Armstrong Atlantic State University Faculty Senate Actions

May 2011 Meeting (received 6.22.11)

1. Faculty Senate Bill 048.10/11 Graduate Affairs and Graduate Curriculum Items

Academic Affairs Recommendations:

Item discussed and passed as noted.

I recommend approval.

Anne W. Thompson
Anne Thompson, Interim VPAA

07.01.11
Armstrong Atlantic State University
Faculty Senate Bill 048.10/11: Presidential Approval of Graduate Affairs

Committee Actions

Presidential Action

Delivered:  
Signature:  
Date:  

Approve: ✓

Disapprove:  

Remand:  

Comments: (please attach an additional sheet if necessary)

Signature:  
Date:  

Dr. Linda M. Bleicken, President
Armstrong Atlantic State University
I. Graduate Affairs Committee Minutes March 8, 2011

II. Graduate Affairs Committee Minutes April 12, 2011
PRESENT: Carol Andrews, Joey Crosby (Vice Chair), Becky da Cruz, Elizabeth Desnoyers-Colas, Christopher Hendricks (Chair), John Hobe, David Lake, Brenda Logan, Anita Nivens, Bryan Riemann, Sandy Streater, Don Stumpf, Anne Thompson (ex officio), John Kraft (ex officio), Laura Barrett (ex officio), Stephen Jodis (ex officio), Patricia Wachholz (ex officio), Trey Lawrence (ex officio)

ABSENT: Maya Clark, José da Cruz, Ray Hashemi, Regina Rahimi, Joan Schwartz

GUESTS: Jill Bell, Andy Clark, Patricia Coberly-Holt

I. Call to Order. The meeting was called to order at 2:30 p.m. by Dr. Christopher Hendricks.

II. Approval of Minutes. The minutes of February 8, 2011 were approved as presented.

III. Committee Reports
A. Graduate Curriculum Committee (see Attachment 1). It was moved and seconded to approve the report of the Graduate Curriculum Committee. The motion carried.

B. Graduate Faculty Status Committee (see Attachment 2). It was moved and seconded to approve the report of the Graduate Faculty Status Committee. The motion carried.

C. Graduate Student Appeals Committee. No report.

IV. Bylaws (see Attachments 3 and 4)
The Senate Bylaws Committee approved the new Graduate Affairs Committee bylaws as submitted. The Senate also approved the new bylaws as submitted. However, in reviewing the Graduate Affairs Committee minutes from September 2009 through October 2010, Dr. Hendricks discovered that the development and approval of the specifics of the changes had not been documented. Dr. Hendricks has compiled and distributed the changes (see Attachment 3), in order to either document the changes in the minutes, or to make corrections or further changes and resubmit the bylaws to the Senate.

There was discussion of the Membership section, where the listing of representation by specific program was changed to the less detailed phrase, “graduate coordinator representing each graduate program,” and the effect this would have on representation for the College of Education in particular. The intent of the change of language was to avoid having to revise the bylaws every time a graduate program was added or dropped. However, due to restructuring in the College of Education, they now have only two graduate coordinators who oversee nine different programs. This is different than the
structure in other colleges and departments, where each program has its own coordinator. It was suggested that the word “coordinator” was the problem. It was also suggested that the word “program” could be a problem, because that would technically also include certificate programs. No certificate programs currently have a dedicated coordinator, but the use of the word suggests that possibly they should.

It was moved and seconded to approve the changes documented in Attachment 3, verifying that these are the changes that were made from September 2009 through October 2010, and then have further discussion on adjusting the Membership section. The motion carried.

It was moved and seconded to make the following change:

“The committee will be composed of the graduate coordinator representing a representative of each graduate program.”

The motion carried.

It was moved and seconded to make plural the word “member” in the next line, as follows:

Two additional at-large members will be included from disciplines not otherwise represented on this committee.

The motion carried. Please see Attachment 4, which shows the approved document reflecting the last two changes.

V. GSCC

Mr. Trey Lawrence reported that the Tax and Relax event is tomorrow from 3 p.m. to 6 p.m. It has been advertised, but he asks that faculty please remind their students.

The spring event is scheduled for April 29, 6 p.m. to 10 p.m., at Wild Wings.

A group of graduate students in Health Services Administration will be attending a health professions convention in Chicago.

Mr. Lawrence thanked Dr. Anne Thompson for coming to the last GSCC meeting to talk about hoodying.

VI. John Kraft

Dr. Kraft reported that the Graduate Expo is today. The tables are waiting. The College of Education is already well represented. There were about 100 preregistrations. He thanked all for their efforts. Mr. Lawrence added that GSCC members will be there as well.
VII. Jill Bell

Ms. Bell reported that packets for all programs are ready for the Graduate Expo. There will be computers there so students can check their admission status.

The graduate application is being tweaked in order to comply with new requirements from the Board of Regents. It is hoped that the application process through Banner will be up and running for fall.

Ms. Kathy Platt is currently doing a graduation audit and resetting classes regarding admission requirements.

VII. Candidates for Graduation (see Attachment 5)

The following candidates were added to the list for graduation:

Master of Science in Sports Medicine

Emre Caglayan
Kyra Marshall
Jennifer Newsome
Bradley Shenefelt

Master of Science in Computer Science

Jeffrey Robinson

Master of Science
Criminal Justice

Elliott Freels

It was moved and seconded to approve the list as amended, with the understanding that further corrections could be sent to Ms. Judy Ginter. The motion carried. Please see Attachment 5 for the amended list.

VIII. Adjournment. The meeting was adjourned at 3:17 p.m.

Respectfully submitted

Phyllis L. Panhorst
Coordinator of Faculty Information and
Graduate Catalog Editor
ARMSTRONG ATLANTIC
STATE UNIVERSITY
Graduate Curriculum Committee
University Hall 282
Minutes, February 25, 2011

PRESENT: Carol Andrews, John Hobe, Regina Rahimi (Chair), Elwin Tilson, Phyllis Panhorst (catalog editor)

ABSENT: Allison Belzer, Anita Nivens, Ashraf Saad

GUESTS: Jill Bell, Patricia Coberly-Holt, Mark Finlay

CALL TO ORDER. The meeting was called to order at 2:25 p.m. by Dr. Regina Rahimi.

APPROVAL OF MINUTES. The minutes of January 28, 2011 were approved as presented.

ITEMS

I. College of Education

A. Adolescent and Adult Education

Items 1-49 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

1. Delete the following course:
FOUN 5400 Issues and Practices for Teaching in High Needs Schools 3-0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

2. Delete the following course:
ADED 7140 Workplace Application 3-0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

3. Delete the following course:
HRVD 7300 Human Resource Development: Theory and Practice 3-0-3

Rationale: This course is no longer on any program of study and is no longer viable.
Effective Term: Fall 2011

4. Delete the following course:
HRVD 7430 Principles of Financial Management for Effective Leadership – 3.0-3

Rationale: This was never a viable course and needs to be removed from Banner.

Effective Term: Fall 2011

5. Delete the following course:
MGED 5100G Understanding Readers and the Reading Process – 3.0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

6. Delete the following course:
MGED 5110G Linking Literacy Assessment to Instruction – 3.0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

7. Delete the following course:
MGED 5120G Instructional Strategies in the Content Areas – 3.0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

8. Delete the following course:
MGED 7011 Planning-Middle Grades Program (4.5) – 3.0-3

Rationale: There is no recent evidence this was ever a viable course and needs to be removed from Banner.

Effective Term: Fall 2011

9. Delete the following course:
MGED 7130 Advanced Classroom Management – 3.0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011
10. Delete the following course:
MGED 8010 Dynamics of the American Economy

Rationale: This course was deleted in 2008 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

11. Delete the following course:
MGED 8020 Personal Finance

Rationale: This course was deleted in 2008 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

12. Delete the following course:
MGED 8030 Economies

Rationale: This course was deleted in 2008 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

13. Delete the following course:
MGED 8040 Teaching Economics in American History

Rationale: This course was deleted in 2008 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

14. Delete the following course:
MGED 8060 Professional Practices

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

15. Delete the following course:
SCED 7280 Adult Education: Strategies and Resources

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011
16. Delete the following course:
SCED-7260 Introduction to Adult Education 3 0 3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

17. Delete the following course:
SCED-7270 Psychology of the Adult Learner: How Adults Learn 3 0 3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

18. Delete the following course:
SCED-7030 Economics USA 3 0 3

Rationale: This course was deleted and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

19. Delete the following course:
SCED-7040 Teach Econ in American History 3 0 3

Rationale: This course was deleted in 2008 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

20. Delete the following course:
SCED-7020 Personal Finance 3 0 3

Rationale: This course was previously deleted and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

21. Delete the following course:
SCED-7300 Coastal Georgia Writing Project 3 0 3

Rationale: This course was deleted in 2009 and needs to be removed from Banner. It is no longer on any program of study and is no longer viable.
Effective Term: Fall 2011

22. Delete the following course:
PEEC-5580G Physical Activity and the Older Adult 0-3-3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

23. Delete the following course:
PECI-7050 Drugs and Ergogenic Aids in Sports Medicine 2-0-2

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

24. Delete the following course:
PECI-8000 Theory and Methodology of Strength and Conditioning 2-2-3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

25. Delete the following course:
PECI-8010 Physiological Foundations of Sport & Physical Activity 3-0-3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

26. Delete the following course:
PECI-8050 Bioenergetics of Sport Performance 2-0-2

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

27. Delete the following course:
PECI-8800 Performance Evaluation and Exercise Testing 1-4-3
Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

28. Delete the following course:
PEHM 6750 Graduate Internship 0-3-3

Rationale: This course needs to be removed from Banner. It is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

29. Modify the following course:
PECI 6900 7300 Physical Activity in Youth 3-0-3

Rationale: M.Ed. program courses should be designated with a 7000 level course number.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 6000

30. Modify the following course:
PECI 6040 7600 Operation and Management of Physical Education and Sports Programs 3-0-3

Rationale: M.Ed. program courses should be designated with a 7000 level course number.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 6010

31. Modify the following course:
PECI 6920 7100 Cultural Aspects of Sports 3-0-3

Rationale: M.Ed. program courses should be designated with a 7000 level course number.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 6020
32. Modify the following course:
PECI 6040 7000 Global Sport History 3-0-3

Rationale: M.Ed. program courses should be designated with a 7000 level course number.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 6040

33. Modify the following course:
PECI 7040 7400 Adaptive Physical Education 3-0-3

Rationale: With the renumbering of advanced level graduate courses, this course renumbering reflects the appropriate course sequence.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 7010

34. Modify the following course:
PECI 7030 7500 Instructional Strategies and Design in Health and Physical Education 3-0-3

Rationale: M.Ed. program courses should be designated with a 7000 level course number.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 7030

35. Modify the following course:
PECI 7040 7200 Movement Education 3-0-3

Rationale: This course number reflects the appropriate course sequence for courses in the advanced level Master of Education Curriculum and Instruction program.

Effective Term: Fall 2011

CURCAT
Course Equivalent: PECI 7040

36. Modify the following course:
FOUN 7089 6001 Providing Teacher Supervision Support Services 3-0-3
Rationale: The modified course number more accurately reflects the level of the course content.

Effective Term: Fall 2011

CURCAT
Course Equivalent: FOUN 7080

37. Modify the following course:
FOUN 7090 6002 Teacher Support Specialists Internship 3-0-3

Rationale: The modified course number more accurately reflects the level of the course content.

Effective Term: Fall 2011

CURCAT
Course Equivalent: FOUN 7090

38. Modify the following course:
FOUN 8040 7001 Professional Practices 3-0-3

Rationale: The new number reflects the appropriate level for courses in an advanced M.Ed. program.

Effective Term: Fall 2011

CURCAT
Course Equivalent: FOUN 8010

39. Modify the following course:
FOUN 8020 7002 Designing Curriculum for Effective Teaching and Learning 3-0-3

Rationale: The new number reflects the appropriate level for courses in an advanced M.Ed. program.

Effective Term: Fall 2011

CURCAT
Course Equivalent: FOUN 8020

40. Modify the following course:
MGED 8050 7003 Advanced Learning Theories 3-0-3
**Rationale:** The new number reflects the appropriate level for courses in an advanced M.Ed. program.

**Effective Term:** Fall 2011

**CURCAT**  
**Course Equivalent:** MGED 8050

41. **Modify the following course:**  
FOUN 6969 7065 Field Based Research Seminar  
Prerequisites: FOUN 7060

**Rationale:** The new course number and prerequisite reflects the sequence in which students are required to complete the program of study.

**Effective Term:** Fall 2011

**CURCAT**  
**Course Equivalent:** FOUN 6069

42. **Modify the following course:**  
EDUC 6200 Curriculum, Instruction, and Assessment  
Prerequisites/Co-requisites: EDUC 6000, EDUC 6004

**Rationale:** The prerequisites/co-requisites have become obsolete and are no longer needed.

**Effective Term:** Fall 2011

43. **Modify the following course:**  
FOUN 7070 Field Based Research  
Prerequisites: FOUN 7065

**Rationale:** The new number reflects the sequence in which students are required to complete the program of study.

**Effective Term:** Fall 2011

44. **Modify the following course:**  
MGSE 6500 Instructional Approaches to Reading and Writing Across the Curriculum  
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, MGSE 6000, MGSE 6100

**Rationale:** This reflects the reorganization of the College of Education and combining of former departments.
Effective Term: Fall 2011

45. Modify the following course:
MGSE 6750 Graduate Internship
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education and completion of all other required program coursework and passing scores on the appropriate GACE II exams.

Rationale: This reflects the reorganization of the College of Education and combining of former departments. The additional prerequisites reflect requirements for entering Graduate Internship.

Effective Term: Fall 2011

46. Modify the following course:
MGSE 6400 Classroom Management
Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, MGSE 6000, MGSE 6100

Rationale: This reflects the reorganization of the College of Education and combining of former departments. The change in hours reflects the requirements of the field experience.

Effective Term: Fall 2011

47. Modify the following course:
EDUC 6100 Technology Theories and Applications for Teachers
Description: Fundamental computer application programs are explored and connections are established with the best practice instructional methodology. LiveText date management portfolio software is required. Course serves as the entry point for admission into the College of Education. This course combines theoretical, technical, and experiential components using a pragmatic approach for teachers using educational technology in the classroom.

Rationale: The course has been modified to cover the ISTE National Educational Technology Standards (NETS-T) and Performance Indicators for Teachers. With the incorporation of the standards the focus has moved away from LiveText software and towards teaching and learning with technology. Although successful completion of the course is required for admission to candidacy, it does not serve as the entry point.

Effective Term: Fall 2011

48. Modify the following program of study for the Master of Education in Curriculum and Instruction
A. Professional Education (12 hours)
FOUN 7035 Educational Assessment .........................................................3
FOUN 7060 Educational Research ................................................................. 3
FOUN 7040 Curriculum and Learning Theory ............................................... 3
FOUN 7010 History of Education or FOUN 7030 Social Foundations of Education ....3
PECI 6940 7000 Global Sport History (restricted to Health and Physical Education Majors) ....3
B. Research Seminar (2 hours)
FOUN 6069 7065 Field Based Research Seminar ....................................... 2
C. Education Courses (6 hours)
FOUN 7050 Multicultural Education .......................................................... 3
PECI 6020 7100 Cultural Aspects of Sports (restricted to Health and Physical Education Majors) ..3
FOUN 8020 7002 Designing Curriculum for Effective Teaching and Learning ..........3
PECI 7030 7500 Instructional Strategies and Design in Health and Physical Education (restricted to Health and Physical Education Majors) .......................... 3
D. Electives (9 hours)
Up to nine hours of graduate 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 6009 7300 Physical Activity in Youth (restricted to Health and Physical Education Majors) ..3
PECI 7010 7400 Adaptive Physical Education (restricted to Health and Physical Education Majors) .3
PECI 7040 7200 Movement Education (restricted to Health and Physical Education Majors) ....3
E. Culminating Experiences (4 hours)
FOUN 7070 Field Based Research ............................................................... 4
TOTAL 33 hours

Effective Term: Fall 2011

49. Modify the following program of study for the Master of Arts in Teaching in Middle Grades Education

A. Major Field Courses (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
Middle Grades Courses (16 hours)
MGSE 6000 Middle Level Theory and Practice ............................................ 3
MGSE 6100 Understanding the Nature and Needs of the Adolescent Learner ........ 3
Items 50-56 from the Department of Adolescent and Adult Education were discussed and the graduate portions approved by the committee.

50. Modify the following course:
MGSE 5300U/G Content Methods Language Arts
Undergraduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 3100, EDUC 3200, MGSE 3000, MGSE 3110, MGSE 3300
Undergraduate Corequisites: MGSE 3500, MGSE 4200, MGSE 3750, MGSE 5300 or MGSE 5500 or MGSE 5600
Graduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 6200.

Rationale: The College of Education has been restructured and this revision indicates the new department's name. The undergraduate pre-requisites and corequisites were re-evaluated and found to be unnecessary. There is a field experience in this course.

Effective Term: Fall 2011

51. Modify the following course:
MGSE 5400U/G Content Methods Social Studies
Undergraduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 3100, EDUC 3200, MGSE 3000, MGSE 3110, MGSE 3300
Undergraduate Corequisites: MGSE 3500, MGSE 4200, MGSE 3750, MGSE 5300 or MGSE 5500 or MGSE 5600
Graduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 6200.

Rationale: The College of Education has been restructured and this revision indicates the new department name. Undergraduate pre-requisites and corequisites were re-evaluated and found to be unnecessary. There is a field experience in this course.

Effective Term: Fall 2011

52. Modify the following course:
MGSE 5500UG Content Methods Science
Undergraduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 3100, EDUC 3200, MGSE 3000, MGSE 3110, MGSE 3300
Undergraduate Corequisites: MGSE 3500, MGSE 4200, MGSE 3750, MGSE 5300 or MGSE 5400 or MGSE 5600
Graduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 6200.

Rationale: The College of Education has been restructured and this revision indicates the new department name. Undergraduate prerequisites and corequisites were re-evaluated and found to be unnecessary. There is a field experience in this course.

Effective Term: Fall 2011

53. Modify the following course:
MGSE 5600UG Content Methods Middle Grades Mathematics
Undergraduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 3100, EDUC 3200, MGSE 3000, MGSE 3110, MGSE 3300
Undergraduate Corequisites: MGSE 3500, MGSE 4200, MGSE 3750, MGSE 5300 or MGSE 5400 or MGSE 5500
Graduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 6200.

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. A field experience is required.

Rationale: The College of Education has been restructured and this revision indicates the new department name. Undergraduate prerequisites and corequisites were re-evaluated and found to be unnecessary. There is a field experience in this course and the wording is consistent with the catalog.

Effective Term: Fall 2011

54. Modify the following course description:
MGSE 5420UG Geography for the Middle Grades Teacher
Undergraduate Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education, EDUC 3200
Graduate Prerequisites: Admission to Graduate Studies, Admission to Candidacy in the Department of Middle Grades and Secondary Adolescent and Adult Education.

Rationale: The College of Education has been restructured and this revision indicates the new department’s name.
Effective Term: Fall 2011

55. Delete the following course:
TECH 5000U/G Integrating Technology in the Student-Centered Classroom
(INTECH) V-V-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

56. Delete the following course:
TECH 5010U/G Teachers Discovering Computers 3-0-3

Rationale: This course is no longer on any program of study and is no longer viable.

Effective Term: Fall 2011

B. Childhood and Exceptional Student Education

Item 1 from the Department of Childhood and Exceptional Student Education was discussed and approved by the committee.

1. Modify the following course:
EDUC 6300 Educating Students with Disabilities in the General Education Classroom 3-0-3
Prerequisites: Admission to Candidacy, EDUC 6000, EDUC 6100

Rationale: These pre-requisites are no longer required for this course.

Effective Term: Fall 2011

II. College of Health Professions (no items)

III. College of Liberal Arts

A. History

Item 1 from the Department of History was discussed and the graduate portion approved by the committee.

1. Create the following course:
HIST 5575U/G Topics in Urban History 3-0-3
Undergraduate Prerequisite: HIST 1100 or POLS 1100 or HIST 2111 or HIST 2112
Graduate Prerequisite: none
Description: Examines urban and suburban development, considering themes that may include immigration, consumerism, deindustrialization, politics, urban renewal, poverty and crime. May be repeated as topics vary.

Rationale: This course will expand our coverage of the comparative study of urban development. In addition to fulfilling undergraduate requirements, graduate students will demonstrate knowledge of historiography through supplemental papers and presentations. Graduate students will be required to do an additional readings and a research paper or project.

Effective Term: Fall 2011

CURCAT:
Major Department: History
Can course be repeated for additional credit? Yes
Maximum Number of Credit Hours: 6
Grading Mode: normal
Instruction Type: lecture
Course Equivalent: none

*Item 2 from the Department of History was discussed and approved by the committee.*

2. Modify the following Programs of Study:

Program of Study - American and European History
A. Required Courses (12 hours)
HIST 7500 Historical Methods .............................................................. 3
HIST 7990 Thesis .................................................................................. 6
HIST 7410, or
HIST 7420, or
HIST 7430 Colloquium ....................................................................... 3
B. Specialized Courses (18 hours)
HIST 5100G Topics in Latin American History .................................... 3
HIST 5150G Topics in Middle Eastern History .................................... 3
HIST 5200G Topics in African History .................................................. 3
HIST 5250G Topics in Asian History ...................................................... 3
HIST 5300G History of Russian/Soviet Foreign Policy ...................... 3
HIST 5450G Topics in Medieval History .............................................. 3
HIST 5480G Topics in Modern European History ............................... 3
HIST 5490G Topics in European Intellectual and Cultural History ........ 3
HIST 5500G Topics in British History
HIST 5540G Topics in U.S. Foreign Relations
HIST 5560G Topics in History of Georgia
HIST 5565G Topics in the History of American Reform
HIST 5570G Topics in the History of the American South
HIST 5575G Topics in Urban History
HIST 5640G Topics in the History of Technology and Culture
HIST 5650G Topics in African-American History
HIST 5660G Topics in the History of Women & Gender in America
HIST 5670G Topics in the History of Women & Gender in Europe
HIST 5690G Topics in American Thought and Culture
HIST 5700G American Material Culture
HIST 5720G Historical Archaeology
HIST 5750G American Folklore
HIST 5770G Oral History
HIST 5810G Topics in Architectural History
HIST 5940G Fieldwork in History
HIST 7100 Internship in Public History
HIST 7410 Colloquium in Non-Western History
HIST 7420 Colloquium in European History
HIST 7430 Colloquium in American History
HIST 7570 Seminar in European History
HIST 7580 Seminar in American History
HIST 7590 Seminar in Non-Western History
HIST 7850 Special Topics in Material Culture
HIST 7920 Directed Readings
HIST 7950 Independent Study
C. Public History Courses (6 hours)
HIST 5700G American Material Culture
HIST 5720G Historical Archaeology
HIST 5750G American Folklore
HIST 5770G Oral History
HIST 5790G Archival Studies
HIST 5810G Topics in Architectural History
HIST 5830G Historic Preservation
HIST 5850G Museum Studies
HIST 5870G Heritage Tourism.................................................................3
HIST 5890G Topics in Public History..................................................3
HIST 7100 Internship in Public History.............................................3
HIST 7850 Special Topics in Material Culture..................................3
TOTAL 36 hours

Program of Study - American and European History: Seminar Option
A. Required Courses (9 hours)
HIST 7500 Historical Methods..........................................................3
HIST 7410, or
HIST 7420, or
HIST 7430 Colloquium........................................................................3
HIST 7570, or
HIST 7580, or
HIST 7590 Seminar..............................................................................3
B. Specialized Courses (21 hours)
HIST 5100G Topics in Latin American History..................................3
HIST 5150G Topics in Middle Eastern History..................................3
HIST 5200G Topics in African History................................................3
HIST 5250G Topics in Asian History..................................................3
HIST 5300G History of Russian/Soviet Foreign Policy.......................3
HIST 5450G Topics in Medieval History............................................3
HIST 5480G Topics in Modern European History..............................3
HIST 5490G Topics in European Intellectual and Cultural History.......3
HIST 5500G Topics in British History.................................................3
HIST 5540G Topics in U.S. Foreign Relations......................................3
HIST 5560G Topics in History of Georgia...........................................3
HIST 5565G Topics in the History of American Reform......................3
HIST 5570G Topics in the History of the American South..................3
HIST 5575G Topics in Urban History..................................................3
HIST 5640G Topics in the History of Technology and Culture............3
HIST 5650G Topics in African-American History.............................3
HIST 5660G Topics in the History of Women & Gender in America........3
HIST 5670G Topics in the History of Women & Gender in Europe.........3
HIST 5690 Topics in American Thought and Culture..........................3
HIST 5700G American Material Culture............................................3
HIST 5720G Historical Archaeology..........................................................3
HIST 5750G American Folklife.............................................................3
HIST 5770G Oral History............................................................................3
HIST 5790G Archival Studies.................................................................3
HIST 5810G Topics in Architectural History............................................3
HIST 5940G Fieldwork in History............................................................3
HIST 7100 Internship in Public History.....................................................3
HIST 7410 Colloquium in Non-Western History.......................................3
HIST 7420 Colloquium in European History.............................................3
HIST 7430 Colloquium in American History.............................................3
HIST 7570 Seminar in European History................................................3
HIST 7580 Seminar in American History................................................3
HIST 7590 Seminar in Non-Western History.............................................3
HIST 7850 Special Topics in Material Culture..........................................3
HIST 7920 Directed Readings......................................................................3
HIST 7950 Independent Study.....................................................................3
C. Public History Courses (6 hours)
HIST 5700G American Material Culture................................................3
HIST 5720G Historical Archaeology.........................................................3
HIST 5750G American Folklife..................................................................3
HIST 5770G Oral History..........................................................................3
HIST 5790G Archival Studies....................................................................3
HIST 5810G Topics in Architectural History.............................................3
HIST 5830G Historic Preservation............................................................3
HIST 5850G Museum Studies....................................................................3
HIST 5870G Heritage Tourism..................................................................3
HIST 5890G Topics in Public History.........................................................3
HIST 7100 Internship in Public History....................................................3
HIST 7850 Special Topics in Material Culture..........................................3
TOTAL 36 hours

Program of Study - Public History
A. Required Courses (9 hours)
HIST 7500 Historical Methods.................................................................3
HIST 7990 Thesis.......................................................................................6
Or
HIST 7995 Professional Internship in Public History .............................................. 6

B. Public History Courses (18 hours)
HIST 5700G American Material Culture .......................................................... 3
HIST 5720G Historical Archaeology ................................................................. 3
HIST 5750G American Folklore ........................................................................... 3
HIST 5770G Oral History .................................................................................... 3
HIST 5810G Topics in Architectural History ....................................................... 3
HIST 5830G Historic Preservation ....................................................................... 3
HIST 5850G Museum Studies .............................................................................. 3
HIST 5870G Heritage Tourism ............................................................................. 3
HIST 5890G Topics in Public History ................................................................. 3
HIST 7100 Internship in Public History ............................................................ 3
HIST 7920 Directed Readings ............................................................................. 3
HIST 7950 Independent Study ............................................................................ 3

C. Specialized Courses (9 semester hours)
HIST 5100G Topics in Latin American History ............................................... 3
HIST 5200G Topics in African History ................................................................ 3
HIST 5250G Topics in Asian History ................................................................. 3
HIST 5300G History of Russian/Soviet Foreign Policy ...................................... 3
HIST 5450G Topics in Medieval History .......................................................... 3
HIST 5480G Topics in Modern Europe .............................................................. 3

**HIST 5490G Topics in European Intellectual and Cultural History** ................. 3
HIST 5500G Topics in British History ............................................................... 3
HIST 5540G Topics in U.S. Foreign Relations .................................................... 3

**HIST 5575G Topics in Urban History** ............................................................. 3
HIST 5560G Topics in History of Georgia .......................................................... 3
HIST 5565G Topics in the History of American Reform .................................... 3
HIST 5570G Topics in the History of the American South ................................ 3
HIST 5640G Topics: Technology and Culture ................................................... 3
HIST 5650G Topics in African-American History ............................................. 3
HIST 5660G Topics in the History of Women & Gender in America ............... 3
HIST 5670G Topics in the History of Women & Gender in Europe .................... 3
HIST 5690 Topics in American Thought and Culture ...................................... 3
HIST 5940G Fieldwork in History ..................................................................... 3
HIST 7410 Colloquium in Non-Western History .............................................. 3
HIST 7420 Colloquium in European History .................................................... 3
HIST 7430 Colloquium in American History ........................................3
HIST 7570 Seminar in European History ........................................3
HIST 7580 Seminar in American History ........................................3
HIST 7590 Seminar in Non-Western History ...................................3
HIST 7850 Special Topics in Material Culture .................................3
HIST 7920 Directed Readings .......................................................3
HIST 7950 Independent Study .......................................................3
TOTAL 36 hours

Rationale: Course of study changes reflect addition of HIST 5575G and HIST 5490G.
NB: HIST 5490U/G was approved last year.

Effective Term: Fall 2011

B. Languages, Literature, & Philosophy

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

1. Modify the following course:
   ENGL 5560G 5590G Popular Literature 3-0-3

   Rationale: Undergraduate course number was changed years ago to ENGL 5590U.
   Graduate number must be changed for consistency.

   Effective Term: Fall 2011

2. Modify the following course:
   LING 5445G 5465G Chaucer 3-0-3

   Rationale: Course runs concurrently with ENGL counterpart. ENGL Chaucer course
   number was changed years ago. Undergraduate LING Chaucer course is LING 5465U.
   LING graduate course number must be changed for consistency.

   Effective Term: Fall 2011

IV. College of Science and Technology

A. Computer Science and Information Technology

   Item 1 from the Department of Computer Science and Information Technology
   was discussed and approved by the committee.
1. **Modify the following course:**
ITEC 5001G  CYBER SECURITY I  
**Prerequisite:** CSCI 2070  

**Rationale:** to maintain consistency with CRJU 5001G, the prerequisite of CSCI 2070 must be removed. There are no changes to the undergraduate version ITEC 5001U and CRJU 5001U, as these courses are taken by undergraduates either majoring in IT or earning the minor in Cyber Security.

**Effective Term:** Fall 2011

**ADJOURNMENT.** The meeting was adjourned at 2:35 p.m.

Respectfully submitted,

Phyllis L. Panhorst  
Catalog Editor
The Graduate Faculty Status (GFS) Committee consists of Don Stumpf (Chair), Alice Adams, Annette Wilson, Elizabeth Desnoyers-Colas, James Brawner, Pamela Mahan, Ray Hashemi

The GFS committee reviewed and approved two application packets (see table below). There are currently no other application packets ready for review.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Dept</th>
<th>Application</th>
<th>Type</th>
<th>Recommendation</th>
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<tr>
<td>Lee</td>
<td>Joann</td>
<td>PSYC</td>
<td>Temporary</td>
<td>Initial</td>
<td>Approve</td>
</tr>
<tr>
<td>Randolph</td>
<td>Scott</td>
<td>HIST</td>
<td>Associate</td>
<td>Initial</td>
<td>Approve</td>
</tr>
</tbody>
</table>

Respectfully submitted by,

Dr. Don Stumpf, chair
Graduate Affairs Committee Bylaws

Mission
The Graduate Affairs Committee, serving as the official representative of the Graduate Faculty, and acting under the oversight of the President, will exercise jurisdiction over all matters related to graduate-level programming at Armstrong Atlantic State University.

Duties
The committee will:
1. act on behalf of the Graduate Faculty except as specified elsewhere in the Bylaws;
2. develop, review, and keep current all policies and procedures affecting graduate-level recruitment, admissions, progression through programs, retention, and graduation;
3. approve the list of graduate students for fall and spring commencements;
4. receive reports from the Graduate Student Coordinating Council;
5. establish and maintain the following subcommittees, and receive and act upon their recommendations:
   o Graduate Faculty Status Subcommittee
   o Graduate Student Appeals Subcommittee
   o Graduate Curriculum Subcommittee
6. report to the Senate regarding all matters related to graduate school programming.

Meetings
Regularly scheduled meetings will convene during fall and spring semesters at least once per month from August through April. Special meetings may be called by the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, or the Chair of the committee in consultation with the membership.

Reports
Upon approval of the minutes from each meeting, the committee will report its actions to the Senate, including all actions originating from its various subcommittees.

Membership
The committee will be composed of one graduate faculty member with associate or full graduate faculty status from each of the following graduate programs: early childhood education, middle grades and secondary education, adult education, special education, communication sciences and disorders, health services administration, public health, sports medicine, nursing, physical therapy, criminal justice, history, liberal and professional studies, and computer science. The graduate coordinator representing each graduate program. In addition, two additional at-large members will be included from disciplines not otherwise represented on this committee. The chief officer of the School of Graduate Studies, Vice President for Academic Affairs, Academic Deans (or their designees), and the Advisor to the Graduate Student Coordinating Council serve as ex-officio, non-voting members of the committee.

Graduate Faculty Status Subcommittee

Charge: The Graduate Faculty Status Subcommittee will make recommendations to the
Graduate Affairs Committee regarding the granting of graduate faculty status.

Duties: The subcommittee will review and submit recommendations concerning proposals for categories of graduate faculty status, appointment criteria in each category, procedures whereby graduate faculty applications are reviewed by the subcommittee, and graduate faculty applications submitted in accordance with adopted policies and procedures.

Meetings: This subcommittee will meet monthly (August through April) unless otherwise specified or required.

Reports: All subcommittee recommendations are reported to the Graduate Affairs Committee for approval.

Membership: The subcommittee will be composed of seven members as approved by the Graduate Affairs Committee. All members will have associate or full graduate faculty status. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.

Graduate Student Appeals Subcommittee

Charge: The Graduate Student Appeals Subcommittee will make recommendations to the Graduate Affairs Committee involving graduate student academic appeals issues.

Duties: The subcommittee will develop and submit recommendations to the Graduate Affairs Committee concerning policies and procedures for graduate student appeals. The subcommittee will supervise the formal adjudication of any such appeals, and may serve in an advisory capacity to the Academic Standards Committee of the Faculty Senate.

Meetings: As needed or requested by the Chair of Graduate Affairs Committee

Reports: All subcommittee recommendations are reported to the Graduate Affairs Committee while maintaining the privacy of student information.

Membership: The subcommittee will be composed of seven members as approved by the Graduate Affairs Committee. All members will have associate or full graduate faculty status. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.

Graduate Curriculum Subcommittee

Charge: The Graduate Curriculum Subcommittee will make recommendations to the Graduate Affairs Committee involving graduate curricula issues

Duties: The subcommittee will make recommendations concerning general curricular policies and procedures, consider all proposals for new graduate degrees, programs, majors, and courses, and review all actions of college and university curriculum committees pertinent to graduate education.

Meetings: This subcommittee will meet monthly (August through April) unless otherwise specified or required.

Reports: All subcommittee recommendations are reported to the Graduate Affairs Committee for
Attachment 3

Membership: The subcommittee will be composed of seven members as approved by the Graduate Affairs Committee. All members will have associate or full graduate faculty status. Subcommittee membership will be structured as follows: one-two members from the College of Health Professions, one member from the College of Liberal Arts, one member from the College of Science and Technology, one-two members from the College of Education, and one at-large member. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.
Graduate Affairs Committee Bylaws

Mission
The Graduate Affairs Committee, serving as the official representative of the Graduate Faculty, and acting under the oversight of the President, will exercise jurisdiction over all matters related to graduate-level programming at Armstrong Atlantic State University.

Duties
The committee will:
1. act on behalf of the Graduate Faculty except as specified elsewhere in the Bylaws;
2. develop, review, and keep current all policies and procedures affecting graduate-level recruitment, admissions, progression through programs, retention, and graduation;
3. approve the list of graduate students for fall and spring commencements;
4. receive reports from the Graduate Student Coordinating Council;
5. establish and maintain the following committees, and receive and act upon their recommendations:
   o Graduate Faculty Status Committee
   o Graduate Student Appeals Committee
   o Graduate Curriculum Committee
6. report to the Senate regarding all matters related to graduate school programming.

Meetings
Regularly scheduled meetings will convene during fall and spring semesters at least once per month from August through April. Special meetings may be called by the Vice President for Academic Affairs, or the Chair of the committee in consultation with the membership.

Reports
Upon approval of the minutes from each meeting, the committee will report its actions to the Senate, including all actions originating from its various committees.

Membership
The committee will be composed of the Graduate Coordinator representing a representative of each graduate program. Two additional at-large members will be included from disciplines not otherwise represented on this committee. The Vice President for Academic Affairs, Academic Deans (or their designees), and the Advisor to the Graduate Student Coordinating Council serve as ex-officio, non-voting members of the committee.

Graduate Faculty Status Committee

Charge: The Graduate Faculty Status Committee will make recommendations to the Graduate Affairs Committee regarding the granting of graduate faculty status.

Duties: The committee will review and submit recommendations concerning proposals for categories of graduate faculty status, appointment criteria in each category, procedures whereby graduate faculty applications are reviewed by the committee, and graduate faculty applications submitted in accordance with adopted policies and procedures.
Meetings: This committee will meet monthly (August through April) unless otherwise specified or required.

Reports: All committee recommendations are reported to the Graduate Affairs Committee for approval.

Membership: The committee will be composed of seven members as approved by the Graduate Affairs Committee. Members will have associate or full graduate faculty status. A chair of this committee will be determined at the first Graduate Affairs Committee meeting of the academic year.

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Charge: The Graduate Student Appeals Committee will make recommendations to the Graduate Affairs Committee involving graduate student academic appeals issues.

Duties: The committee will develop and submit recommendations to the Graduate Affairs Committee concerning policies and procedures for graduate student appeals. The committee will supervise the formal adjudication of any such appeals, and may serve in an advisory capacity to the Academic Standards Committee of the Faculty Senate.

Meetings: As needed or requested by the Chair of Graduate Affairs Committee

Reports: All committee recommendations are reported to the Graduate Affairs Committee while maintaining the privacy of student information.

Membership: The committee will be composed of seven members as approved by the Graduate Affairs Committee. Members will have associate or full graduate faculty status. A chair of this committee will be determined at the first Graduate Affairs Committee meeting of the academic year.

Graduate Curriculum Committee

Charge: The Graduate Curriculum Committee will make recommendations to the Graduate Affairs Committee involving graduate curricula issues.

Duties: The committee will make recommendations concerning general curricular policies and procedures, consider all proposals for new graduate degrees, programs, majors, and courses, and review all actions of college and university curriculum committees pertinent to graduate education.

Meetings: This committee will meet monthly (August through April) unless otherwise specified or required.

Reports: All committee recommendations are reported to the Graduate Affairs Committee for approval.

Membership: The committee will be composed of seven members as approved by the Graduate Affairs Committee. Members will have associate or full graduate faculty status. Committee membership will be structured as follows: two members from the College of Health Professions, one member from the College of Liberal Arts, one member from the College of Science and
Technology, two members from the College of Education, and one at-large member. A chair of this committee will be determined at the first Graduate Affairs Committee meeting of the academic year.
Candidates for May 2011 Commencement

[ College of Liberal Arts ]

**Master of Arts**

**History**
- Tiffany Marie Bueno
- Toni Alexis Carter
- Corrie Nicole Hand
- Patricia Marie Hendrick
- Benjamin W. Hill
- Jason MacIain
- Kathryn Leigh O'Neal
- Duncan Montgomery Pindar
- Rachel America Porter
- TaNika LaShell Roberts
- Allison Leigh Silverman
- Anita L. van den Bosch

**Liberal and Professional Studies**
- Lisa Anne Bickley
- Francisco J. Duque
- William Hudson Edwards, Jr.
- Anne-Marie Creech Grayson

**Master of Science**

**Criminal Justice**
- Matthew Loran Fogarty
- Elliott Freels
- Ashley Danielle Loury
- Tiffany Marie McIntosh
- Katelynne Michelle Pease

[ College of Education ]

**Master of Arts in Teaching**

**Early Childhood Education**
- Michele Denise Alen
- Melissa U. Bandy
- Kathryn Fletcher Brock
- Casey Nicole Clark
- Rebecca Lauren Bates Cole
- Rex McKinley Divine
- Rena Ann Eason
- Jennifer Michelle Hartley
- Charlotte Toraill Hawkins
- Robin Bounds Horan
- Kristen Barden Johnson
- Jamie Louise Jones
- Heidi Noelle Kain
- Kourtney Kristen Kuzeff
- Amanda Nicole Long
Meagan Sharee Mangelsdorf  
Tiffany Ann Moss  
Corey Lewis Powell  
Lindsey Anne Rodenburg  
Julie Dawn Shirley  
Tiffanie Ramell Skeens  
Kelly Eileen Spiva  
Geronda Melissa Stroman  
Kara Anderson Tuten  
Kerryn Elizabeth Tvrdy  
Alexandra Lee Wambold  
Clare H. Ward  
Lawasia Diana Wimberly  
Sarah Virginia Wray  
Kathryn Teck Youmans  

**Middle Grades Education**  
Gisha L. Dudley  
Donna Fleury Floyd  
Alvonia Louis Gregory  
Thomas R. Hurst III  
Paula Elizabeth Kitchings  
Cory Michael Carter Martin  
DeAndrea Nicole McMillian  
Kimberly Diane Dodd Medders  
Kimbrough Yost Merck  
Tonia Renée Miller  
Michaelyn Marie O’Hearn  
Frances Catherine Prudhomme  
Jacqueline Renee Rogers  
Melissa Morris Sanso  
Rebecca King Space  
Christy Diane White  
Misty Register Yeargan  
Laura Ann Young  

**Special Education**  
Edward William Abahazi  
Cynthia Colmey Bosson  
Candy Maria Sains Brancato  
Stephanie Lynne Coleman  
Tamberneshia Wyshonda Collier  
Shannon Renée Glover  
Esther Godbee-Hosey  
Yvonne Hafner  
Jessica Denise Jackson  
Chevelle Lori King-Melton  
Raven Lane-Torre  
David Joseph Macchi  
Paige Meredith Will McCusker  
Chaurita Northcutt-Benjamin  
Leslie Bowen Retchko  
William E. Ross
Shane Ray Thornton
Rindy Lyn Vidovich
Angela York Wannamaker
Amy Rae Keith Williams
Caroline Ashleigh Wilson

Master of Education

Adult Education and Community Leadership
Rachel Woolard Anthony
Paige Doty Carson
Megan Elaine Morris
Tikesha C. Williams

Curriculum and Instruction
Christine Alainna N. Capps
Judith Farrar Fleming
Sherriah Dyann Robertson
Mary-Elizabeth Elise Vaquer

Early Childhood Education
Susan Michelle Battyanyi
Kelly A Baxter
Kelly Marie Blocker
Amy Elizabeth Bloom
Emilee L. Cahill
Angel Theresa Dargan
Katherine M. Flanagan
Heather Lynn Jones Garrido
Brittani Anne Horne
Amanda Ellen Lawson
Stephanie Theresa Lockwood
Janice Austin Lodge
Kaleigh Martin McCullough
Brooke Elaine Crouse Norton
April Causey Poppell
Kimberly Anne Raffield
Stephanie Chancellor Sapp
Stacy Christine Scoggins
Lethea Lashawn Sellers
Stephanie L. Willis
Breanna Celia Young

Special Education
Maya Latovia White

[ College of Health Professions ]

Doctor of Physical Therapy
Heather Wood Allen
Nena D. Cross
Daniel Christopher Dale
Tiffany Marie Drilling
Carty Ann Dunn
Haley Alicia Griffin Egesdahl
Kaitlen Blair Fulp
Kathi Lea Garrett
Kristen Diane Graham
Mary Ansley Harrell
Amanda Marie Herold
Amy Rebecca Jacobs
Alyssa Katherine LaRocca
Shannon Leigh Lloyd
Matthew Tyler Merritt
Hannah Alaine Newland
Allison Jean Posey
Mark Steven Powers
Brandi Michele Singleton
Jennifer Hemphill Spain

**Master of Health Services Administration**

Shawn Dean
Priscilla Elaine Garrison
Tiffany Fontaine Lackey
Megan Christine Mooneyham
Eric A. Porter
Sylvia Stanley

**Master of Public Health**

Meghan Lillis Bell
Dannah Michelle Burch
Monica Nicole Godfrey
Jessica Ellen Mack
Dziyana Nazaruk
Ashley Georgette Wadley

**Master of Science**

**Communication Sciences and Disorders**

Mallory Elizabeth Ake
Ashley Ilana Balbes
Nicole Kristen Bock
Katharine Nicole Briegel
Mallory Jean Bullock
Emily Christa Davis
Brittany Leigh Howell
Sandra Lea Izzard
Danielle Elyce Knight
Ashley Jean Makins
Megan Hendley Wheeler
Chelsy Rene Wilson

**Master of Science in Nursing**

Amy S. Cohan
Jennifer Marie DeMott
Vivian J. Haskins-Palefsky
Stephanie Rachel Landing
Teresa Ann Moore
Karen McComb Moses
Mary Katherine Rockwell
Erin Royal Scott
Lauren Taylor Shaw
Sharon Shupe
Nadia Yamin Stephenson
Deanna M. Wildes

Master of Science in Sports Medicine
Emre Caglayan
Joshua Paul Luczak
Kyra Marshall
Jennifer Newsome
Kenneth Cabatingan Queliza
Bradley Shenefelt

[ College of Science and Technology ]

Master of Science in Computer Science
Brian John Maxon
Jeffrey Robinson
Russell Warren Smith
ARMSTRONG ATLANTIC
STATE UNIVERSITY
GRADUATE AFFAIRS COMMITTEE
Burnett Hall Board Room
Minutes April 12, 2011

PRESENT: Donna Brooks, Joey Crosby (Vice Chair), Becky da Cruz, Elizabeth Desnoyers-Colas, John Hobe, Brenda Logan, Anita Nivens, Bryan Riemann, Joan Schwartz, Sandy Streater, Anne Thompson (ex officio), John Kraft (ex officio), Laura Barrett (ex officio), Stephen Jodis (ex officio), Trey Lawrence (ex officio)

ABSENT: Carol Andrews, José da Cruz, Ray Hashemi, Christopher Hendricks (Chair), David Lake, Regina Rahimi, Don Stumpf

GUESTS: Jill Bell, Joyce Bergin, Andy Clark, Pamela Mahan

I. Call to Order. The meeting was called to order at 2:30 p.m. by Dr. Joey Crosby.

II. Approval of Minutes. The minutes of March 8, 2011 were approved as presented.

III. Committee Reports
   A. Graduate Curriculum Committee (see Attachment 1). It was moved and seconded to approve the report of the Graduate Curriculum Committee. The motion carried.
   B. Graduate Faculty Status Committee (see Attachment 2). It was moved and seconded to approve the report of the Graduate Faculty Status Committee. The motion carried.
   C. Graduate Student Appeals Committee. No report.

IV. GSCC
Mr. Trey Lawrence reported that the spring event will be held April 29, from 6 p.m. to 10 p.m. at Wild Wings. They are looking into the possibility of hiring a band and having trivia at the event. Posters advertising the event are being hung around campus. Mr. Lawrence asked that faculty announce the event in their graduate classes.

Mr. Lawrence met with President Bleicken last week. She said she would be happy to look at a report regarding hooding. That report was submitted to her office today.

Mr. Lawrence also met with Vice President Carson and lobbied for Armstrong-designating some areas for graduate students.

Recently the GSCC has funded some public health students. The deadline to use the budget is the end of May. Mr. Lawrence would like to meet with Mr. Carson to talk about the possibility of rolling money over from one academic year to the next. The Board of Regents has some rules regarding this, but there is a belief that there is a way to accomplish the goal.
V. John Kraft

The Educational Testing Service (ETS) is changing aspects of the Graduate Record Exam (GRE) (see Attachment 3). Dr. Kraft was at a conference session on the topic. In summary, the computerized platform will be put to better use, creating a better way for students to take the test. The section on antonyms and analogies is being dropped and will be assessed through reading passages. The scale on the verbal and quantitative sections is changing. The analytical section will still use the current 6 point scale.

The new exam will be given starting in August 1, 2011. However, the new concordance table will not be published until November 2011. This creates an issue of how to define and publish entrance requirements before the concordance table is published. The ETS representative at the conference suggested using percentiles, but there are problems with doing it this way. The other option given was to publish the current GRE criteria with the addition of a phrase such as, "or equivalent to what is published in November."

Dr. Kraft recommend students be advised to take the GRE before August 1 where possible. However, the ETS is offering a 50% discount to students who take the exam in August and September. Once the new exam is in place, neither students or institutions will be provided with scores until the concordance table is published in November.

Dr. Kraft said he would draft a statement to be inserted into programs in the catalog and would send it to everyone for feedback.

Ms. Jill Bell noted that percentages cannot be entered in SHIP; only straight test scores can be entered. She said that starting with the new exam, the last four digits of the students’ social security numbers would be printed on the results, which will make matching scores to students easier.

VI. Jill Bell

Ms. Bell reported that the new PDF of the graduate application for fall is now available. There are two new items on the application that were added to comply with Board of Regents requirements. One is an addendum above the signature section dealing with consequences of falsifying information. The other is in the residency section and states that we will be verifying students’ legal presence in the state for determining eligibility for in-state tuition. The Board of Regents has not yet given clear instructions on what means are to be used to verify residency, so no one has been prevented from registering or being admitted at this time. The details of the means of verification are being worked out.

The new online application is being worked on, and it is hoped that a test version will be available soon. The goal is to phase out CollegeNET and have an online application that is strictly Armstrong.
VII. Other Business

There was a question regarding out-of-state tuition waivers. Mr. Andy Clark said that nothing has changed and we can still only waive out-of-state tuition for 134 students. The Athletics Department gets half of the waivers, and a good many are reserved for use by international students, so that does not leave many. Graduate assistants do get an out-of-state tuition waiver. Students can lose their waiver if their GPA is too low. There are more waivers available in summer than at any other time, because some students using waivers do not take summer classes. However, waivers awarded in summer under those circumstances would be for summer use only, since the waiver would go back to the original student in the fall. For the last three or four years, it has worked out that everyone who has applied for a waiver has gotten one.

VIII. Adjournment. The meeting was adjourned at 3:00 p.m.

Respectfully submitted

Phyllis L. Panhorst
Coordinator of Faculty Information and
Graduate Catalog Editor
CALL TO ORDER. The meeting was called to order at 2:15 p.m. by Dr. Regina Rahimi.

APPROVAL OF MINUTES. The minutes of February 25, 2011 were approved as presented.

ITEMS

I. College of Education
   A. Adolescent and Adult Education (no items)

   Items 1-6 from the Department of Adolescent and Adult Education were discussed and approved by the committee.

   B. Childhood and Exceptional Student Education

   1. Modify the following course:
      EEXE 7319 Career Development and Transition Planning
      Prerequisite: Permission of instructor

      Rationale: The prerequisite is no longer appropriate for this course.

      Effective Term: Fall 2012

   2. Modify the following course:
      EEXE 7510 Assistive Technology for Students with Physical and Sensory Disabilities
      Prerequisite: Permission of the instructor

      Rationale: The prerequisite is no longer appropriate for this course.

      Effective Term: Fall 2012

   3. Modify the following course:
      EEXE 7020 Methods and Strategies for Teaching Students with Autism
      Prerequisite: Permission of the instructor
Rationale: The prerequisite is no longer appropriate for this course.

Effective Term: Fall 2012

4. Modify the following course:
   RDEN 8070 RDEN 7070 Understanding Readers and the Reading Process 3-0-3 3-V-3
   Description: Major theories underlying reading and the teaching of reading, current topics
   and issues in the literacy field, variety of teaching strategies, and an introduction to past
   and present literacy scholars and their contributions to the teaching of reading. The first
   of three courses that will lead to the reading endorsement certificate. A field experience
   is required.

   Rationale: The course number is too high and has been changed to the appropriate 7000 level.
   A field experience is required in this course.

   CURCAT
   Course Equivalent: RDEN 8070

   Effective Term: Fall 2012

5. Modify the following course:
   RDEN 8071 RDEN 7071 Linking Literacy Assessment to Instruction 3-0-3 3-V-3
   Description: Emphasizes include understanding and applying a variety of assessment
   techniques and making informed decisions based on the assessment data. The second of
   three courses that will lead to a reading endorsement certificate. A field experience is
   required.

   Rationale: The course number is too high and has been changed to the appropriate 7000 level.
   A field experience is required in this course.

   CURCAT
   Course Equivalent: RDEN 8071

   Effective Term: Fall 2012

6. Modify the following course:
   RDEN 8072 RDEN 7072 Instructional Strategies in the Content Areas 3-0-3 3-V-3
   Description: Reading strategies applicable to a P-12 content areas. The third of three
   courses that will lead to a reading endorsement certificate. A field experience is
   required.

   Rationale: The course number is too high and has been changed to the appropriate 7000 level.
   A field experience is required in this course.

   CURCAT
   Course Equivalent: RDEN 8072

   Effective Term: Fall 2012
7. Modify the Program of Study for the Master of Education in Early Childhood Education

A. Professional Education (12 hours)
   FOUN 7060 Educational Research ........................................... 3
   ECEG 7070 Teaching for Cross Cultural Communication ......... 3
   OR
   FOUN 5400 Issues & Practices for Teaching in High-Needs School .... 3
   ECEG 7090 Early Childhood Curriculum & Methods ............ 3
   ECEG 7110 Advanced Child Growth & Dev ............................ 3
B. Support Courses (9 hours)
   RDEN 8970 7070 Understanding Readers & the Reading Process ..................... 3
   RDEN 8974 7071 Linking Literacy Assessment to Instruction (RE II) .......... 3
   RDEN 8972 7072 Instructional Strategies in the Content Areas (RE III) .... 3
C. Specialized Content for Teaching (9 hours)
   Courses in Early Childhood Education selected from educating exceptional learners,
   reading/language arts through technology, research and best practices, social sciences,
   sciences in mathematics and the sciences creative activities content areas ...
   TOTAL 30 hours

Rationale: The 8000 level courses were changed to the appropriate 7000 level. FOUN 5400
was deleted by action of the CoE Curriculum Committee and the Graduate Curriculum
Committee at their January and February 2011 meetings, respectively. Changes to the
specialized content selections will help align the program of study more effectively to its
standards and learning outcomes.

Effective Term: Fall 2012

II. College of Health Professions (no items)
III. College of Liberal Arts (no items)
IV. College of Science and Technology (no items)

ADJOURNMENT. The meeting was adjourned at 2:20 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor
Graduate Faculty Status (GFS) Committee GAC Report - 03072011

The Graduate Faculty Status (GFS) Committee consists of Don Stumpf (Chair), Alice Adams, Annette Wilson, Elizabeth Desnoyers-Colas, James Brawner, Pamela Mahan, Ray Hashemi.

The GFS committee reviewed and approved two application packets (see table below). There are currently no other application packets ready for review.

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<tr>
<th>Last Name</th>
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Respectfully submitted by,

Dr. Don Stumpf, chair
Welcome to our Top Story for the May 2010 issue of the GRE® revised General Test eUPDATE. If you haven't already signed up to receive future issues of the eUPDATE, sign up now: www.ets.org/gre/updates >

For more updates, information and past issues, please visit www.ets.org/gre/infocenter >

TOP STORY

THE NEW SCORE SCALE: More Simplicity in Distinguishing Performance Differences Between Candidates

One of the most significant changes incorporated in the launch of the GRE® revised General Test is the new score scale for the Verbal Reasoning and Quantitative Reasoning measures. In this article, we’ll explain the following score scale changes to help you and your institution prepare for the new scale as early as possible:

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new scale of 130 – 170 instead of the current scale of 200 – 800.
- Scores will be reported in 1-point increments, versus the current 10-point increments.
- The score scale is moving to a 41-point scale from the current 61-point scale.

We’ll also explain the reasons behind these score scale changes and how the new scale can help you make admissions decisions — including important tools you can use to compare candidates with scores from the current test, the GRE revised General Test or both tests.

While it’s important to know what to expect with the new score scale, it’s also important to know that the changes are designed to offer you a clear advantage: more simplicity in distinguishing performance differences between your candidates.

THE NEW 130 – 170 SCALE: A Notable Difference from the Current Scale

Starting in November 2011, scores from the three measures of the GRE revised General Test will be reported as follows:

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new 130 – 170 score scale, in 1-point increments, versus the current scale of 200 – 800 in 10-point increments.

Continued →

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**Analytical Writing** scores will continue to be reported on the same 0–6 score level, in half-point increments.

The new 130 – 170 scale will indicate that these scores are from the GRE revised General Test. This range was carefully selected to avoid any overlap with scores from existing GRE tests, to further help with the transition. We also recognize that many graduate programs have IT systems set up for 3-digit fields and created a score scale range that works with those systems.

Although the score scale is changing, GRE® General Test scores and GRE revised General Test scores will continue to be valid for five years. We’ll explain how to compare current test and revised test scores later in this article.

**REPORTING IN 1-POINT INCREMENTS: An Easier Way to Compare Candidates**

While the current Verbal Reasoning and Quantitative Reasoning scores are reported in 10-point increments, on the revised test these scores will be reported in 1-point increments. By changing the reporting metric in this way, the new scale will produce scores that don’t exaggerate small performance differences between examinees.

**Here’s why:** Reporting in 10-point increments can create the impression that there are bigger differences in ability than there actually are. Reporting in 1-point increments makes it clearer and much simpler for you to compare candidates.

> "The current GRE 200 – 800 score scale implies that there could be a meaningful difference between two candidates, say at 500 to 510. This difference appears large, but in reality, the difference is only one score point." – Liota Schmelkin, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies at Hofstra University and 2009 – 10 GRE Board Chair

Now, with the new 1-point increments, small score differences will be less likely to be interpreted as meaningful differences when comparing candidates’ performances. And candidates with larger differences will stand out more clearly.

**41 POINTS: Leading to Even Better Admissions Decisions**

The 41-point score scale was selected to balance the changes in content, new question types, the new psychometric model and test length. When combined together, the design features of the GRE revised General Test and the 41-point score scale will truly improve your ability to assess candidates’ verbal reasoning and quantitative reasoning skills — helping you make more accurate comparisons between candidates and make better admissions decisions for your graduate or business programs.

The new 41-point score scale will help institutions make more meaningful and appropriate comparisons
between candidates. While at first glance the fewer points available on the 41-point scale appear to provide less differentiation among candidates, we will be making more effective use of the entire score scale than occurs with the current 61-point scale.

For example, when you look at the current distribution, as reported in the annual GRE® Guide to Use of Scores, the 99th percentile of the Verbal Reasoning measure encompasses 7 score scale points (i.e., 740 – 800). With the new 41-point score scale, each point on the score scale will be more meaningful since candidates will be more spread out across the scale. When evaluating Quantitative Reasoning scores, the new score scale will provide more information as well, particularly at the top of the scale. For example, if you are interested in reviewing the candidates who score in the top 25 percent of the population in terms of quantitative skills, there are currently only 9 score points that cover that group — scores from 720 to 800. With the new scale, we anticipate that there will be approximately 15 score points that cover the top 25 percent of candidates, providing better differentiation between top-scoring candidates.

WHY THE SCORE SCALE IS CHANGING

Since significant modifications were made to the Verbal Reasoning and Quantitative Reasoning measures on the GRE revised General Test, professional standards (American Educational Research Association, American Psychological Association and National Council on Measurement in Education) require us to change the score scale.

It’s important to note that the score scale changes were thoughtfully developed with feedback from the broader graduate community, including the GRE Board and Committees, the Technical Advisory Committee, deans, admissions officers and other admissions decision makers.

HOW TO MAKE ADMISSIONS DECISIONS WITH THE NEW SCORE SCALE

GRE scores are valid for five years, which means you may get candidates with scores from the current GRE General Test, the GRE revised General Test — and even candidates with scores from both tests. How do you compare them to make admissions decisions? We are creating several important tools to help you, including:

- A new score concordance table that will create an easy bridge from current test scores (200 – 800 score scale) to revised test scores (130 – 170 score scale). It’s designed to help you compare current scores with new ones, includes percentiles and features printed charts and online tools to allow you the flexibility of using the style that fits you best.

This new table will become available in November 2011 after the statistical analyses required for the conversion to the new 130 – 170 score scale are completed.

Continued →

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* A revised score report that's been enhanced to offer even more information about a candidate. The revised score report will feature scores, percentiles and concordance information when appropriate, directly on the score report, so you will have all the information you need at your fingertips to compare applicants — easily and effectively. This information will also be reported in the electronic data files sent to institutions through SCORELINK® Internet Delivery Service and on CD.

* An updated GRE comparison tool that will be provided to schools that need to compare GMAT® scores to GRE General Test and GRE revised General Test scores. This tool will help you work with all three types of scores when it becomes available in November 2011.

A note about percentiles: Percentiles are very beneficial when comparing current and new scores because they're indicative of how well the candidate performed; they are based on three years of GRE General Test performance data. Both the score concordance table and the revised score report include percentiles for easier comparison between candidates.

THE NEW GRE SCORE REPORT (EFFECTIVE NOVEMBER 2011): A Guide

Information provided on the revised score report starting in November 2011:

* If a candidate has taken the GRE revised General Test, the revised score report will show scores based on the new 130 – 170 score scale, along with associated percentiles.

* If a candidate has taken the GRE General Test prior to August 2011 and submits their scores after November 2011, the revised score report will show the scores originally earned on the 200 – 800 scale, the estimated scores on the new 130 – 170 score scale and the associated percentiles.

* Candidates who take either the current or the revised test will continue to have Analytical Writing measure scores based on the 0 – 6 score level along with the associated percentile.

If a candidate presents scores from both tests, use the new score as part of your consideration for admissions, since the revised test is more closely aligned with the skills needed in graduate and business school programs.

If you currently do not receive paper score reports in addition to the electronic reports, or if your institution doesn't list both scaled scores and percentiles on your internal admissions paperwork, speak to your processing department to make sure they're prepared for the new scores and can provide you with the information you need.

Continued →

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