March 18, 2013 AASU Faculty Senate Minutes

Armstrong State University

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Armstrong Atlantic State University  
Faculty Senate Meeting  
Minutes of March 18, 2013  
Student Union, Savannah Ballroom A, 3:00 pm

I. Senate President Baird called the meeting to order at 3:01 pm (see Appendix A)

II. Senate Action
   A. Minutes from February 18, 2013 Faculty Senate Meeting
      1. APPROVED Without Corrections
   B. University Curriculum Committee Report (Appendix B)
      1. Curriculum Changes
         i. Appendix B, I, Items A1-3
            a. Friendly Amendments
               i. Change Track 1 to Health and Physical Education with Certification
               ii. Change Track 2 to Non-Teacher Certification to Health and Physical Education
               iii. Amendments APPROVED
            b. Changes APPROVED
         ii. Appendix B, I, Items B1-5
            a. Friendly Amendments
               i. Change Track 1 to Early Childhood Education with Teacher Certification
               ii. Change Track 2 to Early Childhood Education
               iii. Amendments APPROVED
            b. Changes APPROVED
            a. Information Only
         iv. Appendix B, IV, Item C1
            a. Information Only
      2. Graduate Affairs/Graduate Curriculum Committee (Appendix C)
   C. NEW BUSINESS
      1. Presentation on Emergency Procedures
      2. Presentation on Administrative Survey Redesign
   D. CONTINUING BUSINESS
      1. Mail Opening Bill (Appendix D)
         i. Bill APPROVED
   E. NEW BUSINESS
      1. Emeritus Faculty Bill (Appendix E)
         i. Bill APPROVED
      2. Peer Review Bill (Appendix F)
         i. Friendly Amendment
            a. Change in Language in D2 from Should to Will
            b. Amendment APPROVED
ii. Motion to Convert Bill to Resolution
   a. Motion APPROVED
iii. Resolution APPROVED
   i. Bill APPROVED
4. Candidates for Graduation (Appendix H)
5. Committee Reports
   i. Student Success Committee (Appendix I)
      a. Presentation on Scholarship Process Revision
      b. Update on Disability Services
   ii. Ad-Hoc Online Education Committee

III. Senate Information
    A. Change of Venue for April 15, 2013
    B. Address Senate Related Email to faculty.senate@armstrong.edu

IV. Senate Adjourned at 5:05 pm.

Minutes Prepared By:

Austin W. Francis, Jr., Ph.D.
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<td>Regina Rahimi</td>
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<td>Biology</td>
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<td>Childhood and Exceptional Student Education</td>
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<td>Jackie Kim</td>
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<td>Languages, Literature, and Philosophy</td>
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<td>Dorothee Mertz-Weigel</td>
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<td>Physical Therapy</td>
<td>David Bringman</td>
<td>Nancy Wofford</td>
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<td>Wendy Wolfe</td>
<td>Mirari Elcoro</td>
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<td>Radiologic Sciences</td>
<td>Laurie Adams</td>
<td>Pamela Cartwright</td>
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<td>Respiratory Therapy</td>
<td>Christine Moore</td>
<td>Doug Masini</td>
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PRESENT:  Suzanne Carpenter, Kathryn Craven, José da Cruz, Mirari Elcoro, Catherine Gilbert, Robert Harris, Kam Fui Lau, Lynn Long, Rick McGrath (Chair), Glenda Ogletree, Jack Simmons, Phyllis Panhorst (Catalog Editor)

ABSENT:  Myka Campbell, Denene Lofland

GUESTS:  Cynthia Bolton, Donna Brooks, Mark Finlay, Judy Ginter, John Hobe, John Kraft, Patrice Mitchell, Patrick Thomas, Patricia Wachholz

CALL TO ORDER.  The meeting was called to order at 3:02 p.m. by Dr. Rick McGrath.

APPROVAL OF MINUTES.  The minutes of February 6, 2012 were approved with an amendment to page 19, Item 13, to add “(2 credits)” to MUSC 4110.

ITEMS

I. College of Education
   A. Adolescent and Adult Education

   Items 1-3 from the Department of Adolescent and Adult Education were discussed and approved by the committee.  They are being submitted to the Faculty Senate for approval.

   1.  Modify the credit hours and description for the following course:
PEEC 3010  Intramural and Recreational Programs
   Designed to prepare teachers to organize and administer preparation in organization and administration of intramural and recreational activities for grade schools, colleges, and community programs.  A field experience is required.

   Rationale:  Will allow for more comprehensive coverage of content pertaining to intramural and recreational programs.

   Catalog Effective Term:  Fall 2013
   Banner Effective Term:  Spring 2014

   CURCAT
   Maximum number of credit hours: 2 3
2. Create the following course:

**PEHM 4900 Internship Health and Physical Education Non-Teacher Certification Track**

Supervised field experience providing the opportunity to use knowledge and skills in youth and adult non-profit and/or corporate health and physical education programs.

**Rationale:** Provide student experience in youth and adult health and physical education programs.

**Catalog Effective Term:** Fall 2013  
**Banner Effective Term:** Spring 2014

**CURCAT**

- **Major Department:** Adolescent and Adult Education  
- Can course be repeated for additional credit? No  
- Maximum number of credit hours: 12  
- **Grading Mode:** S/U  
- **Instruction Type:** Internship

3. Modify the following program of study:

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION IN HEALTH AND PHYSICAL EDUCATION**

A. General Requirements (Core Areas A, B, C, D, and E) .................. 42 hours  
   Core Area F ........................................................................................ 18 hours

**Track 1: Teacher Certification**

- EDUC 2110 – Investigating Critical and Contemporary Issues in Education  
- EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts  
- EDUC 2130 – Exploring Learning and Teaching  
- PEHM 2100 – Athletic Health Care: Prevention, Recognition, and Care of Sports Injuries  
- PEHM 2500 – Foundations of Physical Education  
- PEHM 3200 – Motor Development and Learning

**Track 2: Non-Teacher Certification**

- EDUC 2110 – Investigating Critical and Contemporary Issues in Education  
- EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts  
- ECON 2106 – Principles of Microeconomics  
- PEHM 2100 – Athletic Health Care: Prevention, Recognition, and Care of Sports Injuries  
- PEHM 2500 – Foundations of Physical Education  
- PSYC 2950 – Lifespan Developmental Psychology

Physical Education ................................................................. 3 hours  
First-Year Seminar ........................................................................ 1 hour

B. Major Field Courses

**Track 1: Teacher Certification** .................................................. 60 hours

- EDUC 3100 – Technology Applications for Teachers  
- EDUC 3200 – Curriculum, Instruction, and Assessment  
- EDUC 3300 – Educating Students with Disabilities in the General Education Classroom  
- PEHM 3000 – Current Health Education Issues  
- PEHM 3090 – Basic Games, Dance & Rhythmic Activities
PEHM 3283 – Kinesiology
PEHM 3300 – Techniques in Team Sports Instruction
PEHM 3500 – Exercise Physiology
PEHM 3700 – Individual and Dual Sports
PEHM 4000 – Measurement and Evaluation in Health and Physical Education
PEHM 4090 – Health Education Topics
PEHM 4100 – Adaptive Physical Education
PEHM 4333 – Principles of Coaching
PEHM 4601 – Field Experience in Elementary Physical Education
PEHM 4602 – Field Experience in Middle and Secondary Physical Education
PEHM 4603 – Field Experience in Health Education
PEHM 4701 – Elementary Physical Education Curriculum and Methods
PEHM 4702 – Middle and Secondary Physical Education Curriculum and Methods
PEHM 4703 – Health Education Curriculum and Methods
PEHM 4750 – Internship II – Student Teaching

Track 2: Non-Teacher Certification ........................................ 58 hours

EDUC 3300 – Educating Students with Disabilities in the General Education Classroom
PEEC 3010 – Intramurals and Recreational Programs
PEEC 3100 – Outdoor Lifetime Activities
PEEC 3180 – Officiating Team Sports
PEHM 3000 – Current Health Education Issues
PEHM 3090 – Basic Games, Dance & Rhythmic Activities
PEHM 3200 – Motor Development and Learning
PEHM 3283 – Kinesiology
PEHM 3300 – Techniques in Team Sports Instruction
PEHM 3500 – Exercise Physiology
PEHM 3700 – Individual and Dual Sports
PEHM 4000 – Measurement and Evaluation in Health and Physical Education
PEHM 4090 – Health Education Topics
PEHM 4100 – Adaptive Physical Education
PEHM 4333 – Principles of Coaching
ECON 3220 – Management
PEHM 4900 – Internship Health and Physical Education Non-Teacher Certification Track

Choose two of the following four courses:
  - PEEC 3120 – Coaching Football
  - PEEC 3130 – Coaching Basketball
  - PEEC 3140 – Coaching Baseball
  - PEEC 3150 – Coaching Volleyball and Soccer

2 hours of free electives

Total Semester Hours  124 hours

C. (Track 1 only) GACE Basic Skills Assessment, admission to candidacy, education teaching portfolio, admission to Internship II, GACE content area examinations, criminal background check, evidence of professional tort liability insurance valid for a period no less than three (3) years from the date of admission to candidacy.

Effective Term: Fall 2013
B. Childhood and Exceptional Student Education

Items 1-5 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee. They are being submitted to the Faculty Senate for approval.

1. Create the following course:
   EDUC 4500 Working with Families 3-V-4
   Knowledge and skills necessary to form partnerships with families and the community to enhance care and education of children and youth. Field Experience Required.
   
   Rationale: Develop understanding of traditional and nontraditional families, including structural and lifestyle variations and understanding of parenting in diverse cultures, including high-risk families
   
   Catalog Effective Term: Fall 2013
   Banner Effective Term: Spring 2014

   CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 4
   Grading Mode: Normal
   Instruction Type: Lecture
   Equivalent Course: No

2. Create the following course:
   EDUC 3240 Literature for Children and Adolescents 3-V-3
   Survey course that introduces the range of literature appropriate for children and adolescents, latest trends, use of literature for dealing with social issues
   
   Rationale: Develop understanding of existing body of literature available for use in dealing with childhood and adolescent development, as well as family-related social issues
   
   Catalog Effective Term: Fall 2013
   Banner Effective Term: Spring 2014

   CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Equivalent Course: No
3. Create the following course:
   EDUC 3750 Community Internship I 0-V-3
   Field experience working with children, youth or families in community setting

   Rationale: Develop understanding of organizations that work with diverse family or youth cliental

   Catalog Effective Term: Fall 2013
   Banner Effective Term: Spring 2014

   CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 3
   Grading Mode: S/U
   Instruction Type: Internship
   Equivalent Course: No

4. Create the following course:
   EDUC 4750 Community Internship II 0-V-12
   Prerequisite: EDUC 3750
   Field experience working in a non-profit community setting

   Rationale: Develop understanding of non-profit community organizations whose missions focus on serving youth and/or families.

   Catalog Effective Term: Fall 2013
   Banner Effective Term: Spring 2014

   CURCAT
   Major Department: Childhood and Exceptional Student Education
   Can course be repeated for additional credit? No
   Maximum number of credit hours: 9
   Grading Mode: S/U
   Instruction Type: Internship
   Equivalent Course: No

5. Modify the following program of study:

   PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

   A. General Requirements (Core Areas A, B, C, D, and E) ................. 42 hours
      Core Area F ...................................................................................... 18 hours
      EDUC 2110 – Investigating Critical and Contemporary Issues
      EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130 – Exploring Learning and Teaching
ISCI 2001 – Life/Earth Science for Early Childhood Educators
ISCI 2002 – Physical Sciences for Early Childhood Educators
MATH 2008 – Foundations of Numbers and Operations
Physical Education .................................................................................................................. 3 hours
First-Year Seminar .................................................................................................................. 1 hour

B. Major Field Courses

Track 1: Teacher Certification .................................................................................................. 47 hours
EDUC 3100 – Technology Applications for Teachers
EDUC 3200 – Curriculum, Instruction, and Assessment
EDUC 3300 – Educating Students with Disabilities in the General Education Classroom
ECUG 3040 – Childhood Development from Prenatal Period to Adolescence
ECUG 3060 – Language Development, Birth to Grade 5
ECUG 3071 – Literature and Language Arts
ECUG 3072 – Teaching of Reading
ECUG 3750 – Internship I – Pre-Student Teaching
ECUG 4070 – Social Studies
ECUG 4080 – Life and Physical Methods in Early Childhood Science
ECUG 4090 – Classroom Management
ECUG 4300 – Language Arts Assessment and Modification
ECUG 4750 – Internship II – Student Teaching

Track 2: Non-Teacher Certification ....................................................................................... 48 hours
SOCI 3150 - Sociology of the Family
CEUG 3012 – Language Acquisition
ECUG 3040 – Childhood Development
EDUC 3100 – Technology Applications for Teachers
EDUC 3240 – Literature for Children and Adolescents
EDUC 3300 – Educating Students with Disabilities
ENGL 3720 – Business and Technical Communication
PEHM 3200 – Motor Development and Learning
PEHM 4090 – Health Education Topics
PUBH 5500U – Nutrition
EDUC 4500 – Working with Families
EDUC 3750 – Community Internship I
EDUC 4750 – Community Internship II

C. Related Field Courses

Track 1: Teacher Certification ............................................................................................... 13 hours
MATH 3911 – Algorithms and Number Systems: A Laboratory Approach
MATH 3912 – Geometry and Data Analysis: A Laboratory Approach
MATH 5911U – Topics in Mathematics for Educators
PEEC 3200 – Health and Physical Education for the Elementary School Teacher
ARTS 3200 – Art and the Child

or
MUSC 3200 – Music for the Elementary Teacher

Track 2: Non-Teacher Certification ....................................................................................... 12 hours
SOCI 1101 – Introductory Sociology (if not taken in Core Area E)
Approved electives

Total Semester Hours ............................................................................................................. 124 hours

D. (Track 1 only) Satisfy Basic Skills Assessments (GACE, PRAXIS I [passed prior to 3/7/07] or exemption scores); admission to candidacy; pre-planning Practicum; electronic education teaching portfolio; admission to Internship II Student Teaching; GACE II Tests One and Two content area examinations passed; criminal background check; current CPR (adult, child, & infant); First Aid certification.
Rationale: This track will increase the opportunities for students who want to work with children, adolescents, or families, or non-profit community organizations that serve those populations and who are not interested in obtaining certification to teach in PK-5.

Effective Term: Fall 2013

II. College of Health Professions

A. Health Sciences

Items 1-2 from the Department of Health Sciences were discussed and the undergraduate portions approved by the committee. They are being submitted to the Graduate Curriculum Committee and therefore is marked “For Information Only” for the report to the Senate.

1. Delete the following course:
   PUBH 5580 U/G Health and Human Development
   ___________________________ 3-0-3

   Rationale: This course will now be offered at the 4000 level.

   Effective Term: Fall 2013

2. Change the following course description:
   SMED 5065U/G Posture and Movement Assessment and Exercise
   3-0-3
   Undergraduate Prerequisite: HSCF 3005; HP/FM majors only or permission of instructor
   Graduate Prerequisite: SMED 5015G
   Techniques to identify impaired movement patterns and altered tissue adaptations. Corrective exercise strategies, including inhibitory, stretching and activation techniques and program design will be emphasized. At the conclusion of the course, students will be prepared to take the National Academy of Sports Medicine (NASM) Corrective Exercise Specialist (CES) certification exam.

   Rationale: We are no longer collaborating with the National Academy of Sports Medicine.

   Effective Term: Fall 2013

B. Medical Laboratory Science (no items)
C. Nursing (no items)
D. Radiologic Sciences (no items)
E. Rehabilitation Sciences (no items)
IV. College of Science and Technology

C. Computer Science and Information Technology

Item 1 from the Department of Computer Science and Information Technology was discussed and the undergraduate portion approved by the committee. It is being submitted to the Graduate Curriculum Committee and therefore is marked “For Information Only” for the report to the Senate.

1. Delete the Following Courses:
   - CSCI 5343 U/G SYSTEMS PROGRAMMING UNDER UNIX
   - CSCI 5835 U/G GRAPHICS RENDERING PRINCIPLES

   Rationale: For alignment with the revised graduate program of study. Courses have not been taught in a number of semesters and are outdated.

   Effective Term: Fall 2013

ADJOURNMENT. The meeting was adjourned at 4:04 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee
Graduate Affairs Committee  
Burnett Hall Board Room  
Minutes: March 5, 2013, 2:30 p.m.

PRESENT: Joey Crosby (Chair), Becky da Cruz, Mark Finlay, Ray Hashemi, Chris Hendricks, John Hobe, Anita Nivens, Gryan Riemann, Daniel Skidmore-Hess, Sandy Streeter, Patrick Thomas, Ellen Whitford, Carey Adams (ex officio), Robert Gregerson (ex officio), (Patricia Wachholz (ex officio), David Ward (ex officio)

GUESTS: Jill Bell

I. Call to Order. The meeting was called to order at 2:31 p.m. by Dr. Joey Crosby.

II. Approval of Minutes. The minutes of February 5, 2013 were approved by email on February 8, 2013.

III. Committee Reports
   A. Graduate Curriculum (see Attachment 1)
   The committee remanded to the department of Computer Science and Information Technology items IV.C.11 and IV.C.12. The committee accepted the remainder of the curriculum items in the report of the Graduate Curriculum Committee (GCC) as presented. The report should proceed through the Senate as an action item for Presidential approval. (Remanded items are clearly marked on Attachment 1).

   B. Graduate Faculty Status (see Attachment 2)
   The committee accepted the report of the Graduate Faculty Status Committee.

   C. Graduate Student Appeals
   There is a graduate student appeal pending. The date has been scheduled.

IV. Carey Adams
Dr. Adams is working with Ms. Carol Cox to try to create more graduate assistantships. These would need to be used as recruiting tools rather than to fund a student who is already here. Dr. John Kraft is looking at the applications that were not funded from the initial round. The majority of these applications were for using graduate students in administrative areas and in support roles. Dr. Adams would like to honor these requests first, but is wondering if there is a way to meet those needs without using graduate assistantships. In addition to the 17 graduate assistantships we have, Dr. Adams would like to fund the five we added
plus as many as nine more for recruitment purposes.

There was a question about the possibility of using out-of-state tuition waivers as recruitment incentives. Dr. Adams said there is a limit on the number we can grant, but he is willing to have a conversation with Dr. Bleicken about it.

Regarding graduate coordinators and summer session, Dr. Adams said that is a dean-level decision. He is open to having a conversation with deans about how they would like to handle it.

V. Jill Bell
The Graduate Studies Open House is on the 19th. Posters and other advertising is in place, and materials have been sent according to program requests. Information is being included in some student packets that are going out. About 65 students are signed up at this point, which is about 20 more than this time last year. If anyone needs additional materials, please contact Ms. Bell. May 2012 graduates were emailed regarding the Open House. There was a request to email December 2012 graduates as well, which Ms. Bell said would be done.

Applications are going well. Communication Sciences and Disorders has about 115 for fall and received another 110 in a five-day time period. There are only 35 left to process.

There was a question about the status of the online application. Ms. Bell reported that Dr. John Kraft has the contracts for CollegeNet, but she is not sure of the status beyond that. There are clear instructions on the PDF application that it must be printed out and submitted by one of several methods.

VI. Adjournment. The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Coordinator of Faculty Information and
Graduate Catalog Editor
GRADUATE CURRICULUM COMMITTEE
University Hall 282
Minutes, February 20, 2013

PRESENT: John Hobe, Brenda Logan, Sara Plaspolh, Ashraf Saad, Helen Taggart, Phyllis Panhorst (Catalog Editor)

ABSENT: Michael Benjamin, Teresa Winterhalter (Chair)

GUESTS: Becky K. da Cruz, Mark Finlay, Delana Gajdosik-Nivens, Judy Ginter, Bob Gregerson, John Kraft, Daniel Skidmore-Hess, Patricia Wachholz

CALL TO ORDER. The meeting was called to order at 2:00 p.m. by Dr. Sara Plaspolh.

APPROVAL OF MINUTES. The minutes of January 16, 2013 were approved as presented.

ITEMS

I. College of Education
   A. Adolescent and Adult Education

   Items 1-4 from the Department of Adolescent and Adult Education were discussed and the undergraduate portions approved by the University Curriculum Committee. The items were discussed and the graduate portions approved by the Graduate Curriculum Committee.

   1. Modify the following course:
      MGSE 5300U/G CONTENT METHODS IN SECONDARY ENGLISH AND LANGUAGE ARTS 3-V-3
      Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
      Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200

      Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6340, which is being deleted.

      Effective Term: Summer 2013
2. Modify the following course:
MGSE 5400U/G CONTENT METHODS IN SECONDARY HISTORY AND THE SOCIAL STUDIES 3-V-3
Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200

Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6360, which is being deleted.

Effective Term: Summer 2013

3. Modify the following course:
MGSE 5500U/G CONTENT METHODS IN SECONDARY SCIENCE 3-V-3
Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
Graduate Prerequisites: Admission into candidacy in the College of Education and Admission to the College of Education at the Graduate level, EDUC 6200

Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6370, which is being deleted.

Effective Term: Summer 2013

4. Modify the following course:
MGSE 5600U/G CONTENT METHODS MIDDLE GRADES IN SECONDARY MATHEMATICS 3-V-3
Undergraduate Prerequisites: Admission into candidacy in the College of Education, and EDUC 3200
Graduate Prerequisites: Admission into candidacy in the College of Education, and Admission to the College of Education at the Graduate level, EDUC 6200

Rationale: The title change better addresses the concept of the new degree in the new secondary MAT program. Graduate portion replaces SCED 6350, which is being deleted.

Effective Term: Summer 2013

CURCAT
MGSE 5300U (Undergraduate) Course Equivalent: None
MGSE 5300G (Graduate) Course Equivalent: SCED 6350

B. Childhood and Exceptional Student Education

Items 1-6 from the Department of Childhood and Exceptional Student Education were discussed and approved by the committee.

1. **Modify the following course**
   ECEG 7070 Teaching Cross-Cultural Communication Across Cultures 3-0-3
   **Description:** This course is designed to address the power of language as it relates to communication between educators and students, including Youth At-Risk and students in poverty. Strategies that improve communication between educators and at-risk youths will be addressed.

   **Rationale:** The title and description changes better explain course content.

   **Effective Term:** Summer 2013

2. **Modify the following course**
   ECEG 7090 Early Childhood Curriculum & Methods: Methods of Instructional Differentiation in Early Childhood Education 3-V-3
   **Description:** Content, approaches, methods, and materials appropriate for young children as presented in interdisciplinary or experience approach emphasizing how language arts, science, mathematics, social studies, and the creative arts are adapted to the skills and needs of children. A field experience is required.

   **Rationale:** The title change better explains course content.

   **Effective Term:** Summer 2013
3. **Modify the following course:**
   ECEG 7060 Multimedia Approach to Children’s Literature and Writing 3-0-3
   
   **Description:** Designed to expand the knowledge of children’s media, both in print and non-print, to provide for more in-depth study of literature and writing, and to focus on the development of literacy for the classroom.

   **Rationale:** The title and description changes better explain course content.

   **Effective Term:** Summer 2013

4. **Modify the following course**
   ECEG 7310 Field-Based Research in Writing V-V-(1-6)
   
   **Prerequisite:** Permission of instructor/department
   
   **Description:** Students will identify a particular classroom issue related to writing and carry out an ethnographic research project.

   **Rationale:** The prerequisite is no longer required. The title and description changes better explain course content. The description change better suits the Program of Study schedule.

   **Effective Term:** Summer 2013

5. **Modify the following program of study:**
   Program of Study for the Master of Education in Early Childhood Education

   **A. Professional Education (42 credits)**
   - FOUN 7060 Educational Research 3
   - ECEG 7070 Teaching Cross Cultural Communication Across Cultures 3
   - ECEG 7090 Early Childhood Curriculum & Methods of Instructional Differentiation in Early Childhood Education 3
   - ECEG 7110 Advanced Child Growth & Development 3
   - ECEG 7060 Multimedia Approach to Children’s Literature and Writing 3

   **B. Support Courses (9 hours)**
   - RDEN 7070 Understanding Readers & the Reading Process (RE I) 3
   - RDEN 7071 Linking Literacy Assessment to Instruction (RE II) 3
   - RDEN 7072 Instructional Strategies in the Content Areas (RE III) 3

   **C. Specialized Content for Teaching (9 credit hours)**
   Courses in Early Childhood Education selected from educating exceptional learners, language arts through technology, research and best practices in mathematics and sciences 9
   - RDEN 7185 Teaching Writers and Writing 3
   - ECEG 7050 Advanced Methods in Elementary Mathematics 3
   - ECEG 7010 Advanced Methods in Early Childhood Science 3

   **D. Capstone Course (3 hours)**
   - ECEG 7310 Field-Based Research in Writing 3
Rationale: The title changes better explain course content. The required Specialized Content for Teaching and Capstone Courses strengthen the program and emphasize writing, a Georgia Common Core Curriculum emphasis.

**Effective Term: Summer 2013**

6. **Modify the following course**
   EEXE 7510 Assistive Technology for Students With Physical And Sensory Disabilities 3-0-3
   
   **Description:** This course provides an overview of a wide range of forms of assistive technology including switches, computer use and adaptations, and communication devices. **Provides opportunities for candidates to develop devices for use in meeting the needs of students with physical and sensory disabilities.**

   **Rationale:** The added description better explains course content.

   **Effective Term: Summer 2013**

7. Modify the following program of study:

Program of Study for the Master of Education in Special Education

<table>
<thead>
<tr>
<th>Program of Study for the Master of Education in Special Education</th>
</tr>
</thead>
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<tr>
<td><strong>A. Professional Core for Tracks One and Two (3 hours)</strong></td>
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<tr>
<td>FOUN 7060 Education Research (<strong>Track One and Track Two</strong>) 3</td>
</tr>
<tr>
<td>1. <strong>Track One: Moderate to Severe Disabilities (48 12 hours)</strong></td>
</tr>
<tr>
<td>EEXE 7507 Characteristics of Students with Multiple and Severe Disabilities 3</td>
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<tr>
<td>*PSYC 5060G Basic Behavior Principles and Behavior Modification 3</td>
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<tr>
<td>*PSYC 5061G Advanced Behavioral Assessment 3</td>
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<td>EEXE 7020 Methods and Strategies for Teaching Students with Autism 3</td>
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<td>EEXE 7512 Augmentative and Alternative Communication with Severe and Multiple Disabilities 3</td>
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<td>EEXE 7508 Strategies for Teaching Children with Multiple/Severe Disabilities 3</td>
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<td>2. <strong>Track Two: Mild to Moderate Disabilities (18 hours)</strong></td>
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<td>EEXE 7000 Characteristics of Behavior Disorders 3</td>
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<tr>
<td>EEXE 7001 Technologies for Special Educators (or equivalent technology course) 3</td>
</tr>
<tr>
<td>EEXE 7030 Characteristics of the Learning Disabled 3</td>
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<tr>
<td>EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities 3</td>
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<tr>
<td>EEXE 7040 Social Development and Anger Management 3</td>
</tr>
<tr>
<td>EEXE 7403 Brain Research and Educational Practice 3</td>
</tr>
<tr>
<td><strong>B. Transition Core for Tracks One and Two (6 hours)</strong></td>
</tr>
<tr>
<td>EEXE 7319 Career Development and Transition 3</td>
</tr>
</tbody>
</table>
EEXE 7320 Vocational Assessment of Special Education Students 3

B. Transition Core
1. Track One: Moderate to Severe Disabilities (12 hours)
   - EEXE 7319 Career Development and Transition 3
   - EEXE 7320 Vocational Assessment of Special Education Students 3
   - EEXE 7321 Interagency Planning and Service for Transition to Adulthood 3
   - EEXE 7322 Community Based Instruction 3
2. Track Two: Mild to Moderate Disabilities (6 hours)
   - EEXE 7319 Career Development and Transition 3
   - EEXE 7320 Vocational Assessment of Special Education Students 3

C. Capstone Courses for Tracks One and Two (6 hours)
1. Track One (6 hours)
   - *PSYC 5062G Advanced Behavior Techniques 3
   - EEXE 7510 Assistive Technology for Students With Physical and Sensory Disabilities 3
   - EEXE 7071 Research Project 3
2. Track Two (6 hours)
   - EEXE 7070 Advanced Research Methods 3
   - EEXE 7071 Research Project 3

TOTAL: Track One 33 hours
TOTAL: Track Two 33 hours

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

Rationale: Adding EEXE 7321 and EEXE 7322 will strengthen the program, include the Transition Specialist Endorsement to the degree, and meet an identified need for improving Georgia school Special Education transition programs. Adding EEXE 7510 will strengthen the program by providing an opportunity for candidates to develop devices for use in meeting the needs of students with physical and sensory disabilities. Removing PSYC 5060G, 5061G, and PSYC 5062G will create space for EEXE 7321, EEXE 7322, and EEXE 7510.

Effective Term: Summer 2013

II. College of Health Professions

A. Health Sciences

Item 1 from the Department of Health Sciences was discussed and approved by the committee.

1. Create the following course:
   SMED 6605 Physical Activity and Aging Across the Lifespan 3-0-3
Prerequisites: none
Description: The contribution of human movement to the well-being and quality of life of aging populations. Principles, practices, and programs for seniors related to the concept of wellness. The myths, needs and movement potential of aging persons will be evaluated.

Rationale - Recent trends in sports medicine include increased opportunities promoting exercise and wellness programs for seniors. This class will address a wide variety of topics unique to senior citizen populations regarding exercise, physical activity, fitness, health, and wellness. Specific emphasis will be placed on analyzing the effects of physical activity on the elderly as well as understanding the aging process and the resulting decline in physiological properties. This course will be offered as an elective in the MSSM and MPH Programs.

Effective Term: Fall 2013

CURCAT:
Major Department: Health Sciences
Can course be repeated for additional credit? No
Maximum number of Credits: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: N/A

B. Nursing (no items)
C. Rehabilitation Sciences (no items)

III. College of Liberal Arts
A. Art, Music, & Theatre (no items)

B. Criminal Justice, Social and Political Science

Item 1 from the Department of Criminal Justice, Social and Political Science was discussed and the undergraduate portion approved by the University Curriculum Committee. The item was discussed and the graduate portion approved by the Graduate Curriculum Committee.

1. Create the following course:
   SOCI 5130U/G Political Terrorism 3-0-3
   Undergraduate Prerequisite: CRJU 1100 or HIST 1100 or POLS 1100
   Graduate Prerequisite: none
   Description: International and domestic terrorism undertaken for political purposes in liberal states. Primary focus on state-sponsored international terrorism, American domestic revolutionary terrorism, and
the dilemmas of counter-terrorism in a democracy. Cross-listed with CRJU 5130U/G and POLS 5130U/G.

Rationale: This course has been cross-listed with SOCI 4010, which raised potential SACS issues regarding both the level of the course and the field of the instructor. To solve this, SOCI 5130U/G will be cross-listed with CRJU 5130U/G and POLS 5130U/G. Graduate students will be required to work on a project and deliver a final report or paper.

Effective Term: Summer 2013

CURCAT:
Major Department: Criminal Justice, Social and Political Science
Can Course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
Course Equivalent: POLS 5130U/G, CRJU 5130U/G
Cross-listed Courses: POLS 5130U/G, CRJU 5130U/G

C. Economics (no items)
D. Gender and Women's Studies (no items)

E. History

Item 1 from the Department of History was discussed and the undergraduate portion approved by the University Curriculum Committee. The item was discussed and the graduate portion approved by the Graduate Curriculum Committee.

1. Create the following course:
HIST 5580U/G Topics in Environmental History 3-0-3
Undergraduate Prerequisite: HIST/POLS 1100 and HIST 1111 or 1112
Graduate Prerequisite: admission to the graduate program in History
Description: A historical study of the interactions between people and their environments. Course may focus on local environments, the Southeast, the entire United States, or survey the environmental history of the world.

Rationale: Environmental history is one of the fastest growing sub-disciplines in the historical profession. A course in this field will offer Armstrong history majors additional breadth in their major field courses, and also allow students minoring in environmental studies to learn the historical issues that remain significant today. Topics may include the biological consequences of the European encounter with the Americas, the environmental impact of technology and war, the interrelationship and mutual impact of humans with
the land and its plant and animal life, cultural attitudes and ideas about nature and the environment, and the roots of the current environmental crisis. Graduate students will need to complete substantial papers based upon original research and/or historiographical analysis.

Effective Term: Fall 2013

CURCAT:
Major Department: History
Can course be repeated for additional credit? Yes
Maximum number of Credit Hours: 6
Grading Mode: Normal
Instruction Type: Lecture
Equivalent Course: None

F. Languages, Literature, and Philosophy

Item 1 from the Department of Languages, Literature, and Philosophy was discussed and the undergraduate portion approved by the University Curriculum Committee. The item was discussed and the graduate portion approved by the Graduate Curriculum Committee.

1. Modify the following course:
   FILM 5510U/G FILM AND LITERATURE 3-0-3
   Undergraduate Prerequisite: ENGL 2100 or PHIL 2010 or PHIL 2030
   Graduate Prerequisite: None
   Relationship between film and literature with special emphasis on the adaptation of literature into film. Crosslisted as THEA 5510.

   Rationale: THEA 5510U/G was not properly created; the G portion never appeared on the GCC agenda for approval. Theater students may still take this equivalent course, FILM 5510U/G. Also, the course description of FILM 5510G was never updated to match FILM 5510U and should read as above.

   Effective Term: Fall 2013

Item 2 from the Department of Languages, Literature, and Philosophy was discussed and the undergraduate portion approved by the University Curriculum Committee in February 2009. It was submitted to the Graduate Curriculum Committee at that time but never appeared on the agenda. The item was discussed and the graduate portion approved by the Graduate Curriculum Committee.

2. FILM 5030U/G Television Theory and Criticism 3-0-3
Undergraduate Prerequisite: ENGL 2100
Graduate Prerequisite: None

Description: Critical examination of various aspects of television, such as genres, social implications, historical significance, and modes of production.

Rationale: The course expands our film offerings into the growing field of Television Studies and provides an additional option for film minors and students in the newly revised Professional Communications track of the English Major. Graduate students will be expected to supplement undergraduate course work with additional assignments such as oral presentation, leadership of class discussions, advanced investigation of primary texts and supplemental research projects.

Effective Term: Fall 2013

CURCAT:
Major Department: Languages, Literature, and Philosophy
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture

Item 3 from the Department of Languages, Literature, and Philosophy was discussed and the undergraduate portion approved by the University Curriculum Committee in March 2009. It was submitted to the Graduate Curriculum Committee at that time but never appeared on the agenda. The item was discussed and the graduate portion approved by the Graduate Curriculum Committee.

3. Create the following course:
FREN 5030 U/G SPECIAL TOPICS IN FRANCOPHONE LITERATURE 3-0-3
Undergraduate Prerequisite: ENGL 2100 or Permission of Instructor
Graduate Prerequisite: None

Description: Analysis of post-colonial, French-language literatures from Asia, Africa, the Caribbean, Canada and Cajun areas, in English translation.

Rationale: This course is meant to open French literature to the AASU student community. There are no courses on French literature offered in English (in translation) on our campus, while that literature is one of the richest and most influential of the modern European world, featuring authors such as Pisan, Montaigne and Descartes, Hugo and Dumas, Sartre, Foucault and De Beauvoir. There is also a current interest in literature of the Francophone (French speaking) World, with the study of works by Bâ, Senghor, and Césaire, to cite only a few. This course would offer the richness of Francophone Literature to students who are not able to read it in its original language. Also, it would allow professors of English literature, gender and women’s studies as well as African American literature to teach a special topics course on specific themes in their own
courses, but with a focus on Francophone authors. Graduate students will be required to lead discussion on one author/work and will do more substantial research.

Effective Term: Fall 2013

CURCAT:
College: Liberal Arts
Major Department: Languages, Literature, and Philosophy
Can the course be repeated for additional credit: Yes
Maximum number of credit hours: 6
Grading Mode: Normal
Instructional Type: Lecture

G. Professional Communication and Leadership (no items)

IV. College of Science and Technology

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

C. Computer Science and Information Technology

Items 1-9 from the Department of Computer Science and Information Technology were discussed and approved by the committee.

1. Modify the departmental information (page 101 of current catalog):

The overall mission of the computer science program is to have students be prepared for employment in business or industry in the wide variety of positions in which computer science is required, have students be prepared to pursue a PhD in computer science or a cognate field, have students develop fundamental skills in computer science in order to be in a position to adapt to rapid technological changes, and have students develop an understanding of the algorithmic approach to problem solving including the development, representation, communication, and analysis of algorithms. Master of Science in Computer Science (MSCS).

The main mission of the computer science program is to provide students with the necessary knowledge and skills for the current and near future job markets in industry as well as academia. The computer science program is student-focused, transformative, experiential and rigorous, leading to student success.

Students graduating from the program will be ready to take a wide variety of positions in the industries in which computer science is required, and also pursue an academic career in computer science or a cognate field.
 Besides developing fundamental skills in computer science in order to adapt to rapid technological changes students must also develop an understanding of the algorithmic approach to problem solving including the development, representation, communication, and analysis of information systems and algorithms.

Rationale: See Item 2.

Effective Term: Fall 2013

2. Modify Program of Study name, Admission Standards, and Standards of Progression and Graduation (pages 101-102 of current catalog):

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE

The main objectives of the computer and information science program are to provide a solid foundation in theoretical computer science so that graduates will have the fundamentals necessary to evolve with the discipline and to provide cutting-edge innovative graduate course work in core computer science and information science areas.

The MSCS program is currently not accepting new students.

Admission Standards

For admission to the MSCS program, the applicant must have completed an application for admission to Graduate Studies at Armstrong. Three recommendation letters, a Letter of Intent, two official undergraduate transcripts, general test GRE scores, and a certificate of immunization are also required prior to admission to the program. There are two classes of admission: regular admission and provisional admission.

For admission to the MSCIS program, the applicant must hold a Bachelor’s of Science degree in a science, mathematics, engineering, or related field of study, and must complete an application for admission to The Office of Graduate Studies at Armstrong. A complete application comprises a Letter of Intent, two official undergraduate transcripts, official GRE scores, and three recommendation letters. The University also requires a certificate of immunization for admission. There are two categories of admission to the MSCIS program: regular admission and provisional admission.

A. Regular Admission
Regular admission requires all of the following conditions to be met:

1. Bachelor of Science in computer science or a bachelor degree in a related field. Applicant must have completed the undergraduate course work equivalent to the following: in a science, mathematics, or engineering discipline or a Bachelor’s
degree in a related field. In addition, the applicant must have completed undergraduate course work equivalent to the following:

- CSCI 1301 (Introduction to Programming Principles).
- CSCI 1302 (Advanced Programming Principles).
- CSCI 2410 (Data Structures and Algorithms).
- CSCI 2625 (Discrete Structures for Computer Science).
- CSCI 3201 (Computer Organization and Architecture I).
- CSCI 3321 (Software Engineering).
- CSCI 3720 (Database Systems).

2. An undergraduate cumulative GPA of at least 2.7.
3. GRE verbal of 160, GRE quantitative of 144 or higher, and GRE analytical writing of 4.0 or higher. See note under Admissions Examinations on page 13 about using revised GRE scores after August 1, 2011.

B. Provisional Admission

Provisional admission requires that all of the following conditions be met:

1. Bachelor of Science degree in computer science or a bachelor degree in a related field. A Bachelor of Science degree in a science, mathematics, or engineering discipline or a Bachelor’s degree in a related field.
2. An undergraduate cumulative GPA of at least 2.4.
3. GRE verbal greater than 146, GRE quantitative greater than 141, and GRE analytical writing of 3.0 or higher. See note under Admissions Examinations on page 13 about using revised GRE scores after August 1, 2011.

Students who are admitted provisionally are required to meet with the graduate coordinator to determine the appropriate course of study. Depending on their background a student will complete with a GPA of at least 2.7 all or a subset of the courses listed in item 1 for regular admission. Students are expected to pass CSCI 1301: Introduction to Programming Principles, or an equivalent course, with a grade of B or better to obtain regular admission.

Standards of Progression and Graduation

A. A program of study must be maintained for each student. The program of study (signed by the student, advisor, and program graduate coordinator) must be forwarded to Graduate Studies accompanying the student’s application for graduation. Students are required to complete thirty hours of study. At least fifteen of these hours are from advanced graduate courses. The program has a required technical writing component. The Master’s Project CSCI 8200, or Thesis CSCI 8210, required of all students, serves as a capstone course. Students must complete at least eighteen hours of graduate study before enrolling in CSCI 8200 or CSCI 8210. Students must achieve a grade of C or higher to receive credit for a class and must maintain a grade point average of 3.0 or higher in the program.

B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to Graduate Studies.
C. Students are encouraged to apply for graduation two semesters before the anticipated date of graduation. Note: A copy of the official program of study must accompany the candidate’s application.

RATIONALE: The Department would like to re-activate the program in a new form. The scope of the program is expanded to accommodate the needs of a wider range of STEM majors interested in computing and information science related fields. The closest program is an online program in Information Systems at GSU, thus nothing similar is offered in the area.

Effective Term: Fall 2013

3. Create the following Course:
   CSCI 6001 Foundations of computing 3-0-3
   Prerequisite: Permission of department head.
   Description: The course is intended to give prospective master’s students a solid foundation in computer programming and computational thinking that are requisite for success in subsequent courses in the master’s program. Topics include fundamental concepts of discrete mathematics, data structures, algorithms, and programming.

   Rationale: This course provides a condensed introduction to the most fundamental concepts in computer science for non-CS undergraduate majors and is designed to fill in gaps of knowledge for non-CS undergraduate majors.

   Effective Term: Fall 2013

CURCAT
   Major Department: Computer Science and Information Technology
   Can course be repeated for additional credit: No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: None

4. CSCI 6371 Advanced Human Computer Interaction 3-0-3
   Prerequisite: Permission of department head
   Description: Paradigms in modern user interface design and related human factors. Topics include: user-system compatibility analysis, techniques for user interface design, methods for interface analysis, multimodal interaction and interaction analysis.

   Rationale: For alignment with the revised programs of study

   Effective Term: Fall 2013
CURCAT
   Major Department: Computer Science and Information Technology
   Can course be repeated for additional credit: No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: None

5. CSCI 7010 Decision Support Systems 3-0-3
   Prerequisite: CSCI 6001
   Description: Methods to model, represent, validate, integrate and enact decision support algorithms, which is aimed at the medical knowledge as conceived by humans, either in the form of expert knowledge of clinicians, or in textual form such as scientific articles or clinical guidelines.
   Rationale: For alignment with the revised programs of study
   Effective Term: Fall 2013

CURCAT
   Major Department: Computer Science and Information Technology
   Can course be repeated for additional credit: No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: None

6. CSCI 7700 Advanced Computer Security 3-0-3
   Prerequisite: CSCI 5700 or CSCI 5410
   Description: Theory and practice of computer security. Topics include cryptography, cryptanalysis, digital certificates, coding theory, computer forensics, and system security.
   Rationale: For alignment with the revised programs of study
   Effective Term: Fall 2013

CURCAT
   Major Department: Computer Science and Information Technology
   Can course be repeated for additional credit: No
   Maximum Number of Credit Hours: 3
   Grading Mode: Normal
   Instruction Type: Lecture
   Course Equivalent: None
7. **CSCI 7800 Computational Intelligence**  
   **Prerequisite:** CSCI 6001  
   **Description:** Advanced algorithms including Bayesian learning, neural networks, fuzzy logic, genetic algorithms, support vector machines, clustering techniques and hybrid algorithms.

   Rationale: For alignment with the revised programs of study

   **Effective Term:** Fall 2013

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8. **Modify the following Course:**  
   **CSCI 6040 System Analysis and Design Life Cycle Applications**

   Rationale: For alignment with the revised programs of study

   **Effective Term:** Fall 2013

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9. **Modify the following course:**  
   **CSCI 7600 COLLABORATIVE COMPUTING**  
   **Prerequisite:** CSCI 3321 (Software Engineering) or equivalent CSCI 6001  
   **Description:** Study of computer-based systems that support group work. Investigation of the World Wide Web, work flow systems, video conferencing, and virtual reality plus related languages and protocols. The foundations for establishing collaborative systems that enables geographically distributed centers to share (a) the expertise in emergency cases (b) their research findings, and/or (c) the solutions to components of a partitioned health problem.

   Rationale: For alignment with the revised programs of study

   **Effective Term:** Fall 2013
In item 10 from the Department of Computer Science and Information Technology, the two 5000-level classes were remanded, as they must start with the University Curriculum Committee. The two 7000-level classes were discussed and deletion approved by the committee.

10. Delete the Following Courses:

Remanded: 5000-level classes must be deleted at the undergraduate level first.

CSCI 5343G SYSTEMS PROGRAMMING UNDER UNIX
CSCI 5835G GRAPHICS RENDERING PRINCIPLES

Deletion approved:

CSCI 7400 TRANSACTION PROCESSING
CSCI 7830 CURRENT TRENDS IN COMPUTER GRAPHICS

Rationale: For alignment with the revised programs of study Courses have not been taught in a number of semesters and are outdated.

Effective Term: Fall 2013

In item 11 from the Department of Computer Science and Information Technology, Track 2 (Cyber Security) was withdrawn at the request of the department. Track 3 (Health Informatics) was renumbered to Track 2. The program modifications were discussed and approved by the Graduate Curriculum Committee. The item was REMANDED to the department by the Graduate Affairs Committee at their meeting of March 5, 2013.

11. Modify the following program of study:

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE

A. Core Required Course (3 hours)
CSCI 6100 Technical Writing *CSCI 6001 Foundations of Computing 3
*Waived for students with a BS in CS from an ABET accredited program

Track 1: Computer Science
B. Foundation Courses (maximum ± 15 hours)
CSCI 5100G Object-oriented Programming 3
CSCI 5210G High Performance Computing 3
CSCI 5220G Data Communications and Networks 3
CSCI 5322G Advanced Software Engineering 3
CSCI 5342G Advanced Operating Systems 3
CSCI 5343G Systems Programming Under Unix 3
CSCI 5350G Compiler Theory 3
CSCI 5370G Handheld And Ubiquitous Computing 3
CSCI 5410G Analysis Of Algorithms 3
CSCI 5360G Embedded Systems Programming 3
CSCI 5520G Rapid Java Development 3
CSCI 5610G Numerical Analysis 3
CSCI 5700G Computer Security 3
CSCI 5720G Advanced Database Systems 3
CSCI 5735G Data Mining 3
CSCI 5820G Machine Learning 3
CSCI 5825G Artificial Intelligence 3
CSCI 5830G Computer Graphics 3
CSCI 5835G Graphics Rendering Principles 3
CSCI 6100 Technical Writing 3

C. Fundamental Courses (minimum 9 hours)
   CSCI 6040 System Lifecycle Applications 3
   CSCI 7200 Real-time System Concepts and Implementation 3
   CSCI 7300 Computer Networks 3
   CSCI 7320 Software Development Process 3
   CSCI 7400 Transaction Processing 3
   CSCI 7500 Mobile Computing 3
   CSCI 7600 Collaborative Computing 3
   CSCI 7830 Current Trends in Computer Graphics 3
   CSCI 7800 Computational Intelligence 3
   CSCI 7835 Image Processing 3
   CSCI 8100 Special Topics 3

Track withdrawn at request of department.

Track 2: Cyber Security

The Cyber Security Track is built on the Post-Baccalaureate Certificate in Cyber Security program. Students in the certificate program have the option to continue working towards the MS degree.

B. Content Courses (9 hours)

*These Courses also required by the Post-Baccalaureate Certificate in Cyber Security program.

   ITEC/CRJU 5001G Cyber Security I 3
   ITEC/CRJU 5002G Cyber Security II 3
   CRJU 7862 Special Topics in Cyber Security & Criminal Investigations 3
   CRJU 7864 Rules of Evidence/Legal Aspects of Cyber Security 3
   CRJU 7865 First Responder Tools and Application 3

C. Fundamental Courses (12-15 hours)

   CSCI 5700G Computer Security 3
   CSCI 5220G Data Communications and Networks 3
   CSCI 6371 Advanced Human Computer Interaction 3
   CSCI 7300 Computer Networks 3
   CSCI 7500 Mobile Computing 3
Track 2: Health Informatics

The Health Informatics Track is built on the Post-Baccalaureate Certificate in Clinical Informatics program. Students in the certificate program have the option to continue working towards the MS degree.

B. Fundamental Courses (12 hours)

Select one of the following groups of courses

*Group I

*These Courses also required by the Post-Baccalaureate Certificate in Clinical Informatics program.

- MHSA/NURS 6010 Foundations of Clinical Informatics 3
- MHSA/NURS 6020 Knowledge/Information Management 3
- MHSA/NURS 6030 Project Management 3
- MHSA/NURS/CSCI 6040 System Lifecycle Applications 3

*Group II

- MHSA 6000 Health Care Financing and Delivery Systems 3
- MHSA 6100 Organization Theory/Organization Behavior in Health Care 3
- MHSA 6800 Legal Environment of Health Care 3
- PUBH 6100 Epidemiology 3

C. Fundamental Courses (9-12 hours)

- CSCI 6371 Advanced Human Computer Interaction 3
- CSCI 5735G Data Mining 3
- CSCI 7010 Decision Support Systems 3
- CSCI 7600 Collaborative Systems 3
- CSCI 7800 Computational Intelligence 3
- CSCI 8100 Special Topics 3

D. Comprehensive Project, All Tracks (6 semester hours)

- CSCI 8200 Master’s Project 6
- CSCI 8210 Master’s Thesis 6

TOTAL 30 hours

Rationale: The new track in Health Informatics is designed to allow students in the existing Post-Baccalaureate Certificate program to continue on to a MSCIS degree in a stackable fashion.

Effective: Fall 2013
Item 12 from the Department of Computer Science and Information Technology was discussed and approved by the Graduate Curriculum Committee. The item was REMANDED to the department by the Graduate Affairs Committee at their meeting of March 5, 2013.

12. Create the following certificate program:

**POST-BACCALAUREATE CERTIFICATE IN SCIENTIFIC COMPUTING**

**A. Core Required Course (3 hours)**

*CSCI 6001 Foundations of Computing 3*

* Waived for students with a BS in CS degree from an ABET accredited program

**B. Content Courses (3 hours)**

Choose one:

- MATH 6900 Special Topics in Mathematics 3
- MATH 6930 Special Topics in Applied Mathematics 3
- MATH 7210 Quantitative Methods for Decision Making 3

**C. Fundamental Courses (6-9 hours)**

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<td>CSCI 8100 Special Topics</td>
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</table>

**TOTAL 12 hours**

Rationale: The new Post-Baccalaureate Certificate program is designed to address the increasing demands for computing solutions to the "big data" problem. This certificate is targeted at STEM majors wishing to pursue a post-baccalaureate certificate. This certificate is also stackable. Students obtaining this certificate could continue on to a MSCIS degree.

**Effective: Fall 2013**

D. Mathematics (no items)
E. Psychology (no items)

**OTHER BUSINESS**
ADJOURNMENT. The meeting was adjourned at 2:40 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor
Members: Tim McMillan, Andi Beth Mincer, Pam Mahan, Linda Ann McCall, Glenda Ogletree, Daniel Skidmore-Hess (Chair), Jane Wong

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

**Associate**
- Edward Rinalducci  
  Criminal Justice, Social & Political Science  
  reappointment

**Temporary**
- Lesley Roessing  
  College of Education  
  reappointment
- Elizabeth Larrimore  
  Rehabilitation Sciences (CSDS)  
  reappointment

Respectfully submitted,

Daniel Skidmore-Hess, Chair
Appendix D – Opening of Mail

Whereas the opening of mail by someone other than the addressee without his or her permission is a significant violation of privacy; and

Whereas other units of the University System of Georgia have process controls in place that do not require faculty privacy to be violated in this manner to ensure fiscal stability,

This bill requests that the President immediately direct all university employees involved in the receipt, transport, and distribution of both United States Mail and Campus Mail to deliver it to its intended recipient without opening, copying, diverting or otherwise delaying its progress.
Appendix E – Bill Concerning Emeritus Faculty

Whereas the present Armstrong Atlantic State University Faculty Handbook (Rev 5-15-12, see http://www.armstrong.edu/images/academic_affairs/Faculty_Handbook.pdf) only outlines in section 107.5.2 (in agreement with the provisions of the Board of Regents guidelines (section 8.3.13, see http://www.usg.edu/policymanual/section8/C245/) the manner in which a retired faculty member can attain emeriti status and not the privileges garnered from the award, and

Whereas other Georgia institutions likewise have no apparent verbiage contained in handbooks regarding emeriti faculty benefits but have assurances through recognized organizations such as the Georgia State University Emerti Association (see http://www.gsu.edu/emeriti/) which cites the following subset of paraphrased benefits:

- University identification card (e.g., Armstrong’s Pirate card) with Emeriti faculty designation
- Free parking decal for faculty spaces
- Retain use of email account
- Access to library and all its benefits, and

Whereas other institutions’ Academic Affairs Offices in states such as Tennessee have adopted policies (see http://www.tnstate.edu/academic_affairs/documents/Professor%20Emeritus%20Policy_from%20web.pdf) guaranteeing similar aforementioned benefits for emeriti faculty, and

Whereas the impact to the university of extending these benefits would be minimal (in this current year 2012-13 there are only 68 emeriti faculty) and contributions from this group are great (including their attendance and engagement at university sponsored activities from sporting events to mathematics competitions, and continued scholarly actions including publication, among other ambassadressial endeavors),

We hereby in the stead of a formal organization of emeriti faculty confer the aforementioned benefits for emeriti faculty of Armstrong Atlantic State University for any and all benefits and any and all time ranges that do not exert a financial burden on the university.
Appendix F - Faculty Development Peer Review Bill

Early Fall 2012, the Faculty Senate charged the Faculty Development Committee (FDC) to “develop a mentoring process for non-tenure track faculty.” The FDC decided that this would best be accomplished through a more systematic peer review process available to both tenure-track and non-tenure track faculty. The chair of the Faculty Development Committee then invited faculty to participate in the development of these recommendations. Eleven faculty members, representing three colleges and six departments, stepped forward to be the Peer Review of Teaching Task Force. This Task Force met several times Fall 2012 and Spring 2013 to explore selected papers from the current literature on the peer review of teaching (PRT) in higher education (Hubbal & Clarke 2010, Lamas & Kinchin 2006) and formulated the following recommendations. These recommendations were discussed, edited slightly and endorsed by the Faculty Development Committee March 1, 2013. The Faculty Development Committee is now sending these recommendations to the Senate for approval and action.

Recommendations

We recommend the following.

1. Establish a “First Year Faculty Experience (FYFE).”
   a. This would be a systematic and mandatory program for new full-time faculty that meets frequently for at least the first year.
   b. It would include but would not be limited to sessions on teaching. One of the teaching topics should be a discussion of scholarly works related to quality teaching and both the process and products of the scholarship of teaching and learning.
   c. FYFE sessions should be highly participatory and focused on exchanging experiences and opinions on general matters important to those working in academia rather than top-down dissemination of policies or instructions.
   d. Each FYFE participant would be required to engage in mentoring and peer review (giving as well as receiving).
      i. A current Armstrong faculty member, ideally from within the new faculty member’s own department, would be selected by the department head based on teaching expertise to be this new faculty member’s mentor. Regular informal meetings between the new faculty member and this mentor would begin during the first fall semester and continue through spring.
      ii. Quality mentoring is time consuming and this should be balanced with the mentor’s other responsibilities (perhaps a course release) or some sort of monetary reward during semesters/years they are an active mentor.
      iii. Mentoring would begin the first fall, and would include informal classroom observations and discussions of the observations but not formal peer review of teaching. Mentoring should also include having
the new faculty member informally observe their mentor in the classroom, followed by discussion of the observation.

iv. More formal peer review of teaching (PRT) would begin the first spring, and would be conducted by each new faculty member’s mentor and a member of their FYFE cohort.

1. The mentor has already established a relationship and could add disciplinary specificity and expertise. PRT would be highly formative and guided partially by the new faculty member’s own reflections.

2. PRT would incorporate the following:
   a. At least three meetings:
      i. Initial discussion of the new faculty's goals for peer review experience, and his or her teaching philosophy and pedagogy.
      ii. Classroom observation
      iii. Post-observation reflection and discussion
   b. A written report from the mentor. This would be given only to the new faculty member and may be submitted as part of the T & P process.

3. The other FYFE member participates in at least the first two of these meetings. There are several benefits to including other cohort members in PRT. They observe another new faculty member in action and can make changes to their own teaching based on these observations. They also observe another new faculty being mentored and reviewed and how that other new faculty member responds to the process. Participating in the review of another new faculty member also affords other cohort members an ‘inside look’ at the PRT process and allows them to share their own pedagogical knowledge.

4. Mentoring, including PRT, should be required for each FYFE cohort member for two semesters, but then continue as desired by the new faculty member and negotiated with his or her mentor.

2. Designate a small group of existing faculty members as ‘Teaching Fellows.” This would be a small group of faculty members selected carefully and recognized each year for their teaching abilities and/or service as mentors in the peer review of teaching. This group would serve in an advisory role for the Director of Faculty Development and the Provost in matters of teaching. Teaching Fellows would be selected annually and publicly recognized and rewarded.

Rationale

Armstrong is described in its Strategic Plan as “teaching-centered” and the first of our university’s core values says, “We value education that is student-focused, transformative, experiential, rigorous and leading to student success.” Clearly, good
teaching is espoused as being very important, yet the following list gives one reason to question the institution’s commitment to promoting, evaluating, and recognizing quality teaching.

- The Director of Faculty Development is inadequately appointed at 50% FTE, limiting opportunities to establish and maintain ongoing faculty development initiatives. Even so, this relatively new director has provided numerous resources and opportunities for the development of teaching and venues for conversations about teaching. An institution as large as Armstrong should have a full-time Director of Faculty Development.
- There is no campus-wide systematic program or process in place for mentoring new faculty in the area of teaching or assisting current faculty to evaluate and improve their own teaching, although the Director of Faculty Development provides assistance in these areas to individual faculty as requested.
- Evaluation of teaching is almost exclusively conducted through student evaluations, which consistently have poor student participation and can be unreliable (Kidd & Latif 2004) Only one college, the College of Science and Technology, has recently begun to incorporate peer review requirements in their Tenure and Promotion guidelines.
- Only a few department heads provide their faculty with particularly thorough, formative teaching evaluations as part of the annual faculty evaluation process.
- Currently, the only two university-wide teaching awards are the Brockmeier Award, which is awarded by the Library Committee and only available to faculty in their earliest years at the institution, and the Propst Award, which is awarded by students based on teaching as well as student service.
- There is minimal institutional encouragement or support for faculty to participate in external faculty development opportunities, such as the University System of Georgia Governor’s Teaching Fellows program.
- There is a basic voluntary quality certification process for e-learning but not for other types of instruction. This example highlights the disparity between the attention and resources given to certain kinds of instructional models over the institution’s primary instructional model (face-to-face).

The recommendations made above would provide significant benefits to both the institution and the faculty:

- Faculty retention will be improved if faculty members are part of a strong and sustained community from the beginning of their Armstrong experience (O’Meara & Terosky 2010). Improving retention would reduce personnel costs and would decrease the extensive faculty and administrative time spent on faculty searches.
- Systemically evaluating and enhancing teaching can be highlighted during student recruitment.
- The annual recognition and service provided by the Teaching Fellows would make the institution’s commitment to excellence in teaching continually visible to students and faculty.
• The First-year Faculty Experience and the Teaching Fellows designation could enhance Armstrong’s reputation in the online and local community as well as among other USG institutions.
• A systematic focus on quality teaching would presumably enhance student retention and success.

Conclusion

In short, it is the Faculty Development Committee’s recommendation that Armstrong address its longstanding undervalue of teaching in a real and meaningful way using a two-pronged approach. This approach includes beginning a First Year Faculty Experience program for new faculty and establishing a Teaching Fellows designation for existing faculty. These recommendations are only first steps in making Armstrong a truly teaching centered institution.

The Peer Review Task Force, acting as a subcommittee of the Faculty Development Committee, formulated these recommendations. Task force members were Jewell Anderson (Library), Jane Blackwell (Nursing), Suzy Carpenter (Chemistry), April Garrity (Rehabilitation Sciences), Dave Lake (Rehabilitation Sciences), Doug Masini (Respiratory Therapy), Dorothee Mertz-Weigel (LLP), Andi Beth Mincer (Rehabilitation Sciences), Jane Rago (LLP), Anne Thompson (Rehabilitation Sciences), Richard Wallace (Chemistry).

References


## Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011 Change over 5 Years in Change over 5 years number

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Appendix G – Report from Student Success Committee

1. Melissa Jackson volunteered to be the SSC committee representative on the Ad Hoc Committee for Grade Appeal.
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    It was moved and seconded to give priority registration to students registered with the Office of Disability Services. The motion carried.

Attached Statement

Response to Faculty Senate Charge

ii. Faculty are concerned about several issues: failure of DS to notify faculty regarding students; scheduling exams (should coincide with the day/time for the rest of the class); methods of exam administration (should be proctored); faculty concerns about sending tests/exams electronically (test security issues).
Failure of DS to notify faculty regarding students: It is each student’s responsibility to notify their professors of their disability and accommodations. The Office of Disability Services facilitates this process through the creation of an advocacy letter which contains the student’s limitations and approved accommodations. Students do not always need to use accommodations for every class. It is always the student’s decision whether or not they will let the professor know about their accommodations. We do inform students that if they choose not to meet with the professor or utilize their accommodations, they may not use them retroactively. It is a student’s right to refrain from informing a professor about their disability. For this reason and to protect students’ confidentiality, Disability Services staff do not directly notify professors about all students with disabilities in their classes. In college, students are expected to utilize self-advocacy skills. In addition, a student may start using accommodations any time during a semester. Some students do not get approved to receive accommodations until right before final exams. If a student approaches a professor and requests accommodations, the professor must accommodate the student as long as they receive 24 hours notice of a test that needs to be proctored in Disability Services.

Scheduling exams: We ask students to schedule their tests and quizzes on the same day and time as the class. However, sometimes students have back-to-back classes and need to take their tests earlier or later on the same day as the class due to their class schedule. When students have back-to-back classes, they will not receive their accommodation of extended time if they take the test at the same time as the class. For this reason, I do advise students to try to avoid scheduling classes one hour apart but this is not always possible because classes do not always have multiple sections or they have other scheduling conflicts. I will advise students to avoid scheduling back-to-back classes when possible when contacting them about priority registration for classes.

Methods of exam administration: Students leave their belongings and electronic devices in our graduate assistants’ office when they arrive to take their tests. The tests are proctored by graduate assistants in a testing room next door. We recently purchased a video camera which can view three of the test stations in the room and have posted a sign on the door to let students know that they are being video monitored. In the future, we hope to have video monitoring for the entire room. The cost of electrical wiring and cameras does not make this endeavor feasible at this time.

Faculty concerns about sending tests electronically: When the graduate assistants request tests every day, we do ask professors to e-mail the test to us or leave a copy with the departmental secretary. We pick tests up and return them to the secretaries every afternoon. E-mailing tests is more convenient for some professors but it is certainly not required, we can pick them up or professors can drop them off at our office. We only ask that professors do not use campus mail because we have no control over the test and often do not receive them in time. We delete all e-mails with tests attached.

Kelly Woodruff, M.Ed.

Director of Disability Services
Appendix H – Report from Ad-Hoc Online Education Committee

Ad Hoc Committee on Online Education Report to Senate on Committee Charge

The Ad-Hoc Committee on Online Education was charged with investigating the efficacy of Armstrong’s online course offerings. As the co-chairs of the temporary ad hoc committee in question, we can say a few things about these topics. Bill has correctly stated his original charge for the committee, and he is correct as far as his assumption that the Office of Online and Blended Learning is currently working on some of these issues. It is a matter of proper coding of online, hybrid, and face-to-face classes in order to scientifically track and assess the efficacy of each of the methods and their interaction as pre-requisites, co-requisites, or successors to face-to-face classes. Kristen Betts and her Office on Online & Blended Learning have been working on this coding, and it is no small task. To make any comparisons until standardization of coding is accomplished and a suitable baseline for tracking is formulated would not lead to any viable results along the lines of making generalizations regarding the efficacy of hybrid and online classes within the curricula. So, the answer to the original charge is, informally, that the data to make determinations regarding online and hybrid instruction efficacy is just now beginning to be collected, and it will take years of such data collection in order to determine whether Armstrong online and hybrid instruction is appropriate to meet the needs of both faculty and students.

A quality study of the magnitude and depth needed to make a meaningful evaluation would take years of planned data collection and is just simply not a feasible task for an ad hoc committee. There are currently many quality studies in peer reviewed journals supporting the efficacy of online education when compared to face to face education. The results of such a study, whether positive or negative, still would not change the intellectual, economic, and market forces propelling online and hybrid education into the traditional curricula. If you wish, we could send you some links to studies carried out at other institutions, and we already know that the Office of Online & Blended Learning has some statistical data worked up already in expectations of questions to be asked by the SACS team that is soon to visit Armstrong.

In lieu of a study, the committee recommends the creation and implementation of a process to guarantee the quality and efficacy of online courses being taught at Armstrong. There is currently such a process being implemented at Armstrong called the Online Course Review Process, or Quality Matters. This process, in the opinion of this committee, should be a requirement for all courses taught online or in a hybrid manner in order to ensure the quality of courses that are being introduced into programs at Armstrong.

Therefore, our committee has done all that it can do in terms of investigating the original charge. The various respondents in recent email communications with the Ad Hoc committee are correct when they postulate that the Office of Online and Blended Learning is the instrument that would be responsible for such studies as warranted by the original charge given this ad hoc committee. In addition, personnel matters such as those brought up recently would (also as surmised by respondents) be best addressed by Dr. Kraft of the Office of the VPAA. Questions about academic integrity of students

Respectfully,

Chad Guiliams, co-Chair
Rob Jones, co-Chair
### Appendix I – Disposition of Committee Charges

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Attached Statement

Response to Faculty Senate Charge

ii. Faculty are concerned about several issues: failure of DS to notify faculty regarding students; scheduling exams (should coincide with the day/time for the rest of the class); methods of exam administration (should be proctored); faculty concerns about sending tests/exams electronically (test security issues).
Failure of DS to notify faculty regarding students: It is each student’s responsibility to notify their professors of their disability and accommodations. The Office of Disability Services facilitates this process through the creation of an advocacy letter which contains the student’s limitations and approved accommodations. Students do not always need to use accommodations for every class. It is always the student’s decision whether or not they will let the professor know about their accommodations. We do inform students that if they choose not to meet with the professor or utilize their accommodations, they may not use them retroactively. It is a student’s right to refrain from informing a professor about their disability. For this reason and to protect students’ confidentiality, Disability Services staff do not directly notify professors about all students with disabilities in their classes. In college, students are expected to utilize self-advocacy skills. In addition, a student may start using accommodations any time during a semester. Some students do not get approved to receive accommodations until right before final exams. If a student approaches a professor and requests accommodations, the professor **must accommodate** the student as long as they receive 24 hours notice of a test that needs to be proctored in Disability Services.

Scheduling exams: We ask students to schedule their tests and quizzes on the same day and time as the class. However, sometimes students have back-to-back classes and need to take their tests earlier or later on the same day as the class due to their class schedule. When students have back-to-back classes, they will not receive their accommodation of extended time if they take the test at the same time as the class. For this reason, I do advise students to try to avoid scheduling classes one hour apart but this is not always possible because classes do not always have multiple sections or they have other scheduling conflicts. I will advise students to avoid scheduling back-to-back classes when possible when contacting them about priority registration for classes.

Methods of exam administration: Students leave their belongings and electronic devices in our graduate assistants’ office when they arrive to take their tests. The tests are proctored by graduate assistants in a testing room next door. We recently purchased a video camera which can view three of the test stations in the room and have posted a sign on the door to let students know that they are being video monitored. In the future, we hope to have video monitoring for the entire room. The cost of electrical wiring and cameras does not make this endeavor feasible at this time.

Faculty concerns about sending tests electronically: When the graduate assistants request tests every day, we do ask professors to e-mail the test to us or leave a copy with the departmental secretary. We pick tests up and return them to the secretaries every afternoon. E-mailing tests is more convenient for some professors but it is certainly not required, we can pick them up or professors can drop them off at our office. We only ask that professors do not use campus mail because we have no control over the test and often do not receive them in time. We delete all e-mails with tests attached.

Kelly Woodruff, M.Ed.

Director of Disability Services
Appendix H – Report from Ad-Hoc Online Education Committee

Ad Hoc Committee on Online Education Report to Senate on Committee Charge

The Ad-Hoc Committee on Online Education was charged with investigating the efficacy of Armstrong’s online course offerings. As the co-chairs of the temporary ad hoc committee in question, we can say a few things about these topics. Bill has correctly stated his original charge for the committee, and he is correct as far as his assumption that the Office of Online and Blended Learning is currently working on some of these issues. It is a matter of proper coding of online, hybrid, and face-to-face classes in order to scientifically track and assess the efficacy of each of the methods and their interaction as pre-requisites, co-requisites, or successors to face-to-face classes. Kristen Betts and her Office on Online & Blended Learning have been working on this coding, and it is no small task. To make any comparisons until standardization of coding is accomplished and a suitable baseline for tracking is formulated would not lead to any viable results along the lines of making generalizations regarding the efficacy of hybrid and online classes within the curricula. So, the answer to the original charge is, informally, that the data to make determinations regarding online and hybrid instruction efficacy is just now beginning to be collected, and it will take years of such data collection in order to determine whether Armstrong online and hybrid instruction is appropriate to meet the needs of both faculty and students.

A quality study of the magnitude and depth needed to make a meaningful evaluation would take years of planned data collection and is just simply not a feasible task for an ad hoc committee. There are currently many quality studies in peer reviewed journals supporting the efficacy of online education when compared to face to face education. The results of such a study, whether positive or negative, still would not change the intellectual, economic, and market forces propelling online and hybrid education into the traditional curricula. If you wish, we could send you some links to studies carried out at other institutions, and we already know that the Office of Online & Blended Learning has some statistical data worked up already in expectations of questions to be asked by the SACS team that is soon to visit Armstrong.

In lieu of a study, the committee recommends the creation and implementation of a process to guarantee the quality and efficacy of online courses being taught at Armstrong. There is currently such a process being implemented at Armstrong called the Online Course Review Process, or Quality Matters. This process, in the opinion of this committee, should be a requirement for all courses taught online or in a hybrid manner in order to ensure the quality of courses that are being introduced into programs at Armstrong.

Therefore, our committee has done all that it can do in terms of investigating the original charge. The various respondents in recent email communications with the Ad Hoc committee are correct when they postulate that the Office of Online and Blended Learning is the instrument that would be responsible for such studies as warranted by the original charge given this ad hoc committee. In addition, personnel matters such as those brought up recently would (also as surmised by respondents) be best addressed by Dr. Kraft of the Office of the VPAA. Questions about academic integrity of students

Respectfully,

Chad Guiliams, co-Chair
Rob Jones, co-Chair