



**ARMSTRONG ATLANTIC
STATE UNIVERSITY**

University Hall 282
Minutes, October 30, 2009

PRESENT: Carol Andrews, Sabitra Brush, Kalenda Eaton, Anita Nivens (Chair),
Regina Rahimi, Elwin Tilson, Phyllis Panhorst (Catalog Editor)

ABSENT: Brenda Logan,

GUESTS: Joyce Bergin, Judy Ginter

The Graduate Curriculum Subcommittee will meet at 2:15 p.m. on Friday, October 30 in
University Hall 282.

A G E N D A

CALL TO ORDER. The meeting was called to order at 2:15 p.m. by Dr. Anita Nivens.

APPROVAL OF MINUTES. The minutes of September 25, 2009 were approved with
additions made at the Graduate Affairs Committee of October 20, 2009.

ITEMS

The following items from the College of Education are recommended for approval by
the Graduate Curriculum Subcommittee.

**I. College of Education
A. Early Childhood Education**

1. Change the following course title:

~~ECEG 7010 Advanced Methods in Elementary Science~~ **Advanced Methods in Early
Childhood Science** 3-0-3

Rationale: The title, Advanced Methods in Early Childhood Science, more accurately
describes the course content. “Early Childhood” now replaces “Elementary” in the
literature of the field of Early Childhood Education.

Effective: Fall 2010

B. Special and Adult Education

1. Modify the Program of Study for the Master of Arts in Teaching General Special Education/Initial Certification.

CEUG 1010 Lifespan Development	
CEUG 3012 Language Development: Ages and Stages	
CEUG 2100 Introduction to Students with Disabilities	
SPED 3010 Constructing Literacy Programs PK-12	
Foundations courses.....	15 hours
EDUC 6000 Professional Orientation to Teaching	3
EEXE 7001 Technologies for Special Education	3
EEXE 6790 Legal and Procedural Issues in Special Education	3
EEXE 7403 Brain Research and Educational Practice	3
EEXE 6130 Assessment of Student with Disabilities	3
Specialized Content.....	18 hours
EEXE 6034 Cognitive and Behavior Problems that Disrupt Learning	3
EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities	3
EEXE 6400 Collaboration for Transition and Post Secondary Education	3
EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas	3
EEXE 6031 Methods and Strategies for Teaching Reading, Spelling and Written Expression	3
EEXE 6750 Graduate Internship (all courses must be completed)	3
Total Semester Hours	33

Rationale: Remove the four prerequisite courses from the program of study. The four, undergraduate level prerequisite courses slow down students' matriculation through the MAT program and add unnecessary financial burdens to their graduate studies. The Department has placed the content of these prerequisite courses into the graduate courses already approved for the program of study.

Effective term: Fall 2010

1. Drop the following course from the program of study for the Master of Arts in Teaching General Special Education/Initial Certification

~~EEXE 6406 Social and Behavioral Problems that Disrupt Learning 3-0-3~~

Rationale: The content of this course has been combined with the content of EEXE 6034 Cognitive and Behavioral Problems that Disrupt Learning.

Effective term: Fall 2010

2. **Change the title and course description of the following course:**

~~EEXE 6034 Cognitive and Behavioral Problems that Disrupt Learning~~
Disabilities that Impact Learning and Behavior 3-0-3

~~Description: Emphasis on differentiating the characteristics~~ This course offers in-depth study of students with various cognitive, **social**, and behavioral problems that disrupt learning. ~~Includes~~ Covers etiologies, **characteristics**, cultural and social impacts of the ~~disability~~ disabilities and the theories, **research**, and systems that support assessment, interventions, and support services.

Rationale: This course reflects the merger of content from the deleted course, EEXE 6406. It offers students more cohesive coverage of the content.

Effective term: Fall 2010

4. **Change the title, course description, and hours of the following course.**

~~EEXE 6031 Methods and Strategies for Teaching Language and Literacy Skills for Reading, Spelling, and Written~~ **3-0-3 3-V-3**

~~Description: Provides an in depth study of remediation, accommodation, and instructional methods and strategies that are appropriate or students with cognitive and behavior problems that disrupt learning in reading, spelling and written expression. Includes goals setting and objectives that guide planning and assessment.~~ Course covers basic language acquisition theories and the role of language in developing skills in reading, spelling, and written expression. Covers research based methods for developing literacy skills for students with language based learning problems. Field experience required.

Rationale: Course now includes the critical elements of language and literacy deficits that create reading, spelling, and written expression deficits. The new title accurately reflects course content. The change in course hours provides for the flexibility needed to complete the field experience.

Effective term: Fall 2010

5. **Create the following course:**

FOUN 6745 Classroom Based Research 3-V-3

Prerequisite: None

Co-requisite: None

Description: Course helps educators learn to apply basic principles of research to classroom instruction to assess its effectiveness with diverse

students. Demonstrates applied research principles, data collection, data analysis, summarizing results, and reporting procedures for various constituents. Course project may be included in a program's exit portfolio.

Rationale: Applied or action research is a factor in the modern classroom and especially for educators who must demonstrate instructional validity. A research course is appropriate for advanced teacher preparation programs

Effective term: Fall 2010

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

6. **Change the hours for the following course:**

EEXE 6750 Graduate Internship ~~0-V-3~~ **0-V-4**

Rationale: The Department of Special and Adult Education will add a field based research project component to the internship, therefore, an additional hour of credit is appropriate.

Effective term: Fall 2010

7. **Modify the Program of Study for the Master of Arts in Teaching General Special Education/Initial Certification**

~~CEUG 1010 Lifespan Development~~

~~CEUG 3012 Language Development: Ages and Stages~~

~~CEUG 2100 Introduction to Students with Disabilities~~

~~SPED 3010 Constructing Literacy Programs PK-12~~

Foundations courses..... 15 hours

EDUC 6000 Professional Orientation to Teaching 3

EEXE 7001 Technologies for Special Education 3

EEXE 6790 Legal and Procedural Issues in Special Education 3

EEXE 7403 Brain Research and Educational Practice 3

FOUN 6745 Classroom Based Research 3

Specialized Content..... 19 hours

EEXE 6130 Assessment of Student with Disabilities 3

EEXE 6034 ~~Cognitive and Behavior Problems~~ Disabilities That Impact Learning and Behavior 3

~~EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities 3~~

EEXE 6032 Methods and Strategies for Teaching Mathematics and the 3

	Content Areas	
EEXE 6031	Methods and Strategies -Language and Literacy Skills for Teaching Reading, Spelling and Written Expression	3
EEXE 6400	Collaboration for Transition and Post Secondary Education	3
EEXE 6750	Graduate Internship	3 4
	Total Semester Hours	34

Effective term: Fall 2010

8. Create the following course:
EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities 3-V-3
Prerequisite or co-requisite: EEXE 7030
Description: This course explores the research and theoretical bases for instructional methods and strategies currently used to educate individuals identified as having learning disabilities. Field experience required.

Rationale: This course will be an important component of the new Master of Education in Special Education in Special Education (advanced degree) program.

Effective term: Fall 2010

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

9. **Change the following course prerequisites and hours:**

EEXE 7070 Advanced Research Methods ~~3-0-3~~ **3-V-3**

Prerequisites: ~~MATH 2200, FOUN 7060, or CEUG 2222~~ and completion of at least ~~18~~ **21** semester hours ~~of course content~~ **from the program of study.**

Rationale: Math 2200 and CEUG 2222 are no longer appropriate prerequisites for this course. The change in hours allows flexibility for completion of research outside of class. This is a capstone course.

Effective term: Fall 2010

10. **Change the following course prerequisites and hours:**

EEXE 7071 Research Project ~~3-0-3~~ 3-V-3

Prerequisites: ~~MATH 2200~~, FOUN 7060, or ~~CEUG 2222~~ and completion of at least ~~18~~ **21** semester hours of ~~course content~~ **from the program of study.**

Rationale: Math 2200 and CEUG 2222 are no longer appropriate for this course. The change in hours allows flexibility for completion of research outside of class. This course serves as a capstone course.

Effective term: Fall 2010

11. **Create the following Program of Study for the Master of Education in Special Education (advanced degree)**

Professional Core for Tracks One and Two	3 hours
FOUN 7060 Education Research	
Track One Moderate to Severe Disabilities	18 hours
EEXE 7507 Characteristics of Students with Multiple And Severe Disabilities	
*PSYC 5060 G Basic Behavior Principles and Behavior Modification	
*PSYC5061G Advanced Behavioral Assessment	
EEXE 7512 Augmentative and Alternative Communication with Severe and Multiple Disabilities	
EEXE 7020 Methods and Strategies for Teaching Students with Autism	
EEXE 7508 Strategies for Teaching Children with Multiple/ Severe Disabilities	
Track Two Mild to Moderate Disabilities	18 hours
EEXE 7001 Technologies for Special Educators or equivalent technology course	
EEXE 7403 Brain Research and Educational Practice	
EEXE 7030 Characteristics of the Learning Disabled	
EEXE 7000 Characteristics of Behavior Disorders	
EEXE 7040 Social Development and Anger Management	
EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities	
Transition Core for Tracks One and Two	6 hours
EEXE 7319 Career Development and Transition	
EEXE 7320 Vocational Assessment of Special Education Students	
Capstone for Track One	6 hours

*PSYC 5062G Advanced Behavior Techniques
EEXE 7071 Research Project

Capstone for Track Two	6 hours
EEXE 7070 Advanced Research Methods	
EEXE 7071 Research Project	

Total hours for track one	33
Total hours for track two	33

*PSYCH 5060, 5061, and 5062 allow students to sit for the Behavior Analyst Board Training for Board Certified Assistant Behavior Analyst (BCABA) Examination

Rationale: This program of study will replace the program of study for the Master of Education in General Special Education which was transferred to the Master of Arts in General Special Education/Initial Certification. This new program of study will reactivate the Master of Education in Special Education as an advanced studies degree for special educators and will not offer certification.

Effective term: Fall 2010

OTHER BUSINESS

A. Graduate Probation/Dismissal Proposal (see Attachment 1)

The subcommittee briefly discussed the Graduate Probation/Dismissal Proposal sent forward by the Graduate Affairs Committee for review and recommendation. Key discussion point was the proposed language, "A student will be academically dismissed if the student is placed on probation for any two semesters," specifically whether the two semesters should be consecutive or not. Discussion of the item is to continue at the November meeting.

ADJOURNMENT. The meeting was adjourned at 3:23 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Coordinator for Faculty Information

Graduate Probation/Dismissal Proposal

Current PolicyAcademic Probation and Standing

Any degree-seeking or teacher certification graduate student who falls below a 3.0 overall grade point average upon completion of nine semester hours approved by their academic department will be placed on academic probation. In order to have the academic probation removed, a 3.0 overall grade point average must be earned upon completion of an additional nine semester hours. Failure to achieve a 3.0 overall grade point average after the additional nine semester hours will result in the student being academically dismissed from the School of Graduate Studies. As a courtesy, the School of Graduate Studies will notify graduate students in writing through the AASU email system at the end of the semester they are placed on academic probation; however, it is the student's responsibility to be aware of their graduate grade point average at all times. Academically dismissed students must appeal for re-admission or reinstatement. There is no guarantee that a student will be reinstated into the School of Graduate Studies. Appeal decisions are determined by the student's academic department and the School of Graduate Studies will notify the student in writing of this decision. Graduate appeal forms may be obtained from the School of Graduate Studies.

Any certificate-seeking, non-degree or undeclared graduate student who falls below a 3.0 overall grade point average at the end of any semester will be placed on academic probation. The student will have one semester, or no more than 9 semester hours, to return to a 3.0 overall grade point average and have the academic probation removed. Failure to achieve a 3.0 grade point average after one semester or a total of 9 graduate hours, of academic probation will result in the student being academically dismissed from the School of Graduate Studies. Certificate-seeking students are also allowed to appeal their dismissal. Appeal forms may be obtained from the School of Graduate Studies. Non-degree seeking and certificate seeking students must have a minimum of a 3.0 to graduate or to receive a certificate.

Gut feeling about policy

My initial reaction to this policy was that it is bad because it allows a student to complete a lot of graduate work (18 or more hours) before being dismissed.

Policies of other schools

School	Policy	Readmit
AASU	Degree Seeking or teacher certification students : probation - cum < 3.0 after complete 9 hours; take 9 more hours; dismissal if cum < 3.0 at 18 or more attempted hours. Certificate-Seeking students : probation - cum < 3.0; dismissal - cum < 3.0 after one semester or no more than 9 hours	no specific time period given
The College of New Jersey	probation - cum < 3.0; suspension - cum < 3.0 after semester of probation	after one calendar year if approved

Attachment 1

Marshall University	probation - cum < 3.0; re-evaluated after 9 semester hours - programs have different policies	no
University of North Alabama	probation - cum < 3.0; suspension - cum < 3.0 after 9 hours of probation or C or below on more than 6 hours	no specific time period given
The University of Tennessee at Chattanooga	probation - cum < 3.0; suspension - cum < 3.0 after 2 semesters of probation or if term gpa < 3.0 while on probation	no specific time period given
Valdosta State	probation - one grade of C; dismissal - any two grade combination of D, F, WF, or U or cum < 2.51	no specific time period given
Western Connecticut State	probation - cum < 3.0; suspension - cum does not improve after 1 semester of probation or cum < 3.0 after 2 semesters of probation	no specific time period given
University of Central Oklahoma	probation - cum < 3.0 after complete 9 hours; enrollment limited to 9 hours max Fall/Spring or 6 hours Summer; suspension - cum < 3.0 after probation semester or cum < 2.0 any semester	after 1 term
Youngstown State	suspension - cum < 3.0 for 2 semesters or fail comp exams 3 times	after 1 year, not to same program
University of South Alabama	probation - cum < 3.0; suspension - cum < 3.0 after 2 semesters of probation or if term gpa < 3.0 while on probation	
Northern Kentucky University	probation - cum < 3.0; dismissal - cum < 3.0 after 9 hours; probation only once -- if cum < 3.0 again, dismissed	after 1 term
University of Louisiana Monroe	dismissed if cum < 3.0 for 2 consecutive semesters or for any grade of D or F	no specific time period given
Columbus State	probation - C or below in 2 courses or cum < 3.0; dismissal - C or below in 3 or more courses or cum < 3.0 after 9 sem hours on probation	after 2 terms
Indiana University - South Bend	probation - cum < 3.0; dismissal - cum < 3.0 after next semester or discretion of dean	no
Auburn University - Montgomery	probation - cum < 3.0; dismissal - cum < 2.5 or any 3 semesters of probation (not consecutive)	no specific time period given

AASU Graduate Record Audit

I looked at the records of graduate students who attended AASU either F07 or S08 and whose most recent cum gpa is less than 3.0. I saw:

- Lots of students with Fs and WFs are in Good Standing;
- Most students with Fs and WFs did not return;
- Good Standing and Academic Probation were not consistently applied to students with less than 9 hours (all should be GS);
- Students had attempted the following number of hours before they were dismissed: 33 (2), 35, 36 (2), 39, 48, 61, 65;
- One student (907090050) was dismissed 5 times, 4 times in consecutive semesters;
- One student (907028794) attempted and withdrew from 2 classes in four consecutive semesters; he successfully completed his 9th class before failing 3 classes in the following semester;
- 5 students graduated with a cum gpa less than a 3.0.

Proposed Policy

A student will be placed on academic probation if the student's cumulative gpa is less than a 3.0 or if the student earns a grade of D or below (D, F, WF, U) in any course. A student will be academically dismissed if the student is placed on probation for any two semesters. (Any other continuation requirements will be monitored within the department.)

Rationale

- A graduate student must have a 3.0 cum gpa to graduate. If the gpa falls below a 3.0 at any point in the student's career, they should be placed on probation.
- When I audited the records, there seemed to be a very high correlation between earning grades of less than C and not returning to or graduating from the program.
- Our policy is lenient compared to those of other schools.
- We need a policy that we can monitor and enforce. Now we can identify the students who have a gpa < 3.0, but then we must count credits to determine which policy to apply to them. Mistakes have been made.

Proposed Banner Rules

Term	Status	Seq #	Cum hours		Type	Cum GPA	
			Low	High		From	To
201008	GS	1	0	99	Graded	3	4
	P1	2	0	99	Graded	0	2.99
	G1	3	0	99	Graded	3	4
	P2	4	0	99	Graded	0	2.99
	G2	5	0	99	Graded	3	4
	D1	6	0	99	Graded	0	2.99
	G3	7	0	99	Graded	3	4

D2 8 0 99 Graded 0 2.99

Pop sels or reports will need to be written to identify the students who have earned grades of D or below. We will have to code these students manually.

Survey results for whether graduate students can repeat courses

School	Allow Repeats	How GPA computed	Other conditions
AASU	Y	last grade	
The College of New Jersey	N		
Marshall University	N		
University of North Alabama	Y	?	only Fs; max = 1
The University of Tennessee at Chattanooga	Y	all grades	advisor approval only
Valdosta State	Y	all grades	
Western Connecticut State	N		
University of Central Oklahoma	Y	all grades	
Youngstown State	Y	all grades	must repeat D or F; max = 1
University of South Alabama	N		
Northern Kentucky University	Y	last grade	only Cs or Fs; max = 2; specific course only once
University of Louisiana Monroe	Y	all grades	dean approval only
Columbus State	Y	last grade	
Indiana University - South Bend	N		
Auburn University - Montgomery	Y	all grades	must repeat < 2.0