

3. **Create the following course:**
    NURS 8002 Research for Evidence-Based Practice   3-0-3
    Prerequisites: Admission to the Doctor of Nursing Practice Program
    **Description: Development of knowledge in areas such as the translation of
    research into practice, evaluation of practice, design of activities aimed at
    improving health care practices and outcomes, and participation in collaborative**

outcome-driven research. The course emphasizes an approach to integration and synthesis of knowledge according to scientific principles.

Rationale: This course will give the DNP student the opportunity to develop an enlarged perspective of scholarship relative to the integration and synthesis of research through the application of knowledge to solve problems. This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of the DNP. This required course supports essential 1 and 3 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
    Major Department: NURS
    Can course be repeated for additional credit? No
    Maximum number of credits: 3
    Grading Mode: Normal
    Instruction Type: Lecture
    Course Equivalent: N/A

4. **Create the following course:**
   NURS 8003 Ethics in Health Care   **3-0-3**
   Prerequisites: Admission to the Doctor of Nursing Practice Program
   Description: Course is designed to present ethical principles for the highest level of advanced nursing practice. Students will use evidence-based nursing and interprofessional literature to analyze ethical dilemmas that arise in practice. Emphasis is on the socially organized practices or responsibility that influence ethical decision-making and their implications for health care deliver.

   Rationale: This course will provide the DNP student in-depth study and analysis of the *Code of Ethics for Nurses* and other classical ethical literature that will equip the DNP to promote, advocate, and lead efforts to protect the health, safety, and rights, of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. This required course supports essential 4 and 5 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

   Effective Term: Summer 2014, Pending BOR approval of degree program

   CURCAT:
       Major Department: NURS
       Can course be repeated for additional credit? No
       Maximum number of credits: 3
       Grading Mode: Normal
       Instruction Type: Lecture
       Course Equivalent: N/A

5. **Create the following course:**
   NURS 8004 Health Care Management and Finance   3-0-3
   Prerequisites: Admission to the Doctor of Nursing Practice Program
   Description: Financial planning, budgeting, reimbursement, and decision-making strategies are applied to health care organizations. Application and integration of management theories within the context of the nursing process to the delivery of advanced practice nursing services in a variety of systems.

   Rationale: The DNP graduate is distinguished by their proficient understanding of organizational, management, and financial systems and processes that support efficient use of time, personnel, capital, and consumable resources to improve access and delivery of healthcare services. The foundations presented in this course will provide essential skills needed to assume leadership roles within nursing and at the policy table for the DNP graduate to design, manage, and evaluate effective systems for decision making and quality improvement. This required course supports essential 2, 4 and 5 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

   Effective Term: Summer 2014, Pending BOR approval of degree program

   CURCAT:
       Major Department: NURS
       Can course be repeated for additional credit? No
       Maximum number of credits: 3
       Grading Mode: Normal
       Instruction Type: Lecture
       Course Equivalent: N/A

6. **Create the following course:**
   NURS 8005 Advanced Health Policy and Advocacy   3-0-3
   Prerequisites: Admission to the Doctor of Nursing Practice Program
   Description: Use of knowledge of the American healthcare system to explore economically and politically feasible policy changes that could improve the efficiency and effectiveness of the delivery of health care. Inquiry into access to health care and the allocation of scarce resources.

   Rationale: This course will prepare the DNP graduate with the ability to assume a broad leadership role on behalf of the public and the nursing profession in advocating and forming policy around issues such as health disparities, cultural sensitivities, ethics, access to care, quality of care, and health care financing. This required course supports essential 5 and 7 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice*

   Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
> **Major Department: NURS**
> **Can course be repeated for additional credit? No**
> **Maximum number of credits: 3**
> **Grading Mode: Normal**
> **Instruction Type: Lecture**
> **Course Equivalent: N/A**

7. **Create the following course:**
   NURS 8006 Performance Improvement 3-0-3
   Prerequisites: Admission to the Doctor of Nursing Practice Program
   Description: This course will introduce performance improvement processes, technology, and frameworks that are relatively new to the health care industry used to evaluate, reengineer, communicate, support and sustain change in healthcare organizations as a whole and at the unit level. Regulatory issues and policy as they relate to organizational performance will be studied and analyzed.

   Rationale: The DNP is equipped to lead organization improvement activities that will result in transformational change in strategic planning; workforce culture; clinical, business and operational processes; and customer and community relationships that promote improved financial and quality performance at the system and unit levels. This required course supports essential 2 and 4 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice*

   Effective Term: Summer 2014, Pending BOR approval of degree program

   CURCAT:
   > **Major Department: NURS**
   > **Can course be repeated for additional credit? No**
   > **Maximum number of credits: 3**
   > **Grading Mode: Normal**
   > **Instruction Type: Lecture**
   > **Course Equivalent: N/A**

8. **Create the following course:**
   NURS 8007 Clinical Process Redesign 2-0-2
   Prerequisites: Admission to the Doctor of Nursing Practice Program
   Description: Exploration of the theories of quality improvement, workflow redesign, modeling techniques, clinical process reengineering, and outcomes management. Application of selected techniques that result in quality and efficiencies required in today's robust healthcare environment will be discussed.

   Rationale: The DNP is expected to lead healthcare systems in designing and managing systems of care to meet the challenges of delivering improved health outcomes of the highest quality at the lowest cost. This course introduces needed theory and tools to help equip the DNP to meet this responsibility. This required

course supports essential 4 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
 Major Department: NURS
 Can course be repeated for additional credit? No
 Maximum number of credits: 2
 Grading Mode: Normal
 Instruction Type: Lecture:
 Course Equivalent: N/A

9. **Create the following course:**
    NURS 8008 Program Evaluation 2-0-2
    Prerequisites: Admission to the Doctor of Nursing Practice Program
    Description: This course focuses on formative and summative program planning and evaluation. Emphasis is on program evaluation projects and interventions using evidence-based decision making to improve clinical practice outcomes at the individual and population-based level.

    Rationale: The goal of this course is to provide students with an overview of program evaluation models, practices, and methods as applied to health care programs and systems. Students will use problem-solving and critical thinking skills to design and perform a healthcare program evaluation related to achieving outcome-based interventions. This required course supports essential 4 and 6 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

    Effective Term: Summer 2104

    CURCAT:
     Major Department: NURS
     Can course be repeated for additional credit? No
     Maximum number of credits: 2
     Grading Mode: Normal
     Instruction Type: Lecture
     Course Equivalent: N/A

10. **Create the following course:**
    NURS 8009 Informatics in Health Care Delivery 3-0-3
    Prerequisites: Admission to the Doctor of Nursing Practice Program
    Description: This course includes the study of information science concepts, principles, and methods. The role of the informatics nurse specialist (INS) will be explored. The focus of this course is to prepare the DNP graduate to apply research; manage individual and aggregate data; assess efficacy of decision support, budget, productivity and web-based learning tools, and evaluate

integrated communication systems. Emphasis will be on developing knowledge and skills to use electronic data for decision making, quality improvement initiatives, and evaluation of care.

Rationale: The DNP graduate is distinguished by the ability to use information systems to support and improve patient care by the translation of data into meaningful information used to make clinical and executive decisions and support patient education and communication. The course is consistent with the American Nurses Association's (ANA) S*cope and Standard for Nursing Informatics* (2008), with the goal of improving population health in communities, families, and individuals "by optimizing information management and communication" (p.1). This required course supports essential 4 of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice.*

Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
    Major Department: NURS
    Can course be repeated for additional credit? No
    Maximum number of credits: 3
    Grading Mode: Normal
    Instruction Type: Lecture
    Course Equivalent: N/A

11. **Create the following course:**
    NURS 8010 DNP Project I   **2-0-2**
    Prerequisites: Admission to the Doctor of Nursing Practice Program
    Description: Stage one in a three stage process. Emphasis is placed on the use of analytical methods to assess patient-centered outcomes in a clinical health care or organizational setting. The focus is on the selection of a clinical problem, completing a needs assessment, and an appropriate literature review.

    Rationale: The impetus of the DNP program is to close the research-practice gap by applying evidence in practice to benefit the health of the population and improve systems of care. The *AACN Essentials of Doctoral Education for Advanced Nursing Practice* stipulates the completion of a specific project within the practice specialty that demonstrates synthesis of the student's work and lays the foundation for future scholarship. This course provides the academic and DNP perspective for beginning the final project and support all 8 of the *AACN Essentials.*

    Effective Term: Summer 2014, Pending BOR approval of degree program

    CURCAT:
        Major Department: NURS
        Can course be repeated for additional credit? No
        Maximum number of credits: 2

Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: N/A

12. Create the following course:
NURS 8011 DNP Project II   **2-0-2**
Prerequisites: NURS 8010
Description: Stage two in a three stage process. Application of outcomes research in the clinical setting while developing and implementing the clinical project proposed in NURS 8006.

Rationale: This course provides the academic and DNP perspective for developing and implementing the final DNP project and supports all 8 of the *AACN Essentials.*

Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
    Major Department: NURS
    Can course be repeated for additional credit? No
    Maximum number of credits: 2
    Grading Mode: Normal
    Instruction Type: Lecture
    Course Equivalent: N/A

13. Create the following course:
NURS 8012 DNP Project III   **2-0-2**
Prerequisites: NURS 8010, 8011
Description: Stage three in a three stage process. The evaluation of the DNP clinical project occurs during this stage. The course includes the formal presentation/defense of the clinical project.

Rationale: This course provides the academic and DNP perspective for evaluating and disseminating results of the final DNP project and supports all 8 of the *AACN Essentials.*

Effective Term: Summer 2014, Pending BOR approval of degree program

CURCAT:
    Major Department: NURS
    Can course be repeated for additional credit? No
    Maximum number of credits: 2
    Grading Mode: Normal
    Instruction Type: Lecture
    Course Equivalent: N/A

14. Create the following program of study:

Doctor of Nursing Practice -Adult- Gerontological Primary Care Nurse Practitioner (Bachelor of Science in Nursing to Doctor of Nursing Practice track)

A. Core Courses (9 hours)
    NURS 6650 Theory Development in Nursing   **3**
    NURS 6652 Research Design in Nursing   **3**
    NURS 6656 Health Policy Concerns in Delivery Systems   **3**
B. Support Courses (9 hours)
    NURS 6640 Advanced Health Assessment   **3**
    NURS 6641 Advanced Pathophysiology   **3**
    NURS 6667 Advanced Pharmacotherapeutics   **3**
C. Major Courses (19 hours)
    NURS 7041 Adult-Gerontological Primary Health Care I   **5**
    NURS 7042 Adult-Gerontological Primary Health Care II   **8**
    NURS 7044 Adult-Gerontological Primary Health Care III   **6**
D. DNP Courses (34 hours)
    NURS 8000 Organizational Systems Leadership   **3**
    NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice **3**
    NURS 8002 Research for Evidence-Based Practice   **3**
    NURS 8003 Ethics in Health Care   **3**
    NURS 8004 Health Care Management and Finance   **3**
    NURS 8005 Advanced Health Policy and Advocacy   **3**
    NURS 8006 Performance Improvement   **3**
    NURS 8007 Clinical Process Redesign   **2**
    NURS 8008 Program Evaluation   **2**
    NURS 8009 Informatics in Health Care Delivery   **3**
    NURS 8010 DNP Clinical Project I   **2**
    NURS 8011 DNP Clinical Project II   **2**
    NURS 8012 DNP Clinical Project III   **2**
TOTAL   **71 hours**

    Rationale: Combines existing MSN courses/competencies with new DNP content to create a new Doctorate of Nursing Practice (DNP) degree with a focus in Adult-Gerontological Primary Care Nurse Practitioner for RNs with BSN preparation. This DNP Program of Study meets in Adult-Gerontological Primary Care Nurse Practitioner certification requirements for both AANC and AANP.

    Effective Term: Summer 2014, Pending BOR approval

15. Create the following program of study:

Doctor of Nursing Practice - Adult-Gerontological Acute Care Nurse Practitioner (Bachelor of Science in Nursing to Doctor of Nursing Practice track)

A. Core Courses (9 hours)
    NURS 6650 Theory Development in Nursing   3
    NURS 6652 Research Design in Nursing   3
    NURS 6656 Health Policy Concerns in Delivery Systems   3
B. Support Courses (9 hours)
    NURS 6640 Advanced Health Assessment   3
    NURS 6641 Advanced Pathophysiology   3
    NURS 6667 Advanced Pharmacotherapeutics   3
C. Major Courses (19 hours)
    NURS 7841 Adult-Gerontological ACNP I   5
    NURS 7842 Adult-Gerontological ACNP II   8
    NURS 7844 Adult-Gerontological ACNP III   6
D. DNP Courses (34 hours)
    NURS 8000 Organizational Systems Leadership   3
    NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice   3
    NURS 8002 Research for Evidence-Based Practice   3
    NURS 8003 Ethics in Health Care   3
    NURS 8004 Health Care Management and Finance   3
    NURS 8005 Advanced Health Policy and Advocacy   3
    NURS 8006 Performance Improvement   3
    NURS 8007 Clinical Process Redesign   2
    NURS 8008 Program Evaluation   2
    NURS 8009 Informatics in Health Care Delivery   3
    NURS 8010 DNP Clinical Project I   2
    NURS 8011 DNP Clinical Project II   2
    NURS 8012 DNP Clinical Project III   2
TOTAL   **71 hours**

> Rationale: Combines existing MSN content/competencies with new DNP content to create a new Doctorate of Nursing Practice (DNP) degree with a focus in Adult-Gerontological Acute Care Nurse Practitioner(ACNP) for RNs with BSN preparation. This DNP Program of Study meets ACNP certification requirements for both AANC and AANP.

> **Effective Term: Summer 2014, Pending BOR approval**

16. Create the following program of study:

Doctor of Nursing Practice (Master of Science in Nursing with Advanced Practice Certification track)

A. DNP Courses (34 hours)
NURS 8000 Organizational Systems Leadership	3
NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	3
NURS 8002 Research for Evidence-Based Practice	3
NURS 8003 Ethics in Health Care	3
NURS 8004 Health Care Management and Finance	3
NURS 8005 Advanced Health Policy and Advocacy	3
NURS 8006 Performance Improvement	3
NURS 8007 Clinical Process Redesign	2
NURS 8008 Program Evaluation	2
NURS 8009 Informatics in Health Care Delivery	3
NURS 8010 DNP Clinical Project I	2
NURS 8011 DNP Clinical Project II	2
NURS 8012 DNP Clinical Project III	2

TOTAL   34 hours

Rationale: Allows RNs with MSN degree and advanced practice national certification to earn the Doctorate of Nursing Practice (DNP) degree. No additional certification requirements are provided.

Effective Term: Summer 2014, Pending BOR approval

17. Create the following program of study:

Doctor of Nursing Practice (Master of Science -Adult Gerontological Primary Care Nurse Practitioner track):

A. Support Courses (9 hours)
NURS 6640 Advanced Health Assessment	3
NURS 6641 Advanced Pathophysiology	3
NURS 6667 Advanced Pharmacotherapeutics	3

B. Major Courses (19 hours)
NURS 7041 Adult-Gerontological Primary Health Care I	5
NURS 7042 Adult-Gerontological Primary Health Care II	8
NURS 7044 Adult-Gerontological Primary Health Care III	6

D. DNP Courses (34 hours)
NURS 8000 Organizational Systems Leadership	3
NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	3
NURS 8002 Research for Evidence-Based Practice	3
NURS 8003 Ethics in Health Care	3
NURS 8004 Health Care Management and Finance	3

NURS 8005 Advanced Health Policy and Advocacy	**3**
NURS 8006 Performance Improvement	**3**
NURS 8007 Clinical Process Redesign	**2**
NURS 8008 Program Evaluation	**2**
NURS 8009 Informatics in Health Care Delivery	**3**
NURS 8010 DNP Clinical Project #1	**2**
NURS 8011 DNP Clinical Project #2	**2**
NURS 8012 DNP Clinical Project #3	**2**

TOTAL   62 hours

Rationale: Allows RNs with MSN degree and no clinical specialty to earn the Doctorate of Nursing Practice (DNP) degree with a focus in Adult-Gerontological Primary Care Nurse Practitioner. This DNP Program of Study meets ACNP certification requirements for both AANC and AANP.

Effective Term: Summer 2014, Pending BOR approval

18. Create the following program of study:

Doctor of Nursing Practice (Master of Science -Adult-Gerontological Acute Care Nurse Practitioner track)

A. Support Courses (9 hours)

NURS 6640 Advanced Health Assessment	**3**
NURS 6641 Advanced Pathophysiology	**3**
NURS 6667 Advanced Pharmacotherapeutics	**3**

B. Major Courses (19 hours)

NURS 7841 Adult-Gerontological ACNP I	**5**
NURS 7842 Adult-Gerontological ACNP II	**8**
NURS 7844 Adult-Gerontological ACNP III	**6**

C. DNP Courses (34 hours)

NURS 8000 Organizational Systems Leadership	**3**
NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	**3**
NURS 8002 Research for Evidence-Based Practice	**3**
NURS 8003 Ethics in Health Care	**3**
NURS 8004 Health Care Management and Finance	**3**
NURS 8005 Advanced Health Policy and Advocacy	**3**
NURS 8006 Performance Improvement	**3**
NURS 8007 Clinical Process Redesign	**2**
NURS 8008 Program Evaluation	**2**
NURS 8009 Informatics in Health Care Delivery	**3**
NURS 8010 DNP Clinical Project #1	**2**
NURS 8011 DNP Clinical Project #2	**2**
NURS 8012 DNP Clinical Project #3	**2**

TOTAL   62 hours

Rationale: Allows RNs with MSN degree and no clinical specialty to earn the Doctorate of Nursing Practice (DNP) degree with a focus in Adult-Gerontological Acute Care Nurse Practitioner (ACNP). This DNP Program of Study meets ACNP certification requirements for both AANC and AANP.

Effective Term: Summer 2014, Pending BOR approval

    C. Rehabilitation Sciences (no items)

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

ADJOURNMENT. The meeting was adjourned at 2:30 p.m.

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor

Armstrong Doctor of Nursing Practice (DNP) Entry Points

1. BSN-DNP with option of clinical tracks (pg 11):
   a. Adult-Gerontological Primary Care NP
   b. Adult-Gerontological Acute Care NP

                                                    71 hrs.

2. MSN-DNP (Have MSN & APRN certification) (pg 12)

                                                    34 hrs.

3. MSN-DNP (Have MSN but no APRN certification) (pgs 14-15)

   Option of clinical tracks :

   a. Adult-Gerontological Primary Care NP
   b. Adult-Gerontological Acute Care NP

                                                    62 hrs.

Nursing

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) degree is offered at Armstrong Atlantic State University with three points of entry: post- baccalaureate to DNP (BSN-DNP), post master's to DNP with national certification in an advanced practice role (nurse practitioner, nurse midwife, clinical nurse specialist, nurse anesthetists) (MSN-DNP), and MSN-DNP without national certification in an advanced practice role. Upon completion of the degree requirements for each point of entry, all students will be awarded a Doctor of Nursing Practice degree.

The BSN-DNP point of entry will build on the baccalaureate in nursing and require the completion of an advance nursing practice track in either adult-gerontological primary or acute care nurse practitioner in addition to the doctoral competencies. The program of study requires 71 credit hours of study and a minimum of 1000 hours in clinical practice. It is anticipated the BSN-DNP program of study will take approximately three to four years of full-time study for degree completion. This program of study meets the requirements for graduates to be eligible to take national certification boards as an advanced practice nurse in the specialty area of preparation.

The MSN-DNP point of entry for nurses who have successfully completed an advance practice program previously and hold national certification in one of the four advance practice roles will require completion of the doctoral competencies. This MSN-DNP program of study includes 34 credit hours and a minimum of 280 clinical hours related to the completion of a final project. The DNP competencies will build on previously acquired advanced practice competencies and are projected to take between one and two years for completion.

The MSN-DNP point of entry for nurses without previous advanced practice preparation and no national certification in one of the four roles will require completion of either the adult-gerontology primary or acute care NP track in addition to the doctoral competencies. This program of study requires 62 credit hours of study and a minimum of 1000 hours in clinical practice. It is anticipated this MSN-DNP program of study will take two to three years of study to complete. This program of study meets the requirements for graduates to be eligible to take national certification boards as an advanced practice nurse in the specialty area of preparation.

The goal of the DNP at Armstrong is to provide a terminal degree in nursing which will prepare advanced practice nurses to identify and meet the needs of a changing healthcare system. Graduates will work within the communities they serve to meet the increasing need to navigate and participate in healthcare teams, conduct outcomes research, lead quality improvement projects, design new workflow processes, guide program evaluations, utilize informatics and financial management systems in meaningful ways, and advocate and set policy for individuals and patient populations. The DNP faculty and students will work collaboratively with community partners to improve the quality and safety of nursing care and enhance the role of the advance practice nurse in transforming healthcare systems and bringing research into practice.

Consistent with the mission of the university, and the American Association of Colleges of Nursing (AACN), the educational objectives for Armstrong's Doctor of Nursing Practice are as follows:

1. Develop, integrate, and evaluate scientific underpinnings for advanced nursing practice.
2. Lead the integration of system theories, health economics and ethics resulting in improved quality and health outcomes.
3. Demonstrate clinical scholarship and application of evidence based practice through the analysis of current and relevant research.
4. Integrate information technology to facilitate systems interoperability and evaluate patient care and health outcomes.
5. Advocate for social justice, equity, and ethical policies of healthcare policy for individuals and populations.
6. Lead and facilitate inter-professional collaborative practice that improves patient and population outcomes.
7. Promote improved national health status by focusing on clinical prevention, healthcare access, and social determinants of health.
8. Demonstrate advanced clinical decision-making and accountability in the delivery of evidence based care to improve patient outcomes.
9. Integrate leadership, teaching, and collaboration to mentor, and support practice excellence.
10. Demonstrate safe, cost effective advanced nursing practice.

Admissions Standards

The admission standards listed below are applicable to **all** students entering a DNP program of study at Armstrong Atlantic State University. Requirements include:

Prerequisites
- Undergraduate elementary statistics or a statistics oriented methodology course.
- Undergraduate health appraisal/physical assessment course.
- Undergraduate GPA minimum of 3.0.
- Current unrestricted Georgia RN license to practice nursing.
- Pre-admission interview preferred.
- Proficient knowledge of and availability to current technology to facilitate on-line study.

Regular Admission
The following documents are required for admission to the DNP Program for all points of entry:
1. Current background and drug screen that allows unrestricted student access to clinical clinical sites.
2. Current BCLS certification
3. Proof of current nursing liability insurance.
4. Health exam indicating physical/mental health required for work performance.
5. Verbal and written English proficiency. International students must meet University

admission requirements as specified in the current Graduate Catalog.

6. Minimum of three letters of professional recommendation.
7. Essay to include:
   a. Brief recap of professional nursing experience to date.
   b. Short and long term professional goals and how the DNP will facilitate meeting them.
   c. Description of candidate's professional characteristics/attributes that predict success in the DNP Program and future practice.
   d. Explanation of how the candidate envisions incorporation of the DNP role into advanced nursing practice.
8. Transfer credit will be reviewed by the Program Director in accordance with University policies once the student is accepted. Armstrong's DNP admissions committee will also review and recommend appropriate course sequencing in concert with the Faculty Advisor who will be assigned during admission.

The admission standards listed below are applicable to students entering the **BSN-DNP** program. Requirements include:

Regular Admission
- Completed requirements for a baccalaureate degree in nursing from an accredited institution.
- A score of no less than 150 (verbal) and 141 (quantitative) on the Graduate Record Examination (GRE) (See note under Admissions Examinations in Graduate Catalog regarding revised GRE scores after August 1, 2011)or a scaled score of 402 or higher on the Miller Analogies Test (MAT).

  OR if minimum scores are not met

  A 3.00 overall grade point average (GPA) or higher on all undergraduate work AND a 3.00 cumulative nursing GPA.

The admission standards listed below are applicable to students entering the **MSN-DNP** program. Requirements include:

Regular Admission
- Master of Science in nursing degree from an accredited (CCNE or NLN) nursing program.
- Current unrestricted Georgia RN
- Current Georgia APRN license (if in the MSN-DNP track with existing APRN certification).
- CV that delineates professional experience as well as publications, presentations and community service.
- Graduate nursing GPA of 3.25.
- GRE/MAT waiver if previously taken.

Standards of Progression and Graduation

A. Each student is responsible for reading and following the policies outlined in the University catalog and graduate nursing student handbook.

B. Students are responsible for submitting all documents required for program admission and progression in the graduate nursing program. This includes, but is not limited to, the annual updates necessary for verification of licensure, liability insurance, CPR certification, and annual health appraisal. Students will be informed by notice of approaching document expiration dates and may be administratively withdrawn from courses if not current.

C. Students enrolled in the DNP program must complete a six credit hour final project with associated clinical hours.

D. Students may not register for the final project until all incomplete grades have been removed from their transcript.

E. The Graduate Nursing Program publishes explicit DNP Project guidelines, timelines and outcomes. The guidelines reference an expected sequence of study over a minimum of three semesters. Specific outcomes are delineated for each of the semesters. If the identified outcomes are not met to the satisfaction of the Project Advisor, the student will receive a grade of "U" for the semester until the requirements are met. The student will be required to meet with the Project Advisor periodically for remediation.

F. Students must satisfactorily pass a comprehensive assessment in the final semester of study in order to complete degree requirements. If determined by the student's committee, the defense of the DNP Project may be considered as the comprehensive assessment.

G. If any change in the approved program of study is required, an amended program of study, signed by the student, the advisor, and the program coordinator must be submitted to Graduate Studies.

H. Students must pass all 8000 level courses with a minimum grade of B.

I. Failure to pass an 8000 level course with a minimum of grade of B will result in dismissal from the program.

J. Consistent with Graduate Studies policies, any student who earns a grade of C in 6000 and 7000 level courses will be placed on academic probation. Students earing a C in any 6000 or 7000 level course must meet with their academic advisor (and other appropriate professors) to develop a plan to enhance future success. A second C, D, or F in any 6000 or 7000 level course will result in result in academic dismissal. Repeating courses for a higher grade will not allowed to substitute for the C grade.

K. Students must complete all courses in the selected program of study within 5 consecutive years from the date of initial acceptance into the DNP program.

L. Students who do not complete the program of study within 5 consecutive years must apply for readmission.

M. Students must be continuously enrolled in the DNP program of study through degree completion. Medical or personal leave for extenuating circumstances may be considered and will also require review by the Graduate Nursing Program Committee and a proposal from the student for degree completion.

N. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.

Sample BSN-DNP Program of Study

Semester/Year	Course Number Title	Credit Hours
Summer 2014	NURS 8000 Organizational Systems Leadership	3
	NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	3
Fall 2014	NURS 6650 Theory Development in Nursing	3
	NURS 8003 Ethics in Health Care	3
	NURS 6652 Research Design in Nursing	3
Spring 2015	NURS 8004 Health Care Management and Finance	3
	NURS 6656 Health Policy Concerns in Delivery Systems	3
	NURS 8002 Research for Evidence-based Practice	3
Summer 2015	NURS 8006 Performance Improvement	3
	NURS 8007 Clinical Process Redesign	2
Fall 2015	NURS 6641 Advanced Pathophysiology	3
	NURS 8008 Program Evaluation	2
	NURS 8009 Informatics in Health Care	3
Spring 2016	NURS 6640 Advanced Health Assessment	3
	NURS 6667 Advanced Pharmacotherapeutics	3
	NURS 8005 Advanced Health Policy and Advocacy	3
Summer 2016	NURS 7841 Adult-Gerontological Acute Care I	5
	NURS 8010 DNP Project I	2
Fall 2016	NURS 7842 Adult-Gerontological Acute Care II	8
	NURS 8011 DNP Project #II	2
Spring 2017	NURS 7844 Adult-Gerontological Acute Care III	6
	NURS 8012 DNP Project III	2

(9 Semesters, 71 credit hours)

Sample MSN- DNP Program of Study (with APRN certification)

Semester Year	Course Number Title	Credit Hours
Summer 2014	NURS 8000 Organizational Systems Leadership	3
	NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	3
	Total Semester Hours	**6**
Fall 2014	NURS 8002 Research for Evidence-Based Practice	3
	NURS 8003 Ethics in Health Care	3
	Total Semester Hours	**6**
Spring 2015	NURS 8004 Health Care Management & Finance	3
	NURS 8005 Advanced Health Policy & Advocacy	3
	NURS 8010 DNP Project I	2
	Total Semester Hours	**8**
Summer 2015	NURS 8006 Performance Improvement	3
	NURS 8007 Clinical Process Redesign	2
	Total Semester Hours	**5**
Fall 2015	NURS 8008 Program Evaluation	2
	NURS 8009 Informatics in Health Care Delivery	3
	NURS 8011 DNP Project II **Pre-requisite NURS 8010**	2
	Total Semester Hours	**7**
Spring 2016	NURS 8012 DNP l Project III **Pre-requisite NURS 8010, 8011**	
	Total Semester Hours	**2**
	Total Credit hours	**34**

(6 Semesters, 34 credit hours)

Sample MSN- DNP Program of Study (without APRN certification)

Semester Year	Course Number Title	Credit Hours
Summer 2014	NURS 8000 Organizational Systems Leadership	3
	NURS 8001 Applied Epidemiology & Biostatistics for Advanced Nursing Practice	3
	Total Semester Hours	**6**
Fall 2014	NURS 8002 Research for Evidence-Based Practice	3
	NURS 8003 Ethics in Health Care	3
	NURS 6641 Advanced Pathophysiology	3
	Total Semester Hours	**9**
Spring 2015	NURS 8005 Advanced Health Policy & Advocacy	3
	NURS 6667 Advanced Pharmacotherapeutics	3
	Total Semester Hours	**6**
Summer 2015	NURS 8006 Performance Improvement	3
	NURS 8007 Clinical Process Redesign	2
	Total Semester Hours	**5**
Fall 2015	NURS 8009 Informatics in Health Care Delivery	3
	NURS 8008 Program Evaluation	2
	Total Semester Hours	**5**
Spring 2016	NURS 8004 Health Care Management & Finance	3
	NURS 6640 Advanced Health Assessment	3
	Total Semester Hours	**6**
Summer 2016	NURS 7841 Adult-Gerontological Acute Care I	5
	NURS 8010 DNP Project I	2
	Total Semester Hours	**7**
Fall 2016	NURS 7842 Adult-Gerontological Acute Care II	8
	NURS 8011 DNP Project II **Pre-requisite NURS 8010**	2
	Total Semester Hours	**10**
Spring 2017	NURS 7844 Adult-Gerontological Acute Care III	6
	NURS 8012 DNP l Project III **Pre-requisite NURS 8010, 8011**	2
	Total Semester Hours	**8**
	Total Credit hours	**62**

(9 semesters, 62 credit hours

Armstrong

Graduate Faculty Status Committee
Report: September 3, 2013

Members: Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

The committee recommends approval of the following applications for graduate faculty status:

Full

Regina Rahimi	Adolescent and Adult Education	initial at this level

Associate

Edward Davis	Adolescent and Adult Education	reappointment
Ela Kaye Eley	Adolescent and Adult Education	initial
Ardyth Foster	Childhood and Exceptional Student Ed.	initial at this level
Toni Franklin	Childhood and Exceptional Student Ed.	initial
Patricia Norris-Parsons	Childhood and Exceptional Student Ed.	reappointment
Ella Howard	History	reappointment
Nancy Wofford	Physical Therapy	reappointment

Temporary

John Bartosh	Adolescent and Adult Education	reappointment
Debra Smith	Childhood and Exceptional Student Ed.	reappointment
Elizabeth Williams	Childhood and Exceptional Student Ed.	reappointment
Ron Alt	Health Sciences	reappointment
Timothy Beckett	Health Sciences	reappointment
Garth Spendiff	Health Sciences	reappointment
Kelly Arashin	Nursing	initial
Erin Culverhouse	Physical Therapy	reappointment
Julianna Shappy	Physical Therapy	initial
Tiffany Chapman	Professional Communication and Leadership	initial
William Griffin	Professional Communication and Leadership	initial

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Created August 28, 2013; approved unanimously by LLP department September 6, 2013 for forwarding to the Faculty Senate at its Sept. 23, 2013 meeting.

New Administrative Positions Freeze Bill

Whereas the powers and responsibilities of the Faculty Senate are, according to Article III of the Constitution, to "advis[e] the President of the University on matters of university planning, governance, and resource allocations" and "represent faculty on matters pertaining to the appointment of administrative officers" and "budget and planning matters;"

Whereas the ratio of total faculty salaries to total administrative salaries is imbalanced and demoralizing when considering the number of employees represented in each category;

Whereas we are troubled by the documented national trend of administrative bloat*; and

Whereas faculty salary adjustments for cost of living, increased premiums, and compression have not been redressed and merit raises have not been prioritized;

The Faculty Senate advises and requests a freeze on all new administrative positions until the salary study has been completed and such faculty salary adjustments and increases have occurred.

*

http://thebaffler.com/past/academy_fight_song

http://goldwaterinstitute.org/sites/default/files/Administrative%20Bloat.pdf

http://www.bloomberg.com/news/2012-11-14/bureaucrats-paid-250-000-feed-outcry-over-college-costs.html

Ginsberg, Benjamin. *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters* (Oxford University Press, 2011).

The Ad-Hoc Committee on Grade Appeals (Delana Gajdosik-Nivens, Chair; Cynthia Bolton, Donna Brooks and Mark Finaly (Assistant Deans of their respective colleges), Sandy Streater (Graduate Faculty) and Wendy Wolfe (Faculty Senate Representative) met to discuss the Grade appeals procedures in each College.

The current text in the catalog for grade appeals:

Grade Appeals

In accordance with Armstrong Atlantic State University regulations, appeals for a change of grade may be initiated through the head of the appropriate academic department prior to midterm of the semester after the grade was received. A change of grade, other than incomplete, may not be made later than two calendar semesters following the semester in which the grade was received.

A student who contests a grade will have the following line of appeal:

1. The student will discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student will meet with the department head/program director and the instructor. If the grade dispute is with the department head/program director, the student will meet with the dean of the college/school (or designee) and the department head/program director. A "memorandum for the record" will be prepared by the department head (dean or designee) which will include the substance of the conversations during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student will present his or her appeal in writing to the department head/program director or the dean of the college/school (or designee), as applicable, who will then appoint a review board to hear the appeal. The board will operate according to A-D below. It is expected that the student will initiate this step within 45 days after the grade is posted. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "4" below.
   a. The review board will consist of the department head/program director or the dean of the college/school (or designee), as applicable, and two members of the department/program, not including the instructor involved. A separate hearing officer shall be appointed by the college/school dean (or designee). When deemed necessary by the college/school dean (or designee), membership may come from outside the department/program.
   b. The review board shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
   c. The review board will hear the grade appeal and present its findings to the dean of the college/school (or designee) within 30 days from the initiation of the appeal.
4. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester/term:
   a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head/program director (or the college/school dean or designee if the grade dispute is with the department head/program director). This step will be taken by the first day of classes of the semester/term following the posting of the disputed grade.
   b. The review board to hear the appeal will be appointed by the third day of the semester. If department/program members are not available to form a review board, the dean of the college/school, in consultation with the department head/program director, will appoint a review board.
   c. A review board will hear and complete the grade appeal by the fifth day of the semester, and present its findings to the college/school dean through the hearing officer (or the vice president if the dean is a member of the committee).
   d. If the appeal to the college/school dean is denied, the student will be removed from the official class roster of the course if the student is already enrolled.
5. If the college/school dean denies the appeal, the student may continue the appeal to the vice president and dean of faculty. This appeal must be in writing and must be filed within five days of notification from the college/school dean.
6. Neither the president nor the Board of Regents will accept or consider appeals based on academic grades.

We found that each College follows these guidelines *in general*, with the College and Health Professions and the College of Education having detailed documents, forms and procedures for appealing grades and other matters (program admission, etc). Other Universities in the system such as Valdosta State, Kennesaw Stare and Georgia Southern publish detailed procedures for appeals on their web-sites. Three of the four colleges have college grade appeal committees, typically activated/chaired by the Assistant Dean, as an advisory committee to the Dean. Some colleges have chosen to have departmental committees (such as when number of appeals are high, as is the case in COHP) and other colleges have chosen to have College level committees (as in the COE where there are limited departments/faculty or in CST where there are few appeals and a desire to complete the process in a timely fashion). The College of Liberal Arts sees the fewer appeals and thus operates on an ad-hoc basis. To streamline the process and make the process in the undergraduate catalog consistent with current practice and consistent with the graduate catalog we recommend the following changes to the policy on grade appeals in the undergraduate catalog. We also request that the graduate advisory council consider these changes.

Draft showing the track changes from the original:

Grade Appeals

In accordance with Armstrong Atlantic State University regulations, appeals for a change of grade ~~may be~~are initiated ~~through~~by the ~~head of the appropriate academic department~~student prior to midterm of the semester after the grade was received. A change of grade, other than incomplete, may not be made later than two calendar semesters following the semester in which the grade was received.

A student who contests a grade ~~will have~~must follow the following ~~line of appeal~~procedure:

1. The student will discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student will meet with the department head/program director and the instructor. If the grade dispute is with the department head/program director, the student will meet with the dean of the college/school (or designee) and the department head/program director. A "memorandum for the record" will be prepared by the department head (dean or designee) which will include the substance of the conversations and pertinent documentation presented during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student will ~~present his~~request a formal hearing, in writing by mid-term of the semester following the posting of the disputed grade, according to the procedures outlined by the College.
          a.) College procedures are available in the Dean's Offices
          b.) Colleges may choose to have one or ~~her~~two levels of review: departmental appeal ~~in writing to~~committee and/or college appeal committee.
          c.) Committees deliberate in closed door sessions after both the student and the instructor have presented their case and documentation. All discussions are confidential.

4.) In the event of a departmental review, the department head~~/program director or the dean of the college/school (or designee), as applicable, who~~ will ~~then~~ appoint ~~a review board~~the departmental appeal committee to hear the appeal. The ~~board~~committee will operate according to A-D below. ~~It is expected that the student will initiate this step within 45 days after the grade is posted.~~ If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "4~~6~~" below.
    a. The ~~review board~~departmental appeal committee will consist of ~~department head/program director or the dean of the college/school (or designee), as applicable, and two~~ at least three faculty members ~~of the department/program~~, not including the instructor involved. ~~A separate hearing officer shall be appointed by the college/school dean (or designee). When~~Membership on the departmental appeal committee may include faculty from other departments in the college when deemed necessary by the ~~college/school dean (or designee), membership may come from outside~~ department head. One of the faculty members will be designated by the department head as ~~the department/program.~~hearing officer.
    ~~b. The review board~~b.   The departmental appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
    c. The departmental appeal committee will hear the grade appeal and present its findings to the assistant dean of the college within 30 business days from the initiation of the appeal.
    d. Students may appeal the departmental appeal committee decision to the Assistant Dean for a College Committee hearing within 10 business days of the departmental appeal committee decision.
5.) In the event of a college level review, the dean of the college (or designee) will appoint a college appeal committee to hear the appeal. The college appeal committee will operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "6" below.
    a. The college appeal committee will consist of one faculty member from each department, not including the instructor involved. The Assistant Dean of the college will chair the College Committee and serve as an ex-officio member of the committee.
    b. The college appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
    c. The ~~review board~~college appeal committee will hear the grade appeal and present its findings to the dean of the college~~/school (or designee) within 30 days from~~ prior to the ~~initiation~~last day of the ~~appeal~~semester.
    ~~4~~
6. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester/term:
    a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head/program director (or the college/school dean or designee if the grade dispute is with the department head/program director). This step will be taken by the first day of classes of the semester/term following the posting of the disputed grade.
    b. The ~~review board to hear the~~college appeal committee will be appointed by the third day of the semester.~~ If department/program members are not available to form a review board, the dean of the college/school, in consultation with the department head/program director,~~ and will ~~appoint a review board.~~
    ~~c. A review board will~~hear ~~and complete~~the grade appeal by the ~~fifth~~third day of the semester~~, and.~~
    c. The college appeal committee will present its findings to the college~~/school~~ dean ~~through~~by the ~~hearing officer (or the vice president if the dean is a member~~fifth day of the ~~committee).~~semester.
    d. If the appeal to the college~~/school~~ dean is denied, the student will be removed from the official class roster of the course if the student is already enrolled.
~~5. If~~7.   In all cases, if the college~~/school~~ dean denies the appeal, the student may ~~continue the~~appeal to the ~~vice president and dean of faculty.~~provost's office. This appeal must be in writing and must be filed within five days of notification from the college~~/school~~ dean.
~~6~~8. Neither the president nor the Board of Regents will accept or consider appeals based on academic grades.

Draft showing how the document would read:

Grade Appeals

In accordance with Armstrong Atlantic State University regulations, appeals for a change of grade are initiated by the student prior to midterm of the semester after the grade was received. A change of grade, other than incomplete, may not be made later than two calendar semesters following the semester in which the grade was received.

A student who contests a grade must follow the following procedure:

1. The student will discuss the contested grade with the instructor involved.
2. If the grade dispute remains unresolved, the student will meet with the department head/program director and the instructor. If the grade dispute is with the department head/program director, the student will meet with the dean of the college/school (or designee) and the department head/program director. A "memorandum for the record" will be prepared by the department head (dean or designee) which will include the substance of the conversations and pertinent documentation presented during the meeting. The student will receive a copy upon request.
3. If the grade dispute remains unresolved, the student will request a formal hearing, in writing by mid-term of the semester following the posting of the disputed grade, according to the procedures outlined by the College.
    a.) College procedures are available in the Dean's Offices
    b.) Colleges may choose to have one or two levels of review: departmental appeal committee and/or college appeal committee.
    c.) Committees deliberate in closed door sessions after both the student and the instructor have presented their case and documentation. All discussions are confidential.

4.) In the event of a departmental review, the department head will appoint the departmental appeal committee to hear the appeal. The committee will operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "6" below.
    a. The departmental appeal committee will consist of at least three faculty members, not including the instructor involved. Membership on the departmental appeal committee may include faculty from other departments in the college when deemed necessary by the department head. One of the faculty members will be designated by the department head as the hearing officer.
    b. The departmental appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
    c. The departmental appeal committee will hear the grade appeal and present its findings to the assistant dean of the college within 30 business days from the initiation of the appeal.
    d. Students may appeal the departmental appeal committee decision to the Assistant Dean for a College Committee hearing within 10 business days of the departmental appeal committee decision.
5.) In the event of a college level review, the dean of the college (or designee) will appoint a college appeal committee to hear the appeal. The college appeal committee will operate according to A-D below. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, see "6" below.
    a. The college appeal committee will consist of one faculty member from each department, not including the instructor involved. The Assistant Dean of the college will chair the College Committee and serve as an ex-officio member of the committee.
    b. The college appeal committee shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.
    c. The college appeal committee will hear the grade appeal and present its findings to the dean of the college prior to the last day of the semester.

6. If the student plans enrollment in a course for which the course grade being appealed is a prerequisite, then the following timetable will be met at the first of that semester/term:
    a. If a grade appeal is not resolved with the instructor concerned, the student will file an appeal in writing with the department head/program director (or the college/school dean or designee if the grade dispute is with the department head/program director). This step will be taken by the first day of classes of the semester/term following the posting of the disputed grade.
    b. The college appeal committee will be appointed by the third day of the semester and will hear the grade appeal by the third day of the semester.
    c. The college appeal committee will present its findings to the college dean by the fifth day of the semester
    d. If the appeal to the college dean is denied, the student will be removed from the official class roster of the course if the student is already enrolled.
7. In all cases, if the college dean denies the appeal, the student may appeal to the provost's office. This appeal must be in writing and must be filed within five days of notification from the college dean.
8. Neither the president nor the Board of Regents will accept or consider appeals based on academic grades.

USGFC Meeting Minutes – April 20th, 2013

I.   Meeting was called to order by Doug Moodie at 10:05am

II. Introductions – all present introduced themselves and indicated which institution they represent

III. Meeting minutes from October 27th, 2012 meeting were presented for approval – meeting minutes were unanimously approved (moved by David Hunter and seconded by Wendy Turner)

IV. Discussion of motion by Meg Dillon related to use of student success rates as a measure of teaching effectiveness. Discussion ensued on this topic and items discussed included: Should student success rates be a part of a faculty member's review? How does this impact SACS accreditation? How does the push for increased completion rates relate to this? Is DFW rate an effective measure of teaching effectiveness? Should this be up to individual campuses? How does this relate to use and evaluation of adjuncts? More discussion of this topic continued in break-out sessions during lunch and a resolution was presented and approved. The resolutions are included at the end of the minutes.

V.   Skype call with Dr. Houston Davis – Executive Vice Chancellor for the USG

A. Dr. Davis presented the major topic areas that the USG is focusing on at the current time

    1. Complete College Georgia (CCG) – Dr. Davis reported that CCG continues to be a major focus of the USG and that each institution has submitted their plans and are in the process of implementing the plans. This will be a major factor in the support and evaluation of each institution. How can each institution and the USG as a whole reach more individuals and get these individuals some type of credential?

    2. Academic excellence – The system is focused on academic excellence. How can each institution be unique in their academic programming while maintaining academic excellence? Academic program livelihood needs to be a focus for each institution and we need to be careful with overlapping of programs so as not to put the livelihood of programs in jeopardy.

    3. Relationship of research functions and instructional delivery models – Where does each institution and each level of institution (research, regional, etc.) needs to have their focus? There should be some research/service focus on regional economic development so how can campuses be involved? How does this relate to new delivery models of instruction (online, mixed models, MOOCs, etc.)?

    4. Innovations – How can institutions utilize resources for innovative purposes? Are there ways institutions can use this to increase visibility, funding, etc. and how does this relate to institutional focus/function?

All of these will have implications for funding, approval of academic programming, building opportunities, etc.

B. Dr. Davis then opened up the floor for questions from the group

    Question 1 – What do you mean by institutional focus?

    Answer – It could relate to program offerings, level of doctoral expansion, level of graduate/master's offerings, mix of undergraduate and graduate programs, affordability of

programs, more selective enrollments for certain levels of institutions, etc. Each institution needs to have some discussion with regard to their focus.

Question 2 – There is some concern over increased access with regard to whether students are ready to be there and can be successful. There is a shock to many students transferring from one level of institution to another – How do we deal with this without lowering expectations?

Answer – We have to do a better job of working together with all types of institutions (technical colleges, different levels of universities) so the students are more prepared to succeed, again we need to look at whether different delivery models can reach more students, reaching out to students who are not succeeding, etc.

Question 3 – What is the latest on consolidations? Are there more planned, etc.?

Answer – The current consolidations have been viewed as a success. There has been a cost savings to these institutions that can be allocated for other purposes. There are no more being discussed at the current time but more are possible in the future depending on a variety of factors.

Question 4 – Program duplication – What is the latest on institutions adding programs that overlap/duplicate existing programs at other institutions?

Answer – It depends on need but we need to be careful to not impact successful programs. If there is significant justification it should be viewed favorably.

Question 5 – First, thanks for the efforts to keep weapons off campus. What is the latest on the new funding formula for institutions?

Answer – We are moving from a formula of just counting enrollment to counting productive enrollment – examples: how many students are completing degrees or getting certificates, etc., how many are getting to 30 hours, 60 hours, etc., CCG will be a factor. Please have these conversations with the USG and Chancellor, not the Legislature – let the Chancellor and USG deal with the Legislature.

Question 6 – If that is going to be the funding formula, does that lead to problems with grade inflation?

Answer – The faculty have to be the gatekeepers. You must not lower expectations but there are ways to engage students and help them succeed without lowering expectations. Nobody is asking faculty to lower expectations or inflate grades.

Question 7 – Issues typically come from the USGFC to the Vice Chancellor/Chancellor/USG – What do you want from us/what issues do you have for us?

Answer – Messaging on CCG – this can be a very good thing for GA but we need faculty helping with this initiative and have a positive attitude. We would like the USGFC to be more involved with academic programming, discussion of MOOCs and other delivery models, what are our ideas on how to increase completion rates.

Question 8 – There has been talk about an expansion of the BOR – can you comment on this?

Answer – There is no expansion at the current time.

VI. Break-out groups for lunch discussion – There were three break-out groups for lunch – group 1 – discussion of evaluating effectiveness of teaching and service, group 2 – discussion about the

push to allow weapons on campus, group 3 – discussion of the positives and negatives of consolidations.

VII. Where does the USGFC go from here?

    a. Suggestion that we ask the Chancellor to attend a meeting in the fall so we can continue to engage him in discussions related to faculty issues.

    b. We need two meetings per semester – conclusion was to have one meeting per semester on a campus site and on per semester at the system office so the Chancellor and Executive Vice Chancellor can attend.

    c. Allow a conference call/skype/etc. option for those who cannot attend in person.

    d. Take resolutions/discussion points back to Senate bodies at each institution for discussion so that a broader field of view can be brought back for discussion in USGFC.

    e. Possibility of a joint USGFC and Provosts meeting next year.

    f. Sally Robertson was elected chair-elect for next year.

VIII. Resolutions

a. Resolutions related to weapons on campus:

1. The USGFC supports the current law pertaining to weapons at USG institutions (**O.C.G.A. § 16-11-127.1**).

2. The USGFC requests that the Chancellor ensures adequate resources are provided to USG institutions to address campus safety. This includes but is not limited to door locks, security personnel, training, lighting, counseling, communication, phones in classrooms, etc.

3. The USGFC is willing to assist in future deliberation on the issue of campus safety.

4. The USGFC suggests that all faculty communicate with their local legislators to express their opinions as private citizens on the issue of campus safety. Refrain from using school email accounts, phones, and other college resources so as to avoid any conflict of interest concerns.

5. Homework - Encourage discussion by your home institution's faculty governance body and its general faculty.

b. Resolution related to student success rates as a measure of teaching effectiveness

1. The USGFC discourages the use of "student success rates" as a primary measure of teaching effectiveness in evaluating individual instructors, courses, and departments in the USG. In the current climate, the use of "student success rates" presents further pressure on instructors and institutions in the University System to lower standards to increase student graduation rate.

It is recommended that USG allow the USGFC to select a faculty task force to define teaching effectiveness. This USGFC task force will also develop metrics to evaluate teaching effectiveness.

IX. Meeting adjourned

107.4.5 Promotion from Lecturer to Senior Lecturer

Lecturers
The appointment and promotion of lecturers at Armstrong is 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.

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 no later than the deadlines specified in 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). In no case will the service as lecturer or senior lecturer imply any claim upon tenure.

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." The decision to reappoint a lecturer without promotion beyond six years resides with the supervising department head.

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

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.

As stated in the Board of Regents Policy Manual 8.3.4.3: "… [S]enior 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."

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

Every Third Year Salary Analysis Bill

Whereas President Bleicken has already initiated a salary analysis during the coming year;

Whereas the faculty senate represents only the faculty of Armstrong, this bill is recommending only a faculty salary analysis every third year, though the faculty senate certainly does not object to including staff salary analyses every third year as well;

Whereas Armstrong faculty already has the accepted 2011 model for conducting the faculty salary analysis, which includes use of the CUPA data and comparative institutions, as well as a salary analysis committee structure including both faculty, staff, and input from department heads and deans; and

Whereas it is acknowledged that completion of a salary study does not guarantee the institutions' ability to move forward on recommendations that may be made;

The Faculty Senate requests that every third year after 2014 a comprehensive salary analysis with recommendations be conducted and submitted to the president for approval.