Armstrong Atlantic State University
Faculty Senate Bill FSB-2014-04-21-02b:
Graduate Affairs Committee

Presidential Action

The attached Graduate Affairs Committee minutes and actions are provided to the University President for approval.

Delivered:

Signature: 2/4 / Date: 4/23/14

Approve: ✓
Disapprove: ___
Remand: ___
Comments: (please attach an additional sheet if necessary)

Signature: Linda Bleicken / Date: 4/28/14
Dr. Linda M. Bleicken, President
Armstrong Atlantic State University
VOTING MEMBERS: Maya Clark, Joey Crosby, Becky da Cruz (vice chair), Ray Hashemi, Chris Hendricks, Patricia Holt, Anne Katz, Robert Loyd, Linda Ann McCall, Anita Nivens, Sara Plaspohl, Regina Rahimi, Bryan Riemann, Daniel Skidmore-Hess, Patrick Thomas, Anne Thompson, Teresa Winterhalter

The following items were distributed to the committee via email on April 8. Curriculum items were approved by a majority on April 10, 2014.

I. Committee Reports
   A. Graduate Faculty Status (see Attachment 1)
      The Graduate Faculty Status Committee submitted a recommendation, attached, to be discussed when meetings resume in the fall.
   B. Graduate Curriculum (see Attachment 2)
      The committee accepted the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval.

Respectfully submitted,

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

1 message

Daniel Skidmore-Hess <daniel.skidmore-hess@armstrong.edu>  Tue, Apr 1, 2014 at 8:48 PM
To: Phyllis Fulton <phyllis.fulton@armstrong.edu>

HI Phyllis, As an informational item per your suggestion, here is a recommendation from GFS commitee as of our meeting of 3/31:

GFS committee recommends that "Temporary" graduate faculty status should be renamed "Assistant" Graduate faculty status.

Rationale: Regular non-tenure track faculty are more appropriately termed "Assistant" than 'Temporary.'

We also suggests that GAC consider extending the renewal period for "Temporary" (or "Assistant" if our recommendation adopted from three to five years.

sorry to be late with this

--
Daniel Skidmore-Hess, Ph.D.
Department Head
Criminal Justice, Social, and Political Science
Armstrong Atlantic State University
Savannah, GA 31419
(912) 344-2532
物品

以下项目于4月4日通过电子邮件分发给委员会。所有项目于4月7日以多数票通过。

I. 教育学院
   A. 青少年和成人教育（无项目）
   B. 儿童和特殊教育学生教育
      1. 创建以下课程：
         SPED 5010U/G 计算机技术对特殊教育者 3-0-3
         本科先修课程：入学到儿童和特殊教育学生教育系
         研究生先修课程：无需
         描述：该课程涵盖了使用技术来支持和扩展教学的方法，辅助和适应技术的适当使用，用于选择和利用计算机基于的指导课程的技术，以及开发多媒体交互式教学材料的方法。
         理由：SPED 3001和EEXE 6010的内容将涵盖在SPED 5010U/G中。研究生将完成一个额外的项目，分析特殊教育者的技术。
         请求的生效学期：秋季2014
         CURCAT:
         主要部门：儿童和特殊教育学生教育
         课程是否可重复获得额外学分？否
         最大学分：3
         评分方式：普通
         教学方式：讲授
         课程等效：SPED 3001（本科），EEXE 6010（研究生）
2. Create the following course:
SPED 5130U/G Assessment in Special Education 3-V-3
Undergraduate Prerequisite: Admission to Candidacy in the Department of
Childhood and Exceptional Student Education
Graduate Prerequisite: None
Description: Instruction in formal and informal assessment techniques and
instruments appropriate for use in assessing students with disabilities.
Demonstrates the use of assessment data to determine eligibility for services and
to develop and evaluate individual education plans (IEP). A field experience is
required.

Rationale: The content covered in SPED 3006 and EEXE 6130 will be addressed in
SPED 5130U/G. Graduate students will complete an addition project analyzing
assessment for the special educator.

REQUESTED Effective Term: Fall 2014

CURCAT:
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: SPED 3006 (undergraduate), EEXE 6130 (graduate).

3. Create the following course:
SPED 5232U/G TEACHING MATHEMATICS AND DISABILITIES 3-V-3
Undergraduate Prerequisites: Admission to Candidacy in the College of
Education, SPED 5110U, SPED 5130U
Graduate Prerequisite: SPED 5110G, SPED 5130G
Description: Strategies and techniques for teaching mathematics through
research based and technology enhanced approaches. A field experience is
required.

Rationale: The content covered in SPED 4002 and EEXE 6232 will be addressed in
SPED 5232U/G. Graduate students will complete an additional project analyzing
research based and technology enhanced mathematics strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
4. Create the following course:
   **SPED 5231U/G TEACHING READING AND DISABILITIES** 3-V-3
Undergraduate Prerequisites: Admission to candidacy in the College of Education, SPED 5110U and SPED 5130U
Graduate Prerequisites: SPED 5110G, SPED 5130G
Description: Research based, multisensory, technology enhanced strategies and techniques for teaching reading, spelling, and written expression skills in an integrated process. A field experience is required.

Rationale: The content covered in SPED 4003 and EEXE 6231 will be addressed in SPED 5231U/G. Graduate students will complete an additional project analyzing research based enhanced reading, spelling, and written expression strategies and approaches.

REQUESTED Effective Term: Fall 2014

CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can Course be repeated for additional credit? No
   Maximum Number of Credit Hours: 3
   Instruction Type: Lecture
   Course Equivalent: SPED 4003 (undergraduate), EEXE 6231 (graduate).

5. Create the following course:
   **SPED 5400U/G TRANSITION PLANNING** 3-V-3
Undergraduate Prerequisites: Admission to candidacy in the College of Education and SPED 4005 and SPED 5130G
Graduate Prerequisites: EEXE 6025 and SPED 5130G
Description: Offers strategies for working collaboratively with parents/guardians, a variety of support professionals and related personnel and agency staff to plan and provide appropriate special education services to individuals in various instructional settings, including transitions to secondary education or employment. Emphasizes skills required for team building. A field experience is required.

Rationale: The content covered in SPED 4008 and EEXE 6400 will be addressed in SPED 5400U/G. Graduate students will complete an additional project analyzing planning and collaboration to facilitate inclusion and transition.

REQUESTED Effective Term: Fall 2014

CURCAT
   Major Department: Childhood and Exceptional Student Education
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: SPED 4008 (undergraduate), EEXE 6400 (graduate).

6. Modify the following program of study:

Program of Study for the Master of Arts in Teaching – Special Education

A. Foundations courses (15 hours)
EDUC 6000 Professional Orientation to Teaching .............................................................3
EEXE 6010 Technologies for Special Education.................................................................3
SPED 5010G Technology for the Special Educator .................................................................3
EEXE 6025 Legal and Procedural Issues in Special Education ........................................3
EEXE 6027 Disabilities That Impact Learning and Behavior.............................................3
EEXE 6029 Brain Research and Educational Practice ....................................................3

B. Specialized Content (19 hours)
EEXE 6130 Assessment of Student with Disabilities.................................................................3
SPED 5130G Assessment in Special Education.................................................................3
EEXE 6231 Language and Literacy Skills for Teaching Reading, Spelling and Written
  Expression.........................................................................................................................3
SPED 5231G Teaching Reading and Disabilities ..................................................................3
EEXE 6232 Methods and Strategies for Teaching Mathematics and the Content Areas ....3
SPED 5232G Teaching Mathematics and Disabilities ........................................................3
EEXE 6400 Collaboration for Transition and Post Secondary Education ................................3
SPED 5400G Transition Planning .....................................................................................3
FOUN 6745 Classroom Based Research ............................................................................3
EEXE 6750 Graduate Internship .........................................................................................4

TOTAL 34 hours

Rationale: The content covered in EEXE 6010 is now addressed in SPED 5010U/G.
The content covered in EEXE 6130 is now addressed in SPED 5130U/G. The
content covered in EEXE 6231 is now addressed in SPED 5231U/G. The content
covered in EEXE 6232 is now addressed in SPED 5232U/G. The content covered in
EEXE 6400 is now addressed in SPED 5400U/G.
REQUESTED Effective Term: Fall 2014

II. College of Health Professions (no items)

III. College of Liberal Arts
   A. Art, Music, & Theatre (no items)
   B. Criminal Justice, Social and Political Science (no items)
   C. Economics (no items)
   D. Gender and Women's Studies (no items)

   E. History

Item 1 from the Department of History was discussed and the undergraduate portion approved by the UCC. It is being submitted to the Graduate Curriculum Committee for consideration of the graduate portion.

1. Modify the following course:
   HIST 5720 U/G HISTORICAL ARCHAEOLOGY 3-0-3
   Undergraduate Prerequisites: HIST 3820 or ANTH 3820 HIST 3500 or ANTH 3820
   Graduate Prerequisites: None

   Description: The historical archaeology of the new world from the first arrival of Europeans and Africans to about 1800. Attention focused on the south and the Caribbean, but other frontier contexts may also be included. Emphasis given to anthropological archaeology as a perspective for the writing of history and as a sub-field within public history. Examines how archaeological artifacts, methods, and theories are employed in interpreting the past. Emphasizes using archaeological evidence consistent with the disciplinary standards of history. Chronological and regional focus depends on the expertise of the instructor. May be repeated as topics vary.

   Rationale for change:
   1. The current catalog description reflects the course as it was taught more than a decade ago by a professor who is no longer with the department.
   2. The current catalog description encourages topical redundancy with ANTH 4020.
   3. The revised description allows for faculty with expertise beyond the colonial Americas to teach the course.
   4. The revised description enables the department to award students credits for archaeological field schools or experiences beyond the American South and the Caribbean.

REQUESTED Effective Term: Fall 2014
CURCAT:
   Major Department: History
   Can Course be repeated for additional credit? No-YES
   Maximum Number of Credit Hours: 3-9
      Grading Mode: Normal
      Instructional Type: Lecture
      Course Equivalent: None

F. Languages, Literature, & Philosophy (no items)
G. Professional Communication and Leadership (no items)

IV. College of Science and Technology (no items)

Respectfully submitted,

Phyllis L. Fulton
Catalog Editor