

Armstrong

Graduate Affairs Committee

Burnett Hall Board Room

Minutes: March 6, 2012, 2:30 p.m.

PRESENT: Carol Andrews, Joey Crosby (Chair), Becky da Cruz (Vice Chair), Kathleen Fabrikant, Chris Hendricks, Patricia Holt, David Lake, Daniel Liang, Brenda Logan, Bryan Riemann, Sandy Streater, Anne Thompson (ex officio), John Kraft (ex officio), Laura Barrett (ex officio), Donna Brooks (ex officio), Patricia Wachholz (ex officio), Al Harris (ex officio)

GUESTS: Jill Bell, Joyce Bergin

- I. **Call to Order.** The meeting was called to order at 2:32 p.m. by Dr. Joey Crosby.
- II. **Approval of Minutes.** The minutes of February 7, 2012, which were approved by email on February 9, 2012, were amended to add the following sentence on page 2, Item V.A, paragraph 1: "There was discussion about some recipients receiving multiple assistants when requests by others were not funded."

Dr. Crosby announced that the minutes of today's meeting would be distributed by email within the next two days for review and approval so the candidates for graduation can be passed on to the Registrar in a timely manner.
- III. **Committee Reports**
 - A. **Graduate Curriculum** (See Attachment 1)
The committee accepted the report of the Graduate Curriculum Committee with the correction of some typographical errors. The report should proceed through the Senate as an action item for Presidential approval.
 - B. **Graduate Faculty Status** (See Attachment 2)
The committee accepted the report of the Graduate Faculty Status Committee
 - C. **Graduate Student Appeals** – no report
- IV. **Approval of Candidates for Graduation** (See Attachment 3)
The list of candidates for graduation was approved, with the names to be removed highlighted in red. It will be sent directly to the Registrar's Office. Any corrections beyond this point should be sent to Ms. Judy Ginter directly.
- V. **Applying for Graduation – Policy and Catalog Language** (See Attachment 4)
The policy for applying for graduation two semesters before the anticipated date of graduation has been consistent for both graduate and undergraduate students.

However, this is not consistent with the reality of applying for graduation for graduate students. Ms. Judy Ginter recommends that for graduate students we publish the dates by which applications are due, as usual, but replace this language:

“An application for graduation that must be forwarded to the Office of Graduate Admissions two (2) semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate’s application.”

with this language:

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

She has listed all occurrences of this language in Attachment 4.

It was moved and seconded to accept the substitution of language listed above, and for the chair to discuss further clarification of the application dates with Ms. Ginter, with the proviso that clarification of the dates can be submitted to the catalog editor during the normal catalog revision process. The motion carried.

VI. GSCC

Mr. Al Harris reported that 88 people attended the Tax and Relax event. Also, a revision of the funding policy has been passed that will allow funding of students presenting papers at conferences within a month after graduation.

VII. John Kraft

Dr. Kraft reported that he is still working on catalog revisions. The ad hoc committee on non-degree seeking graduate students, headed by Dr. Patricia Wachholz, has been meeting and should have something to present at the April meeting.

Applications for fall are being pushed to the departments as soon as possible. If you are sure you are going to accept a student into your program, do not delay informing them of your decision.

VIII. Anne Thompson

Dr. Thompson thanked all for their help in collecting syllabi and CVs to help prepare for the upcoming SACS review. Ms. Abby Willcox will be in touch regarding items that are still missing. Dr. Thompson noted that there has been more difficulty obtaining syllabi than CVs.

SACS has a requirement for assessment and evaluation of faculty. We have a process in place of assessing and evaluating full-time faculty. However, we have

nothing in place for part-time faculty. This will be discussed further at the Academic Affairs Council.

IX. Jill Bell

Ms. Bell reported that she has been working closely with Communication Sciences and Disorders, where applications are up to 155 for fall. Other applications are spread out across the board. Summer applications are also being worked on. Most students have incomplete paperwork at this point. Many are waiting for transcripts of work that is being finished in May.

The draft postcard/poster for the Graduate Open House was distributed (see Attachment 5). The web page is up, and about 8 people have registered already. NPR will be putting out the message this week. The billboard will be done as well. A banner is being made to hang on the Student Union. Text and email messages will be going out to students in the next 1.5 weeks. Posters and postcards will be sent to the departments for distribution to target students and institutions. There will be extras in Ms. Bell's office. There are two Kindle Fire's for door prizes. Only those who preregister and attend are eligible. Eligibility is limited to prospective students. Faculty and any staff working the event are ineligible.

X. Summer Enrollment

There was discussion of summer enrollment. Dr. Thompson said that each dean is responsible for the summer revenue plan of their college to ensure that costs are covered, as well as generating \$1.9 million that is required for the university budget. That is a target established on summer performance in summer 2010 (FY11). A general formula of 1.5 times the faculty salary can be used to estimate enrollment targets. Deans and department heads will need to discuss course offerings and enrollments to ensure that targets are met within the colleges. Revenue generated beyond \$1.9 million will be shared back with Academic Affairs. The first \$250,000 generated will return to Academic Affairs; revenue beyond that will be split 50-50 between Academic Affairs and the University budget. Revenue sharing with the colleges will be based on college revenues.

XI. Adjournment. The meeting was adjourned at 3:24 p.m.

Respectfully submitted,

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

Armstrong

GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, February 22, 2012

PRESENT: Carol Andrews (Chair), Allison Belzer, John Hobe, Brenda Logan, Sara Plaspohl, Helen Taggart, Phyllis Panhorst (Catalog Editor)

ABSENT: Ashraf Saad

GUESTS: Joyce Bergin, Tom Cato, Mark Finlay, Patricia Holt, Delana Nivens, Regina Rahimi, Patricia Wachholz, Jane Wong

CALL TO ORDER. The meeting was called to order at 2:05 p.m. by Dr. Carol Andrews.

APPROVAL OF MINUTES. The minutes of January 25, 2012 were approved as presented.

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-19 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

1. Modify the following course:

FOUN 7035 Educational Assessment **for Instructional Improvement** 3-0-3

Prerequisites: None

Description: ~~Covers~~ Methods of formal and informal assessment as well as an analysis of assessment findings required to make instructional decisions to **improve student learning in P-12 educational settings.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description reflect the new emphasis in program standards on instructional improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

2. **Modify the following course:** 3-0-3

FOUN 7040 Advanced Theories of Curriculum and Learning Theory Instruction

Prerequisites: None

Description: Explores the theoretical frameworks supporting various curricular and instructional models, historical and contemporary issues in curriculum development, and the nature and purpose of curriculum change. This course prepares the master teacher to understand the Examine theoretical constructs that undergird modern classroom instruction and assessment practices and to use effective paradigms of instruction through examining design and evaluation of curriculum. ~~New theories, including those from current brain research and their impact on instruction will be explored.~~

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. The changes in the course name and description more accurately represent the change in the course content in addressing the new standards.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

3. **Create the following course:**

FOUN 7045 Educational Psychology and Learning Theory 3-0-3

Prerequisites: None

Description: Analysis of major learning theories as they apply to curriculum, pedagogical content, student learning and assessment of learning. Emphasis on cognitive, physical, emotional, and social factors that influence learning.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with an understanding of how to apply learning theory to curriculum development, instruction, and assessment.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

4. **Create the following course:**

CURR 7123 Advanced Instruction for Diverse Learners 3-0-3

Prerequisites: None

Description: Explores the role of student diversity in curriculum and instructional development. Emphasizes examination of educational issues surrounding student diversity from historical and contemporary perspectives and examines the use of educational data to determine the instructional needs of students.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students opportunities to examine how diverse experiences can shape curriculum and instruction.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

5. Create the following course:

CURR 7124 Program Evaluation for Curriculum Improvement 3-0-3

Prerequisites: FOUN 7035, FOUN 7040

Description: Focus on developing and applying skills in program evaluation, alignment of curriculum with pedagogical content, state and national standards, and utilizing data and research for the improvement of P-12 educational programs.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with opportunities to interpret educational research on best practices for content pedagogy and analyzing student performance data to make sound programmatic decisions.

Effective Term (for catalog purposes): Fall 2012
Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: None

6. Create the Following Course:**CURR 7125 Literacy for Content Area Instruction****3-0-3****Prerequisites: None****Description: Examination of the current theory, research and practice involving literacy for developing and deepening content instruction in P-12 educational settings. Emphasizes literacy skills and the impact of curriculum and instruction on those skills in content areas.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to examine the principles of content area literacy to impact student learning

Effective Term (for catalog purposes): Fall 2012**Effective Term (for Banner purposes): Spring 2013****CURCAT:****Major Department: Adolescent and Adult Learning****Can Course be repeated for additional credit? No****Maximum Number of Credit Hours: 3****Grading Mode: Normal****Instruction Type: Lecture****Course Equivalent: None****7. Create the Following Course:****CURR 7126 Change Processes for Curriculum Development****3-V-3****Prerequisites: CURR 7124****Description: Focuses on processes for development and implementation of innovations and effective practices in curriculum, pedagogy, and assessment. Emphasis on knowledge base and skills to support collaboration and professionalism leading to improvement in curriculum and student learning at all levels of the P-12 system. Candidates are expected to engage in experiences working directly with instructional coaches, curriculum specialists, or other instructional leaders during this course. A field experience is required.**

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students the opportunity to understand the role of instructional leader and the processes involved in curricular and instructional change.

Effective Term (for catalog purposes): Fall 2012**Effective Term (for Banner purposes): Spring 2013****CURCAT:**

Major Department: Adolescent and Adult Learning
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

8. Create the following course:

CURR 7200 Seminar in Applied Research in Curriculum and Instruction 1-V-4

Prerequisites: CURR 7126 and Permission of Instructor

Description: Capstone course for the Master of Education in Curriculum and Instruction. Candidates will conduct research, analyze data, and apply best practice to the developments and implementation of improvements in curriculum and instruction in a content area. Candidates will be required to submit their capstone projects for publication or presentation.

Rationale: New standards were approved for Curriculum and Instruction degree programs by the Georgia Professional Standards Commission. This course serves to address the new standards, providing students with the opportunity to demonstrate their understanding of curriculum development, instructional design, and assessment of student learning for instructional/curricular improvement.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Adolescent and Adult Learning

Can Course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Seminar

Course Equivalent: No

9. Modify the following program of study:

Master of Education in Curriculum and Instruction Program of Study

A. Professional Education (12 hours)

FOUN 7035 Educational Assessment **for Instructional Improvement**..... 3

FOUN 7060 Educational Research..... 3

FOUN 7040 ~~Curriculum and Learning Theory~~ **Advanced Theories of Curriculum and Instruction**..... 3

FOUN 7045 Educational Psychology and Learning Theory..... 3

~~FOUN 7010 History of Education or FOUN 7030 Social Foundations of Education~~..... 3

PECI 7000 Sport History (restricted to Health and Physical Education Majors).....	3
B. Research Seminar (2 hours)	
FOUN 7065 Field Based Research Seminar.....	2
B. Professional Courses (12 hours)	
C. Education Courses (6 hours)	
FOUN 7050 Multicultural Education	3
PECI 7100 Cultural Aspects of Sports (restricted to Health and Physical Education Majors).....	3
FOUN 7002 Designing Curriculum for Effective Teaching and Learning	3
PECI 7500 Instructional Strategies and Design in Health and Physical Education (restricted to Health and Physical Education Majors)	3
CURR 7123 Advanced Instruction for Diverse Learners	3
CURR 7124 Program Evaluation for Curriculum Improvement.....	3
CURR 7125 Literacy for Content Area Instruction.....	3
CURR 7126 Change Processes for Curriculum Development.....	3
D. C. Approved Electives (9 6 hours)	
Up to nine Six hours of graduate level content courses with advisor approval. These courses are designed to advance content knowledge. Electives should reflect candidate's area of concentration. credit can be taken outside the College of Education in a specialized content area in which the candidate holds clear- renewable teacher certification. Electives require approval by the candidate's assigned advisor.	
EDUC 6400 Coastal Savannah Writing Project	6
FOUN 7100 Selected Topics in Foundations of Education.....	3
MGED 7070 Teaching Cross Cultural Communications	3
PECI 7300 Physical Activity in Youth (restricted to Health and Physical Education Majors).....	3
PECI 7400 Adaptive Physical Education (restricted to Health and Physical Education Majors).....	3

PECI 7200 Movement Education (restricted to Health and Physical Education Majors).....	3
D. Culminating Experiences (4 hours)	
FOUN 7070 Field Based Research.....	4
CURR 7200 Seminar in Applied Research in Curriculum and Instruction.....	4
TOTAL	33-34 hours

Rationale: The changes to the program of study for the Master of Education in Curriculum and Instruction have been made to meet substantive changes in certification standards set by the Georgia Professional Standards Commission (GA PSC) under rule 505-3-.55. Once formally approved by the GA PSC, this program will prepare completers for the new Georgia P-12 Service (S) Certificate in Curriculum and Instruction that will allow them to provide support and service at all levels of the P-12 educational system. This will be the first such service certificate offered at Armstrong.

Effective Term (for catalog purposes): Fall 2012

10. Modify the following course:

ADED 7120 Program Planning and Evaluation 3-0-3

Description: A technology enhanced, community based initiative logic model course that includes a **the study and implementation of** systematic process of situation analysis, with needs assessment, priority setting, program action and evaluation, participants in this course plan and implement a high quality adult education program

Rationale: The addition better reflects the focus of the course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

11. Modify the following course:

ADED 7200 Theory of Adult Literacy 3-0-3

Description: Theoretical perspectives of adult literacy and under-education. **Political, Sociological,** linguistic, historical, cultural and psychological perspectives. Implications for adult literacy education.

Rationale: Better reflects the focus of the course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

12. Modify the following program of study:

Adult Education and Community Leadership Certificate

A. Four advisor approved courses chosen from the following (12 hours)

ADED 7100 History & Theory of Adult Education
ADED 7110 Psychology of The Adult Learner
ADED 7120 Program Planning and Evaluation
ADED 7130 Cultural Diversity in Adult Education
ADED 7160 Community Dev & Personal Leadership
ADED 7170 Research & Grant Writing In Adult Learning
ADED 7200 Theory of Adult Literacy
ADED 7210 Communication Skills in Low Literacy Adults
ADED 7220 Literate Communities
ADED 7300 Instructional Design and Development
ADED 7310 Online Learning Environment
ADED 7320 Multimedia Design
HRVD 7400 Human Resource Development Theory & Practice
HRVD 7410 Organizational Theory and Practice
HRVD 7420 Management and Leadership Behavior
~~ADED 7500 Workplace Application~~

Rationale: ADED 7500 Workplace Application is a culminating capstone course in the Master of Education in Adult Education and Community Leadership program.

Effective Term (for catalog purposes): Fall 2012

13. Create the following course:

SCED 6330 Planning Instruction and Assessments for Diverse Learner 3-0-3

Pre-requisites: EDUC 6200

Co-requisites: None

Description: Course prepares candidates to plan instruction supported by assessment techniques that are valid and reliable. Covers procedures for lesson development and planning. Covers basic formal and informal assessment instruments and techniques including but not limited to teacher made quizzes and tests, rubrics, rating scales, direct observation, interviews, interest inventories, criterion referenced and standardized assessments.

Rationale: Course is critical to helping candidates acquire the skill set in assessment required in modern secondary level classrooms.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education

Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

14. Create the following course:

SCED 6340 Content Methods in English Education **3-V-3**
Course Prerequisite(s): SCED 6330
Co-requisite(s): SCED 6330
Description: Course prepares candidates to teach English language arts at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level English language arts in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

15. Create the following course:

SCED 6360 Content Methods for History Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach history at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level history in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

16. Create the following course:

SCED 6350 Content Methods in Mathematics Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach mathematics at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level mathematics in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: None

17. Create the following course:

SCED 6370 Content Methods in Science Education **3-V-3**
Prerequisites: SCED 6330
Co-requisite: SCED 6330
Description: Course prepares candidates to teach science at the secondary level to diverse learners using best practices. A field experience is required.

Rationale: Course is required to prepare candidates for teacher certification in Georgia. Builds the skill sets required to teach secondary level science in the modern classroom.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture

Course Equivalent: None

18. Create the following course:

SCED 6750 Internship **0-V-4**

Prerequisite(s): Successful completion of all other course work in the program of study, passing scores on the appropriate GACE certification tests, and completion of all other College of Education requirements for entry into graduate internship .

Co-requisites: None

Description: This internship requires a semester long supervised placement in a school setting that has been approved and designated by the College of Education. Successful completion of this internship is a requirement for teacher certification in the State of Georgia.

Rationale: This internship results in the culminating assessment of the candidate's ability to teach diverse learners in the modern classroom environment.

Effective Term: Fall 2013, Contingent upon BOR approval of changes in MAT in Secondary Education (Item 19, below).

CURCAT:

Major Department: Adolescent and Adult Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Lab

Course Equivalent: None

19. Modify the following program of study:

Program of Study for the Master of Arts in Teaching in ~~Middle Grades Education~~ Secondary Education

- A. Major Field Courses (11 hours) Foundations (11 hours)**
- | | |
|---|---|
| EDUC 6000 Professional Orientation to Teaching | 3 |
| EDUC 6100 Technology Theories and 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 (16 hours)~~ Specialized Content (15 hours)**
- | | |
|---|--------------|
| MGSE 6000 Middle Level Theory and Practice..... | 3 |
| MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner... | 3 |
| SCED 6330 Planning Instruction and Assessments for Diverse Learners..... | 3 |
| <u>Select one from the following four content methods courses</u> | |
| SCED 6340 Content Methods in English Education..... | 3 |
| SCED 6350 Content Methods in Mathematics Education..... | 3 |

SCED 6360	Content Methods in History Education.....	3
SCED 6370	Content Methods in Science Education.....	3
MGSE 6400	Classroom Management.....	3
MGSE 6500	Instructional Approaches to Reading and Writing across the Curriculum	3
MGSE 6750	Internship.....	4
C. Clinical Experience (4 hours)		
SCED 6750	Internship.....	4
Total		30 hours

Rationale: To meet the demands for secondary education teachers which exceeds the current demand for middle grades teachers in Georgia, the College of Education (CoE) is requesting a substantive change in the MAT in Middle Grades program of study so that the program will become an MAT in Secondary Education. Those certified by the State of Georgia in a secondary field can teach in grades 6-12. Those certified only in middle grades cannot. The change to the program of study will allow the CoE to prepare educators marketable at two instructional levels. Substantive change requests will be sent to the USG Board of Regents and to the Georgia Professional Standards Commission upon approval of these changes through the college and university review processes.

Effective Term: Fall 2013, Contingent upon BOR approval.

B. Childhood and Exceptional Student Education (no items)

II. College of Health Professions (no items)

III. College of Liberal Arts

A. Art, Music, and Theatre

Items 1-2 from the Department of Art, Music, and Theatre were discussed and approved by the committee.

1. Modify the following course:

ARTS 6750 Graduate Internship

~~0-3-3~~ **0-V-4**

Rationale: Necessary to conform to hour counts awarded by the College of Education for the same teaching internship. The amount of time and effort that is required by graduate internship warrants the awarding of more than three hours. Many states will not recognize reciprocity of teaching certification if program completers do not complete at least four credit hours in Internship or Student Teaching.

Effective Term: Fall 2013

2. Modify the following course:

MUSC 6750 Graduate Internship

~~0-3-3~~ **0-V-4**

Rationale: Necessary to conform to hour counts awarded by the College of Education for the same teaching internship. The amount of time and effort that is required by graduate internship warrants the awarding of more than three hours. Many states will not recognize reciprocity of teaching certification if program completers do not complete at least four credit hours in Internship or Student Teaching.

Effective Term: Fall 2013

- B. Criminal Justice, Social and Political Science (no items)
- C. Economics (no items)
- D. Gender and Women's Studies (no items)
- E. History (no items)

F. Languages, Literature, and Philosophy

Items 1-2 from the Department of Languages, Literature and Philosophy were discussed and approved by the committee.

1. Modify the following course:

SPAN 6750 Teaching Internship

~~0-V-3~~ **0-V-4**

Prerequisites: Admission to candidacy in the Department of Languages, Literature, and Philosophy, **College of Education**, completion of requirements for graduate post-baccalaureate teacher certification **program**.

Rationale: Mandated change by College of Education from 3 credit hours to 4 credit hours because of accreditation.

Effective Term: Fall 2013**2. Modify the following course:**

ENGL 6880 Teaching Internship

~~0-V-3~~ **0-V-4**

Rationale: Mandated change by College of Education from 3 credit hours to 4 credit hours because of accreditation.

Effective Term: Fall 2013

- G. Professional Communications and Leadership (no items)

IV. College of Science and Technology

- A. Biology (no items)
- B. Chemistry & Physics (no items)

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and approved by the committee.

1. Create the following course:

CSCI 6040 System Analysis and Design

3-0-3

Pre-requisite(s) – MHSA/NURS 6010

Description: An overall coverage of a healthcare information system's life cycle and detailed study of concepts, methodologies, and tools currently used in analysis, design, and implementation of such a system. Practical understanding of system development is enforced through team projects in reference to a fictitious healthcare environment.

Rationale. HIMSS (Healthcare Information & Management Systems Society) is one of the two major accreditation/certification bodies for health informatics professionals. The professional certification for HIMSS - CPHIMS (Certified Professional in Health Information Management and Systems) – requires applicants to have the requisite didactic and experiential background in clinical information systems to sit for the certification exam. This course provides some of the required background didactic knowledge for the exam. This course is a cross listed course.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

CURCAT:

Major Department: Computer Science and Information Technology

Can course be repeated for credit? No

Maximum number of credits: 3

Grading Mode: Normal

Instruction Type: Lecture

Course Equivalent: MHSA/NURS 6040

D. Mathematics (no items)

E. Psychology

Item 1 from the Department of Psychology was discussed and the graduate portion was approved by the committee. The undergraduate portion was previously approved by the University Curriculum Committee.

1. Delete the following course:

~~**PSYC 5200U/G Industrial and Organizational Psychology**~~ **3-0-3**

Rationale: PSYC 5200U and PSYC 5200G were originally 3000-level courses, but we had changed them to 5000-level courses to support the MALPS Program when it was developed. With the MALPS program now in deactivation status, and with difficulties hiring faculty who would qualify for graduate faculty status to teach these courses, we would like to delete them from our list of course offerings.

Effective Term (for catalog purposes): Fall 2012

Effective Term (for Banner purposes): Spring 2013

OTHER BUSINESS

A. Informational Item: At the November 2, 2011, two new courses were created in Health Sciences: MHSA 7200 and MHSA 7300. Mr. Robby Dittman discovered that these two numbers have previously been used for unrelated (not equivalent) courses. In consultation with Dr. Joey Crosby, these courses were renumbered as follows:

MHSA 7200 corrected to: **MHSA 7250 Quantitative Analysis Methods for Health Care Management II**

MHSA 7300 corrected to: **MHSA 7235 Health Care Financial Management II**

ADJOURNMENT. The meeting was adjourned at 2:52 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor

Armstrong

Graduate Faculty Status Committee Report: March 6, 2012

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

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

Full

Katherine Bennett	Criminal Justice, Social & Pol. Sci.	renewal (lapsed prior to rule change)
Michael Donahue	Criminal Justice, Social & Pol. Sci.	renewal (lapsed prior to rule change)

Associate

James Todesca	History	renewal (lapsed)
William Travis Trentham	Mathematics	initial application
Rona Tyger	Adolescent and Adult Education	initial application

Temporary

Jill Beckworth	Nursing	initial application
Paul Hadavas	Mathematics	initial application

Respectfully submitted,

Daniel Skidmore-Hess, Chair

Candidates for Graduation, May 2012

Attachment 3, pg. 1

Last Name	First Name	Preferred Diploma Name	Degree	College	Major
Beverly	Lisa	Lisa Michelle Beverly	Doctor of Physical Therapy	HP	Physical Therapy
Birke	Christine	Christine Marie Birke	Doctor of Physical Therapy	HP	Physical Therapy
Breckenridge	Whitney	Whitney Meredith Breckenridge	Doctor of Physical Therapy	HP	Physical Therapy
Bush	Matthew	Matthew Lane Bush	Doctor of Physical Therapy	HP	Physical Therapy
Coffman	Naomi	Naomi Coffman Schambelan	Doctor of Physical Therapy	HP	Physical Therapy
Gignilliat	Arthur	Arthur Mathewson Gignilliat IV	Doctor of Physical Therapy	HP	Physical Therapy
Griffin	Casey	Casey Morris Griffin	Doctor of Physical Therapy	HP	Physical Therapy
Herlocker	Ashley	Ashley Rish Herlocker	Doctor of Physical Therapy	HP	Physical Therapy
Mainer	Antondra	Antondra Michole Mainer	Doctor of Physical Therapy	HP	Physical Therapy
McCulloch	Trisha	Trisha Marie McCulloch	Doctor of Physical Therapy	HP	Physical Therapy
Pertain	Sara	Sara Elizabeth Pertain	Doctor of Physical Therapy	HP	Physical Therapy
Richardson	David	David Franklin Richardson	Doctor of Physical Therapy	HP	Physical Therapy
Tankovich	Michael	Michael James Tankovich	Doctor of Physical Therapy	HP	Physical Therapy
Weiland	Kali	Kali Megan Weiland	Doctor of Physical Therapy	HP	Physical Therapy
Whiggum	Andrew	Andrew Michael Whiggum	Doctor of Physical Therapy	HP	Physical Therapy
Willenbring	Kevin	Kevin F. Willenbring	Doctor of Physical Therapy	HP	Physical Therapy
Woodward	Gina	Gina Kathleen Woodward	Doctor of Physical Therapy	HP	Physical Therapy
Worsley	Maggie	Maggie Ann Worsley	Doctor of Physical Therapy	HP	Physical Therapy
Bueno	Tiffany	Tiffany Marie Bueno	Master of Arts	LA	History
Carr	Corey	Corey Andrew Carr	Master of Arts	LA	History
Carter	Toni	Toni Alexis Carter	Master of Arts	LA	History
Hewitt	Jason	Jason Taylor Hewitt	Master of Arts	LA	History
Long	Christopher	Christopher Ryan Long	Master of Arts	LA	History
Marler	Jennifer	Jennifer Ann Marler	Master of Arts	LA	History
Penick	Becky	Becky Diane Penick	Master of Arts	LA	History
Roberts	Tanika	Tanika LaShell Roberts	Master of Arts	LA	History
Rosenbaum	Lance	Lance Ashton Rosenbaum	Master of Arts	LA	History
Scott	Gregory	Gregory A Scott Jr.	Master of Arts	LA	History
Martin	Thelma	Thelma Theresa Martin	Master of Arts	LA	Liberal and Professional Studies
Brogdon	John	John Charles Brogdon	Master of Science	LA	Criminal Justice
da Cruz	Jose	Jose de Arimateia da Cruz	Master of Science	LA	Criminal Justice
Ennis	Jessica	Jessica Lynn Ennis	Master of Science	LA	Criminal Justice
Kaiser	Angela	Angela M. Kaiser	Master of Science	LA	Criminal Justice
Singh	Alvin	Alvin D. Singh	Master of Science	LA	Criminal Justice
Barnes	Billie	Billie Jean Barnes	Master of Arts in Teaching	ED	Early Childhood Education
Blaine	Melissa	Melissa Leigh Blaine	Master of Arts in Teaching	ED	Early Childhood Education
Callaway	Lori	Lori Allison Callaway	Master of Arts in Teaching	ED	Early Childhood Education
Campbell	Wendy	Wendolyn Sellers Campbell	Master of Arts in Teaching	ED	Early Childhood Education
Chase	Marianne	Marianne Chase	Master of Arts in Teaching	ED	Early Childhood Education
Dowdy	Katherine	Katherine Susanne Dowdy	Master of Arts in Teaching	ED	Early Childhood Education
Geary	Meghan	Meghan Irene Geary	Master of Arts in Teaching	ED	Early Childhood Education
Goss	Niccole	Niccole M. Goss	Master of Arts in Teaching	ED	Early Childhood Education
Jex	John	J. Andrew Jex	Master of Arts in Teaching	ED	Early Childhood Education
Kappes	Jennifer	Jennifer Lea Kappes	Master of Arts in Teaching	ED	Early Childhood Education

Candidates for Graduation, May 2012

Kolbeck	Shawndra	Shawndra Marie Kolbeck	Master of Arts in Teaching	ED	Early Childhood Education
Mahany	Anna	Anna Kate Mahany	Master of Arts in Teaching	ED	Early Childhood Education
Murphy	Shana	Shana DaLynn Murphy	Master of Arts in Teaching	ED	Early Childhood Education
Nelson	Christopher	Christopher Daniel Nelson	Master of Arts in Teaching	ED	Early Childhood Education
Stamper	Sarah	Sarah Lynn Stamper	Master of Arts in Teaching	ED	Early Childhood Education
Summerlin	Carol	Carol Chandler Summerlin	Master of Arts in Teaching	ED	Early Childhood Education
Taulbee	Kristina	Kristina A. Taulbee	Master of Arts in Teaching	ED	Early Childhood Education
Wallace	Whitney	Whitney Amber Wallace	Master of Arts in Teaching	ED	Early Childhood Education
Austin	Miriam	Miriam TeKoa Jimerson	Master of Arts in Teaching	ED	Middle Grades Education
Baez	Ian	Ian Ellis Baez	Master of Arts in Teaching	ED	Middle Grades Education
Beam	Joshua	Joshua Stephen Beam	Master of Arts in Teaching	ED	Middle Grades Education
Cobia	Jennifer	Jennifer Amanda Cobia	Master of Arts in Teaching	ED	Middle Grades Education
Edgecomb	Darin	Darin R. Edgecomb	Master of Arts in Teaching	ED	Middle Grades Education
Golden	Sonya	Sonye Patrice Golden	Master of Arts in Teaching	ED	Middle Grades Education
Hess	Diana	Diana Rose Hess	Master of Arts in Teaching	ED	Middle Grades Education
Holmes	Nurka	Nurka Letoyia Holmes-Blake	Master of Arts in Teaching	ED	Middle Grades Education
Jackson	Monica	Monica Devette Jackson	Master of Arts in Teaching	ED	Middle Grades Education
Kennedy	Rossie	Rossie McFarland Kennedy	Master of Arts in Teaching	ED	Middle Grades Education
Kerr	Erica	Erica Louise Kerr	Master of Arts in Teaching	ED	Middle Grades Education
Lombardi	Lisa	Lisa Marie Lombardi	Master of Arts in Teaching	ED	Middle Grades Education
Owens	Cherese	Cherese Gabrielle Owens	Master of Arts in Teaching	ED	Middle Grades Education
Spann	Desiree'	Desiree' Spann Wood	Master of Arts in Teaching	ED	Middle Grades Education
Wilson	Jennifer	Jennifer Ellen Wilson	Master of Arts in Teaching	ED	Middle Grades Education
Binyard	Nakeam	Nakeam Binyard	Master of Arts in Teaching	ED	Special Education
Brancato	Candy	Candy Maria Sains Brancato	Master of Arts in Teaching	ED	Special Education
Brown	Shantelle	Shantelle Joiner Brown	Master of Arts in Teaching	ED	Special Education
Cohen	Sheryl	Sheryl McCusker Cohen	Master of Arts in Teaching	ED	Special Education
Hickman	Joanne	Joanne Kearns Hickman	Master of Arts in Teaching	ED	Special Education
Johnston	Adam	Adam Kennedy Johnston	Master of Arts in Teaching	ED	Special Education
Kaminsky	Charlotte	Charlotte S. Kaminsky	Master of Arts in Teaching	ED	Special Education
Reilly	Marnie	Marnie Hope Hirschel Reilly	Master of Arts in Teaching	ED	Special Education
Sioufi	Richard	Rich Sioufi	Master of Arts in Teaching	ED	Special Education
Stanfield	Elizabeth	Elizabeth A. Stanfield	Master of Arts in Teaching	ED	Special Education
Valenzuela	Susann	Susann L. Valenzuela	Master of Arts in Teaching	ED	Special Education
Watson	Gloria	Gloria Esther Watson	Master of Arts in Teaching	ED	Special Education
Briggs-Jackson	Jacqueline	Jacqueline Lavinia Briggs-Jackson	Master of Education	ED	Adult Education and Community Leadership
Farrar	Trystan	Trystan Farrar	Master of Education	ED	Adult Education and Community Leadership
Harvey	Julie	Julie A. Harvey	Master of Education	ED	Adult Education and Community Leadership
Palmer	Debra	Debra Kim Palmer	Master of Education	ED	Adult Education and Community Leadership
Sherrrod	Dana	Dana B. Sherrrod	Master of Education	ED	Adult Education and Community Leadership
Slonaker	Patrick	Patrick B. Slonaker	Master of Education	ED	Adult Education and Community Leadership
Stefanini	Lindsay	Lindsay Marie Stefanini	Master of Education	ED	Adult Education and Community Leadership
Turner	Joni Mia	Joni Mia Turner	Master of Education	ED	Adult Education and Community Leadership
Walker	Shanika	Shanika Michelle Walker	Master of Education	ED	Adult Education and Community Leadership
Weaver	Keshonda	Keshonda Ivon Weaver	Master of Education	ED	Adult Education and Community Leadership

Candidates for Graduation, May 2012

Alston	Jason	Jason A. Alston	Masters of Education	ED	Curriculum & Instruction
Holliman	Jacobium	Jacobium LaParis Holliman	Masters of Education	ED	Curriculum & Instruction
McMahon	Sharon	Sharon Katherine McMahon	Masters of Education	ED	Curriculum & Instruction
Nolasco	Nicole	Nicole Emma Curtis Nolasco	Masters of Education	ED	Curriculum & Instruction
Russell	Tiffani	Tiffani Knight Russell	Masters of Education	ED	Curriculum & Instruction
Strong	Jessica	Jessica Elaine Strong	Masters of Education	ED	Curriculum & Instruction
Ansley	Stephanie	Stephanie Brooke Ansley	Master of Education	ED	Early Childhood Education
Bahr	Kelli	Kelli Anne Bahr	Master of Education	ED	Early Childhood Education
Boon	Elizabeth	Elizabeth Ann Boon	Master of Education	ED	Early Childhood Education
Brown	Jessica	Jessica Heather Brown	Master of Education	ED	Early Childhood Education
Daywalt	Diana	Diana Marie Daywalt	Master of Education	ED	Early Childhood Education
Fairley	Elizabeth	Elizabeth Margaret Ann Fairley	Master of Education	ED	Early Childhood Education
Kessler	Christina	Christina Marlene Weeks Kessler	Master of Education	ED	Early Childhood Education
Kraft	Amy	Amy Wells Kraft	Master of Education	ED	Early Childhood Education
Linton	Hillary	Hillary Ann Linton	Master of Education	ED	Early Childhood Education
Lucas	Sarah	Sarah Elizabeth Lucas	Master of Education	ED	Early Childhood Education
Morris	Michael	Michael J. Morris	Master of Education	ED	Early Childhood Education
Simmons	Alexandra	Alexandra Elizabeth Simmons	Master of Education	ED	Early Childhood Education
Pauley	Cynthia	Cynthia Jeanne Pauley	Master of Health Services Administration	HP	Health Services Administration
Arena	Holly	Holly Francis Arena	Master of Public Health	HP	Public Health
Bain	Ashley	Ashley Renee Bain	Master of Public Health	HP	Public Health
Beckmann	Martina	Martina Beckmann	Master of Public Health	HP	Public Health
Cahill	Laura	Laura Michele Cahill	Master of Public Health	HP	Public Health
Chanthavong	Bounphone	Bounphone Chanthavong	Master of Public Health	HP	Public Health
Conger	Hannah	Hannah Reece Conger	Master of Public Health	HP	Public Health
Mackenzie	Jane	Jane Kenner Mackenzie	Master of Public Health	HP	Public Health
McIntyre	Miranda	Miranda Nicole McIntyre	Master of Public Health	HP	Public Health
Mitchell	Rachael	Rachael Nicole Mitchell	Master of Public Health	HP	Public Health
Pastures	Helen	Helen Mercer Pastures	Master of Public Health	HP	Public Health
Reams	Melissa	Melissa Suzanne Reams	Master of Public Health	HP	Public Health
Brown	Ebony	Ebony Roniece Brown	Master of Science	HP	Communication Sciences and Disorders
Carter	Kassandra	Kassandra Brittney Carter	Master of Science	HP	Communication Sciences and Disorders
Daniels	Katherine	Katherine Allison Daniels	Master of Science	HP	Communication Sciences and Disorders
Dempsey	Anne	Anne Campbell Dempsey	Master of Science	HP	Communication Sciences and Disorders
Dixon	Jennifer	Jennifer Marie Dixon	Master of Science	HP	Communication Sciences and Disorders
Gray	Emily	Emily Elizabeth Gray	Master of Science	HP	Communication Sciences and Disorders
Hales	Holly	Holly Anne Hales	Master of Science	HP	Communication Sciences and Disorders
Hull	Laura	Laura Elizabeth Hull	Master of Science	HP	Communication Sciences and Disorders
Kealy	Jenna	Jenna Lyn Kealy	Master of Science	HP	Communication Sciences and Disorders
Mills	Mary	Mary Whitney Mills	Master of Science	HP	Communication Sciences and Disorders
Sharpe	Lauren	Lauren Ashley Sharpe	Master of Science	HP	Communication Sciences and Disorders
Sternberg	Whitney	Whitney Rachelle Sternberg	Master of Science	HP	Communication Sciences and Disorders
Wheeler	Megan	Megan Hendley Wheeler	Master of Science	HP	Communication Sciences and Disorders
Baker	Nidsa	Nidsa Doris Baker	Master of Science in Nursing	HP	Nursing
Bamberg	Karen	Karen Elizabeth Bamberg	Master of Science in Nursing	HP	Nursing

Candidates for Graduation, May 2012

Attachment 3, pg. 4

Brown	Susan	Susan Amanda Brown	Master of Science in Nursing	HP	Nursing
Cruz	Yvette	Yvette Nicole Cruz	Master of Science in Nursing	HP	Nursing
Culbreth	Jennifer	Jennifer Lauren Culbreth	Master of Science in Nursing	HP	Nursing
Ginn	Caitlin	Caitlin T. Ginn	Master of Science in Nursing	HP	Nursing
Hart	Rebecca	Rebecca Marie Hart	Master of Science in Nursing	HP	Nursing
Hillis	Jeffrey	Jeffrey Samuel Hillis	Master of Science in Nursing	HP	Nursing
Nguyen	Mariana	Mariana Thuyen Nguyen	Master of Science in Nursing	HP	Nursing
O'Connell	Ronda	Ronda Inga O'Connell	Master of Science in Nursing	HP	Nursing
Schwerin	Kay	Kay Stevens Schwerin	Master of Science in Nursing	HP	Nursing
Stively	Deborah	Deborah Carol Stively	Master of Science in Nursing	HP	Nursing
Walker	Abbey	Abbey Branch Walker	Master of Science in Nursing	HP	Nursing
Beaver	Ashleigh	Ashleigh N. Beaver	Master of Science in Sports Medicine	HP	Sports Medicine
Brown	Dialo-Rudolph	Dialo-Rudolph Barrington Brown	Master of Science in Sports Medicine	HP	Sports Medicine
Good	Jonathan	Jonathan Good	Master of Science in Sports Medicine	HP	Sports Medicine
Hoots	Brittney	Brittney Daniece Hoots	Master of Science in Sports Medicine	HP	Sports Medicine
Mack	Amber	Amber Mack	Master of Science in Sports Medicine	HP	Sports Medicine
Moore	Laura	Laura Helene Moore	Master of Science in Sports Medicine	HP	Sports Medicine
Phillips	Adrienne	Adrienne Leigh Phillips	Master of Science in Sports Medicine	HP	Sports Medicine
Russell	Brittany	Brittany Ellen Russell	Master of Science in Sports Medicine	HP	Sports Medicine

----- Forwarded message -----

From: **Judy Ginter** <judy.ginter@armstrong.edu>
Date: Wed, Feb 22, 2012 at 12:12 PM
Subject: items for next GAC
To: Joey Crosby <joey.crosby@armstrong.edu>

Joey,

I have an item for the next GAC meeting. We need approval for the candidates for graduation in May. The list is attached. I know it is early, but because we have been printing the program much earlier, we have to get the approval earlier.

I also need your advice on needed changes in the graduate catalog. On pages 44, 45, 47, 50, 53, 54, 55, 59, 61, 63, 65, 69, 84, 88, 95, 99 there is either the exact language listed below in blue or similar language which states that students must apply for graduation two semesters before graduation. **An application for graduation that must be forwarded to the Office of Graduate Admissions two (2) semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application.**

Almost two years ago the certification of graduation of graduate students moved from Graduate Admissions to the Office of the Registrar. So the reference to Graduate Admissions should be removed. And although students are encouraged to apply for graduation two full semesters before they graduate, the published deadlines on the web and in the graduate catalog under Graduation Requirements (p. 16) are:

Graduate Graduation Information

Students must apply for graduation by the following dates:

February 15th for May

June 15th for summer

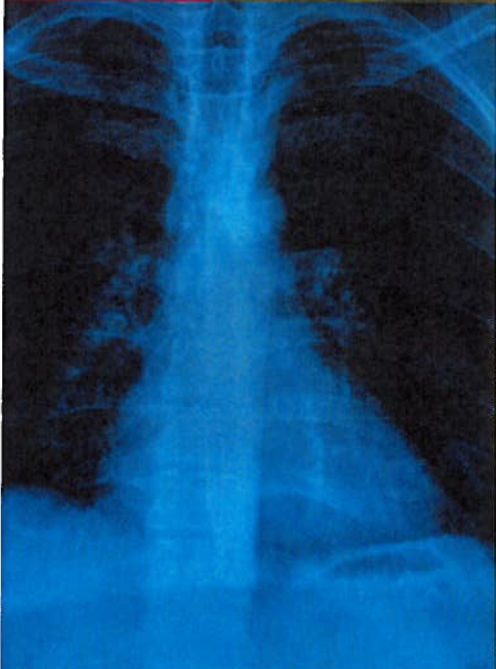
September 15th for December

My notes say that the changes in these deadlines were approved February 2010. One reason the deadlines changed is that students must now formally apply to receive certificates, and not all certificates take two full semesters to earn. Another reason is that students simply were not applying two semesters before graduation and Armstrong was not enforcing the deadline. To make the catalog consistent, I suggest that the blue statement above should be changed in the catalog to **"Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate's application."**

Does this change need any formal approval?

Thanks for your help.

Judy



Armstrong Graduate Studies

OPEN HOUSE

THURSDAY, APRIL 5

4:30-6:30 p.m.

Armstrong Center Ballroom
13040 Abercorn Street

Career advancement, a change of careers, personal enrichment... Armstrong offers an array of graduate degrees and certificates that may be just what you want.

Come and speak with representatives & faculty from:

- Graduate Admissions
- Financial Aid
- College of Education
- College of Health Professions
- College of Liberal Arts
- And more...

To Pre-Register

Go to www.armstrong.edu & click on the Graduate Open House button

Questions?

Please email graduate@armstrong.edu or call 912.344.2798

Two Kindle Fires will be given away. Pre-register* for your chance to win!

* To be eligible for the drawing, you must pre-register and attend the open house.



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Armstrong

GRADUATE DEGREES

Adult Education & Community Leadership
 Communication Sciences & Disorders
 Criminal Justice
 Curriculum & Instruction (M.Ed.)
 Early Childhood Education (M.Ed. & M.A.T.)
 Health Services Administration
 History
 Middle Grades Education (MAT)
 Nursing
 Physical Therapy
 Public Health
 Special Education, Master of Arts (M.A.T.)
 Special Education, Master of Education (M.Ed.)
 Sports Medicine

GRADUATE CERTIFICATES

Adult Education
 Adult Health Clinical Nurse Specialist
 Adult Nurse Practitioner (Post-master's)
 Cyber Affairs and Security
 Gender and Women's Studies
 Gerontology
 Instructional Technology
 Nursing Administration (Post-master's)
 Reading Endorsement
 Strength and Conditioning

ARMSTRONG ATLANTIC STATE UNIVERSITY

Graduate Studies | Victor Hall, Second Floor
 11935 Abercorn Street | Savannah GA 31419