Members present: Drs. Christopher Hendricks, chair, Elizabeth Crawford, Joey Crosby, Becky da Cruz, John Kraft, Robert LeFavi, Robert Loyd, Michael Mink, Anita Nivens, Regina Rahimi, Anne Thompson, Ellen Whitford, Russell Watjen, Deans Laura Barrett, Shelley Conroy, Patricia Wachholz, Assistant Dean Stephen Jodis, and Ms. Jill Bell.

Guests: Ms. Saundra Holseth, Ms. Melanie Mirande, Ms. Phyllis Panhorst, Pam Magluido, and Mr. Andy Clark

I. Call to Order. The meeting was called to order at 2:35 PM by Dr. Hendricks, Chair.

II. The minutes of October 20, 2009 meeting were approved as presented.

III. Committee Reports:
   Graduate Curriculum: Dr. Nivens distributed the minutes of the committee’s meeting of October 30. Block of Items were presented and approved by adding Expression to the title on Item # 4 and adding the friendly amendment “Field Experience Required” for item #’s 5, 9, and 10. Revised GCC Items will be forwarded to Faculty Senate as a report for final approval by the president. (Items are attached to these minutes)

   Graduate Faculty Membership: Dr. Robert Loyd presented three applications for Graduate Faculty Status approved by the committee. (List is attached to these minutes)

   Dr. James Brawner has agreed to serve on the subcommittee.

   Graduate Appeals: No Report
   - There were no actions required of the committee.

VI. Old Business:
   (a) Faculty Senate by-laws committee approved the Graduate Affairs Committee changes to the by-laws. The committee has requested that the term “subcommittee” be changed for clarity. Several terms were suggested such as division. Drs. Kevin Hampton, Greg Knofczynski, Christopher Hendricks, and Ellen Whitford will meet to discuss the terminology. Final approval is on hold before going to the Senate.

   (b) Out-of-State Waiver Report – Dr. Russell Watjen provided a handout on how International and Superior Out-of-State waivers are distributed. There are 15 graduate waivers (5PH, 2 CS, 3 HS, 2 MAT, and 3 SPMED for a total of 15). Currently, students who hold a waiver, reapply, continue to meet the criteria, and maintain an institution undergraduate 2.5 and graduate 3.0 GPA will continue to receive the waiver. Proportional distribution of waivers is determined by enrollment. Actual distribution of waivers is determined by the president. (The handout is attached to these minutes)

   Questions and discussion followed: How should waivers be awarded? How can waivers be used for recruitment? How can waivers be determined and how many waivers are available each year? Currently, the waiver policy is good for 4 years and for one degree. How can waivers be freed-up since they are continuous and only a few become available as students graduate.
As a recruitment tool, recruiters could make students aware that waivers are available. A proposal for graduate waiver programs was requested.

(c) Graduate Assistants: Ms. Melanie Mirande distributed a handout providing information on how graduate assistants are broken down by colleges and departments. It was requested that colleges and departments be notified of students within their respective major who receive an assistantship since some colleges and departments do not allow students to hold assistantships at certain levels. Currently there are 51 graduate assistants. Suggestions were made for home departments to be notified of students obtaining assistantships, as well as graduate assistants get recommendations from their home department before placement. A proposal for selection is forthcoming. The dollar amount for graduate assistantships may need to be increased for recruiting purposes.

V. New Business:
Saundra Holseth, representing the GSCC reported that the new brochure is complete and the GSCC is putting together packets to let students know about the GSCC and the campus. Letters have been sent out the department heads for graduation requirements to let students know the specifics of departments as they come on campus. GSCC funds reimburse students for travel, research, and thesis work.

VI. Report from Director of Graduate Enrollment Services: Jill Bell thanked everyone for their condolences. Applications are up-to-date on processing. Packets should be going out shortly. Web-site continues to evolve and departments will be contacted individually. Graduation is now handled by the registrar's office. Pam Maglului was introduced as point of contact for the process. Deadline for approval of graduation list is due the end of the week. Motion was made to approve the graduation list presented with one addition, provided that degree candidates meet all requirements. Motion was made, seconded, and the list was approved. (List is attached to these minutes) (on file in office)

VII. Remarks: Dr. Ellen Whitford asked for clarity of motion made at the Faculty Senate with regards to Graduate Faculty Membership being approved at the department level. Committee members confirmed that the point of discussion had not been presented to the Graduate Affairs Committee or the Graduate Faculty Subcommittee.

In the regards to graduate processes – Dr. Whitford asked if there were an orientation for graduate students. SACS does require an orientation for students. It was noted that due to poor attendance previous orientations were not well attended and the orientations were dropped. It was suggested that on-line orientations and departments hold their own program specific orientation, as well as hold orientations in the fall at the Armstrong Center.

Dr. Whitford announced that AASU is going from level three (3) to level five (5) classification, and will be able to offer three additional advanced degrees in the future. The SACS site visit will be focus on integrity of programs, quality, and the viability of graduate programs to determine authorization to offer next level. A report needs to be put into place to include admissions, program structure, and the processes to fix any problems and identify gaps before the SACS visit. Andy Clark distributed a Commission on Colleges handout. (The handout is attached to these minutes) The visit must be completed within 18 months. The main focus of the SACS review will be on the graduate programs and their ability to offer the next two levels of instruction. Leadership teams will provide additional information to the Graduate Affairs Committee as it becomes available.
VIII. Announcements.

- All graduate forms need to be revised to reflect the changes in graduate studies. Dr. Whitford requested a notebook of forms.

- For the December degree candidates, thesis will be sent to the dean of their respective college. In-Progress grades and assessments are to be sent to Pam Maghilo in the registrar’s office.

- Students who pay their graduation fee on-line or without their application are to inform the bursar’s office what they are paying the fee for or it will be returned to them and their name may not be in the commencement brochure.

- The registrar is looking into an announcement regarding absolute deadlines.

- The Graduate Affairs Committee will meet Tuesday December 8, at 2:30 PM, in Burnett Hall, Room 125.

IX. Adjournment: The meeting was adjourned at 3:45 PM

Respectfully submitted,

Linda C. Hansen
Coordinator of Graduate Faculty Services
PRESENT: Carol Andrews, Sabitra Brush, Kalenda Eaton, Anita Nivens (Chair), Regina Rahimi, Elwin Tilson, Phyllis Panhorst (Catalog Editor)

ABSENT: Brenda Logan,

GUESTS: Joyce Bergin, Judy Ginter

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

AGENDA

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

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

ITEMS

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

I. College of Education
   A. Early Childhood Education

1. Change the following course title:

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

Rationale: The title, Advanced Methods in Early Childhood Science, more accurately describes the course content. "Early Childhood" now replaces "Elementary" in the literature of the field of Early Childhood Education.
Effective: Fall 2010

B. Special and Adult Education

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

CEUG 1010 Lifespan Development
CEUG 3012 Language Development: Ages and Stages
CEUG 2100 Introduction to Students with Disabilities
SPED 3010 Constructing Literacy Programs PK–12

Foundations courses .............................................................. 15 hours
EDUC 6000 Professional Orientation to Teaching 3
EEXE 7001 Technologies for Special Education 3
EEXE 6790 Legal and Procedural Issues in Special Education 3
EEXE 7403 Brain Research and Educational Practice 3
EEXE 6130 Assessment of Student with Disabilities 3

Specialized Content................................................................. 18 hours
EEXE 6034 Cognitive and Behavioral Problems that Disrupt Learning 3
EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities 3
EEXE 6400 Collaboration for Transition and Post Secondary Education 3
EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas 3
EEXE 6031 Methods and Strategies for Teaching Reading, Spelling and Written Expression 3
EEXE 6750 Graduate Internship (all courses must be completed) 3

Total Semester Hours 33

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

Effective term: Fall 2010

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

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

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

Effective term: Fall 2010
2. Change the title and course description of the following course:

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

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

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

Effective term: Fall 2010

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

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

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

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

Effective term: Fall 2010

5. Create the following course:

FOUN 6745 Classroom Based Research 3-V-3
Prerequisite: None
Co-requisite: None

Description: Course helps educators learn to apply basic principles of research to classroom instruction to assess its effectiveness with diverse
students. Demonstrates applied research principles, data collection, data analysis, summarizing results, and reporting procedures for various constituents. Course project may be included in a program’s exit portfolio.

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

Effective term: Fall 2010

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

Change the hours for the following course:

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

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

Effective term: Fall 2010

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

CEUG 1010 Lifespan Development
CEUG 3012 Language Development: Ages and Stages
CEUG 2100 Introduction to Students with Disabilities
SPED 3010 Constructing Literacy Programs PK-12
Foundations courses.................................................................15 hours
EDUC 6000 Professional Orientation to Teaching 3
EEXE 7001 Technologies for Special Education 3
EEXE 6790 Legal and Procedural Issues in Special Education 3
EEXE 7403 Brain Research and Educational Practice 3
FOUN 6745 Classroom Based Research 3
Specialized Content.................................................................19 hours
EEXE 6130 Assessment of Student with Disabilities 3
EEXE 6034 Cognitive and Behavior Problems Disabilities That Impact Learning and Behavior 3
EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities 3
EEXE 6032 Methods and Strategies for Teaching Mathematics and the 3
Effective term: Fall 2010

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

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

Effective term: Fall 2010

CURCAT
Major Department: Special and Adult Education
Can course be repeated for additional credit? No
Maximum number of credit hours: 3
Grading Mode: Normal
Instruction Type: Lecture

Change the following course prerequisites and hours:

EEXE 7070 Advanced Research Methods   3-0-3   3-V-3
Prerequisites: MATH-2200, FOUN 7060, or CEUG-2222 and completion of at least 18 21 semester hours of course content from the program of study.

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

Effective term: Fall 2010

10. Change the following course prerequisites and hours:
EEXE 7071 Research Project 3-0-3 3-V-3
Prerequisites: MATH 2200, FOUN 7060, or CEUG 2222 and completion of at least 18 21 semester hours of course content from the program of study.

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

Effective term: Fall 2010

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

Professional Core for Tracks One and Two
FOUN 7060 Education Research

Track One
EEXE 7507 Moderate to Severe Disabilities 18 hours
Characteristics of Students with Multiple And Severe Disabilities
*PSYC 5060 G Basic Behavior Principles and Behavior Modification
*PSYC5061G Advanced Behavioral Assessment
EEXE 7512 Augmentative and Alternative Communication with Severe and Multiple Disabilities
EEXE 7020 Methods and Strategies for Teaching Students with Autism
EEXE 7508 Strategies for Teaching Children with Multiple/Severe Disabilities

Track Two
EEXE 7001 Mild to Moderate Disabilities 18 hours
Technologies for Special Educators or equivalent technology course
EEXE 7403 Brain Research and Educational Practice
EEXE 7030 Characteristics of the Learning Disabled
EEXE 7000 Characteristics of Behavior Disorders
EEXE 7040 Social Development and Anger Management
EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities

Transition Core for Tracks One and Two
EEXE 7319 Career Development and Transition
EEXE 7320 Vocational Assessment of Special Education Students

Capstone for Track One 6 hours
*PSYC 5062G Advanced Behavior Techniques
EEXE 7071 Research Project

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

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

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

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

Effective term: Fall 2010

OTHER BUSINESS

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

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

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

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Coordinator for Faculty Information
Graduate Probation/Dismissal Proposal

Current Policy

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

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

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

Policies of other schools

<table>
<thead>
<tr>
<th>School</th>
<th>Policy</th>
<th>Readmit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASU</td>
<td>Degree Seeking or teacher certification students: probation - cum &lt; 3.0 after complete 9 hours; take 9 more hours; dismissal if cum &lt; 3.0 at 18 or more attempted hours. Certificate-Seeking students: probation - cum &lt; 3.0; dismissal - cum &lt; 3.0 after one semester or no more than 9 hours</td>
<td>no specific time period given</td>
</tr>
<tr>
<td>The College of New Jersey</td>
<td>probation - cum &lt; 3.0; suspension - cum &lt; 3.0 after semester of probation</td>
<td>after one calendar year if approved</td>
</tr>
</tbody>
</table>
Marshall University: probation - cum < 3.0; re-evaluated after 9 semester hours - programs have different policies.

University of North Alabama: probation - cum < 3.0; suspension - cum < 3.0 after 9 hours of probation or C or below on more than 6 hours.

The University of Tennessee at Chattanooga: probation - cum < 3.0; suspension - cum < 3.0 after 2 semesters of probation or if term gpa < 3.0 while on probation.

Valdosta State: probation - one grade of C; dismissal - any two grade combination of D, F, WF, or U or cum < 2.51.

Western Connecticut State: probation - cum < 3.0; suspension - cum does not improve after 1 semester of probation or cum < 3.0 after 2 semesters of probation.

University of Central Oklahoma: probation - cum < 3.0 after complete 9 hours; enrollment limited to 9 hours max Fall/Spring or 6 hours Summer; suspension - cum < 3.0 after probation semester or cum < 2.0 any semester.

Youngstown State: suspension - cum < 3.0 for 2 semesters or fail comp exams 3 times.

University of South Alabama: probation - cum < 3.0; suspension - cum < 3.0 after 2 semesters of probation or if term gpa < 3.0 while on probation.

Northern Kentucky University: probation - cum < 3.0; dismissal - cum < 3.0 after 9 hours; probation only once -- if cum < 3.0 again, dismissed.

University of Louisiana Monroe: dismissed if cum < 3.0 for 2 consecutive semesters or for any grade of D or F.

Columbus State: probation - C or below in 2 courses or cum < 3.0; dismissal - C or below in 3 or more courses or cum < 3.0 after 9 sem hours on probation.

Indiana University - South Bend: probation - cum < 3.0; dismissal - cum < 3.0 after next semester or discretion of dean.

Auburn University - Montgomery: probation - cum < 3.0; dismissal - cum < 2.5 or any 3 semesters of probation (not consecutive).
AASU Graduate Record Audit

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

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

Proposed Policy

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

Rationale

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

Proposed Banner Rules

<table>
<thead>
<tr>
<th>GS probation rules</th>
<th>Cum hours</th>
<th>Cum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
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<td></td>
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<tr>
<td></td>
<td>G2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>D1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>G3</td>
<td>7</td>
</tr>
</tbody>
</table>
Pop self or reports will need to be written to identify the students who have earned grades of D or below. We will have to code these students manually.

**Survey results for whether graduate students can repeat courses**

<table>
<thead>
<tr>
<th>School</th>
<th>Allow Repeats</th>
<th>How GPA computed</th>
<th>Other conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASU</td>
<td>Y</td>
<td>last grade</td>
<td></td>
</tr>
<tr>
<td>The College of New Jersey</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall University</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>Y</td>
<td>?</td>
<td>only Fs; max = 1</td>
</tr>
<tr>
<td>The University of Tennessee at Chattanooga</td>
<td>Y</td>
<td>all grades</td>
<td>advisor approval only</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>Y</td>
<td>all grades</td>
<td></td>
</tr>
<tr>
<td>Western Connecticut State</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Y</td>
<td>all grades</td>
<td>must repeat D or F; max = 1</td>
</tr>
<tr>
<td>Youngstown State</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>N</td>
<td></td>
<td>only Cs or Fs; max = 2;</td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>Y</td>
<td>last grade</td>
<td>specific course only once;</td>
</tr>
<tr>
<td>University of Louisiana Monroe</td>
<td>Y</td>
<td>all grades</td>
<td>dean approval only</td>
</tr>
<tr>
<td>Columbus State</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University - South Bend</td>
<td>N</td>
<td>last grade</td>
<td></td>
</tr>
<tr>
<td>Auburn University - Montgomery</td>
<td>Y</td>
<td>all grades</td>
<td>must repeat &lt; 2.0</td>
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<td>Last Name First Name</td>
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<td>Appl.</td>
<td>Type</td>
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<tr>
<td>1 Hamza-Lup, Nicoleta</td>
<td>Psych</td>
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<td>Initial</td>
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<td>2 Stone-Harris, Sayra</td>
<td>SAED</td>
<td>Part time</td>
<td>Initial</td>
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<tr>
<td>3 Wilson, Annette</td>
<td>MGSE</td>
<td>Associate</td>
<td>Initial</td>
</tr>
</tbody>
</table>
Armstrong Atlantic State University Faculty Senate

FSM 015.08/09

Approved April 13, 2009
Revised in committee, October 20, 2009

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 polices 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: Graduate Faculty Status Subcommittee, Graduate Student Appeals Subcommittee, 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 Associate Vice President for Academic Affairs, 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 subcommittees.

Membership
The committee will be composed of one graduate faculty member with associate or full-Graduate Faculty Status the graduate coordinator representing each graduate program, 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. 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 Counsel 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. Members will have associate or full graduate faculty status. *Subcommittee 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 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 student/graduate 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 make recommendations to the Vice-President of Academic Affairs on the disposition of cases. The subcommittee may serve in an advisory capacity to the Academic Standards Committee of the Faculty Senate. The previous year's subcommittee will be summoned to convene and adjudge an appeal should a student request a hearing during summer term. If a quorum of subcommittee members cannot be convened, the case may go directly to the Vice-President of Academic Affairs for administrative appeal.
Meetings: As needed or requested by the Chair of Graduate Affairs Committee

Reports: All subcommittee recommendations *activities* 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. 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 approval.

Membership: The subcommittee will be composed of seven members as approved by the Graduate Affairs Committee. 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.
<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Superior</th>
<th>International</th>
<th>Total</th>
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<tr>
<td>Athletes</td>
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<td>Graduate Students</td>
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<tr>
<td>Goizueta</td>
<td>1</td>
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<td>Other undergrads</td>
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<td></td>
<td>64</td>
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50.43% 13.04% 2.61% 29.57% 4.35% 100.00%
AASU Graduate Assistantship Report  
Summary, Fall 2009

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<tr>
<th>Stipends</th>
<th>Fall 09</th>
<th>Spring 10</th>
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<td>AASU funds</td>
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<td>outside funds</td>
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<th>Graduate Assistantships Awarded by College/Department</th>
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<td>Athletics</td>
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DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE

For use with the following types of changes:

- Initiating programs at a more advanced degree levels
- Expanding programs at current degree levels (when the new program is a departure from current programs)
- Initiating programs at a lower degree level
- Expanding electronic delivery to include currently offered degrees

Name of the Institution:

Nature of the Substantive Change:

Date:

By signing below, we attest to the following:

1. That ____________ (name of institution) has attached a complete and accurate overview of the proposed Substantive Change.

2. That ____________ (name of institution) has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the Principles of Accreditation affected by this Substantive Change.

Name and signature of the President:

Name and signature of the Accreditation Liaison:

COC Staff Member assigned to the Institution:

January 2007
Part I. Overview

A. Describe the proposed change. Include the location, initial date of implementation, projected number of students, primary target audience, projected life of the program (single cohort or ongoing), and instructional delivery methods. Provide specific outcomes and learning objectives for each new program, a schedule of proposed course offerings for the first year, and copies of syllabi for new courses.

B. Discuss the rationale for the change, including assessment of need. List currently offered certificate and/or degree programs that are related to the proposed expansion. Provide evidence of the legal authority for the change. List institutional strengths that facilitate implementing the proposed change.

Part II. Impact of the expansion on selected requirements in the Principles of Accreditation

A. Section 1: The Principle of Integrity

1.1 The institution operates with integrity in all matters. (Integrity)
Describe the impact of the proposed expansion on institutional integrity.

B. Section 2: Core Requirements
For each of the Core Requirements listed below, describe the impact of the program expansion on that aspect of the institution.

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Include a description of how the institution incorporates the new programs into the overall institutional effectiveness program.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120
semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)

Address 2.7.3 ONLY for a change of degree from Level I to Level II.

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Faculty)

Include a discussion of the impact of the new initiative on faculty workload. Identify new faculty hired to support this initiative. For expansion of electronic delivery, include a description of processes in place to ensure that students have structured access to faculty. For graduate programs, include documentation of the scholarship and research capability of faculty. For doctoral programs, include documentation of faculty experience in directing dissertation research.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)
Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the new initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, how training for faculty and students in the use of online resources will be provided, and what staffing and services will be available to students and faculty.

2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial Resources)

Include a copy of the most recent audit (for an institution planning to initiate degrees at a more advanced level).

Include a business plan that includes the following:

a. a description of financial resources to support the change, including a budget for the first year
b. projected revenues and expenditures and cash flow
c. the amount of resources going to institutions or organizations for contractual or support services
d. the operational, management, and physical resources available for the change.

Include contingency plans if required resources do not materialize.

Assess the impact that the proposed program expansion will have on the funding available for existing programs and services.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)
C. **Section 3: Comprehensive Standards**

*For each of the Comprehensive Standards listed below, describe the impact of the proposed program expansion on that aspect of the institution.*

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. *(Qualified administrative/academic officers)*

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas *(Institutional Effectiveness)*:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate

*Include a description of how the institution will monitor the quality of the proposed programs(s). Summarize procedures for the systematic evaluation of instructional results and the use of those results to improve the newly expanded programs.*

*For electronic instruction or compressed time frames, include a description of the methodology for determining that levels of knowledge and competencies are comparable to those required in traditional formats have been achieved.*

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. *(Academic program approval)*

*Document that faculty and administration were involved in the review and approval of the new program or delivery system.*

3.4.3 The institution publishes admissions policies that are consistent with its mission. *(Admissions policies)*

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(Acceptance of academic credit)*
3.4.9 The institution provides appropriate academic support services. (Academic support services)

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)

3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies. (College-level competencies)

Address 3.5.1 only for a change of degree from Level I to Level II.

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. (Institutional credits for a degree)

3.6.4 The institution defines and publishes requirements for its graduate and postgraduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-baccalaureate program requirements)
3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Display faculty qualifications on the Commission's "Roster of Instructional Staff." Limit entries to those faculty members assigned to the programs at the new level or to the expanded electronic courses. Include vitae of key faculty.

3.13.1 The institution complies with the policies of the Commission on Colleges. (Policy compliance)

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (Publication of accreditation status)

D. Section 4: Federal Requirements

4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)

4.4 Program length is appropriate for each of the institution's educational programs. (Program length)

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (Student complaints)
4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. (Recruitment materials)

4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Title IV program responsibilities)