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October 18, 2010 AASU Faculty Senate Agenda

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The Faculty of the Senate of Armstrong Atlantic State University will meet in
University Hall, room 157, at 3:00 PM, Monday, October 18, 2010

AGENDA

(This meeting is being audio recorded.)

- I.** Call to Order
- II.** Approval of Minutes September meeting (Attachment 1)
- III.** New Business/Action:
 - A. University Curriculum Committee Report (Attachment 2)
 - B. Faculty Welfare Committee Report/ Summer
 - C. Constitution and Bylaws Report(s)
 - D. Graduate Affairs Committee Reports (Attachment 3)
 - E. Attendance policy: Undergraduate/Graduate (Attachment 4)
 - F. Resolution: Actions in conflict with discipline: (Attachment 5)
 - G. Resolution: Smoke-free campus (Attachment 6)
- IV.** New Business/Information:
 - A. Graduate Affairs Committee Bylaws referred to Constitution and Bylaws Committee
 - B. Committee Meetings: Chair/Reports expected next month
 - C. Repeat/Withdrawal Policy
- V.** Reports:
 - A. President Bleicken: SPARC/Vision update (graduate)
 - B. Greg Anderson – RPG: Enrollment: Faculty input & status
- VI.** Other New Business
 - A. Regalia Colors
 - B. Concern: Scheduling of University Resources (Rooms)
 - C. Concern: Implementation of New Technologies (iTunes U)
- VII.** Announcements:
 - A. Future Senate Meetings time
- VIII.** Adjournment

**Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of September 20, 2010
University Hall, room 157, 3:00 p.m.**

- IX.** Call to Order 3:02 PM. Please see **Appendix A** for a roster of attendees.
- X.** Approval of the Minutes of Faculty Senate August 16, 2010, meeting.
Discussion: Dr. McGrath notes the need for a change in his identification from Senator to Parliamentarian. Minutes Approved. (**Appendix B**)
- XI.** Reports:
- A. Dr. Thompson—Final Exam Schedule and new Calendar Committee.
Dr. Thompson explains how the new final exam schedule was constructed in reaction to previous complaints about exam conflicts. She notes that efforts were made to eliminate conflicts between final exams times. Judy Ginter made an elaborate schedule with which professors and students who identified a need for a change could arrange one. There are times in which there are no opposing exams. Dr. Thompson also announces the creation of a new campus-wide Calendar Committee, which will reside in the Office of Academic Affairs. This will be an ongoing administrative committee with faculty involvement. This office is taking nominations from all areas of campus as the purpose is to better coordinate functionality of all campus activities.
- B. Dr. Kraft – Admissions criteria change.
The administration is currently open to the idea of raising the limited admission standards by increasing the SAT requirements by 10 points and ACT requirements by 1 point. This would increase the SAT critical reading score from 430 to 440 and ACT English from 17 to 18. SAT math score would rise from 400 to 410 and ACT Math from 17 to 18. Institutional research predicts that this will prevent approximately 100-120 individuals from gaining admission to Armstrong. In the past, these individuals have not done well. A significant proportion of these students do not make it to graduation.
These individuals will still have college educational opportunities. Like many of you, I want to give students who get serious about their higher education a chance to prove themselves even if their test scores and GPAs are weak. They can enroll in Savannah Tech, take foundational courses, prove their academic capabilities and transfer into Armstrong or Savannah State. Local students capable of college level work will still be able to earn a four-year degree even if the new admission policy doesn't allow them into Armstrong initially.

- XII.** Old Business: President's response to August 16, 2010 Timeline of Senate Action bill. Approved by President Bleicken on August 19, 2010.
- XIII.** Dr. Scott -- Senate Action Committee's charges (**Appendix C**)
- XIV.** Sending for Referral to Graduate Affairs Committee – Graduate Coordinator Compensation. Investigate and report to the Faculty Senate the following:
- A. The variety, state and magnitude of compensation across campus for Graduate Coordinators;
 - B. Benchmark similar institutions regarding the variety, state and magnitude of compensation for their Graduate Coordinators;
 - C. If indicated, propose to the Faculty Senate a bill that would provide consistency between programs on campus and between this campus and similar universities;
 - D. In all the above, consider Summer responsibilities and all factors impacting Graduate Coordinator workload (i.e, number of applications, the size of the program, whether accreditation provides additional responsibilities, etc.).
- Motion Passes.
- XV.** Sending for Referral to University Curriculum Committee:
Based on information sent to the Steering Committee from Radiologic Sciences, Medical Technology, Nursing, Respiratory Therapy, Physical Therapy, and Adolescent and Adult Education, (**Appendix D**) report to the Faculty Senate whether a bill to the University President recommending Armstrong become an e-Core institution is indicated. Attach such a bill if it is indicated.
Senators Tilson, Eastman, and Kim spoke in favor of reinvestigating eCore at Armstrong. Senators Carpenter, Gregory, Winterhalter, and Price spoke against. Motion Passes.
- XVI.** Sending for Referral to Constitution and By-Laws Committee: Educational Technology Committee proposed bylaw changes.
Consider the implementation of the two proposed by-law changes (attached to the 9/20/10 agenda) from the Educational Technology Committee and recommend whether the Faculty Senate should or should not adopt these changes.
- XVII.** Report from Committee on Committee recommends the institution of a Chair-Elect position. (**Appendix E**) Motion is made to accept this procedure as part of committee functions. Discussion. Seventeen senators vote in favor of accepting this motion. Seventeen oppose. LeFavi breaks the tie. The motion passes and the recommendation is sent to the Constitution and Bylaws Committee.

- XVIII.** Development of Advisory Committees in conflict with existing committees.
Motion is made to accept the Committees Task Conflict Resolution
(Appendix F). Motion passes. The resolution will be presented to President Bleicken.
- XIX.** University Curriculum Committee Report.
Motion to consider all items in the University Curriculum Committee Report SECTION I as a whole. Motion was made to accept all items in SECTION I. All items in University Curriculum Committee Report, SECTION I, Undergraduate Items pass.
Motion was made to accept SECTION II, 5000-level Items/Undergraduate Component. Motion is made to consider all of these Undergraduate items in SECTION II as a whole. All items in SECTION II, 5000-level Undergraduate Component pass.
- XX.** Constitution and Bylaws Committee Report.
Motion to change last sentence of Faculty Senate Bylaws, Article VII. Senate term limits.
“Senators who are completing the last year of their terms**(s) of service** are ~~not~~ eligible for nomination **and service** to Senate office.” Motion passes.
- XXI.** Announcements:
A. Dr. Primatic, Chair, Academic Appeals Subcommittee of the Academic Standards Committee. Dr. Primatic explains the process of undergraduate admissions appeals and re-admission appeals following temporary transfer or suspension. He notes that the purpose of the committee is to protect admission standards and students/retention. **(Appendix G)**
B. Schedule of Faculty Senate Meetings (These dates are reflected on the Faculty Senate web site.) Spring semester meetings are as follows: January 10, February 21, March 21, and April 18.
C. Faculty Senate Office location 2nd floor, Solms Hall, Dr. Winterhalter
D. Student Success Committee—No representative came forward.
E. Dr. Hampton—Vice President for Academic Affairs search process and nomination guidelines at www.armstrong.edu/VPAAsearch
- XXII.** Adjournment 4:50

Respectfully Submitted,

Pamela Sears

Appendix A--20 September 2010, Full Faculty Senate Meeting Minutes

Senators Present

College of Education

Linda Ann McCall
Jackie Kim
Greg Wimer
Beth Childress
Michael Mahan

College of Health Professions

Robert LeFavi
Bryan Riemann
Laurie Bryant
Charlotte Bates
Kathy Morris
Gratchen Roberson
Tonya Tyson
Carole Massey
Helen Taggart
Andi Beth Mincer
Laurie Adams
Rhonda Bevis

College of Liberal Arts

Pamela Sears
Kevin Hampton
Stephen Primatic
Ned Rinalducci
Jason Beck
Mike Price
James Todesca
Karen Hollinger
Ana Torres
Hans-Georg Erney
Teresa Winterhalter

Lane Library

Kate Wells

College of Science and Technology

Austin Francis
Alex Collier
Scott Mateer
Catherine McGowan
Suzanne Carpenter
Frank Katz
Priya Goeser
Sean Eastman
Jared Shlieper
Sungkon Chang
Vann Scott
Wendy Wolfe

Senators Absent

College of Liberal Arts

Daniel Skidmore-Hess

Ex-Officio Present

Linda Bleicken, President AASU
Anne Thompson, VPAA
John Kraft, AVPAA
Andy Clark, Enrollment
Shelley Conroy, Dean, CHP
Laura Barrett, Dean, CoLA
Stephen Jodis, Dean, CST
Patricia Wachholz, Dean, CoE
Delana Nivens, CST
Mark Finley, CoLA

APPENDIX B
Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of August 16, 2010
University Hall, room 157, 3:00 p.m.

I. Call to Order 3:06 PM. Please see Appendix A for a roster of attendees.

II. Approval of the Minutes of Faculty Senate April 12, 2010, meeting—
Sen. Eastman moves to approve. Approved.

III. Old Business

A. AASU Mission Statement – Faculty Senate April 12, 2010 meeting, (App. Q.)
Discussion of a proposed motion regarding changes to the AASU mission statement during the 2009/2010 academic year which was not addressed at April 12, 2010 faculty senate meeting. No senator wished to move the item to the floor.

IV. Special Announcements from invited guests

B. President Bleicken.

President Bleicken reports that the university has put forth plans for 4%, and potential 6% and 8% budget reductions for the current academic year. 4% reductions were passed at Board of Regents. She notes an increase in enrollment, primarily in Core areas. Dr. Bleicken also reports there is no intention to implement furloughs as she does not want to do furloughs on this campus and our chancellor does not want to do furloughs on any campus.

B. Dr. Will Lynch, Faculty Athletic Representative

Dr. Lynch reported on the success of student athletes on campus, stating his responsibilities lie in the areas of compliance with NCAA regulations, student athlete eligibility, and student athlete welfare. Specific items of discussion were academic success, athletic success, and compliance.

I. Approval of membership for Committees of the Senate and Standing Committees of the Senate—Senator Carpenter moves to approve. Carol Massey: Need to find a substitute for Peggy Mossholder. Approved. Current list of committee membership on faculty senate website.

II. Motion to Adopt a New Understanding of Article II, Section I of the Bylaws of the Faculty Senate: “Report approved motions” as an attempt to expedite the timeline of Senate actions and delivery of said actions to the President. Suggestion is that once we have approved a motion, we can send it to the President immediately rather than waiting until the next meeting.

Discussion—

Sen. Mateer: Is this going to trickle down to committees?

Answer – This is only for senate action.

Sen. Hollinger: To approve minutes means to check what was said.

Sen. Price: Suggests treating resolutions and bills differently. A resolution-it would be appropriate; maybe for bills, we need to think on it for a while.

Sen. Hampton: What does Roberts rules say?

Sen. McGrath: This is a consultation discussion...they should be sent on.

Sen. Todesca- Do the minutes constitute a bill?

Parliamentarian: No. Minutes are a record not a motion.

Sen. Mincer: The time for due consideration is before we vote rather than after the vote.

Sen. Skidmore-Hess moves to approve: Approved. Appendix B.

VII. Chair-elect Motion from Sen. Mateer

Direct the Committee on Committees to investigate the establishment of a Chair-elect position for all standing committees as well as the committees of the senate, and to report to the senate in 30 days.

The Chair-elect would assume the role of chair during the next iteration of the committee. In addition, the "chair-in-training" position would assume the responsibilities of the Chair when the Chair is unable to perform his or her duties.

Discussion: Senators Carpenter and Childress spoke in opposition to original.

Debate follows and amendments are made to original motion before this disposition.

Approved. Appendix C.

VIII. Term of Office Motion from Sen. Mateer

Revision of ARTICLE VII of the Bylaws of the Faculty Senate:

Senators who are completing the last year of their terms **(s) of service** are not eligible for nomination **and service** to Senate office.

Debate: Senators Price, Reimann, Childress spoke in opposition to original form.

Amendments are made to original motion before this disposition. Refer to Constitution and Bylaws Committee. Approved. Appendix D.

IX. Bylaws Changes for Education Technology Committee: Motion from Sen. Wells. Referral to Constitution and Bylaws Committee. Approved. Appendix E.

X. Representing the Elections Committee, Vann Scott notes a new vacancy on Constitution and Bylaws Committee due to the resignation of Dr. Kalenda Eaton. Sen. Scott solicits nominations from the floor of the Senate for her replacement. Sen. Carpenter nominates Sen. Skidmore-Hess: Accepted. Approved.

XI. Sending for referral to: Ad Hoc Committee on Senate Action:

- Provide a detailed inventory of all Senate actions from 2008 to present, identifying them as Bills or Resolutions, and providing the present disposition of such action and any subsequent constitutional changes brought about by such action;
- Assess the present system of senate action responses and make recommendations for changes;
- Evaluate the need for an ongoing committee to regularly report to the Senate the disposition of senate action.

XII. Sending for referral to: Committee on Committees:

- Evaluate the relationship between the Graduate Affairs Committee and the Faculty Senate in terms of approved by-laws;

- After bench-marking other institutions, make recommendations ensuring consistency with SACS while preventing the development of two different autonomous faculty governing bodies on campus.

XIII. Sending for referral to: Faculty Welfare Committee:

- Assess the intent, wording and effectiveness of E-FACE evaluations;
- Make recommendations that would bring about a more efficacious E-FACE evaluation tool.

XIV. Sending for referral to: Faculty Welfare Committee:

- Survey the opinions of faculty regarding 1) the overall effectiveness of the summer schedule, 2010, and 2) the faculty compensation formula used during summer schedule, 2010.
- Make recommendations for senate action that would provide the president with information to enable the development of a 1) summer schedule and/or 2) a faculty compensation formula that is of greater acceptability to faculty.

XV. General Announcements

- A. Two C Policy for graduate students in effect.
- B. Other Announcements: Attendance verification continues through this Saturday, August 21. Drop/Add is over this Friday.
- C. Senate liaisons for Senate Committees should call the first meeting, be the convener. At this first meeting, a chair should be elected. On University Curriculum Committee only, Senator can be Chair.
- D. Sen. Wells for Doug Frasier: Library expansion project budget was not approved by the legislature; project is on hold. Legislature did appropriate \$5 million for construction, which will be used for moving CIS from the Memorial College Center Annex to a remodeled space in Armstrong Center and the library will occupy the space CIS vacates.

XVI. Adjournment 5:15 PM

Respectfully Submitted,

Pamela Sears

16 August 2010: Appendix A

Senators Present

College of Education

Linda Ann McCall
Jackie Kim
Greg Wimer
Beth Childress

College of Health Professions

Robert LeFavi
Bryan Riemann
Laurie Bryant
Charlotte Bates
Kathy Morris
Tonya Tyson
Carole Massey
Andi Beth Mincer
Laurie Adams
Rhonda Bevis

College of Liberal Arts

Pamela Sears
Kevin Hampton
Stephen Primatic
Dennis Murphy
Jose da Cruz
Jason Beck
Mike Price
James Todesca
Karen Hollinger
Hans-Georg Erney
Teresa Winterhalter

Lane Library

Kate Wells

College of Science and Technology

Austin Francis
Alex Collier
Scott Mateer
Catherine McGowan
Suzanne Carpenter
Frank Katz
Priya Goeser
Sean Eastman

Senators Absent

Lorrie Hoffman
Sungkon Chang
Vann Scott

College of Education

Michael Mahan

College of Health Professions

Helen Taggart

College of Liberal Arts

Ana Torres

Guests

Linda Bleicken, President AASU
Will Lynch, Faculty Athletic Rep.

Ex-Officio Present

Anne Thompson, VPAA
David Carson, VP Business & Finance
Amy Heaston, President's Office
John Kraft, Academic Affairs
Shelley Conroy, Dean, COHP
Stephen Jodis, Dean, COST
Patricia Wachholz, Dean, COE
Delana Nivens, COST

16 August 2010-APPENDIX B

FSB 34.10/11

Approved August 16, 2010

The Faculty Senate of Armstrong Atlantic State University understands its Bylaws to not require the ratification of minutes containing approved motions prior to sending said motions to the President of the University.

16 August 2010--APPENDIX C

Amendments to Original Chair-Elect Motion:

Direct the Committee on Committees ~~to establish~~ **to investigate the establishment of** a Chair-elect position for all standing committees as well as the committees of the senate, and to ~~present the changes to the bylaws~~ **report** to the senate in ~~90~~ **30** days.

The Chair-elect would assume the role of chair during the next iteration of the committee.

In addition, the "chair-in-training" position would assume the responsibilities of the Chair when the Chair is unable to perform his ~~or~~ her duties

16 August 2010—APPENDIX D

Original Term-limits motion

SECTION A. Senators shall hold office according to the following terms:

1. Senators shall be elected for a three-year term. Each department shall elect an alternate for each Senator with each alternate elected for a three-year term.
2. During the first three years of the Faculty Senate, staggered elections will be held so that one-third of the Senators will be newly elected each year.
3. **A Senator can be re-elected to serve two consecutive three-year terms.**
4. Following a ~~three~~ **one**-year wait period, Senators may be re-elected for **service to the Senate**~~another three-year term~~.
5. If a Senator is transferred from one academic department to another or is reassigned to an administrative position during his or her term of office, that Senator's term shall end as of the date of the transfer.

ARTICLE VII. Election of Officers

The Elections Committee will develop a slate of officers by April 1 of each year. Senators may make nominations to the Elections Committee. Senators-elect are eligible for nomination.

Senators who are completing the last year of their terms**(s) of service** are ~~not~~ eligible for nomination **and service** to Senate office.

Approved Motion Forwarded to Constitution and Bylaws committee:

Revision of ARTICLE VII of the Bylaws of the Faculty Senate:

Senators who are completing the last year of their terms**(s) of service** are ~~not~~ eligible for nomination **and service** to Senate office.

16 August 2010—APPENDIX E

Proposed changes to the Educational Technology Committee Bylaws

Mission

The Education Technology Committee will review policies and practices in technological infrastructure, and University policies governing the use of technology in collaboration with other University and senate committees to insure an optimal environment for the educational use of technology, to promote the use of technology in education, and to assist faculty in using technology for teaching, service, and scholarship.

Duties

The committee will provide coordination and communication among the various University committees and other committees of the Senate that are involved with technology use at AASU for the purpose of ensuring faculty awareness of technology applications related to teaching, learning, and professional development, as well as providing a faculty voice in the evolving policies related to such use.

Specifically, this committee will **make recommendations regarding:**

- * ~~Monitor~~ campus access to educational technology for students and faculty;
- * ~~monitor~~ university policies governing the use of technology and technology infrastructure of the University, in collaboration with the Committee on Information Technology;
- * ~~monitor ongoing student and faculty development in~~ the use of technological tools in teaching and learning in collaboration with other appropriate committees.
- * ~~Communicate with the University Advisory Committee for Distance and Online Learning (ACDOL) regarding activities and policies related to distance learning.~~

The committee will also communicate with the University Advisory Committee for Distance and Online Learning (ACDOL) and the Committee on Information Technology regarding activities and policies.

Student issues will be addressed by the Student Voice Subcommittee. This subcommittee will consist of the chair of the ETC, at least two other ETC committee members, and one graduate and one undergraduate student representative nominated by the SGA and the Graduate Student Council.

Membership

The committee shall be composed of ten members, including seven faculty members with at least one member from each of the Colleges, and a representative from Computer and Information Services who shall serve as an ex-officio, non-voting member. One undergraduate and one graduate student, nominated by the Student Government Association and Graduate Student Council respectively, will serve as voting members of the Student Voice subcommittee

Meetings

The Committee will meet at least twice each academic semester. The committee will determine meeting dates and time to be posted on the Senate Web site.

Reports

The committee will, upon approval, provide minutes of each of its meetings to the Secretary of the Senate for posting. At the end of each semester, the chair of the committee will submit to the Senate a summary report of committee activities.

Report from Ad Hoc Committee on Faculty Senate Action

Committee members present: Vann Scott, Chair, Ana Torres, and Rhonda Bevis

Committee member absent (excused): Beth Childress

Guest: Senate Pres. Robert LeFavi

Committee met on 8/27/2010 to take charge from Senate Pres. Robert LeFavi.

Charges communicated to: Ad Hoc Committee on Senate Action:

- Provide a detailed inventory of all Senate actions from 2008 to present, identifying them as Bills or Resolutions, and providing the present disposition of such action and any subsequent constitutional changes brought about by such action;
- Assess the present system of senate action responses and make recommendations for changes;
- Evaluate the need for an ongoing committee to regularly report to the Senate the disposition of senate action.

After discussing the charges to the Committee, the Senate Pres. dismissed himself so that we could begin our work. Members present at the initial meeting worked together to account for the status of all motions, resolutions, and bills that have moved through the Faculty Senate of Armstrong (AASU) in the past 2 years of its existence. 33 motions, 9 resolutions, and 1 bill were accounted for totaling to 43 items in all. Each of these items is numbered using a 3 letter abbreviation followed by a compound seven digit number that describes the name and sequential number and academic year of the item. [Example FSM 020.09/10 is a Faculty Senate Motion numbered sequentially 020 and enacted in the 2009/2010 academic year.]

Of the 43 items, 13 items were signed and approved by the President of the University and have been routed to the Senate Secretary for posting to the Senate web site (Table 2).

Of the 43 items, 13 were curriculum items that had no clear indication of their final disposition (see Table 3 for full list). These were routed to one of the members of the committee, Beth Childress, who will follow-up with Phyllis Panhorst and the University Registrar to determine that all curriculum items have been properly enacted, adopted, and reflected as parts of the University Catalogs (Undergraduate and Graduate) as well as the Banner system. Once Ms. Childress determines the fate of these items, a notation of the results of her inquiry will be formalized by the Ad Hoc Committee and these items, along with the resulting notation will be forwarded to the Secretary of the Senate for formal sharing with the larger University community through the Faculty Senate web site.

Of the 43 items, 10 were found to have no presidential action page on the item to document its disposition so these were forwarded to the Secretary of the Senate so that a proper routing form could be affixed to each and then these items will be routed to the University President's office via Senate President Robert LeFavi at the earliest opportunity for review and appropriate action (see Table 4 for a complete list of these items).

Of the 43 items, 7 items were deemed by the Ad Hoc Committee on Senate Action to require additional action by members of various Senate Committees or by various Standing Committees of the Senate. These items directed to the appropriate committees for additional action. Details of the dispositions of those items are described in Table 5.

During the rendering of the charge of the committee, Senate President Lefavi indicated that the procedure for future items coming before the Senate is to label each item as either a *Bill* or as a *Resolution*. It was suggested to the committee and supported by those present that the two types of Senate items should have distinct cover sheets and routing forms and procedures. Specifically, in the case where the Senate is sharing information only and no action is required (henceforth called a Faculty Senate Resolution; FSR), a cover form must be signed by the University President to acknowledge the transfer of the information and to provide the University President a mechanism to provide optional feedback to the Senate on the resolution, if desired. In the case where the Senate is asking that some entity (e.g., the Faculty, Registrar, University President, a specific committee, etc.) to take action, the item will be called a Faculty Senate Bill and a different cover sheet will be attached with routing information included on the form to designate the University President's action on the item (either *Approve*, *Disapprove*, or *Remand*) with additional space for comments regarding the chosen action. Finally, the cover sheet will include a number of lines for properly indicating the most immediate disposition/status of the Bill (i.e., a routing form that allows the progression of the Bill from one entity to the next to be tracked with clear instructions regarding what is to be done with the Bill once it leaves the previous entity). The Ad Hoc Committee for Senate Action will work with the Senate Secretary to develop these forms.

Table 1. *Summary of types of Faculty Senate Items*

Item	Description	Action by University President
Resolution	Transmittal of information only (e.g., opinion or statement or clarification) that requires no further action	No action required but optional comments are welcomed.
Bill	Request for some specific action (e.g., policy change, investigation, provision of additional information, etc.)	Requests specific designation of <i>Approved</i> , <i>Disapproved</i> , or <i>Remanded</i> . Explanation of action is requested. In the event the President of the University does not act on the item within 30 days, an explanation is to be provided.

Respectfully submitted on September 20, 2010 to the Faculty Senate by,

Vann Scott, Chair
Ad Hoc Committee on Senate Action

Tables 2-5 describe Status of Past and Present Senate Motions, Resolutions, and Bills as of 09/13/2010

Table 2. *Items directed to Secretary of Senate for posting to the Senate web site.*

Status	Item number	Description
To Senate Secretary for web site posting	FSM 002-007, 010-012, 026	Mostly curriculum items that were signed by University President
“	FSM 033	Request that University President call meetings of the full faculty semi-annually
“	FSR 006	Furloughs
“	FSB 034	Senate votes do not require approval of minutes before action can be taken on those items (meant to expedite the efficiency of Senate actions)

Table 3. *UCC items*

Status	Item number	Description
With Ms. Beth Childress for review by Phyllis Panhorst (catalog editor and UCC minutes taker) and Registrar	FSM 001, 009, 013, 020-025, 027-028, 031-032	UCC items to be verified with Registrar

Table 4. *Items identified as in need of proper routing form and redirect to the President's office*

Status	Item number	Description
Routed to Senate Secretary for cover sheet and then to University President's office	FSR 001-005, FSM 014, 016-019	More detail will be posted regarding these once they are reviewed by the University President.

		studying course withdrawal/course repeat policies.”	constituents within the university. As such, it is recommended that a joint task force, in the form of an ad hoc committee, be formed that is comprised of 2 members from each of the following committees: Student Success, Faculty Welfare, and University Curriculum with the addition of the Registrar or a designee from that office as an ex officio member. The charge of this task force should be to develop three independent policies that address the issues of withdrawal from courses, calculation of gpa, and repeating of courses in an effort to address the spirit of the original charge from 2008. It is further recommended that the task force hold a forum open to the university community to discuss the proposed policies and aid in the development of policies that can be implemented by Fall 2011.
	FSM 030	University Curriculum Committee Comment on disapproval: “Motion approved in part; “Other business, course withdrawal/course repeat policies” is disapproved because it is my understanding these items were not approved by the Senate as written in this motion.”	
Approved	FSR 007	Budget Crisis Letter to State Senator Seth Harp and State Representative Earl Ehrhart	Routed back to Faculty Welfare Committee – Questions for committee to consider...Any further action desired? Publish the letter on Senate web site? Send letter as originally planned (it has not been sent forward to the proposed recipients)?

Motion:

Direct the Senate to convene a committee to reconsider AASU becoming an eCore institutions.

This motion is being cosponsored by Radiologic Sciences, Medical Technology, Nursing, Respiratory Therapy, Physical Therapy, and Adolescent and Adult Education

Rationale:

1. The faculty as a whole voted on this issue several years ago and it was rejected by 3 votes at that time.
2. More than one in four students in the US took at least one online course in the fall of 2008, according to the findings of an annual survey published by the Sloan Consortium. This is a 17% increase from 2007. (The Chronicle of High Education, January 26, 2010)
3. According to a review of the literature published in the Journal of Distance Learning Administration (Volume 4, No. 3), students are shopping for online courses that meet their schedules and circumstances. This would suggest that availability is a significant issue when students select higher education institutions.
4. In 2009 the US Department of Education published a meta-analysis of studies comparing online outcomes to face-to-face instruction. "The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction." Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.
5. Currently, there are several online degrees offered at Armstrong. Some examples of operational degrees are Information Technology, Radiologic Sciences, Medical Technology, and Health Science. Other online degrees are being developed in Nursing and Respiratory Therapy. A major issue with all of these degree programs is the lack of online Core course.
6. Currently, online students must either enroll in another eCore institution or be a transient student from Armstrong to get online Core courses. If the student elects to be a transient to an eCore institution, policy dictates that they cannot be a transient student two semesters consecutively. Consequently, if there are not courses offered by Armstrong they can take every other semester, the student must transfer to another institution to take courses and we lose the EFT count and possibility the student.

Dr. Bleicken has clearly indicated her intent to expand the online offering of the university and some provision must be made to address the current lack of online Core classes for our students.

We have been asked to investigate and discuss the Senate's charge of establishing a Chair-Elect position for all *Standing Committees of the Senate* and *Committees of the Senate*.

According to the Constitution, members on *Committees of the Senate* serve a three-year term with one third of the membership being elected annually and members on the *Standing Committees of Senate* serve a two-year term with half of the membership being elected annually.

In the Bylaws of AASU Faculty Senate, Articles XI, *Committees of the Senate* requires that each committee elect a Chair person from its voting memberships. In Article X, Operational Framework for *Standing Committees of the Senate* requires that each committee elect a Chair person from its voting membership.

We make a recommendation that *Committees of the Senate* elect a person to serve as Chair-elect from its voting membership each fall. This person shall serve their first year as a member, the second years as a Chair-elect person serving as a "chair-in-training", and their third and last year on a committee as the Chair of that committee. This individual would also assume the responsibility of Chair when the Chair is unable to perform his/her duties.

In the *Standing Committees of the Senate*, where membership is for two-year terms, we also make the recommendation they elect a Chair-elect from their voting membership with changes to the Bylaws. Since these members only serve two year terms, this would require that a newly elected member of this committee would have to serve as the Chair-elect their first year to be able to serve as chair their second year. We make the recommendation that an individual, who serves as Chair of each committee, serve a three-year term rather than a two-year term. The voting members of each committee would elect a Chair-elect from the individuals in their second year on each committee and that individual would serve as the chair their third and last year on that committee. The chair of each committee would be the only individual who serves three consecutive years on *Standing Committees of the Senate* committee

If this recommendation is passed by the full senate, we move this charge to the Constitution & Bylaws Committee to make appropriate required changes in the bylaws.

Committee Task Conflict Resolution:

Whereas the Armstrong Atlantic State University Faculty Senate is the recognized voice of the faculty, and...

Whereas the Administration of Armstrong Atlantic State University has agreed to joint governance of the University, and...

Whereas the Administration and the Faculty Senate have previously negotiated and agreed to the purview and duties of both the Standing Committees of the Senate and the Standing Committees of the University, and..

Whereas the rules of procedure adopted by the Armstrong Atlantic State University Faculty Senate in its governance forbid the creation of new bodies, ad hoc or standing, to supplant the purview and duties of existing committees without a fully approved change in the Faculty Senate Bylaws,

Be it resolved that no ad hoc or standing body of the University may be created to conflict with the purview or duties of any Standing Committee of the Senate, and
Be it further resolved that said bodies have no authority to represent, or to claim to represent, the views of the faculty, and...

Be it further resolved that the deliberations and recommendations of said bodies are in direct conflict with the ideals of joint governance.

10.18.2010 Senate Agenda: Attachment 1: 9.20.2010 Minutes

Term	Appeals	Graduated	Good Standing	Acad. Warning	Acad. Prob.	1st Susp.	2nd Susp.	Final Susp.	Perm. Excl.	GPA Av.
Spring 2005	32	2	22	2	4	1	0	0	1	2.17
%		6.25%	68.75%	6.25%	12.50%	3.13%	0.00%	0.00%	3.13%	
Fall 2005	34	2	19	1	3	3	3	1	2	2.09
%		5.88%	55.88%	2.94%	8.82%	8.82%	8.82%	2.94%	5.88%	
Spring 2006	24	0	16	0	1	4	2	1	0	2.25
%		0.00%	66.67%	0.00%	4.17%	16.67%	8.33%	4.17%	0.00%	
Fall 2006	27	3	21	0	0	2	1	0	0	2.39
%		11.11%	77.78%	0.00%	0.00%	7.41%	3.70%	0.00%	0.00%	
Spring 2007	7	0	2	1	1	3	0	0	0	1.85
%		0.00%	28.57%	14.29%	14.29%	42.86%	0.00%	0.00%	0.00%	
Summer 2007	3	0	3	0	0	0	0	0	0	2.55
%		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Fall 2007	20	0	15	2	3	0	0	0	0	2.26
%		0.00%	75.00%	10.00%	15.00%	0.00%	0.00%	0.00%	0.00%	
Spring 2008	13	0	10	0	2	1	0	0	0	2.47
%		0.00%	76.92%	0.00%	15.38%	7.69%	0.00%	0.00%	0.00%	
Summer 2008	1	0	1	0	0	0	0	0	0	3.07
%		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Fall 2008	20	0	17	2	0	1	0	0	0	2.52
%		0.00%	85.00%	10.00%	0.00%	5.00%	0.00%	0.00%	0.00%	
Spring 2009	1	0	1	0	0	0	0	0	0	3
%		0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Summer 2009	3	0	1	0	1	1	0	0	0	1.62
%		0.00%	33.33%	0.00%	33.33%	33.33%	0.00%	0.00%	0.00%	
Fall 2009	12	0	10	1	0	1	0	0	0	2.36
%		0.00%	83.33%	8.33%	0.00%	8.33%	0.00%	0.00%	0.00%	
Totals	197	7	138	9	15	17	6	2	3	
%		3.55%	70.05%	4.57%	7.61%	8.63%	3.05%	1.02%	1.52%	

Percentage Eligible for Enrollment	85.79%
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GPA Average	2.35
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**ARMSTRONG
ATLANTIC
STATE UNIVERSITY**
University Hall 282
Minutes September 22, 2010

PRESENT: Lee Braswell, James Brawner, José da Cruz, Catherine Gilbert, Leon Jaynes, Michael Mahan, Rick McGrath (Vice Chair), Glenda Ogletree (Chair), Randall Reese, Jonathan Roberts, Teresa Winterhalter, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

ABSENT: David Lake,

GUESTS: Mark Finlay, Judy Ginter, John Kraft, Delana Nivens

CALL TO ORDER. The special meeting was called to order at 3:00 p.m. by Dr. Glenda Ogletree.

ITEMS

I. Student Learning Outcomes

Dr. Mark Finlay gave a summary of the work that has been done on by the ad hoc committee in developing Student Learning Outcomes (SLOs) for the Core. Since the August 18 meeting of the University Curriculum Committee (UCC), the ad hoc committee has continued to work on refining the documents presented at that time. On September 8, a new draft was finalized, which was then presented at a USG Workshop on September 10. This workshop was held at Savannah State University, with the purpose of helping institutions develop SLOs. The draft was examined thoroughly. Some minor, cosmetic changes were suggested. The overall reception of the document was positive. The changes have been made, and the resulting documents were distributed to the UCC members with the agenda (see Attachments 1 and 2).

Question: At the August 18 meeting of the UCC, SLOs put forward by Georgia Southern University (GSU) that were not approved by the system office had been shared. There was no information at that time regarding why the SLOs were not approved. Is that information available now?

Answer: The GSU SLOs tried to assess too much. The word “and” was used, making things too broad, where “or” would have been preferable. There were also issues of outcomes not at a sufficient collegiate level, through use of the word “basic.” The word “foundational” was seen as a better choice. Also, the SLOs were found to be a bit too complex.

Question: Have all the departments had a chance to give input on these documents?

Answer: The documents were developed in consultation with the department heads.

It was moved and seconded that the General Education Learning Outcomes (Attachment 1) be approved. The motion passed. The UCC now forwards this document to the Senate as an action item.

It was moved and seconded that the Overlay Approval Form (Attachment 2) be approved. The motion passed. The UCC now forwards this document to the Senate as an action item.

ADJOURNMENT. The meeting was adjourned at 3:44 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

Attachment 1

**Application for Approval of General Education Learning Outcomes
Submitted to the USG Council on General Education –**

**DRAFT #3—Reflects results of discussions of ad hoc committee on 8 September 2010
Present: Mark Finlay, Teresa Winterhalter, Steve Jodis, Delana Nivens, Suzy Carpenter,
Tim McMillan ,StevePrimatic, Rick McGrath, John Kraft, and Andy Clark.**

and Results of USG Workshop held at SSU, 10 September 2010

Name of Institution: Armstrong Atlantic State University

The newly adopted USG Core Curriculum Policy must be implemented by Fall 2011 by four-year institutions and by Fall 2012 by all state college and two-year institutions. The first step in implementation is approval of at least one learning outcome for each goal. See:

http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/

Please consider:

- ❖ Each outcome **must be collegiate level, not skill based, broadly focused and consistent with the mission** of the USG.
- ❖ Outcomes will be reviewed according to the following criteria:
 - Is the outcome a college-level competency?
 - Does the outcome advance the general goal for the area?
 - Is the outcome measureable?

Learning Goal A1 (Communications)

Proposed Gen Ed Outcome(s) for this Goal.
Students will produce organized communication that develops analytical arguments and meets conventional standards of composition.

Learning Goal A2 (Quantitative)

Proposed Gen Ed Outcome(s) for this Goal.
Students will effectively employ the skills and concepts of quantitative problem solving.

Learning Goal B (Institutional Options)

Proposed Gen Ed Outcome(s) for this Goal.
(Please note: because AASU's Institutional Options include a focus on both Ethics and Values and Global Perspectives, we hope to use those requirements to fulfill both the Critical Thinking and Global Perspectives overlay requirements. Although the USG committee has suggested Ethics as a possibility for Area C, we have learned that it is acceptable in Area B.) A. Students will critically evaluate the ways that culture shapes ethical views. AND

B. Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal C (Humanities/Fine Arts/Ethics)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the meanings of texts or works of art or music, express ways that culture shapes values.

Learning Goal D (Natural Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

A. Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted.

AND

B. Students will accurately evaluate data in scientific reasoning problems.

Learning Goal E (Social Sciences)

Proposed Gen Ed Outcome(s) for this Goal.

Students will analyze the complexity of human behavior, considering how historical, economic, political, or social relationships develop, persist, or change.

Learning Goal I (US Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area E.1)

Students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Learning Goal II (Global Perspectives)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.2)

Students will analyze global multicultural issues among diverse realms of societies.

Learning Goal III (Critical Thinking)

Proposed Gen Ed Outcome(s) for this Goal.

(See also Area B.1)

Students will analyze and synthesize points of view as well as recognize arguments in support of conclusions

Overlay Approval Form

DRAFT #3

Reflects results of discussions of ad hoc committee on 8 September 2010

Present: Mark Finlay, Teresa Winterhalter, Steve Jodis, Delana Nivens, Suzy Carpenter,
Steve Primatic, Tim McMillan, Rick McGrath, John Kraft, and Andy Clark.

And Results of USG Workshop held at SSU, 10 September 2010

Name of Institution: _____Armstrong Atlantic State University_____

The newly adopted USG Core Curriculum Policy must be implemented by Fall 2011 by four-year institutions and by Fall 2012 by all state college and two-year institutions. In addition to approval of at least one learning outcome for each goal by the Council on General Education, each institution must by that date meet the “overlay requirements” for US Perspectives, Global Perspectives and Critical Thinking by designating one or more courses in Areas A-E as US courses; designating one or more course in Areas A-E as GL courses; and designating one of more courses in Areas A-E as CT courses (or, alternatively, by adopting a CT plan). See:

http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/

Learning Goal I US Perspectives

Which of your approved Area A-E courses are proposed for designation as US perspectives courses?	In which area (A-E) is that course already approved?	How will completion of that course support your approved outcome(s) for US Perspectives?
HIST/POLS 1100	E1	In either of these courses--one of which is required for all students--students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Learning Goal II Global Perspectives

Which of your approved Area A-E courses are proposed for designation as Global perspectives courses?	In which area (A-E) is that course already approved?	How will completion of that course support your approved outcome(s) for Global Perspectives?
Any course in Area B2 of current core: ANTH 1150—Global Perspectives Anthro CHEM 2200—Science, Technology, and Modern World CRJU 2010—Universal Justice ECON 1150—Global Economic Problems ENGL 2050—Africa and the Diaspora	B2	Through any of these courses--and students must take at least one--students will analyze global multicultural issues among diverse realms of societies.

EURO 2000—Introduction to the European Union GEOG 1100—World Regional Geography GEOG 2120—Cultural Geography GWST 2200—Gender in Global Contexts HIST 1111—Civilization I HIST 1112 <i>or</i> 1112H—Civilization II HIST 2100—The African Diaspora HLPR 2010—Culture, Illness, Diag. & Treatment. HONS 2000—Honors Topics in Global Perspectives POLS 1150—World Politics POLS 2290—Foundations of International Relations PSYC 2300—Global Perspectives in Developmental Psychology RELI 2100—World Religions		

Learning Goal III Critical Thinking*

Which of your approved Area A-E courses are proposed for designation as Critical Thinking courses?	In which area (A-E) are these courses already approved?	How will completion of that course support your approved outcome(s) for Critical Thinking?
Tentatively any course in Area B1 of the current core, which focus on the theme of "Ethics and Values" : CHEM 2600—Ethical/Moral Issues in the Sciences CRJU 2020—Ethical Theories & Moral Issues in Criminal Justice ENGL 2000—Ethics & Values in Lit ETHC 2000—Interdisciplinary Ethics GWST 2101—Ethics, Values, and Gender HIST 2000—Ethics & Values in History HONS 2100—Honors Topics in Ethics & Values PHIL 2030—Intro. to Ethics & Moral Philosophy POLS 1200—Ethical Theories in Government	B1	Through any of these courses--and students must take at least one--students will analyze and synthesize points of view as well as recognize arguments in support of conclusions

*Alternatively, you may submit a plan specifying how you will insure that students who complete Areas A-E will acquire foundational critical thinking skills. If you choose to adopt a critical thinking plan, please attach a brief summary (1 page maximum) of that plan to this form.

Graduate Affairs Committee

Meeting Minutes for September 14, 2010, 2:30 PM

Board Room, Burnett Hall

Meeting called to order @ 2:30

(Attendance document scanned and attached)

I. Approval of Minutes of April 13, 2010 and August 11, 2010

Motion to approve/second for April 13 minutes

pass

Motion to approve/second for Aug 11

Typo-“elected as chair”

Last page; “is development”

Pass

II. Bob LeFavi: Brought up issue of fair compensation; as coordinators were released course release was substituted for stipends; Wants to bring to senate a charge for GAC to investigate what should be done;

Discussion/issues: could stipend without course reduction be over load; what about summer stipends, seems to be inconsistency between colleges; external benchmarks should also be included; include size, number of applications, accreditations

III. Subcommittee Reports

A. Graduate Curriculum

1. Items

Considered and passed in blocks (Physical Therapy, Liberal Arts); All content included at end

2. Guidelines

Phyllis has sent document for style and timelines for curricular changes; Note equivalent courses (first pg of style guide)

B. Graduate Faculty Status

Motion/second: committee should not use co-chair structure and Don Schumpf to chair; Pass

Minutes are attached at end of document; discussion that several applicants were remanded because of lack of documentation; Concern because there were a high number of remanded; Discussion about whether temps can be grandfathered to three year period;

Motion/second: to allow temps to be grandfathered in if they had been approved last year; Pass

C. Graduate Student Appeals
No report

III. Bylaws

Issue about what called our subgroups;

IV. GSCC

No representative present

V. John Kraft/Anne Thompson

A. Course Renumbering

Judy passed out number and definition schematic; Immediate discussion about not allowing 5000 to be required courses-this should be removed as well they being required courses; shifting numbers, inverted pre-req, needing the space in 8000 levels for specialist/doctoral courses; Discussion that registrar office provide what numbers are available/need to be renumbered so it can then be done in bulk through committees; document will be changed and submitted for approval next meeting

B. SACS

C. Other

Issue that academic probation standing will remain on transcript; standing will be driven by GPA (>3) and allow transcript to be cleaner; the 2 C policy will be separate- student and advisor will be notified and dismissed upon second C; John Kraft will create some narrative for catalog and bring it next meeting for approval; Noted that Judy suggested the two policies might need revision

Website and graduate faculty handbook handout (John Kraft)

Thesis guidelines-do we centralized or decentralized (John Kraft)

Graduate faculty status- some of the forms need to be updated, given directly to graduate faculty committee

VI. Jill Bell

760 students (last year 950); changes to forms on web; will send out notices

for updates (students accepted in past that did not yet enroll); recommended organizing what requirements are specific to each program; discussion about the company handling online applications is lagging on changes;

VII. Other

Joey Crosby- recommends that discussion on vision statement be revised to include graduate education; Anne Thompson will bring this to the strategic planning meeting next week

Open discussion to revisit 2 C policy to consider what happens after appeal

VIII. Meeting Schedule

October 5 (this is changed from last list)

November 9

December 7

Meeting adjourned (3:40)

Graduate Affairs Committee

Meeting Minutes

August 11, 2010

The 2010-2011 inaugural organizational meeting of the Graduate Affairs Committee was convened at 12:00PM in the Armstrong Center Meeting Suite. The meeting was called to order by Dr. Hendricks, GAC chair for 2009-2010.

I. Confirmation of Approval of Minutes of April 10, 2010 – the minutes from the April 10th meeting were sent out via email to GAC members. These will be formally voted on at the September GAC meeting.

II. Introduction of Membership – the following graduate program representatives introduced themselves:

Adult Education–Don Stumpf
Communicative Disorders–Maya Clark
Computer Science–Ray Hashemi
Criminal Justice–Becky da Cruz
Curriculum and Instruction–Regina Rahimi
Early Education–Joan Schwartz
Health Services Administration–Joey Crosby (**elected as Vice Chair**)
History–Christopher Hendricks (**re-elected at Chair**)
Liberal and Professional Studies–Elizabeth Desnoyers-Colas
Middle Grades Education–Patricia Coberly
Nursing–Anita Nivens
Physical Therapy–David Lake
Public Health–Sandy Streater
Special Education–John Hobe
Sports Medicine–Brian Riemann (**Senate liaison to GAC**)

Jose da Cruz–Member at Large
Carol Andrews–Member at Large

Anne Thompson–Interim Vice President for Academic Affairs* (guest)
John Kraft–Interim Assistant Vice President for Academic Affairs* (guest)
Laura Barrett, Dean of Liberal Arts*
Shelley Conroy, Dean of Health Professions*
Steve Jodis, Dean of Science and Technology*
Patricia B. Wacholz, Dean of Education*
Bill Kelso, Adviser, Representative, Graduate School Coordinating Council*
GSCC Rep – Christine Bild (absent)

*indicates ex-officio, nonvoting

- III. Subcommittee Openings – due to member attrition and bylaw requirements, a number of vacancies need to be filled for 2010-2011. Nominations were solicited from the GAC membership. The newly constituted subcommittees are listed below:

Graduate Curriculum

Carol Andrews, 2 years remaining
Allison Belzer, 3 years remaining
John Hobe, 3 years remaining
Anita Nivens, 1 year remaining
Regina Rahimi, 1 year remaining, chair
Ashraf Saad, 3 years remaining
Elwin Tilson, 1 year remaining

Graduate Faculty Status

Alice Adams, 1 year remaining
Jim Brawner, 1 year remaining
Elizabeth Desnoyers-Colas, 1 year remaining, chair
Ray Hashemi, 1 year remaining
Pamela Mahan, 3 years remaining
Don Stumpf, 3 years remaining
Annette Wilson, 3 years remaining

Graduate Student Appeals

José da Cruz, 2 years remaining, chair
Bill Daugherty, 2 years remaining
Greg Knofczynski, 3 years remaining
Rod McAdams, 3 years remaining
Joan Schwartz, 3 years remaining
Hongje Wang, 3 years remaining
Linda Wright, 1 year remaining

- IV. Tasks for the Year – Dr. Hendricks reviewed the priority tasks for GAC during the coming academic year:

- Need to finalize working set of bylaws for GAC
- Resolve issues regarding graduate faculty status
- Develop strategy for out of state waivers for graduate students
- Upcoming SACS visit in October 2010

- V. Anne Thompson – Dr. Thompson is serving as interim Vice President of Academic Affairs during 2010-2011 and is looking forward to working with the GAC membership to deal with important issues regarding graduate education. She has asked Dr. John Kraft, interim Assistant Vice President of Academic Affairs, to assume a significant role in this area. Dr. Kraft is the “go to” person from Academic Affairs for any/all issues involving graduate education.

VI. John Kraft – Dr. Kraft indicated that one of his primary tasks for the coming year in the development of a formal graduate faculty handbook and he will be asking for assistance from GAC membership as the process goes forward. He indicated that President Bleicken had given administrative approval to the “2 C’s” policy adopted by GAC as part of its April 2010 meeting and this became effective as of Fall 2010. A copy of the approved policy is as follows:

Every student admitted to AASU with graduate student status must maintain a record of academic success. A student will be placed on academic probation if a student earns one (1) C or below regardless of overall GPA. If a student earns a second C or below the student will be dismissed regardless of overall GPA. After being academically dismissed, the student must wait one semester before reapplying for admission.

This policy shall take effect Fall 2010 semester. For those graduate students with one or more C grades or below prior to Fall 2010, the next earned C grade or below shall lead to academic dismissal. Retaking a course and earning a grade above the C level does not change the implementation of this policy. For the purposes of the graduate studies probation and dismissal policy, the following grades are included in the definition of C or below: C, D, F, WF, and U.

VII. Bob LeFavi – Dr. Lefavi brought greetings from the AASU Faculty Senate as its President for the 2010-2011 academic year. He is looking forward to fostering a close working relationship between the GAC and the Faculty Senate. One of his priorities for the year is to try and reach consensus between the two governing bodies regarding the proper reporting / authority relationship(s).

VIII. Jill Bell – Ms. Bell reported that fall 2010 graduate student numbers are down somewhat from fall 2009. She is working on refining the process by which graduate coordinators are notified when a prospective student has applied to a specific program on campus. She also indicated that her office is currently down one FTE due to personal issues.



**ARMSTRONG ATLANTIC
STATE UNIVERSITY**

Graduate Curriculum Subcommittee
University Hall 282
Minutes, April 30, 2010

PRESENT: Kalenda Eaton, Brenda Logan, Anita Nivens (Chair), Phyllis Panhorst (Catalog Editor)

ABSENT: Sabitra Brush, Regina Rahimi, Elwin Tilson

GUESTS: Jill Bell, Judy Ginter, Anne Thompson

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

APPROVAL OF MINUTES. The minutes of March 26, 2010 were approved as presented.

ITEMS

The following items were discussed and approved by the committee.

I. College of Education (no items)

II. College of Health Professions

A. Communication Sciences and Disorders (no items)

B. Dental Hygiene (no items)

C. Health Sciences

1. For information only. At the February 26 meeting of the Graduate Curriculum Subcommittee, the Dept. of Health Sciences created a new course, SMED 7000. They have since determined that this number has been used before. Administrative approval was granted to change the number to SMED 7005. This item is included in the agenda to document the change.

D. Medical Technology (no items)

E. Nursing (no items)

F. Physical Therapy

1. Change the following course numbers:

PHTH 5101G 7101	Functional and Structural Aspects of Movement I
PHTH 5111G 7111	Introduction to Pathophysiology 1
PHTH 5131G 7131	Foundations of Physical Therapy Examination, Evaluation and Intervention 1
PHTH 5161G 7161	Physical Therapy Practice Issues 1
PHTH 5181G 7181	Clinical Practicum 1
PHTH 5202G 7202	Functional and Structural Aspects of Movement 2
PHTH 5212G 7212	Introduction to Pathophysiology 2
PHTH 5232G 7232	Foundations of Physical Therapy Examination, Evaluation and Intervention 2
PHTH 5262G 7262	Physical Therapy Practice Issues 2
PHTH 5282G 7282	Clinical Practicum 2
PHTH 7400 8400	Critical Inquiry in Physical Therapy
PHTH 7481 8481	Supervised Clinical Education 1
PHTH 7491 8491	Clinical Education Synthesis 1
PHTH 7501 8501	Clinical Medicine 1
PHTH 7531 8531	Advanced Examination, Evaluation and Intervention 1
PHTH 7561 8561	Implementation of Lifespan Concepts in Physical Therapy 1
PHTH 7602 8602	Clinical Medicine 2
PHTH 7632 8632	Advanced Examination, Evaluation and Intervention 2
PHTH 7662 8662	Implementation of Lifespan Concepts in Physical Therapy 2
PHTH 8703 9703	Clinical Medicine 3
PHTH 8733 9733	Advanced Examination, Evaluation and Intervention 3
PHTH 8763 9763	Implementation of Lifespan Concepts in Physical Therapy 3
PHTH 8804 9804	Clinical Medicine 4
PHTH 8834 9834	Advanced Examination, Evaluation and Intervention 4
PHTH 8900 9900	Practical Management & Supervision in PT
PHTH 8901 9901	Physical Therapy Project 1
PHTH 8902 9902	Physical Therapy Project 2
PHTH 8903 9903	Physical Therapy Project 3
PHTH 8904 9904	Physical Therapy Project 4
PHTH 8882 9882	Supervised Clinical Education 2
PHTH 8983 9983	Supervised Clinical Education 3
PHTH 8992 9992	Clinical Education Synthesis 2

RATIONALE: These course numbers are being changed to reflect change to doctoral degree status of the Physical Therapy Program and that undergraduate students will no longer be able to enroll in certain of these courses.

EFFECTIVE DATE: FALL 2011

2. Modify the Program of Study for the Doctor of Physical Therapy

Degree

Major Field Courses (134 Semester Hours)

PHTH 5101 7101	Functional and Structural Aspects of Movement 1
PHTH 5111 7111	Introduction to Pathophysiology 1
PHTH 5131 7131	Foundations of Examination, Evaluation and Intervention 1
PHTH 5161 7161	PT Practice Issues 1
PHTH 5181 7181	Clinical Practicum 1
PHTH 5202 7202	Functional and Structural Aspects of Movement 2
PHTH 5212 7212	Introduction to Pathophysiology 2
PHTH 5232 7232	Foundations of Examination, Evaluation and Intervention 2
PHTH 5262 7262	PT Practice Issues 2
PHTH 5282 7282	Clinical Practicum 2
PHTH 7303	Functional and Structural Movement 3
PHTH 7313	Introduction to Pathophysiology 3
PHTH 7333	Foundations of Examination, Evaluation and Intervention 3
PHTH 7363	PT Practice Issues 3
PHTH 7383	Clinical Practicum 3
PHTH 7390	PT Case Management
PHTH 7400 8400	Critical Inquiry in Physical Therapy
PHTH 7481 8481	Supervised Clinical Education 1
PHTH 7491 8491	Clinical Education Synthesis 1
PHTH 7501 8501	Clinical Medicine 1
PHTH 7531 8531	Advanced Examination, Evaluation and Intervention 1
PHTH 7561 8561	Implementation of Lifespan Concepts in Physical Therapy 1
PHTH 7602 8602	Clinical Medicine 2
PHTH 7632 8632	Advanced Examination, Evaluation and Intervention 2
PHTH 7662 8662	Implementation of Lifespan Concepts in Physical Therapy 2
PHTH 8703 9703	Clinical Medicine 3
PHTH 8733 9733	Advanced Examination, Evaluation and Intervention 3
PHTH 8763 9763	Implementation of Lifespan Concepts in Physical Therapy 3
PHTH 8804 9804	Clinical Medicine 4
PHTH 8834 9834	Advanced Examination, Evaluation and Intervention 4
PHTH 8900 9900	Practical Management & Supervision in PT
PHTH 8901 9901	Physical Therapy Project 1
PHTH 8902 9902	Physical Therapy Project 2
PHTH 8903 9903	Physical Therapy Project 3
PHTH 8904 9904	Physical Therapy Project 4
PHTH 8882 9882	Supervised Clinical Education 2
PHTH 8983 9983	Supervised Clinical Education 3
PHTH 8992 9992	Clinical Education Synthesis 2

RATIONALE: Changes in course numbers.

EFFECTIVE DATE: FALL 2011

3. Change the following course descriptions and prerequisites:

PHTH 7111 INTRODUCTION TO PATHOPHYSIOLOGY 1 Basic histopathology, pathophysiology and pharmacology, imaging and selected medical and surgical interventions of the cardiovascular and pulmonary systems.	2-0-2
PHTH 7181 CLINICAL PRACTICUM 1 Prerequisite: Admission to DPT Program Preparation for and exposure to healthcare settings related to acute care general and cardiopulmonary healthcare through didactic, laboratory and half-day, on-site observational experiences.	0-4-1
PHTH 7202 FUNCTIONAL AND STRUCTURAL ASPECTS OF MOVEMENT 2 Prerequisite: PHTH 5101 7101 Gross anatomy, physiology and kinesiology, and imaging of the musculoskeletal system.	4-4-6
PHTH 7212 INTRODUCTION TO PATHOPHYSIOLOGY 2 Prerequisite: PHTH 5111 7111 Histopathology, pathophysiology, and pharmacology, imaging and selected surgical interventions of the musculoskeletal system.	2-0-2
PHTH 7232 FOUNDATIONS OF PHYSICAL THERAPY EXAMINATION, EVALUATION, AND INTERVENTION 2 Prerequisite: PHTH 5131 7131 Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for patients with musculoskeletal dysfunction.	6-8-8
PHTH 7262 PHYSICAL THERAPY PRACTICE ISSUES 2 Prerequisite: PHTH 5161 7161 Discussions of methods and approaches to physical therapy research, ethics, jurisprudence and related professional topics.	1-0-1
PHTH 7282 CLINICAL PRACTICUM 2 Prerequisite: PHTH 5181 7181 Exposure to health care settings through half-day, on-site observational experiences.	0-4-1
PHTH 7303 FUNCTIONAL AND STRUCTURAL MOVEMENT 3 Prerequisite: PHTH 5202 7202 The kinesiology of gait and the gross anatomy, and physiology, and imaging of the nervous system.	3-3-4

<p>PHTH 7313 INTRODUCTION TO PATHOPHYSIOLOGY 3 Prerequisite: PHTH 5212 7212 The pathophysiology of the neuromuscular and integumentary systems.</p>	2-0-2
<p>PHTH 7333 FOUNDATIONS OF EXAMINATION, EVALUATION AND INTERVENTION 3 Prerequisite: PHTH 5232 7232 Fundamental patient care skills including basic examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation of gait deviations and for patients with neuromuscular and integumentary dysfunction.</p>	6-8-8
<p>PHTH 7363 PT PRACTICE ISSUES 3 Prerequisite: PHTH 5262 7262 Discussions of legislative issues in health care, clinical outcomes research, and evidence based practice.</p>	1-0-1
<p>PHTH 7383 CLINICAL PRACTICUM 3 Prerequisite: PHTH 5282 7282 A one-week full time hands-on clinical exposure to patient care in a physical therapy setting. Physical Therapy settings , which may include specialty clinics, long-term care facilities, hospitals, and school systems.</p>	0-4-1
<p>PHTH 7390 PHYSICAL THERAPY CASE MANAGEMENT Prerequisite: PHTH 5232 7232 Presentation Simulated clinical experiences with the management of specific cases for students to manage from referral to discharge utilizing given information with increasingly complicated scenarios.</p>	2-2-3
<p>PHTH 8400 CRITICAL INQUIRY IN PHYSICAL THERAPY Prerequisite: PHTH 7363 Critical analysis of the physical therapy research literature. Design of research proposals in preparation for Physical Therapy Project 1, 2, 3 and 4.</p>	2-0-2
<p>PHTH 8501 CLINICAL MEDICINE 1 Prerequisite: PHTH 7481 8481 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders seen in neonates, children and adolescents.</p>	3-0-3
<p>PHTH 8531 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 1 Prerequisite: PHTH 7481 8481 Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for neonates,</p>	6-4-8

~~children and adolescents~~ **from a lifespan perspective including orthotics, spinal cord injury and advanced care of patients with stroke and other neurological conditions.**

PHTH 8561 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 1

2-0-2

Prerequisite: PHTH ~~7481~~ **8481**

~~Developmental theories, clinical perspectives~~ **Discussion of clinical implications** and healthcare issues **from a lifespan approach.** ~~for neonates, children and adolescents~~

PHTH 8602 CLINICAL MEDICINE 2

3-0-3

Prerequisite: PHTH ~~7501~~ **8501**

Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders ~~seen in young and middle aged adults.~~

PHTH 8632 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 2

6-4-8

Prerequisite: PHTH ~~7531~~ **8531**

Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation ~~for young and middle aged adults and orthopedic conditions for the older adult~~ **in selected physical therapy patient care areas including an introduction to sports medicine.**

PHTH 8662 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 2

2-0-2

Prerequisite: PHTH ~~7561~~ **8561**

~~Developmental theories,~~ **Continued discussion of** clinical perspectives and healthcare issues **from a lifespan perspective** ~~for young and middle aged adults.~~

PHTH 9703 CLINICAL MEDICINE 3

3-0-3

Prerequisite: PHTH ~~7602~~ **8602**

Continued study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders ~~seen in older adults.~~

PHTH 9733 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 3

6-4-6

Prerequisite: PHTH ~~7632~~ **8632**

Advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for the **pediatric client** ~~older adults.~~

PHTH 9763 IMPLEMENTATION OF LIFESPAN CONCEPTS IN PHYSICAL THERAPY 3 Prerequisite: PHTH 7662 8662 Developmental theories, Continued discussion of clinical perspectives and healthcare issues from a lifespan perspective. for middle aged and older adults.	2-0-2
PHTH 9804 CLINICAL MEDICINE 4 Prerequisite: PHTH 8703 9703 Study of the pathophysiology, medical differential diagnosis and pharmacological and surgical treatment of medical diseases and disorders. Integration of the medical concepts in the examination and treatment of medically complex patients.	1-0-1
PHTH 9834 ADVANCED EXAMINATION, EVALUATION AND INTERVENTION 4 Prerequisite: PHTH 8733 9733 Integration of advanced patient care skills including examination, evaluation, diagnosis, prognosis, intervention, outcomes and documentation for the management of medically complex patients elderly.	1-2-2
PHTH 9882 SUPERVISED CLINICAL EDUCATION 2 Prerequisite: PHTH 7632 9733 Ten or Eleven-week full-time clinical field experience in general, acute care, rehabilitation, or other specialty settings. Demonstration of the ability to integrate information from all didactic and clinical components of the curriculum in patients with all physical therapy diagnoses, including multiple diagnoses.	0-40-10
PHTH 9900 LEADERSHIP AND MANAGEMENT IN PHYSICAL THERAPY Prerequisite: PHTH 8882 9882 Introduction to the practical application of management strategies specific to physical therapy settings, including finance, personnel management, quality assurance, and accreditation/licensure processes with an emphasis on hospital, private practice, rehabilitation and home care settings.	3-0-3
PHTH 9901 PHYSICAL THERAPY PROJECT 1 Prerequisite: PHTH 7400 8400 Conducting a research project as part of the project advisor's ongoing research activities.	V-V-1
PHTH 9902 PHYSICAL THERAPY PROJECT 2 Prerequisite: PHTH 8901 9901	V-V-1

~~Conducting~~ **Continuation of** a research project as part of the project advisor's ongoing research activities.

PHTH 9903 PHYSICAL THERAPY PROJECT 3 V-V-1

Prerequisite: PHTH ~~8902~~ **9902**

~~Conducting~~ **Continuation of** a research project as part of the project advisor's ongoing research activities.

PHTH 9904 PHYSICAL THERAPY PROJECT 4 V-V-1

Prerequisite: PHTH ~~8903~~ **9903**

~~Conducting~~ **Completion of** a research project as part of the project advisor's ongoing research activities.

PHTH 9983 SUPERVISED CLINICAL EDUCATION 3 0-40-10

Prerequisite: PHTH ~~8882~~ **9882**

~~Ten or~~ Eleven-week full-time clinical field experience with the demonstration **of the ability to independently evaluate and treat complex patients** by the end of this affiliation ~~of the ability to treat complex patients independently, or with the assistance of more experienced staff as would be appropriate for a new graduate working at the facility. Demonstration of the ability to integrate information from all didactic and clinical components of the curriculum.~~

PHTH 9992 CLINICAL EDUCATION SYNTHESIS 2 3-0-3

Prerequisite: PHTH ~~8882~~ **9882**

Research, writing, presentation and discussion of case studies based on clinical experiences in Supervised Clinical Education 2 and 3.

RATIONALE: Changes in course numbers requires changes in prerequisites. With three years of experience teaching the doctoral degree courses, there have been changes in the order of some information delivery which requires changes in the course descriptions.

EFFECTIVE DATE: FALL 2011

- G. Radiologic Sciences (no items)
- H. Respiratory Therapy (no items)

III. College of Liberal Arts

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

E. History

1. Create the following course:

HIST 5490U/G TOPICS IN EUROPEAN INTELLECTUAL AND CULTURAL HISTORY

3-0-3

Undergraduate Prerequisites: HIST 1111 or HIST 1112

Graduate Prerequisite: none

Description: Study of the evolution of ideas in European history such as liberty, nationalism, or equality, emphasizing primary sources and varied historical interpretations. May be repeated as topics vary.

Rationale: The course expands coverage of Europe, and its particular focus is underrepresented in the history department. In addition to fulfilling undergraduate requirements, graduate students will have to demonstrate fluency with primary sources and a solid understanding of historiography via additional papers and class presentations. It will replace HIST 3560.

Effective Term: Fall 2011

CURCAT:

Major Department: History

Can course be repeated for additional credit? Yes

Maximum number of Credit Hours: 6

Grading Mode: normal

Instruction type: lecture

Course equivalent of HIST 5490U: HIST 3560

2. Delete the following course:

~~**HIST 5470U/G FRENCH REVOLUTION AND NAPOLEON**~~

~~**3-0-3**~~

Rationale: The attention to France in this course is superseded by the creation of the new HIST 3390, which allows students to study a longer period of French history.

Effective Term: Fall 2011

3. Change the course description and undergraduate prerequisites for the following:

HIST 5700U/G: American Material Culture

Undergraduate Prerequisite: one course in American history or permission of instructor or department

Graduate Prerequisite: unchanged

Description: Introduction to the study of North American and Caribbean culture, ordinarily focused on the eighteenth and nineteenth centuries. Architecture, cemeteries, landscape, dress, music, art, foodways, status, gender, and ethnic identifiers may provide examples methods of material culture analysis and key groups of American artifacts. Topics covered may include furnishings, fashion, cemeteries, industrial design, and consumerism.

Rationale: Adding a course in American history to the undergraduate prerequisite ensures that students will have the fundamental knowledge required to succeed in the course. The new description more accurately reflects the current content of the course, clarifying the emphasis on research methods and delineating the specific areas of focus.

Effective term: Fall 2011

- F. Languages, Literature, & Philosophy (no items)
- G. Liberal Studies (no items)

IV. College of Science and Technology (no items)

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

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor

Current Text for the Attendance Policy from page 61 UG catalog (no policy in GR catalog)

Control of student attendance at class meetings and the effect of attendance on course grades are left to the discretion of instructors. Students are responsible for knowing everything that is announced, discussed, or lectured upon in class as well as for mastering all assigned reading. Students are also responsible for submitting all assignments, tests, recitations, and unannounced quizzes on time.

Instructors are responsible for informing all classes at the first meeting what constitutes excessive absence in the course. Students are responsible for knowing and complying with attendance regulations in all their courses. Instructors may drop students from any course with a grade of W or WF if, in their judgment, absences have been excessive.

Students can be dropped for non-attendance from a course at the discretion of the instructor. Once a student has been dropped for non-attendance, it is the responsibility of the student to reregister for the course with written permission from the instructor. If a student does not attend class and is not dropped from their course, it is the responsibility of the student to request that the instructor drop the course for non-attendance from their registration record during that term. Attendance is processed within the first two weeks of the semester start date.

Proposed Text for the Attendance Policy for UG and GR catalogs

The effect of attendance on course grades is left to the discretion of instructors. Students are responsible for knowing everything that is announced, discussed, or lectured upon in class as well as for mastering all outside assignments. Students are also responsible for submitting all assignments, tests, recitations, and unannounced quizzes on time.

Instructors are responsible for informing all classes at the first meeting what constitutes excessive absence in the course. Students are responsible for knowing and complying with attendance regulations in all their courses. Instructors may withdraw students from any course with a grade of W or WF on or before the midterm semester dates or with a grade of WF after the midterm semester dates if, in their judgment, absences have been excessive.

During the attendance verification period at the beginning of the term, a student may be dropped from a course for non-attendance. Once a student has been dropped for non-attendance, it is the responsibility of the student to re-register for the course before the drop/add period is over.

Students who appear on the class list and wish to drop a course must submit a drop request on SHIP or a drop form to the registrar's office during the drop/add period. Students may not assume that a faculty member will drop them from the course during attendance verification.

Resolution

In accord with the principles of academic freedom, we, the faculty senate of Armstrong Atlantic State University, resolve that faculty are exempt from participation in any Armstrong Atlantic State University or University System of Georgia policy that runs contrary to the principles of that faculty member's academic discipline.

Smoke-Free Campus – Proposed Faculty Resolution

Whereas the faculty of Armstrong Atlantic State University is interested in supporting a healthier campus environment;

and

Whereas the faculty of Armstrong Atlantic State University is supportive of student-initiated efforts to petition for a smoke-free campus;

and

Whereas an increasing number of university campuses nationwide are moving towards the adoption of smoke-free campus policies;

and

Whereas the harmful effects of primary and secondary exposure to smoke from the consumption of tobacco products are well documented in the literature;

Be it resolved, then:

The faculty and Senate of Armstrong Atlantic State University propose the adoption of a smoke-free campus on University grounds.