

Armstrong Atlantic State University
School of Graduate Studies
Minutes of the Graduate Council Meeting
February 12, 2008

The Graduate Council met at 2:30 p.m. in the Board Room of Burnett Hall. The following members were present: Michael Price (chair), Ed Wheeler, Shelley Conroy, Anita Nivens, Ed Strauser, Pat Hannigan, Michael Mink, and Joey Crosby. Carol Jamison, Grace Fleming, Jill Bell, and Melinda McAllister were guests.

I. Minutes were approved from the January 8, 2008 meeting.

II. Standing Committees:

Graduate Faculty Status and Activities Committee :

a) Dr. Carol Jamison proposed changes to the criteria for full status graduate faculty membership. After some discussion, the following change was approved:

Members with full status are not required to re-apply as graduate faculty except under the following circumstance:

Deans will notify the Graduate School upon a full graduate faculty member receiving a post-tenure review evaluation of Improvement Needed or Unsatisfactory. At the completion of the first year of probation, the faculty member must resubmit an application for assessment by the Graduate School.

b) The following members were presented and approved by council for graduate faculty status:

| Name | Department | Status |
|---------------------------|--|---------------------------|
| Kalenda C. Eaton | Languages, Literature & Philosophy | Full (Initial) |
| Edward J. Rinalducci, Jr. | Criminal Justice, Social and Political Science | Assistant (Reappointment) |
| Joan Schwartz | Early Childhood Education | Assistant (Reappointment) |
| Jennifer Lander | Physical Therapy | Full (Reappointment) |
| Linda Wright | Health Sciences | Full (Reappointment) |
| Janet R. Buelow | Health Sciences | Associate (Initial) |

Curriculum Committee :

The following items were approved:

I. College of Arts and Sciences

G. History

1. Create the following course:

HIST 5670U/G Topics in the History of Women and Gender in Europe

3-0-3

Prerequisites: Either HIST 1111, HIST 1111H, HIST 1112 , HIST 1112H or permission of instructor

Graduate Prerequisite: Admission to graduate program

Description: Selected topics in the history of women and gender relations in Europe. May be repeated as topics vary.

Rationale: This topics course will provide advanced undergraduate and graduate students with an opportunity to study particular aspects of the history of women and gender in Europe. This course parallels Topics in the History of Women and Gender: America and can serve the Gender and Women's Studies Program. Graduate students will have additional reading, writing, and oral assignments as required by the individual professor.

Effective Term: Spring 2008

CURCAT:

Major Department: History

Can course be repeated for additional credit: Yes

Maximum number of Credit Hours: 6

Grading Mode: Normal

Instruction Type: Lecture

2. Modify the following course:

HIST 5660U/G Topics in the History of Women and Gender in America 3-0-3

Prerequisites: One course in American history at the 2000 level or above or permission of instructor

Graduate Prerequisite: Admission to graduate program

Description: Selected topics in the history of women **and gender relations in America.** ~~offering analysis and synthesis, which address the larger context of gender definition(s) and gender relations.~~ May be repeated as topics vary.

Rationale: The modified title and description parallel Topics in the History of Women and Gender: Europe while maintaining different prerequisites.

Effective Term: Spring 2008

II. College of Health Professions

C. Health Sciences

1. Create the following course:

PUBH/SMED 5600 U/G Healthy Weight Mgmt & Body Comp

3-0-3

Undergraduate Prerequisite: none

Graduate Prerequisite: none

Description: A survey of research and applications for methods of improving body composition with a focus on optimal health and physical performance. Students will investigate effective strategies for long-term changes in body fatness and lean body mass.

Rationale: Students in the fitness management and public health BHS tracks graduate to encounter a society desperately in need of practical information to reduce the incidence of childhood / adolescent obesity as well as disorders related to adult over-fatness. In an attempt to meet the pragmatic health promotion needs of communities, this course goes beyond general nutritional and exercise recommendations and provides students with day-to-day specific nutrition / exercise counseling skills and resources so clients can monitor and evaluate progress in a program designed to facilitate moderate long-term, body fat reduction. Graduate students will propose a research study in which the concepts of practical nutritional and exercise advice discussed in the course, will be evaluated.

Effective Term: Summer 2008

CURCAT:

Major Department: Health Sciences, BHS Program

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: lecture

2. Create the following course:

MHSA 5800 U/G Comparative Health Care Systems

3-0-3

Undergraduate Pre-requisite HSCC 2500

Graduate Pre-requisite PUBH 7100

Description: An in depth survey of the structure, function, and comparative performance of a variety of health care delivery and financing systems in the U.S. and other nations of the world.

Rationale: No course currently exists at AASU that covers this content as provided in the course description. A similar courses –PUBH 5560 (Introduction to International Health) – is taught from an epidemiological perspective and focuses most exclusively on public health issues faced by those systems. Graduate students will have additional reading, writing, and oral assignments as required by the individual professor.

Effective Term: Summer 2008.

CURCAT

Major Department: Master of Health Services Administration Program

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: normal

Instruction Type: lecture

F. Communication Sciences and Disorders

1. Create the following course:

CSDS 7141 Cognitive and Linguistic Foundations of Language 3-0-3

Prerequisite: CSDS 2240 or equivalent

Description: Presents an overview of the nature, and development of cognitive and linguistic skills needed for effective communication. Topics to be addressed include but are not limited to development of object permanence auditory and visual memory, and meta-linguistics and Brown's stages of development. Cultural factors related to cognition and linguistics will be discussed. Field experience may be required.

Rationale: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders . . . These opportunities must be provided in the following areas: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (Standard 3.1B).

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

2. Create the following course:

CSDS 7146 Language Disorders in School-age Children 3-0-3

Prerequisite: CSDS 2240 or equivalent

Description: Examines theoretical perspectives and various approaches to working with children and adolescents with language impairments. Practical application of language assessment procedures, individualized intervention planning and language intervention strategies will be discussed. The multicultural and multidimensional nature of language will be addressed, as well as language requirements for successful classroom performance from school entry through high school.

Rationale: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: The program must provide opportunities for students to acquire and demonstrate knowledge of... receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities. Curricula should also consider developmental correlates of speech and language disorders. The current course (CSDS 7139) covers more than half of the developmental period for communication. The separation of this course content will allow for students to grasp a vast amount of information according to recognized development periods. This course will cover the school-age developmental period which includes the developing language period, the school years and adolescence (Standard 3.1B).

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

3. Create the following course:

CSDS 7145 Language Disorders in Early Childhood

3-0-3

Prerequisite: CSDS 2240 or equivalent

Description: This course covers assessment and treatment of infants and toddlers with a variety of speech, language, feeding, and oral motor disorders. Typical development and atypical development will be overviewed, as well the importance of working with families through the establishment of individualized family service plans. Intervention models for diverse populations will also be discussed.

Rationale: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: (Standard III-B) The program must provide opportunities for students to acquire and demonstrate knowledge of... receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities. Curricula should also consider developmental correlates of speech and language disorders. The current course (CSDS 7139) covers more than half of the developmental period for communication. The separation of this course content will allow for students to grasp a vast amount of information according to recognized development periods. This course will cover the early language developmental period from birth to 3 years which includes the neonatal period, prelinguistic period, emerging language period (Standard 3.1B).

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

4. Create the following course:

CSDS 7150 Swallowing Disorders

3-0-3

Prerequisite: CSDS 7144

Description: The study of anatomy and physiology related to the swallowing mechanism and the nature of dysphagia, as well as current practices in the assessment and treatment of swallowing disorders in children and adults with various etiologies. Cultural implications of swallowing disorders will be discussed. Field experience/observation anticipated.

Rationale: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008 that, “The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, as well as swallowing disorders . . . These opportunities must be provided in the following areas: . . . swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) (Standard 3.1B). Therefore, we are

requesting the addition of a required dysphagia in order to strengthen our program and maintain our accreditation by aligning it with the upcoming ASHA accreditation standards.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

5. **Create the following course:**

CSDS 7147 Language and Literacy

3-0-3

Prerequisite: CSDS 2240 or equivalent, CSDS 71XX Language Disorders in School-age Children

Description: This course provides an overview of the skills necessary for literacy acquisition, the progression of literacy development and its relationship with language. Students will learn to identify and promote emergent literacy skills, acquire strategies to support the developing reader, gain knowledge of disorders of spoken language and literacy, discuss methods for assessing language-based literacy skills and develop a literacy-based language intervention unit to target all components of language (phonology, pragmatics, morphology, syntax, and semantic).

Rationale: The American Speech-Language Hearing Association (ASHA) states that the scope and practice of a speech-language pathologist includes service delivery in both oral and written language. The fundamental connections between spoken and written language necessitate that intervention for language disorders target written as well as spoken language needs. ASHA also states that academic programs must add to the knowledge and training of future speech language pathologist to ensure that they are equipped to support the development of: (a) spoken language as a foundation for learning to read and write; (b) sound and word level awareness for grasping the alphabetic principle; (c) comprehension and formulation skills for using complex semantics and syntax; and (d) knowledge of literate discourse structures for comprehending and producing coherent spoken and written texts.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture

6. Create the following course:

CSDS 7152 Acquired Cognitive-Communication Disorders

3-0-3

Prerequisite: CSDS 7144

Description: Presents an overview of the nature, assessment, and treatment of cognitive-communication disorders, including (but not limited to) communication impairments related to acquired deficits in attention, memory, problem solving, and executive function. Specific etiologies to be discussed include traumatic brain injury, dementias, and right hemisphere damage. Cultural implications of cognitive-communication disorders will be discussed. Field experience may be required.

Rationale: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders . . . These opportunities must be provided in the following areas: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (Standard 3.1B).

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

7. Change the following course credit hours and from S/U to letter grade:

CSDS 7153 Practicum I-AASU Clinic

0 1-2-2 3

Rationale: All Graduate students accepted in the master's program must successfully complete their first clinical placement in the university clinic prior to any outside placement. Students enrolled in Practicum I, AASU Clinic are expected to complete more than 50 clinical clock hours of service to clients. Clinical assignments are made around the student's class schedule and are typically from 8 am to 5 pm. Students enrolled in CSDS 7154 and CSDS 7155 are required to complete 12 weeks of full-

time placements, which typically begin at 8:00 am and end at 4 pm. Number of credit hours earned appears inadequate for the amount of time spent by the student in the accrual of clinical clock hours as described by ASHA for eligibility for the certificate of clinical competence and the Georgia Board of Examiners for Speech Language Pathology for a Georgia State license.

In regards to the change to letter grade, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: (Standard 5. 2) The program must describe the process used by the program to develop validate and assess student learning outcomes for the knowledge and skills required for entry into professional practice. Use of a letter grade in Practicum course will enable the program to better show attainment of clinical skills. The current S/U does not allow the program to differentiate the skill levels of a student with A performance versus the skill level of a student having performed at the 'B' level.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 2 3

Grading Mode: Normal

Instruction Type: Practicum

8. Change the following course credit hours, prerequisites and from S/U to letter grade:

CSDS 7154 Practicum II-Educational Setting

⊖ 1-2-2 3

Prerequisite: CSDS 7145, CSDS 7146, CSDS 7153, CSDS 7157 and permission of program faculty

Rationale: All Graduate students accepted in the master's program must successfully complete their first clinical placement in the university clinic prior to any outside placement. Students enrolled in Practicum I, AASU Clinic are expected to complete more than 50 clinical clock hours of service to clients. Clinical assignments are made around the student's class schedule and are typically from 8 am to 5 pm. Students enrolled in CSDS 7154 and CSDS 7155 are required to complete 12 weeks of full-time placements, which typically begin at 8:00 am and end at 4 pm. Number of credit hours earned appears inadequate for the amount of time spent by the student in the accrual of clinical clock hours as described by ASHA for eligibility for the certificate

of clinical competence and the Georgia Board of Examiners for Speech Language Pathology for a Georgia State license.

In regards to the change in prerequisites, the new prerequisites reflect the necessary coursework students must complete in order to successfully delivery services to the clients served during this clinical placement. This change also reflects the changes in and the additions to the graduate curriculum.

In regards to the change to letter grade, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: (Standard 5. 2) The program must describe the process used by the program to develop validate and assess student learning outcomes for the knowledge and skills required for entry into professional practice. Use of a letter grade in Practicum course will enable the program to better show attainment of clinical skills. The current S/U does not allow the program to differentiate the skill levels of a student with A performance versus the skill level of a student having performed at the 'B' level.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 2 3

Grading Mode: Normal

Instruction Type: Practicum

9. Change the following course credit hours, prerequisites and from S/U to letter grade:

CSDS 7155 Practicum III- Medical Setting

0 1-2-2

3

Prerequisite: CSDS 7150, CSDS 7151, CSDS 7152, CSDS 7153, and permission of program faculty

Rationale: All Graduate students accepted in the master's program must successfully complete their first clinical placement in the university clinic prior to any outside placement. Students enrolled in Practicum I, AASU Clinic are expected to complete more than 50 clinical clock hours of service to clients. Clinical assignments are made around the student's class schedule and are typically from 8 am to 5 pm. Students enrolled in CSDS 7154 and CSDS 7155 are required to complete 12 weeks of full-time placements, which typically begin at 8:00 am and end at 4 pm. Number of credit hours earned appears inadequate for the amount of time spent by the student in the accrual of clinical clock hours as described by ASHA for eligibility for the certificate

of clinical competence and the Georgia Board of Examiners for Speech Language Pathology for a Georgia State license.

In regards to the change in prerequisites, the new prerequisites reflect the necessary coursework students must complete in order to successfully delivery services to the clients served during this clinical placement. This change also reflects the changes in and the additions to the graduate curriculum.

In regards to the change to letter grade, The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA) states the following in its *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology* for 2008: (Standard 5. 2) The program must describe the process used by the program to develop validate and assess student learning outcomes for the knowledge and skills required for entry into professional practice. Use of a letter grade in Practicum course will enable the program to better show attainment of clinical skills. The current S/U does not allow the program to differentiate the skill levels of a student with A performance versus the skill level of a student having performed at the 'B' level.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 2 3

Grading Mode: Normal

Instruction Type: Practicum

10. Change the following course name:

| | |
|---|---------------------|
| CSDS 7142 Speech Language Pathology Program Administration | Professional |
| and | |
| Ethical Issues in Communication Sciences and Disorders | 3-0-3 |

Rationale:

Current name did not accurately reflect content of class; new name better indicates the scope of information being taught.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

11. Change the following course name:
CSDS 7151 ~~Adult Language Impairment~~ **Aphasia and Related Neurogenic Disorders** 3-0-3

Rationale:

Name change to adequately reflect the types of language impairments found in the neurogenic population ; especially in adults.

Effective Term: Summer 2008

CURCAT

Major Department: Communication Sciences and Disorders

Can Course Be Repeated For Additional Credit: No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

12. Delete the following course:

~~CSDS 7139 Childhood Language Disorders 3-0-3~~

Rationale: The breadth and depth of language impairments in children from birth to adolescence is too substantial to be adequately presented in one class; course content has been divided into two required courses. This division will allow for a more thorough presentation of core knowledge that is vital for the completion of an academic program in CSD and for a successful and independent professional practice. The creation of two separate courses will also allow for students to grasp a vast amount of information according to recognized development periods (birth to 3 years and school-age) utilized by communication specialist to differentiate between phases of language development in children.

Effective Term: Summer 2008

13. Modify Program of Study for the Degree of Master of Science in Communication Sciences and Disorder

A. Professional Education 3 hours

FOUN 7060 Educational Research

B. Specialized Content ~~36 hours~~ **54 hours**

~~CSDS 7139 Childhood Language Impairment~~

CSDS 7140 Diagnosis and Appraisal of Communication Disorders

CSDS 7142 ~~Speech-Language Pathology Program~~

~~Administration~~ **Professional and Ethical Issues in Communication Sciences and Disorders**

CSDS 7144 Neuro-anatomy and Physiology

CSDS 7148 Oral and Speech Motor Disorders
CSDS 7149 Aural Rehabilitation
CSDS 7150 ~~Adult Language Impairments~~ **Aphasia and Related Neurogenic Disorders**
CSDS 7156 Voice and Fluency Disorders
CSDS 7157 Articulation and Phonological Disorders
CSDS 7141 Cognitive and Linguistic Foundations of Language
CSDS 7146 Language Disorders in School-age Children
CSDS 7145 Language Disorders in Early Childhood
CSDS 7147 Language and Literacy
CSDS 7150 Swallowing Disorders
CSDS 7152 Acquired Cognitive-Communication Disorders
CSDS 7153 Practicum I – AASU Clinic
CSDS 7154 Practicum II – Educational Setting
CSDS 7155 Practicum III – Medical Setting

III. Report from the Assistant VP

Graduate Faculty Bylaws were distributed for review. Members were asked to read over the bylaws and make note of any changes necessary to make them consistent with the new senate structure. Members were asked to submit revisions and suggestion to Grace Fleming by February 26. Dr. Price advised that the revised bylaws will be circulated via email for further discussion with the goal of approving the changes at the next council meeting.

IV. Report from the President of the Graduate Student Coordination Council

Shannon Cosgrove reported that the GSCC still has one third of their budget left, but that during the year they have been able to do great things so far. Moneys have been granted for sending graduate students to attend conferences and workshops. The GSCC will meet two more times but will accept funding requests only one more time.

V. Report from the Coordinator of Graduate Faculty Services

Grace Fleming reported that revisions to the graduate catalog are underway and requested that all revisions and requests adhere to the same formatting rules as curriculum revisions.

V. Report from the Director of Graduate Enrollment Services

Jill Bell reminded the council that any catalog revisions that concern changes in prerequisites or test scores should come to her as a carbon copy. She also advised the council to direct any graduate students to the Graduate Enrollment office for drop/add and other scheduling issues.

Respectfully submitted,

Grace Fleming
Coordinator of Graduate Faculty Services