

**Armstrong Atlantic State University**  
**Minutes of the Graduate Affairs Committee**

May 5, 2009

Victor Hall, Room 141 - 2:30 pm

The Graduate Affairs Committee met at 2:35 pm in Victor Hall, Room 141. The following members were present: Drs. Carol Andrews, Donna Brooks, Patricia Coberly, Elizabeth Crawford, Joey Crosby, Becky daCruz, Christopher Hendricks, Beth Howells, Stephen Jodis, John Kraft, Michael Mink, Anita Nivens, Lorrie Spencer, Patrick Thomas, and Anne Thompson.

Guests: Dr. Kalenda Eaton and Ms. Christine Bild, GSCC.

I. The minutes of the April 14, 2009 meeting were approved.

II. Sub-committee Reports

- Dr. Patricia Coberly, Chair, Graduate Faculty status sub-committee. The names below were presented for approval. Motion was made and approvals were granted for the following:

Name	Department	Status
John Bartosh	College of Education/SPED	Temporary
Jennifer Woelber	Health Sciences	Temporary

Dr. Coberly presented “Application for Graduate Faculty Membership Form” and recommended revising Item # 2 on page 1 to read:

“Scholarship documentation must be submitted with the initial application for full, associate, and assistant graduate faculty membership (i.e., journal articles, chapters in books, funded grant applications). This documentation will be returned to the faculty members after the application is reviewed.”

Dr. Coberly presented:

Old Business: - “Principles, Categories, Criteria and Opportunities”

- The Graduate Faculty Status sub-committee proposed to change terms and category levels of graduate faculty membership. After a discussion, motion was made, seconded, and approved to accept the document as amended:

- Application for Graduate Faculty Membership Form Page 1 of 9 - Item # 4, 3<sup>rd</sup> sentence will read: “At the completion of the third year of probation, the faculty member must resubmit an application for assessment by the Graduate School”.

- Principles, Categories, Criteria and Opportunities: Page 3 – Item # 1. Will read: “Hold the doctoral degree in an appropriate discipline or, in disciplines/areas which do not have such credentials, an appropriate terminal degree or equivalent experience”.

- Principles, Categories, Criteria and Opportunities: Page 3 – Item # 2. Will read: “Hold a tenure-track position at the professional rank of professor, associate professor, or assistant professor and be eligible to teach in a department that presently offers a graduate degree or graduate courses”.

- Friendly amendment was made to change provisional membership renewal from 1 year to 3 years.

After discussion, the committee approved the document as amended.

- Dr. Kalenda Eaton, Chair, Graduate Curriculum Sub-Committee presented the courses attached to this document for final approval by the GAC. Motion was made and approved to accept the recommendations of the GCC Sub-Committee. (See Attached)

III. Christine Bild –GSCC Representative – More than 100 graduate students attended the GSCC spring event cookout. The GSCC webpage will go “live” by June 1. Funding requests and forms for 2009 - 2010 are now available. GSCC elections were held: GSCC representatives are needed from the Nursing and MALPS departments. GSCC elections were held: Christine Bild will serve as GSCC chair for 2009-2010 year and Shannon Holseth will serve as Vice Chair.

VI. Remarks from Associate Vice President of Academic Affairs – Dennis Murphy

- The GAC and the Faculty Senate should continue to develop a healthy working relationship. Dr. Murphy suggested having a GAC sub-committee representative to serve as a liaison to the faculty senate.
- Dr. Murphy is returning to the classroom due to budget cuts.
- Graduate Education will generally be under the administration of the college deans, with support for the graduate school and graduate affairs committee to continue but under an administrative structure to be announced.

V. Other Business

– Sub-Committee Membership:

The following were nominated to serve on the following GAC sub-committee:

Graduate Faculty Membership	Graduate Curriculum Committee	Graduate Student Appeals
Alice Adams	Anita Nivens, Chair	Bill Daugherty
Elizabeth Desnoyes-Colas	Carol Andrews	Anne Thompson
	Regina Rahimi	
	Elwin Tisdale	

– Current bylaws and change proposed by UCC

“If college deans choose to send graduate curriculum items to their college committees for review; the reviewing college committee members must hold associate or full graduate faculty status.” Ref: GAC Minutes of 2/10/09

Meeting adjourned at 3:40 pm

Respectfully submitted

Linda C. Hansen

Attachments

Attachment  
Curriculum Items submitted by GCC and approved by GAC  
May 5, 2009

The curriculum is attached in order discussed

## **COLLEGE OF LIBERAL ARTS**

**The Following courses were presented for modification and changes to the MALPS Program**

**Master of Arts in Liberal and Professional Studies Program of Study**

30 credit hours

12 hours from MALPS core courses

12 hours from Track area courses

3 hours from an approved elective

3 hours from MALPS 8200 (comprehensive project)

30 hours total

### **REQUIRED MALPS CORE COURSES (12 hours)**

COMM 7200 Organizational Communication in Diverse Contexts

ENGL 7100 Professional Communication Strategies

PHIL 7100 Professional and Applied Ethics

SOCI 7100 Critical Thinking Skills and Methods of Applied Research

### **COMMUNICATIONS TRACK (12 hours)**

COMM 5050G Interpersonal Communication in the Workplace

COMM 5100G Communication Theory

COMM 5200G Nonverbal Communication

COMM 5500G Communication Between the Genders

COMM 7500 Topics in Communication

ENGL 5730G Rhetoric

PSYC 5150G Conflict Resolution

### **GENDER & WOMEN'S STUDIES TRACK (12 HOURS)**

**Required Course:**

**GWST 5700G Perspectives in Feminist Theory**

~~ARTS 5760G History of Photography~~

~~ARTS 5770G Art and Identity~~

**Choose at least three:**

ENGL 5340G Literature by Women

**ENGL 5355G Black Women Writers**

FILM 5025G Popular Culture Theory and Criticism

GWST 5000G Topics in Gender and Women's Studies

GWST 5500G Topics in Women's Leadership

GWST 7900 Directed Readings

HIST 5660G Topics in the History of Women and Gender

PUBH 5570G Women and Minority Health Issues

PUBH 5575G Human Sexuality

**SOCI 5600 The Sociology of Gender**

### **LEADERSHIP STUDIES TRACK (12 hours)**

ADMT 7400 Human Resource Management

ADMT 7410 Organization Theory and Organizational Behavior

ADMT 7430 Principles of Financial Management For Effective Leadership

GWST 5500G Topics in Women's Leadership

LEAD 7100 Organizational Dynamics in Multicultural Societies

LEAD 7200 Leadership in the Public Arena: From Ideas to Action

LEAD 7300 Selected Issues in Leadership Studies

MHSA 8500 Leadership Seminar

POLS 5535G Public Leadership and Ethics in Theory and Practice

PSYC 5150G Conflict Resolution

PSYC 5200G Industrial/Organizational Psychology

PSYC 5300G Leadership and Group Dynamics

**INTERNATIONAL STUDIES TRACK (12 hours)**

ECON 5200G International Trade

ECON 5340 International Finance

HIST 5100G Topics in Latin American History

HIST 5200G Topics in African History

HIST 5250G Topics in Asian History

HIST 5300G History of Russian/Soviet Foreign Policy

**HIST 5540G Topics in US Foreign Relations**

POLS 5130G Political Terrorism

POLS 5210G International Law

POLS 5220G Theory of International Relations

POLS ~~5230G~~ **5291G** Constitutional Law of Foreign Policy

POLS 5250G International Organizations

POLS 5260G Media and Politics in Latin America

POLS 5270G Intelligence and National Security Policy

POLS 5280G Seminar in Global Politics

POLS 5290G American Foreign Policy

POLS 5291G Constitutional Law of Foreign Policy

POLS 5420G Politics of the Middle East

**POLS 5520G Comparative Judicial Systems**

POLS 5430G Governments of Africa

POLS 5440G Latin American Politics

POLS 5450G/SOCI 5450G Political Sociology of Nationalism

POLS 5460G Governments of East Asia

POLS 5490G Political Transformation of the Former Soviet Union

POLS 5510G Third World National Security

POLS 5535G Public Leadership and Ethics in Theory and Practice

POLS 5560G Comparative Foreign Policy

**OTHER REQUIREMENTS (6 hours)**

XXXX ##### Approved elective

MALPS 8200 Comprehensive Project

**Master of Arts in Liberal and Professional Studies**

**Request for program changes**

Rationale for changes:

Making GWST 5700G Perspectives in Feminist Theory required in the MALPS Gender and Women's Studies Track.

The MALPS coordinator and GWST coordinator agree that a cornerstone course in feminist theory is needed if one wishes to earn a degree in Gender and Women's Studies. This change does not alter the overall number of credits required for the MALPS degree.

Adding ENGL 5355G – Black Women Writers to the MALPS Gender and Women's Studies Track.

This course broadens the Gender and Women's Studies track offerings to include a survey of literature written from a minority and global perspective. This change does not alter the overall number of credits required for the MALPS degree.

Adding SOCI 5600 G The Sociology of Gender to the MALPS Gender and Women's Studies Track.

This course broadens the Gender and Women's Studies track offerings to include sexuality from a sociological perspective. This change does not alter the overall number of credits required for the MALPS degree.

Deleting ARTS 5760G History of Photography and ARTS 5770G Art and Identity

These courses were designed for a specific faculty member to teach and that person is, sadly, no longer with us. There are no prospects for teaching these courses. The department of Art, Music, and Theater will address these courses in their time, and have no issue with them being deleted from the MALPS Gender and Women's Studies Track. This change does not alter the overall number of credits required for the MALPS degree.

Adding HIST 5540G Topics in US Foreign Relations and POLS 5520G Comparative Judicial Systems to the MALPS International Studies track.

Both courses add new academic elements to the International Studies track. This change does not alter the overall number of credits required for the MALPS degree.

Changed course number from POLS 5230G to POLS 5291G in the MALPS International Studies track.

The home department of this course changed the number already. This change does not alter the overall number of credits required for the MALPS degree.

**Motion was made to accept the recommendations of the GCC for the above courses.**

**Motion was approved.**

## COLLEGE OF LIBERAL ARTS

The following courses were presented for History

### HIST 7410 COLLOQUIUM IN NON-WESTERN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through readings and the writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in Non-Western History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

### HIST 7420 COLLOQUIUM IN EUROPEAN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through reading and writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in European History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

### HIST 7430 COLLOQUIUM IN AMERICAN HISTORY 3-0-3

Description:

Small, writing-intensive course ~~that addresses a particular topic or theme through reading and writing of critical essays.~~ **using readings and discussion of the history and historiography of a given topic or theme in American History.** May be repeated as topic/theme varies.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

**HIST 7570 SEMINAR IN EUROPEAN HISTORY 3-0-3**

Description:

~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in European History** through ~~research in primary and secondary sources and culminate in a significant piece of~~ **historical scholarship: the writing of a critical research essay**. May be repeated as topic/**theme varies vary**.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

**HIST 7560 change to 7580 SEMINAR IN AMERICAN HISTORY 3-0-3  
(Minutes reflect this correction)**

Description:

~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in American History** through ~~research in primary and secondary sources and culminate in a significant piece of~~ **historical scholarship: the writing of a critical research essay**. May be repeated as topic/**theme varies vary**.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

**HIST 7590 SEMINAR IN NON-WESTERN RUSSIAN HISTORY 3-0-3**

Description:



~~Small, writing-intensive~~ Course that addresses a particular topic or theme **in Non-Western History** through research in primary and secondary sources and ~~culminate in a significant piece of historical scholarship.~~ **the writing of a critical research essay.** May be repeated as topic/**theme varies** vary.

Rationale:

Revised description distinguishes colloquia from seminars.

Effective term: Fall 2009

**CURCAT:**

**Major Department: History**

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

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: seminar or colloquium**

**Minutes reflect HIST 7560 should read HIST 7580**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

## **COLLEGE OF HEALTH PROFESSIONS**

**The following courses were presented for Health Sciences:**

### **Health Sciences:**

#### **1. Add prerequisite:**

SMED 5060U – Physiological Foundations of Physical Activity 3-0-3

**Prerequisite: BIOL 2081 and BIOL 2082 with a grade of B or better.**

Rationale: Faculty members teaching SMED 5060U have consistently found that students do not have a sufficient understanding of anatomy and physiology to perform well in this course. The requirement that students earn a B or better is consistent with other higher-level SMED courses.

**Effective Term: Spring 2009**

#### **2. Add prerequisite:**

SMED 5070 U – Theory and Methodology of Strength and Conditioning 3-0-3

**Prerequisite: BIOL 2081 and BIOL 2082 with a grade of B or better and successful completion of SMED 5005U.**

Rationale: Faculty members teaching SMED 5070U have consistently found that students do not have a sufficient understanding of anatomy and physiology to perform well in this course. The requirement that students earn a B or better is consistent with other higher-level SMED courses. Additionally faculty teaching SMED 5070U have come to view the information in SMED 5005U as vital to successful performance in SMED 5070U and request SMED 5005U be made an official pre-requisite.

**Effective Term: Spring 2009**

**Perquisites for these two courses effective summer 2009.**

**After friendly amendment, motion was made to accept the recommendations of the GCC for the above courses. Motion was approved.**

## **MSHA Should read MSHA**

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

**Course Number: MSHA 7300**

**Course Title: ~~Accounting Principles for Health Services Organizations 3-0-3~~  
to Reimbursement and Insurance Principles for Health Care Organizations  
3-0-3**

Course Description: The first part of this course will provide students with an introduction and understanding of ~~accounting~~ **reimbursement and insurance** principles, concepts, and techniques that guide healthcare organizations and providers. The second part of this course will provide students with an introduction and understanding of public and private health insurance, including: a history of the insurance industry; problems of adverse selection and moral hazard; managed care and purchasing of health services; insurance regulation; and the role of employer-sponsored health insurance, Medicare, and Medicaid.

Rationale: Recently revised program accreditation criteria mandate an increased level of coverage on insurance-related topics, most of which would now be included in this revised course.

Effective Term: Fall 2009

### **4. Modify the program of study for MSHA:**

PUBH 7100	Foundations of Public Health and Administration	3
PUBH 7110	Epidemiology	3
MHSA 7200	Statistical Applications for HC Management	3
<del>MHSA 7300</del>	<del>Accounting Principles for Health Services Org.</del>	<del>3</del>
<b>MHSA 7300</b>	<b>Reimbursement and Insurance Principles for Health Care Organizations</b>	<b>3</b>
MHSA 7650	Human Resources Management in Healthcare	3
MHSA 7700	Quality Management Methods in Healthcare	3
MHSA 8610	Health Care Economics	3
MHSA 8625	Health Informatics	3
MHSA 8630	Health Care Financial Management	3
MHSA 8635	Health Politics and Policy	3
MHSA 8500	Leadership Seminar	3
MHSA 8650	Operations Management Methods in Healthcare	3
MHSA 8861	Organization Theory/Organizational Behavior HC	3
MHSA 8864	Legal Environment of Healthcare	3
MHSA 8870	Managerial and Biomedical Ethics HC	3
MHSA 8880	Strategic Mgmt. Health Services Org. I	3
MHSA 8890	Strategic Mgmt. Health Services Org. II	3
Total Didactic Hours		51
MHSA 8911	Health Services Administration Practicum I and	1
MHSA 8912	Health Services Administration Practicum II	1

<b>OR</b>		
MHSA 8900	Internship/Residency in Health Services Admin.	2
<b>OR</b>		
MHSA 8920	Health Services Admin. Research Practicum	2
Total Experiential Hours		2
Total Program Hours		53
<b><u>Effective Term: Fall 2009</u></b>		

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

## COLLEGE OF HEALTH PROFESSIONS

The following courses were presented for Nursing:

After a brief discussion, a friendly amendment was added to change the term Delete to De-Activate

1. **Delete De-Activate the following track: Clinical Nurse Leader (CNL).**  
Rationale: Interest in the track never developed despite extensive collaboration with area hospitals as it was formulated. Courses were never taught due to zero enrolment. Due to lack of interest, the Graduate Nursing Program Committee has recommended discontinuation of the Clinical Nurse Leader Track.

**Effective Term: Summer 2009**

2. **Delete De-Activate the following course:**  
~~NURS 8820 (Clinical Nurse Leader I)~~ (1-15-4)  
Rationale: This course will no longer be needed once the Clinical Nurse Leader Track is discontinued.

**Effective Term: Summer 2009**

3. **Delete De-Activate the following course:**  
~~NURS 8821 (Clinical Nurse Leader II)~~ (1-20-5)  
Rationale: This course will no longer be needed once the Clinical Nurse Leader Track is discontinued.

**Effective Term: Summer 2009**

4. **Delete De-Activate the following track:**  
**Post Masters Pediatric Nurse Practitioner (PNP).**  
Rationale: Although there has been occasional interest in the PNP track, no qualified faculty has been found to teach the track since it was originally taught with 2 students by a Family Nurse Practitioner. Additionally, AACN accreditation now expects faculty with a pediatric specialty focus to teach pediatric courses.

**Effective Term: Summer 2009**

5. **Delete De-Activate the following course:**  
~~NURS 8831 (Clinical Reasoning)~~ (3-0-3)  
Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.

**Effective Term: Summer 2009**

6. **Delete De-Activate the following course:**  
~~NURS 8832 (Primary Care of Well Children & Families)~~ (12-16-6)  
Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.

**Effective Term: Summer 2009**

7. **Delete De-Activate the following course:  
~~NURS 8833 (Primary Care of Children with Common Health Problems).~~**

(2-20-6)

Rationale: This course will no longer be needed once the Post Masters Pediatric Nurse Practitioner (PNP) track is discontinued.

**Effective Term: Summer 2009**

**\*\*The College of Health Profession's Graduate subcommittee voted to approve the deletion of the Clinical Nurse Leader (CNL) and the Post Masters Pediatric Nurse Practitioner (PNP) tracks along with the courses listed above**

**After discussion, motion was made to accept the recommendations of the GCC for the above courses. Motion was approved.**

**COLLEGE OF SCIENCE AND TECHNOLOGY**

**The following course was presented for Biology:**

**Biology**

**1. Delete the following courses:**

**~~BIOL 5810G HUMAN PHYSIOLOGY~~ ~~3-0-3~~**

Rationale: BIOL 5810G is a course that cannot be used as a biology elective by majors. BIOL 5810G has not been offered since the 2000-2001 academic year. Dr. Ronald Beumer (retired) taught the course to a small number of area health care professionals who needed graduate credit for job advancement.

**Effective term: Fall 2009**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

## COLLEGE OF EDUCATION

### The following courses were presented for Middle and Secondary Education

Proposed CURCAT Changes

I. College of Education

C. Middle and Secondary Education

#### 1. Change the following pre-requisites and co-requisites:

MGSE 5300G Content Methods Language Arts 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on literature and the communicative arts for adolescent learners.

Directed field experience required

MGSE 5400G Content Methods Social Studies 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on the teaching of the social studies for adolescent learners.

Directed field experience required

MGSE 5500G Content Methods Science 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Methods, content, and materials focusing on the teaching of science for adolescent learners.

Directed field experience required

MGSE 5600G Content Methods Middle Grades Mathematics 3-2-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 6200, ~~EDUC 6300, MGSE 6000, MGE 6100~~

~~Co-requisites: MGSE 6300, MGSE 6400~~

Description: Topics in the teaching of mathematics for pre-service middle level teachers. Focus on how to teach mathematics, developing of problem solving skills, and critical thinking in mathematics.

Directed field experience required

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites.

**Effective Term: Fall 2009**

#### 2. Change pre-requisites.

Change course credits.



### **Change field experience requirement.**

MGSE 6000 Middle Level Theory and Practice ~~2-2-2~~ 3-0-3

Prerequisites: Admission to the School of Graduate Studies, Advisor approval  
~~EDUC 6000, EDUC 6100~~

Description: An examination of contemporary middle school theory, best practice strategies and, curriculum including current trends, issues, and models. Attention will be focused on middle school children, middle school teachers, integrated and interdisciplinary studies, standards-based curriculum, multiple assessments and the laws surrounding middle grades education. **Directed fields experience required**

MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner ~~2-2-2~~ 3-0-3

Prerequisites: Admission to the School of Graduate Studies, Advisor approval  
~~EDUC 6000, EDUC 6100~~

Description: An investigation of the developmental processes from birth through adulthood with an emphasis on adolescents. **Directed fields experience required**

Rationale: Changing the courses from two to three hours of credit allows instruction to the requisite depth demanded by the course content. Removal of the prerequisites allows students a smooth transition through their courses of study. A field experience is no longer required in these courses.

**Effective Term: Fall 2009**

### **3. Change pre-requisites. Change course credits**

MGSE 6300 Best Practices and Research in Middle Grades Education ~~1-1-1~~ 1-V-1

**Prerequisites:** Admission to Candidacy in the Department of Middle Grades and Secondary Education, ~~EDUC 6000, EDUC 6100, EDUC 6200, EDUC 5300, MGSE 6000, MGSE 6100~~

Description: Allows opportunity to engage in professional projects such as research projects, professional presentations, service learning projects, studies abroad, and other special projects directly relating to and impacting Middle Grades Education at the graduate level. Projects must be approved by the Department.

Rationale: The course was designed for the student that has been admitted into candidacy within the department to gain professional experience at any time during the program. The removal of the pre-requisites allows the student to transition through the program of study in an efficient manner. Changing the course to one hour of credit is a more accurate reflection of reasonable credit for the kinds of projects approved for this course.

**Effective Term: Fall 2009**

### **4. Change prerequisites and co-requisites.**

MGSE 6400 Classroom Management

3-3-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, **MGSE 6000, MGSE 6100, MGSE 6500**

~~Co-requisites: MGSE 6300 and (two content methods courses)~~

Description: Designed to explore the interaction between adolescent learners and teachers at the middle grades level with an emphasis placed on classroom management techniques. Directed field experience required.

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites.

**Effective Term: Fall 2009**

**5. Change prerequisites and co-requisites.  
Change course credits.**

MGSE 6500 Instructional Approaches to Reading and Writing  
Across the Curriculum 3-3-3 3-0-3

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, **MGSE 6000, MGSE 6100**

~~Co-requisites: MGSE 6300 and (two content methods courses)~~

Description: Investigation of literature and multimedia offerings appropriate for adolescent readers in all of the content areas.

Rationale: The department discovered that the large number of prerequisites and co-requisites made it difficult for students to have a smooth matriculation through the program. Many of our students take one content methods course at a time and are blocked by courses having numerous prerequisites and/or co-requisites. No field experience is required in this course.

**Effective Term: Fall 2009**

**After discussion of the above courses that were previously remanded for clarification in change of hours, motion was made to accept the recommendations of the GCC for the above courses. Motion was approved.**

## COLLEGE OF EDUCATION

The following courses were presented for Master of Arts in Teaching Middle Grades Education – These courses were previously approved Included in Agenda for Clarification of Hours

### Master of Arts in Teaching – Middle Grades Education

#### III. Program of Study

Required Courses:

<b>Major Field Courses</b>	<b>11 hours</b>
EDUC 6000 Professional Orientation to Teaching	3
EDUC 6100 Technology Applications for Teachers	2
EDUC 6200 Curriculum, Instruction, and Assessment	3
EDUC 6300 Educating Students with Disabilities in the General Education Classroom	3
<b>Middle Grades Courses</b>	<b>18 16 hours</b>
MGSE 6000 Middle Level theory and Practice	<del>2</del> 3
MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner	<del>2</del> 3
MGSE 6300 Best Practices & Research in Middle Grades Education	<del>3</del> 1
MGSE 6400 Classroom Management	3
MGSE 6500 Instructional Approaches to Reading and Writing Across the Curriculum	3

#### 6. Correct typographical error.

<del>MGED 6750 Internship</del>	
MGSE 6750 Internship	3

<b>Methods Courses</b>	<b>6 hours</b>
MGSE 5300G, MGSE 5400G, MGSE 5500G, and/or MGSE 5600G	

**Total Semester hours** **33 hours**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

## COLLEGE OF EDUCATION

### The following courses were presented for Special and Adult Education

- I. College of Education
  - D. Special and Adult Education

#### 1. Change course prerequisites:

- a. **EEXE 7508 Strategies for Teaching Students with Multiple and Severe Disabilities** **3-0-3**  
**Prerequisites:** ~~Permission of Instructor~~ . **EEXE 7507.**

Rationale: Prior to taking a methods course for students with multiple and severe disabilities, students should have knowledge of the characteristics of these learners. New course, EEXE 7507, provides the required characteristics course.

**Effective Term: Fall 2009**

#### 2. Change Course Prerequisites and Hours:

- a. **EEXE 6031 Methods and Strategies for Teaching Reading and Written Expression** **3-0-3 3-V-3**  
**Prerequisites: Candidacy in the Department of Special and Adult Education and SPED 3010, EEXE 6034, EEXE 6130, EEXE 6790, EEXE 7001**

Rationale: Candidates are currently admitted into the program rather than the College of Education. Addition of prerequisite courses will provide the knowledge base required for this course. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

**Effective Date: Fall 2009**

- b. **EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas** **3-0-3 3-V-3**  
**Prerequisites: Candidacy in the Department of Special and Adult Education EEXE 6034, EEXE 6130, EEXE 6790, EEXE 7001**

Rationale: Candidates are currently admitted into the program rather than the College of Education. Addition of prerequisite courses will provide the knowledge base required for this course. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

**Effective Date: Fall 2009**

c. **EEXE 6400 Collaboration, Inclusion, and Transition Strategies** ~~3-1-3~~ **3-V-3**

**Prerequisites: Candidacy in the Department of Special and Adult Education  
EEXE 6130, EEXE 6406, EEXE 6790, EEXE 7001**

Rationale: Candidates are currently admitted into the program rather than the College of Education. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. The additional prerequisite courses have content that is needed to complete the critical assignment in EEXE 6400.

**Effective Date: Fall 2009**

d. **EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities** ~~3-0-3~~

**3-V-3**

**Prerequisites: Candidacy in the Department of Special and Adult Education and  
~~CEUG 2100~~, EEXE 6034, EEXE 6130, EEXE 6790**

Rationale: Candidates are currently admitted into the program rather than the College of Education. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. The additional prerequisite courses have content which is needed to complete the critical assignment in EEXE 6406.

**Effective Term: Fall 2009**

e. **EEXE 6750 Graduate Internship** **0-V-3**

**Prerequisites:** Admission ~~into the College of Education~~ **Department of Special and Adult Education** in the MAT in Special Education or the Special Education graduate teacher certification program, completion of all courses, and satisfactory score on Chapter I and Chapter II of the assessment portfolio.

Rationale: Candidates are currently admitted into the program rather than the College of Education. This is the field-based capstone experience. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

**Effective Term: Fall 2009**

**4. Change course hours and description**

a. **FOUN 7070 Field Based Research** ~~V-V(1-3)~~ **0-V-3**

**Prerequisite/co-requisite:** Permission of instructor

**Course description:** This is a capstone course designed for action research as an independent study project. ~~The course will introduce students to field-based research techniques and help them develop research questions, hypotheses, and proposals for field-based research projects.~~

Rationale: This course has been redesigned to offer a field-based research experience so field hours will be varied depending on project design.

**5. Delete the following courses:**

- a. ~~EEXE 5100G Educating Students with Disabilities in the MGSE General Education Classroom 3-0-3~~

Rationale: This course has been replaced with EEXE 6300.

**Effective Term: Fall 2009**

- b. ~~EEXE 7405 Psychosocial Characteristics of Deafness 3-0-3~~  
~~EEXE 7407 Methods of Teaching Students who are Deaf/Hard of Hearing 3-0-3~~  
~~EEXE 7409 Auditory and Speech Development in Deaf/Hard of Hearing 3-0-3~~  
~~EEXE 7411 Language Development in Deaf/Hard of Hearing 3-0-3~~  
~~EEXE 7413 Reading and Written Instruction for Deaf/Hard of Hearing 3-0-3~~

Rationale: The certification program in Deaf and Hard of Hearing is not offered.

**Effective Term: Fall 2009**

- c. ~~EEXE 7500 Characteristics of Visual Impairments 3-0-3~~  
~~EEXE 7502 Basic Braille 3-0-3~~  
~~EEXE 7504 Education of Students with Visual Impairments 3-0-3~~  
~~EEXE 7506 Braille Literacy 3-0-3~~

Rationale: The certification program in Visual Impairments is not offered.

**Effective Term: Fall 2009**

## **6. Create the following courses:**

- a. **EEXE 7020 Methods and Strategies for Teaching Students with Autism 3-0-3**  
**Prerequisites: Permission of the instructor.**

**Description:** This course will focus on current research and best practices for teaching students with Autism.

Rationale: Teachers, both general educators and special educators, are serving an increasing number of students with autistic spectrum disorders. Because of the unique learning styles of these students, the characteristics and methodology must be addressed in a complete course that will be open to both general and special educators.

## **CURCAT**

**Major Department: Special and Adult Education**

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

**Maximum number of credit hours: 3**

**Grading mode: Normal**

**Instruction type: Lecture**

**Effective Term: Fall 2009**

- b. **EEXE 7507 Characteristics of Students/Young Adults with Multiple and Severe Disabilities 3-0-3**  
**Prerequisite: None**

**Description:** Characteristics of the types of multiple and severe disabilities encountered among children and youth are reviewed along with currently accepted theories and systems for development and implementation based on a community referenced model.

Rationale: An increasing number of educators are being assigned to teach students with multiple and severe disabilities. Many of these teachers have no preparation background. This course will introduce them to the academic needs of this student population.

**CURCAT:**

**Major Department: Special & Adult Education**

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

**Maximum Number of Credits: 3**

**Grading Mode: Normal**

**Instruction type: Lecture**

**Effective: Fall 2009**

**c. EEXE 7512 Augmentative and Alternative Communication for Students with Severe and Multiple Disabilities 3-0-3**

**Prerequisite: None**

**Description:** The study of devices and systems used to meet the communication needs of students with multiple and severe disabilities.

**Rationale:** Multiple and severe disabilities most often affect an individual's ability to communicate. Inability to communicate impairs learning, assessment of learning, and often results in behavior problems. This course will give the classroom teacher the knowledge and skills to design a communication system for this population of students.

**CURCAT**

**Major Department: Special and Adult Education**

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

**Maximum number of credit hours: 3**

**Grading mode: Normal**

**Instruction type: Lecture**

**Effective Term: Fall 2009**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

**8. Change course prerequisites:**

a. **EDUC 6100 Technology Applications for Teachers 2-0-2**

Prerequisite: ~~Permission of the department head.~~ **None.**

Rationale: There is no reason for the department head to give permission for students to take this course.

**Effective Term: Fall 2009**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**



## Special Education and Adult Education

1. Create the following course:

### **EEXE 7319 Career Development and Transition Planning 3-0-3**

**Prerequisite:** permission of instructor.

**Description:** This course will focus on understanding legal and procedural issues in interventions at the systems level of transition, including the following: identification of exemplary transition practices, issues in transition policies, dropout prevention issues, the vocational service system, ecological transition models, inclusive transition models of transition, self-determination and family involvement models, and continuous evaluation and improvement of transition services.

Rationale: This course lays the groundwork for the Transition Specialist certificate endorsement by providing an advanced study of federal and state mandates concerning transition planning and preparation for students with diverse learning and behavioral problems as they move on to post secondary education and/or training.

Transition specialists are essential in high schools to coordinate transition services for students with disabilities that lead to positive outcomes for these individuals, especially in post secondary education and job training. Currently, 12.4% of school aged children in Georgia have disabilities. Students of this endorsement will be provided specific knowledge, skills, and competencies to foster and facilitate successful adult outcomes for students with disabilities. The focus is cross-categorical and the program coursework will provide information about current program models and research supporting effective transition planning for students served in special education. Following approval by the University System Board of Regents (BOR), students of this endorsement will receive a BOR certificate for Transition Specialist. Following approval by the Georgia Professional Standards Committee, special educators holding clear renewable teaching certificates in special education will add this endorsement to their certificates.

Effective Term: Spring 2010

#### **CURCAT:**

**Major Department:** Special and Adult Education

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

**Maximum number of credit hours:** 3

**Grading Model:** normal

**Instruction type:** Lecture

3. Change the following course credit hours:  
Change the following course prerequisite:

### **EEXE 7320 Vocational Assessment of Special Education Students 3-0-3 3-V-3**

**Prerequisite:** ~~EEXE 6130~~. None

**Description:** Provides students with the knowledge and skills to select, administer, and interpret instruments which sample vocational interests, aptitudes, and development. Emphasis is placed on the evaluation of students with disabilities and others at-risk of school failure.

**Field-based experience required.**

Rationale: This course provides a foundation for understanding and using career and vocational assessment instruments, analyzing assessment data, and making informed decisions. The change in contact non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course. EEXE 6130 does not add to the knowledge base required for this course.

Effective Term: Spring 2010

2. Create the following course:

**EEXE 7321—Interagency Planning and Service for Transition to Adulthood  
3-V-3**

**Prerequisites: EEXE 7319, EEXE 7320**

**Description: Emphasis is placed on theory and practice related to interagency collaboration, systems change efforts in transition services, and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Covers specific federal and state mandates concerning transition planning and collaboration with agencies in the community for assisting students as they move through the P-12 educational experience and on to post secondary education and/or training. Field-based experience required.**

Rationale: This course will provide an overview of interagency and community services and systems available for adolescents and young adults with disabilities. Covers legal issues involving eligibility of agencies to provide services.

Effective Term: Spring 2010

**CURCAT:**

**Major Department: Special and Adult Education**

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

**Maximum number of credit hours: 3**

**Grading Model: normal**

**Instruction type: Lecture**

4. Create the following course:

**EEXE 7322 Community Based Instruction 3-V-3**

**Prerequisites: EEXE 7319, EEXE 7320.**

**Description: The course explores the use of appropriate community environments, methods for linking community based instruction, and methodology for preparing students with multiple and severe disabilities for adulthood. Emphasis is placed upon theory and practice related to career development, job development, facilitating natural supports on the job, job placement and training, supported employment models, school-business partnerships, and school and community vocational training models. Field-based experience required.**

Rationale: Course focuses on the knowledge required to assist individuals with moderate to severe disabilities that require highly specialized community supports.

Effective Term: Spring 2010

**CURCAT:**

**Major Department: Special and Adult Education**

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

**Maximum number of credit hours: 3**

**Grading Model: normal**

**Instruction type: Lecture**

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

**COLLEGE OF EDUCATION**

**College of Education**

**Early Childhood Education**

**1. Change the prerequisites and credit hours for the following course:**

ECMT 6020 Language Arts/Creative Activities ~~4-0-4~~ **3-0-3**  
Prerequisites: Admission to the College of Education, EDUC 6000, EDUC 6100.  
**Candidacy in the Department of Early Childhood Education.**

Rationale: The prerequisite change reflects current practice. The ECMT 6020 course content is better served within a three credit hours course.

**Effective Term: Fall 2009**

**2. Change the prerequisites and credit hours for the following course:**

ECMT 6750 Graduate Internship ~~0-V-3~~ **0-V-4**  
Prerequisites: Admission into the College of Education in a specific MAT degree or to complete the requirements for a post baccalaureate teacher certification program. **to Candidacy in the Department of Early Childhood Education and the completion of all M.A.T. Program of Study courses.**

Rationale: The prerequisite change reflects current practice. The ECMT 6750 course content is better served within the four credit hours format.

**Effective Term: Spring 2010**

**3. Modify the following program of study:**

**PROGRAM FOR THE DEGREE OF MASTER OF ARTS IN TEACHING IN EARLY CHILDHOOD EDUCATION**

**B. .... Foundation Courses 11 hours**

EDUC 6000 – Professional Orientation to Teaching	3-3-3
EDUC 6100 – Technology Applications for Teachers	2-0-2
EDUC 6200 – Curriculum, Instruction, and Assessment	3-0-3
EDUC 6300 – Education Students with Disabilities	3-0-3

**C. Foundation Courses ..... ~~19 hours~~ 18 hours**

ECMT 6000 – Teaching Reading and Diagnosis and Remediation	3-0-3
ECMT 6010 – Developmental Characteristics of Young Children	3-0-3
ECMT 6020 – Language Arts/Creative Activities	3-0-3
ECMT 6030 – Social Studies/Science	3-0-3
ECMT 6040 – Teaching Mathematics in Elementary School	3-0-3
ECMT 6090 – Classroom Management	3-0-3

**C. Clinical Experience ..... ~~3 hours~~ 4 hours**

ECMT 6750 Graduate Internship	0-V-4
-------------------------------	-------

**Motion was made to accept the recommendations of the GCC for the above courses.  
Motion was approved.**

**COLLEGE OF EDUCATION**  
**Early Childhood Education**

**1. Delete the following courses:**

~~ECEG 7811 Provisional Internship~~ 3-6-3

~~ECEG 7812 Provisional Internship~~ 3-6-3

Rationale: These internships are part of a program of study that no longer exists.

Effective Term: Fall 2009

**Motion was made to accept the recommendations of the GCC for the above courses.**  
**Motion was approved.**