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Armstrong Faculty Senate Agenda

Armstrong Faculty Senate

4-13-2009

# April 13, 2009 AASU Faculty Senate Agenda

Armstrong State University

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The Faculty Senate of Armstrong Atlantic State University will meet in
University Hall, room 156, at 12:10 p.m., Monday April 13th, 2009
**AGENDA**

I.   Call to order

II.  Approval of Minutes
     March 9 (Appendix A)

III. Other
     Kevin Hampton

IV.  Old Business
     a. Bylaws second readings
          i.   Graduate Affairs Committee (App B)

     b. Electronic Evaluation (eFACE) Recommendation (App C)

     c. Part Time Faculty Recommendation (App D)

V.   New Business
     a. Elections Committee Report

     b. Standing Committee Year End Reports
          i. Academic Standards (App E)
          ii. Educational Technology (App F)
          iii. Faculty Development
          iv. Faculty Welfare (App G)
          v. Graduate Affairs Committee (App H)
          vi. Honors Advisory (App I)
          vii. International
          viii. Interdisciplinary (App J)
          ix. Library (App K)
          x. Planning, Budget, Facilities (App L)
          xi. Research and Scholarship
          xii. Student Success (App M)
          xiii. Writing

VI.  Approval of Graduation Candidates (App N)

VII. University Curriculum Committee (App O)

VIII. Announcements

IX.  Adjournment

**Appendix A**



**Armstrong Atlantic State University**
**Faculty Senate Meeting**
**Minutes of March 9, 2009**
**University Hall rm. 156, 12:10 p.m.**

I.  Call to Order                                              Kevin Hampton
    Time: 12:19
    There were 33 of 40 Senators present, please see Appendix A for roster of attendees.

II. Approval of Minutes
    a.  February 9 – Approved
    Discussion ensued regarding President Jones address, with specific regard to budgetary concerns.  Senator White appeals for a greater faculty role in budget matters, specifically bringing the idea of "entrenchment" to the senate, as happens at other institutions and goes beyond the current role of the Planning, Budget, and Facilities Committee.  President Hampton states that within the BOR policy, we have Planning, Budget, and Facilities Committee only, and therefore must work within it.

    b.  February 20 – Approved

III. University Curriculum Committee (Appendix B) – Approved          Rick McGrath

IV. Old Business
    b.  Bylaws second readings
        i.      Academic Standards Committee – Approved

        ii.     Research and Scholarship Committee – Approved with amended
                language.
    Senator Hashemi suggests the committee duties be amended to include the stipulation that non-winning submissions be permitted a review procedure to alert individuals regarding the reasoning behind the lack of award.  Dr. Sturz states a review is available per request.  Senator Todesca introduces the idea of splitting the committee in an effort to mitigate its power.  Senator Hashemi maintains that it should not be an "as requested" review; the responsibility should not be with the submitter to request the review, but rather with the committee to provide it.  Senator Hollinger suggests that given the volume of submissions, the possibility that all Principle Investigators may not want a review, and that a mechanism is already in place during the application procedure for the P.I. to

request a review be done and returned, amending the language of the committee is unnecessary. Senator Scott suggests the following passage be adjusted. With this adjustment, the bylaws are approved.

| FROM | TO |
|---|---|
| "Also, the committee will determine the recipient of the Alumni Award for Distinguished Faculty Service to the Discipline, coordinate the Student Research and Scholarship Exhibition, and coordinate with the Faculty Development Committee in calling for internal grant proposals, scheduling review processes, and recommending grant recipients." | "Also, the committee will determine the recipient of the Alumni Award for Distinguished Faculty Service to the Discipline, coordinate the Student Research and Scholarship Exhibition, coordinate with the Faculty Development Committee in calling for internal grant proposals, scheduling review processes, recommending grant recipients, and providing feedback to grant proposal applicants upon request." |

      iii.     International Programs and Activities Committee – Approved

This item was initially presented to the senate and remanded back for corrections. President Hampton requests that having come back corrected, it move to second reading. Motion to hear as second reading: Approved.

Senator Knofczynski requests a Membership addition/stipulation to ensure interested faculty get appointments to this committee. Senator McGrath and President Hampton suggest that is already the case, as expressed with the faculty's submission of committee preference sheets. Further, Senators Scott and Simmons iterate that the Elections Committee also helps ensure placement of interested parties, as possible, during the populating of this committee.

V. New Business
  a. Bylaws first readings
      i. Graduate Affairs Committee (Appendix C) – Approved

Senator Nivens suggest the formatting of the committee bylaws align with other committees, Dr. Hendrix responds it will be remedied at the committee's next meeting. Senator Craven requests clarification of total numbers on committee. Dr. Hendrix suggests that as the membership qualification is in flux it cannot be reliably fixed. Senator Scott suggests it would be easier to populate if provided a specific number for membership. Senator Crosby states there are 16 members now

Senator Knofczynski suggests the language of the Mission / Charge section of the bylaws has been mixed-up. Senator Craven responds that after that discussion, posted minutes were clear and approved, reflecting the senate secretary's understanding of the issue and the use of the language going forth from that point.

  b. Elections Committee Report (Appendix D)
     Vann Scott

As of March 1 deadline 50% of ⬜epts.. Had reported as requested. However that has been
rectified for the most part. See report. Senator Scott also makes a point regarding the issue that committee requests will not be plentiful enough to ensure all requests are served; hence the elections com is sending a survey to ensure fair populating. Senator McGrath brings forward clarification re: populating UCC. Senator Scott indicates elections com has not moved forward on the UCC in any case.

    c.   Faculty Welfare Committee Reports                            Hans-Georg Erney

        i. Electronic evaluations eFACE (Appendix E)
        Dr. Erney reports. Extensive discussion ensues.
Senator White requests clarification regarding the security of the electronic method. Electronic evaluations would be password protected via student's Cove accounts.

Senator Hollinger brings the point that these evaluation concerns are huge considering the weight that the evaluations carry. Further, she suggests that to toy with the delivery method, and get less return, is folly.

Senator Nivens doesn't think paper is necessarily secure and that students don't necessarily provide best caliber of judgment for teaching efficacy; however she concedes the electronic method may appeal to students. Senator Katz details his own travails of lot paper evaluations – on two separate occasions.

Senator Knofczynski states that CIS has verified they can secure the electronic access and feels this is a more secure method, generally. Senator Larson asks if comments can still be signed in the electronic format, Senator Knofczynki reports they can.

Senator Scott states that a low return can still provide representative data set, there's no statistical difference between grades received on the electronic or paper evaluation. Senator White recalls that Dr. Wong's reported signified a deficiency (in the electronic format) of written comments, thus another element missing. Senator Scott responds that the electronic did included comments, but no analysis was performed regarding the content of comments. Senator Craven suggests that even if security is guaranteed, the comments may not be representative.

Senator Hollinger continues that it would seem, based on the low return of electronic and the weight the evaluation carries, that volume would be desired. She further suggests that control of paper forms is the individual professor's responsibility, she ensures management and safety herself as necessary.

Senator Jensen states that he was the Senate representative on the study committee, and reports that the committee discussed all these issues at length. He further indicates that faculty must advance into the technological age, despite misgivings, as students are used to the medium.

Senator Andrews questions whether or not the faculty be provided opportunity to select their own mechanism during the transition.

Senator Hashemi brings the idea that a time limit should be placed for electronic evaluations availability. Senator Nivens addresses the idea of the evaluation being a requirement to get grade: if it's not required in paper format then how can we require in electronic?

Senator Garrity addresses the "large savings in money," stated as applying to electronic evaluations and asks "how large?" Dr. Whitford estimates the savings at approximately $60,000 a year. Senator Andrews asks how that's possible, Dr. Whitford replies that cost covers both the physical supplies and staff time in processing
.
Quorum broken. Measure tabled.

ii. Part time faculty (Appendix F)

d. Constitution & Bylaws Committee
i. Proposed changes to Bylaws of the Senate (Appendix G)
ii. Update re: ex officio memberships

e. Additional Items
i. Senator Thomas brings Senator Craven's item on her behalf (Appendix H)
ii. Senator Andrews brings an item forth (Appendix I)
iii. Senator Larson states he has been asked to express concern to the senate over the Research and Scholarship Committee's lack of seeming input on changes regarding the format of competitions.

VI. Announcements
Senator Knofczynski reports that the Constitution and Bylaws Committee will be sending out a survey.

President Hampton reminds us there's one meeting left of the semester.

VII. Adjournment
1:27

Respectfully Submitted,
Jewell Anderson

Appendix A – March Faculty Senate Meeting

| Senators present | Ex-Officio members present |
|---|---|
| Anderson, Jewell | Whitford, Ellen – VPAA |
| Andrews, Carol | Watjen, Russell – VP Enrollment Svsc. |
| Bennett, Katherine | Finlay, Mark – Int. Dean COLA |
| Butina, Michelle | Jodis, Stephen – Asst. Dean COST |
| Craven, Kathryn | Murphy, Dennis – Assoc. VP Acad. Affairs |
| Crosby, Joey | |
| Eastman, Sean | |
| Garrity, April | |
| Goeser, Priya | |
| Hampton, Kevin | |
| Hashemi, Ray | |
| Hizer, Todd | |
| Hollinger, Karen | |
| Horah, Richard | |
| Jensen, John | |
| Katz, Frank | |
| Knofcynski, Greg | |
| Lander, Jennifer | |
| Larson, Brett | |
| Logan, Brenda | |
| Loyd, Robert | |
| Mahan, Pamela | |
| McGrath, Richard | |
| Moore, Marsha | |
| Nivens, Delana | |
| Scott, Vann | |
| Simmons, Jack | |
| Skidmore-Hess, Daniel | |
| Thomas, Patrick | |
| White, Nancy | |
| Wimer, Greg | |

## Appendix B

## Graduate Affairs Committee

## Bylaws

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

**Duties**
The committee will:

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

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

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

**Membership**
The committee will be composed of one graduate faculty member with associate or full graduate faculty status from each of the following graduate programs: early childhood education, middle grades and secondary education, adult education, special education, communication sciences and disorders, health services administration, public health, sports medicine, nursing, physical therapy, criminal justice, history, liberal and professional studies, and computer science.

In addition, two additional at-large member will be included from disciplines not otherwise represented on this committee. The chief officer of the School of Graduate Studies, Academic Deans (or their designees), and the Advisor to the Graduate Student Coordinating Council serve as *ex-officio,* non-voting members of the committee.

## Graduate Faculty Status Subcommittee

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

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

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

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

Membership: The subcommittee will be composed of five members as approved by the Graduate Affairs Committee. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.

## Graduate Student Appeals Subcommittee

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

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

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

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

Membership: The subcommittee will be composed of five members as approved by the Graduate Affairs Committee. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.

**<u>Graduate Curriculum Subcommittee</u>**

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

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

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

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

Membership: The subcommittee will be composed of five members as approved by the Graduate Affairs Committee. Subcommittee membership will be structured as follows: one member from the College of Health Professions, one member from the College of Liberal Arts, one member from the College of Science and Technology, one member from the College of Education, and one at-large member. A chair of this subcommittee will be determined at the first Graduate Affairs Committee meeting of the academic year.

**Appendix C**

The members of the Faculty Welfare Committee make the following recommendation concerning eFACE (electronic Faculty Evaluation).

The Committee recommends the adoption of eFACE with reservations. The committee is concerned about the lower student response rates seen in the pilot run of eFACE, and recommends we consider following the Gainesville State College model and use a survey add-on to Banner in which the students are asked to complete an anonymous evaluation before they can view their grades.  Students can choose to opt out of the evaluation and still see their grades, but this method resulted in a 72% completion rate during the fall of 2008.  Another concern is the disconnect that may occur between the student and class if the evaluation does not occur during the class period. With these reservations noted, the committee acknowledges the benefits of switching to eFACE. First, the eFACE pilot study committee estimated that $25 to $30 thousand dollars per year is spent to operate FACE as it currently exists (for forms and personnel time cost), offering a potentially large savings in money and time by switching to eFACE.  Second, eFACE affords increased security of the forms and rapid data return.  Currently, many people handle the forms (including students) and the data normally doesn't get returned to the faculty member before the start of the next semester; automating the process would alleviate both of these concerns. This, in combination with the lack of statistical difference in the evaluations faculty received on eFACE vs. FACE in the pilot study, leads the committee to recommend the adoption of eFACE.  The committee recommends coordination with CIS for development of a timeline for phasing in of eFACE. The committee recommends considering using the model of Gainesville State College (Highest response rate of schools surveyed), and considering the formation of an eFACE ad hoc committee.

**Appendix D**

## Faculty Welfare Committee
**Recommendations Regarding Part-Time Faculty**

ÿ **Have a Full-Time Faculty designee from each academic department serve as the Part-Time Faculty Coordinator/Mentor for their Department.**
This faculty designee would help to provide the Part-Time Faculty in their department with both the Departmental & University information & tools needed to do their job. An evening point of contact person for Part-Timers questions would also be helpful .

ÿ **Ask all academic departments to ensure Part-Time Faculty have access to the same information & tools as Full-Time F aculty**
Examples of needs include:
Provide an Evening CIS Tech nical Support contact
Access to Departmental AV equipment after hours. Provide key to storage rooms
Functional office spaces with updated, networked computers & phone access

ÿ **Creation of a Part-Time Faculty Webpage**
Part-Time Faculty webpage should contain critical information for Part-Timer faculty teaching needs / responsibilities, as well as include a compilation of informational resources and links to campus-wide resources.
Include specific contact information for Enrollment Services staff with areas of responsibility.
A prominent link to this page will be critical so that Part-Time Faculty may find it. One suggestion would be to place under the AASU homepage "Faculty/Staff" links.

ÿ **Promote a University "Perks Package"** for Part-Time Faculty to encourage them to spend time on campus and foster a sense of belonging.
*Such a package could include:*
Free Faculty/Staff Parking Pass
University Faculty ID Card provides access to many benefits, such as:
Art, Music, Theatre events
Free admission to University athletic events
Library check-out privileges & access to wealth of online resources
                    Membership to Recreation Center at Faculty/Staff rate

**Appendix E**

End of Year Report: Academic Standards Committee

The Academic Standards Committee met five times throughout the past academic year. Two of those meetings were for determining appeals and three meetings dealt with bylaw revisions. The committee voted on a total of 70 appeals with the following breakdown: 50 for admission. 20 for readmission. Of the 50 admits, 8 were admitted without restriction, 22 were denied admission, and 20 were granted limited admission. Of the 20 readmits, 2 were granted readmission, 16 were denied readmission, and 2 were granted limited readmission. The bylaws were revised to create to subcommittees: the Academic Appeals sub-committee, and the Student Conduct Subcommittee. There will be student representation on the Student Conduct Subcommittee, but not the Academic Appeals Subcommittee. The University Appeals Officer will be permanent chair, ex-officio. There are two more meeting scheduled for the semester: one in April, and one on June 1st.

**Appendix F**

Spring 2009 Report from the Educational Technology Committee

Linda Wright, Chair
Nancy Luke, Secretary
Members:
Jane Barnard, Lei He, Richard Horah, Wayne Johnson, Nancy Luke, Wendy Marshall,
and Linda Wright
This committee met Fall: 8/13/08, 9/17/08, 11/21/08; Spring: 2/16/09

The Bylaws for this new Senate Committee were approved by the Senate. This will
require an adjustment to the membership of the committee to include 2 student members
to the subcommittee on Student Technology Voice

We have begun to implement our charge, by communicating with AASU committees
with responsibilities for the technology available at AASU. The ETC has begun to gather
information on:
- access to educational technology for students and faculty in classrooms, computer
  labs, library and online.
- university policies governing the use of technology and changes in the technology
  infrastructure of the University, in collaboration with the Committee on
  Information Technology;
- student and faculty development use of technology tools, specifically the
  changeover occurring in the Faculty Development Committee and Teaching and
  Learning Center
- the current list of approved online courses, and current policies and procedures for
  online and web-enhanced programs and courses, from the ACDOL committee

Recommendations:
- An online space in the AASU domain be granted for a web page to contain links
  to the whole spectrum of educational technology resources at AASU. This is not
  intended to replace existing resources, but to add a comprehensive site with links
  to CIS, ACDOL, CIT, and Faculty Development committees, and the Online
  Teaching Community, Student Services, Help Desk, and Teaching and Learning
  Center activities and resources. Reciprocal links from these sites will also be
  requested.
- A separate wiki or blog has been proposed to house specific reports on
  educational technology tools for use in classes. This site would be developed by
  this committee in conjunction with interested students and faculty.
- If a new residency requirement is implemented at AASU, this should specifically
  exclude students enrolled in the online programs. In addition, resident students
  must not be excluded from taking online classes.

Respectfully Submitted,
Linda Wright, Ph.D.

**Appendix G**

Faculty Welfare Committee Report 2008-2009
**Chair:** Hans-Georg Erney
**Secretary:** Rochelle Lee
**Committee Members:** Maya Clark, Alexander Collier, Elizabeth Crawford, Ann Fuller, John Jensen (Senator), Clifford Padgett, Regina Rahimi

The Faculty Welfare Committee (henceforth abbreviated to FWC) met seven times in the 2008-2009 academic year. Our primary goals were 1) revising the bylaws for the newly enlarged committee, 2) working towards child care at AASU, and 3) representing the faculty's interests during the current budgetary crisis. For those interested in a more detailed record of the committee's work, minutes of individual meetings are available online at http://facultysenate.armstrong.edu/minutes/faculty_welfare_committee.html

As part of our university's transition to a Faculty Senate, the FWC has absorbed both the Faculty Activities Committee and the Evaluation Committee. The new FWC revised the bylaws suggested by the old committee in an attempt to prevent its expanded purview from resulting in an unwieldy and impractical body. The new bylaws were further revised at the suggestion of the Senate Bylaws Committee. They are available online at http://facultysenate.armstrong.edu/committees/faculty_welfare_bylaws.html

Like many people before, this year's FWC decided to tackle the perennial issue of child care at AASU. Building on previous surveys, original research, and plain good sense, the committee determined that there exists a high demand for affordable on-campus child care among faculty, staff, and students, and that the absence thereof is somewhat of an embarrassment to this institution, especially in comparison with similar schools. Near the end of this academic year, we are cautiously optimistic about starting an early education pilot program with the help of a grant from the U.S. Department of Education grant in the foreseeable future. (An earlier report on the child care issue is available online at http://facultysenate.armstrong.edu/minutes/fwc/FWC_Child_Care_Summary_11-17-08.doc

Other FWC activities during 08-09 include a resolution urging the Teachers Retirement System Board against changing their policy regarding Cost of Living Annual Increases (see App. G of the November 10, 2008 Faculty Senate minutes), a recommendation concerning the interests of part-time faculty, a  continuation of last year's salary study, and a recommendation concerning electronic Faculty and Course Evaluations (FACE). Many of these issues will likely continue to occupy the attention of the FWC as well as the Senate. Indeed, it stands to reason that this committee's importance will increase during a time when budgetary pressures make vigilance about the faculty's interests more necessary than ever.

**Suggested Directions for 2009-2010**
1) Continue efforts to provide child care for members of the AASU community.
2) Continue FACE review .
3) Continue salary study .

**Appendix H**
Graduate Affairs Committee Report–2008-2009

      Necessarily in this first year operating under the university's new governance system, many of the GAC's activities in 2008-2009 have dealt with figuring out how to function in its new role as a semi-autonomous committee and its relationship to the Faculty Senate.  Not surprisingly, therefore, much of the committee's work focused on reviewing its bylaws from its days as the Graduate Council.  Ultimately, it chose to scrap those bylaws in favor of an entirely new document.  In this effort, certain details remain to be worked out, but that work should be completed by the end of the spring term.  Similarly, questions about the best way for the GAC's subcommittees to function will also be worked out after completing this transitional year.

      In addition to its normal activities overseeing the School of Graduate Studies (in terms of curriculum, programs, Graduate Faculty status, etc., the GAC spent the academic year focused on reviewing and making recommendations on how to improve graduate admission procedures.  The GAC devoted a great deal of time working with Jill Bell, Director of Graduate Enrollment Services, Russell Watjen, Associate Vice President for Academic Affairs, and members of the *ad hoc* Graduate Review Group (chaired by Joe Weaver) discussing current admission policies and ways of better using out-of-state tuition waivers as recruiting tools.  This work will continue next year.  Other topics needing to be addressed next year include a discussion of the role and status of members of the Graduate Faculty and the leadership structure of the School of Graduate Studies.

Minutes of the GAC meetings can be found on the committee's web page at
http://gs.armstrong.edu/graduateaffairscommittee.html.

Respectfully submitted,
Christopher E. Hendricks
April 6, 2009

Committee Members:

Communicative Disorders–Donna Brooks
Computer Science–Ray Hashemi
Criminal Justice–Becky da Cruz, Vice Chair
Adult Education–Patricia Coberly
Early Education–Elizabeth Crawford
Middle Grades Education–Patrick Thomas
Curriculum and Instruction–Ed Strauser
Health Services Administration–Joey Crosby
History–Christopher Hendricks, Chair
Liberal And Professional Studies–John Kraft
Nursing–Anita Nivens
Physical Therapy–Anne Thompson
Public Health–Michael Mink

Sports Medicine–Bob Lefavi

Members-At-Large:
Carol Andrews
Jose da Cruz

Nonvoting, *Ex Officio* Members:
Shelley Conroy
Mark Finlay
Bill Kelso
Dennis Murphy
George Shields
Patricia Wachholz

# Annual Report, 2009 Academic Year
# Honors Advisory Committee

Members:
- Greg Anderson
- Chris Baker — Senator
- David Lake - Chair
- Michael Price
- Kristin Stout - Secretary
- Jonathan Roberts — Director, Honors Program

Business of the Committee
- We had two meetings of the officers and Honors Director to discuss bylaws and one meeting of the full committee on this issue.
- Officers have been regularly attending Honors Student Meetings and each officer has participated in at least one volunteer activity of the Honors Students
- New bylaws approved by Senate
- Spring business of a policy change and awarding scholarships will be done by email to committee members later in the Spring Semester.

Submitted
David A. Lake, PT, PhD
Chair of the Honors Advisory Committee

**End of year report for the IDS committee**
**Friday, March 27, 2009**

**Members:**  Teresa Winterhalter (Chair). Bill Daugherty, Priya Gosser  Zaphon Wilson,
Josh Smith

The committee met regularly throughout the Fall 2008 and Spring 2009 semesters to
discuss its bylaws and policies and procedure that have an impact on IDS programs.

Although earlier iterations of the committee's Bylaws, which we agreed upon in our
October meeting, had been approved by the IDS committee, The Senate Bylaws
Committee, and passed first and second readings on the floor of The Senate, the last
meeting of the committee in March 2009 was devoted to rethinking the duties and
mission outlined in those Bylaws. After discussion of Dr. Whitford's observations about
the unique profile of our committee, the committee agreed to revisit some of the issues
that gave her concern. In this meeting the committee revised the language in the
description of its duties as *per* the advice of Dr. Whitford.  The committee forwarded this
revised document to Dr. Whitford, asking that she fold its editorial changes into her
version of our bylaws before she makes her final decisions about approving them.

The final language for the Bylaws that was forwarded to Dr. Whitford reads as follows:

**SECTION M: Interdisciplinary Studies Committee**

**Charge**
The Interdisciplinary Studies Committee will establish and maintain liaisons with
departments in all schools and colleges for the purposes of encouraging, promoting, and
coordinating interdisciplinary studies at Armstrong Atlantic State University.

**Duties**
The committee will (1) serve as an advisory group that will monitor and advocate for the
development and effectiveness of interdisciplinary courses and programs and (2) assume
*ad hoc* responsibilities as they arise.

**Membership**
The committee shall be composed of six faculty members, including three coordinators of
interdisciplinary majors and three faculty representing interdisciplinary minors or
certificates.

Throughout the 2008-2009 meetings, the committee also discussed the importance of
establishing university policies governing IDS programs.  Because these programs are so
numerous on our campus and promise to continue growing, the committee feels that
establishing policies to oversee these programs is imperative. To address this urgency and
to follow up on a suggestion made by Dr. Whitford to establish university policies for

IDS programs in the Faculty Handbook, rather than under the charge of the IDS committee, Bill Daugherty volunteered to examine the organization and style of the Faculty Handbook to see where we might make suggestions for establishing policies for IDS university-wide. The committee is currently discussing his findings. It plans to make recommendations to Dr. Whitford for how to establish IDS policies at a university-wide level by Fall 2009.

Here is a summary of Bill Daughtery's findings:

There is nothing in the handbook by-laws dealing with interdisciplinary studies or joint appointments.
The faculty handbook on-line was last amended in October 2006; a revision to reflect changes involving the Faculty Senate  and so forth should be on someone's agenda for the near future, and those changes should include inserting necessary items for interdisciplinary issues.
Article VII covers the committees of the faculty, and obviously the IDS committee's Bylaws must be inserted into this section when revised.
To address the issues that will be deleted from the IDS committee's original duties section in the Bylaws, the committee suggests that we look at Article VIII College and School Faculties. This article has two sections, A and B.  Section A discusses full time faculty assignments and B covers college committees.
These sections offer two possibilities for revision:
1.  Under section A create sub-section A.1 or whatever it would be, and use that sub-section to deal with IDS needs and issues.
OR
2.  Create a new, third section for IDS faculty issues, either Section C or make the new material Section B and re-label the old section B on college committees to be a new section C.  This may be the best solution because sections A and B deal with faculty issues and C with committees.

The committee also met in its November 2008 meeting to discuss the curricular approval process for IDS courses that are not housed within discipline-specific programs.  The committee recommends that the following policy be followed in these instances: if a course has an application to an interdisciplinary program within one of the colleges, then the interdisciplinary committee should review the proposed course before it enters the standard curricular review process.  If, however, the course has applications to interdisciplinary programs across the colleges, then the course should be reviewed by the curriculum committee in the college in which the proposed course is generated, then it should be forwarded to the interdisciplinary committee, and that committee will forward the course proposal to the University Curriculum Committee

In that same meeting the committee reviewed and accepted the proposal for the European Union Studies Courses.  The committee recommended the proposal be sent to the University Curriculum Committee.

**Appendix K**

**Library Committee**
**Annual Report (2008-2009)**

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The Library Committee met five times this academic year.  In those meetings, the members accomplished the following tasks:

**I.**            Revised the committee's bylaws for Senate consideration

**II.**     Reviewed two versions of the Lane Library's mission statement for SACS and offered suggestions

**III.**     Established adding an amendment to the Memorandum of Understanding   for the Ben Lee Memorial Scholarship to repurpose funds for book           purchasing

**IV.**     Revised Brockmeier-associated documents to help simplify the       nomination and evaluation process

**V.**            Reviewed application packages for the Brockmeier Faculty Award and
        collectively decided on the winner for 2008-2009

Submitted by,

Jennifer Zettler, Secretary
Joan Schwartz, Chair
March 27, 2009

On October 10, VP Carson briefed fully the committee on the current year's entire budget and, at the committee's arrangement, delivered a similar budget briefing to a meeting of the Faculty Senate on January 12. On both occasions, he candidly fielded questions. The entire FY09 budget, in print version, is available on Library Reserve.

**Participation:** All of our meetings involved frank budget discussion between the committee membership and those administrators holding ex-officio status. No doubt, many of the questions asked and concerns raised by members originated with their respective faculty constituencies. Administrators were honest and often detailed in their responses. Despite frequent inquires by the committee, however, about the timeline for budget construction and the committee's role in that process, our role was only indirect, voicing our opinions in the committee meeting setting to those who would be making the budget.

**Budget Priorities**: At our last two meetings we composed a list of budget priorities for difficult fiscal times, with an aim of a Senate resolution. Dr. Hampton discouraged our submitting a resolution, favoring, instead, an "advisory position." We believe that the primary purpose of the university is student learning; therefore, the premier budget priority has to be academic quality. We suggest that academic quality might best be achieved by maintaining faculty lines and adding lines as enrollment increases, keeping a careful watch on the university's faculty/student ratio and the full-time/part-time faculty ratio. A number of cost-saving measures are suggested in our March 6 minutes.

**Recommendations for 2009-10:** 1.) secure process for selecting student membership; 2.) invite new president to first regular committee meeting and establish means by which the committee, through the Senate, can participate in budgetary matters—perhaps a "Budget Council," such as those mentioned by several presidential candidates, that would include administrators responsible for the budget and the chair or another member from the PBF committee or Senate; 3.) assure that the faculty is informed of the availability on Library Reserve of the FY 2010 budget; 4.) work toward the online availability of operating budgets.

**Appendix M**
Student Success Committee
Annual Report
2008-2009
Monthly Meetings: September through March
Last Meeting: April 26th


I.      Business conducted during the year (Please see the minutes posted on the faculty senate website)

    A.      By-laws revised and approved

B.      Numerous student scholarships approved through External Affairs

C.      Reviewed and revised academic advisement mission statement, goals, and outcomes for Advisement Office.

D.      Reviewed & revised Academic Advisement Handbook for Advisement Office offering suggestions for advising upper-classmen and graduate students.

E.      Reviewed list of graduate students for both December and May graduations.

F.      Composing Academic Advisement Survey to determine what suggestions to offer faculty in assisting students during advi sement for matriculation and retention purposes.

G.      Scholarship sub-committee charged with recommending scholarships for incoming freshmen in March and returning freshmen, sophmores, juniors, seniors, etc. end of May.

    H.      Discussion of possible graduate student orientation.



II.     Business to be carried forward during the 2009 - 2010 by the Student Success Committee

Academic Advisement Survey conducted. Opportunity for students to offer insight into advisement

List of Candidates for Graduation (undergraduate students) for the December & May graduations. List will come from Registrar.

Ongoing approval of scholarships through External Affairs, while a large quantity of scholarships will be evaluated in late May.

Revisit graduate student orientation issue.

# *Faculty Report*
**May Graduation, 2009**

# *College of Education*

## *Bachelor of Science in Education*
## *Early Childhood Education*

Ina Sharvell Adkins
Amanda Jane Brooks
Jo Padgett  Buckley
Jennifer Ashley Cerbone
Kristie F. Chavis
April Ann Christie
Teresa Hayman Cowan
Charlotte Herrington Davis
Jodi Leigh Denison
William Eric Dickerson
Jenna D. Freund
Miel Gerke
Katie Diane Griffin
Elizabeth A. Gunderson
Elizabeth Hagan Hall
Emily Taylor Heaton
Jessie Syntel Holmes
Gloria Ann Hurley
Lisa Marie Jackson
Tomisher LaShell Jackson
Elise Taryn Jenkins
Helen Christine King
Kassandra Lauren Kixmiller
Stephanie Theresa Lockwood
Lisa Frances Matthews
Toni Lynn McCullough
Melani Lorraina McGee
Margaret Ellen Mobley
Danielle Hope Morgan
Brenda Maurine Nein
Lisa Noel O'Brien
Tammi G. Olbrysh
Michelle Lynnette Perkins
Kimberly Anne Raffield
Sara Katrina Sanker
Jessica Willene Sauerland
Kathleen S. Wanamaker

Zeyna F. Winston
Tracey O'Neil Zapf

## *Bachelor of Science in Education*
## *Health and Physical Education*

Jason A. Alston
Sarah B. Brown
Lindsay Nicole Butler
Joseph Lee Davis
Joshua Ailey Harrell
David Joseph Jones
Ryan Weldon King
Karisa L. Marsico
Rindy Lyn Vidovich

## *Bachelor of Science in Education*
## *Middle Grades Education*

Katherine Elizabeth Adams
Karen Lee Bradley
Fontuala Tofoya Burns
Terri L. Long
Chandra Janel Peay
Simona  Pierantoni
Tanya Anita Humphrey Spinelli
Paula B. Todd
Patricia A. Zaldivar B.

## *Bachelor of Science in Education*
## *Special Education*

Bonnie A. Camp
Kellie L. Miller
Lauren Ashley Miller
Yentl B. Ramseur
Mallory Brooke Turner

# *Faculty Report*
**May Graduation, 2009**

# *College of Health Professions*

## *Bachelor of Science in Education*
## *Communication Sciences and Disorders*

Brandi Michelle Harper
Melissa Ann Harvey
Megan Nicole Hendley
Courtney Allison Long
Lindsay Caroline Oldham
Amy Joy Pasko
Amanda Danielle Redding
Amanda N. Salisbury
Paige Alicia Sasser

## *Associate of Science in Dental Hygiene*

Rebecca Lee Archer
Julie Renee Avant
Maria Girly Botelho
Heather E. Carter
Allison Lee Clark
Kayla Anne Daniels
Olga A. Elfrink
Michelle Julianna Gartman
Amber Renee Hadwin
Tamiko Petta-Gay Harvey
Ashley Brooke Lambert
Adrianne Elizabeth Martin
Kelly Dawn Martin
Crystal Dion McConnell
Heather Marie Milne
Shawna R. Mitchell
Jay AmandaLeigh Motchan
Alison R. Norman
Vera Lucia Peterson
Lisa Natasha Roberts
Liza Caroline Roux
Jenna Leigh Smith
Jennifer L. Stallard
Heather Renee Weaver

Denise Marie Xavier

## *Bachelor of Science in Dental Hygiene Education*

Wendy Lynn DeRoche
Amanda Michelle Fowler


## *Bachelor of Health Science*

Ronique Kyla Bain
Paul Oliver Bishop
Kimberly Shonte' Bobb
Ashley Elizabeth Boyer
Kendal Leigh Brady
Vickie Marie Coffey-Lee
Katrina Lanisa Cohen
Charles James Daniel
Courtney Patrice Eaton
Michele M. Fairconnetoe
Tasia Ariel Floyd
Ashley Jania Ford
Kia Michelle Fugate
Laurie Erin Garner
Jana Loraine Gibson
Madison Andria Gladfelder
Monica Nicole Godfrey
Andrea Alexandra Goodman
Zachary M. Goshsman
Emily Jessica Hart
Amie Elizabeth Hatt
Candida Nicole Henderson
Matthew Joseph Hester
Jamaal Akefe Hill
Holly Lynn Hughes
Monica R. Jones
Rebekah Joy Kemp
Fred Otto Kessler IV
Anna  Mach
Miranda Nicole McIntyre
Selena Bazemore McKinnon
Gretchen Ennis McMillan
Mollye  McTeer
Quenitra D. Morris
Lainie Wiggins Norris
Emily Martha Osborn
Onika Natasha Semple
Jennifer Ashley Sidwell

Lakesha Patrice Smith
Lyndsi Nicole Stricklen
Thaddeus John Thompkins
Trista K. Wright

## *Bachelor of Science in Medical Technology*

Renéa A. Pilgrim
Ayak Ajak Rec
Kim M. Tomblin

## *Bachelor of Science in Nursing*

Melitta A.N. Adkins
Sheena Lucinda Alpuche
Cynthia Lynne Anderson
Stephanie Nicole Bell
Sarah Elizabeth Blackwell
Luteley Bing Bostick
Shannon Eve Brinkley
Stephanie Christine Brown
Jessica Faith Burkhalter
Timothy Blake Burnham
Lauren Grace Caines
Marti Beckworth Carr
William Joseph Carter
Danielle Jacole Coleman
Emma Louise Conroy
Jennifer Ashley Dasher
Jesse Ray Davis
Betty L. Durante
Heather Allyson Emrich
Brandi M. Ferguson
Katherine Victoria Ferrari
Chelsey Ann Flagle
Ryan Stephen Napolitano Fontanilla
E. Ashley  Fowler
Samantha Fae Frederick
Ashton Griffin Gibson
Amber D. Glisson
Sandra Renaé Graves
Rose Marie Griffin
Belle Marie Hager
Brandy Kay Host

Meredith Heinisch Huie
Rachel Elaine Hutson
Candace Victoria Jackson
Myisha Michelle Jenkins
Marie P. Jones
Alicia Charmian Kerstein
Mary Elizabeth Lake
Natasha  Lee
Julie Amanda Love
Loan  Mai
Justin Michael May
Kizzy Michelle McCray
Megan Nicole Miles
Hayley S. Miller
Kayla Elise Mock
Jenitre Shavonne Moore
Whitney Michele Moore
Brittany Nicole Myers
Kelly Jo Neff
Cari Howze Ormsbee
Erica Sharnelle Peagler
Zachary Brooks Perkins
Charmaine Lim Quirimit
Darcy Anne Racoff
Jennifer N. Ray
Mandy Diane Reynolds
Jane Elizabeth Rountree
Tameka Michelle Rucks
Courtney Renée Salter
Mandy Michelle Sanchez
Venesha Lorraine Scott
Wesley W. Shipes
Jessica  Sierra
Jennifer Suzanne Smith
Anna Margaret Starr
Monica Elena Steiner
Geraldine Louise Stokes
Heather Ann Stone
Brooke Sheree Strickland
Laura K. Taylor
Bethany Elaine Thornton
Christina Anne Tompkins
Nicole N. Tucker
Abbey Branch Walker
Monica E. Walker
Melissa Anne White

Crystal Lynn Williams
Sparkles La Candice Williams
Mary Young Wright
Serena Sze-Tze Yao

## *Bachelor of Science*
### *Rehabilitation Sciences*

Ashleigh N. Beaver
Michael Allen Bell
Richelle Marie Few
Charmaine A. L. Johns
David Alan Lunsford, Jr.
Molly Frances McCarthy
Trisha M. McCullock
Lindsay Ashton Morgan
Samantha Brianna Pleasant
Tasha Carlene Robinson
Kyle Eaton Thompson
Kristen E. Vanvleck

## *Bachelor of Science in Radiologic Sciences*

Michael V. Adkins
Tracy Lynn Barnett
Laci Jenee Bodin
Kami Kerissa Bodnar
Steven Jay Bowen
Christy Marie Butler
Pamela Marie Bykokski
William James Charles Canfield
Shannon M. Carmody
Allen  Chau
Anna Maria Clifton
Dimishe L. Cox
Stormie Lynn Creech
Karina Nicole Dean
Yonella Vargas Demars
Ahmad Rashad Grant
Rachel Nicole Hancock
Deborah C. Hinman
Kasey Aaron Houghton
Holly Lynn Hughes
Nhuha Thi Huynh
Courtney Tierra Johnson
Kimberly Gayle Kerstein

Robbi Renita King
LaQuanda Tonyaneka Knotts
Jessica Catherine Lastocy
Lindsey Rebecca Martin
Erin Michelle McIntosh
Jennifer Marie Metts
Sheldon Reginald Mims
Kassie Lynn Moore
Jonathan Bernard Nelson
Nhan T. Ngyyen
Tisha Ann Nichols
Jana Alisa Pearce
Rory Lyle Phillips-Powers
Lorena Alvarez Quintero
Jessica S. Roberson
Jason W. Rowe
Timothy Stuart Sandlin
Kathryn Michelle Smith
Gema Gabriela Soto
Cassaundra L. Taylor
Kushara Diana Turner
Kenneth Mitchell Turner, Jr.
Miranda Diane Womack
Claire E. Woodward


## *Bachelor of Science*
## *Respiratory Therapy*

Joy A. Calmese
Brandon Scott Decker
Lacey Livingston Delamar
Roseline Elizabeth Chi Dike
Angelika  Ferguson
Hassan Abdi Hussein
Sheila Nikkia Johnson
Ashley Sierra Jones
Vi Nguyen Lu
Joshua A. Menefee
Chike Paul Okafor
Alexis Janelle Pope
Staci Nicole Porter
Kanika  Sams-Johnson
Margaret E. Washington

# *Faculty Report*
**May Graduation, 2009**

# *College of Liberal Arts*

## *Bachelor of Arts*
## *Music*
Christopher Young Gates
Matthew William Jones II

## *Theatre*
James Rocco Grieco
Ki'Andra Eboni Myers
Mary Alice Parker
Benjamin Patrick Wolfe

## *Bachelor of Fine Arts*
## *Visual Arts*
Chris M. Gibson
Elizabeth Ashmore Green
Shirmira  Hill
Marcus Alan LaMontague
Robert Joseph Merchant
Odyssey Rae Merritt
Alex J. Sandoval

## *Bachelor of Music Education*
Heather Marlene Fall
Tyler Manning Moore


## *Associate of Applied Science in Criminal Justice*
Brenda H. Allen
Patricia Anne Boyles
Albert  Simpkins IV

## *Bachelor of Arts*
## *Law and Society*
Charlotte M. Barrentine
Karen Davis Farmer
Kimberly M. Reeve

## *Political Science*
Pamela Lawton Cherry
Kathryn Krystelle Damon
Jason William Futch
Sarah K. Johnson
Sarah L. Loskoski
Ernesto  Ortiz-Ariza

Christina Ann Shealy
Mark Aaron Stroud
Amanda Lin Thomas
Carlos Maurcio Valladares

## *Bachelor of Science*
## *Criminal Justice*

Kimberla Latosha Berry
Nicole Vanessa Bush
Charrell Chanice Colbert
David Shaun Culpepper
Antoinette LaShonda Gant
Dawn Merideth Gosselin
Takieshia Nekíea Handy
Justine Ashley Hollmen
Michael O. Jones, Jr.
Chloë Simone Matthews
Kari Kay McCarthy
Noreen  Meeks
Gary E. Miller
Latrice Sherrod Moore
William Garrett Moseley
Shanicka Marie Newman
Sheri Renee Nolty
Jose Angel Urbaez
Rosalind E. West
Harriet  White
Timothy Paul Williams
Jamie Denise Williams-Herring

## *Bachelor of Arts*
## *Economics*

Christopher Charles Clarke
Karin Lindsay Edenfield
Marcus D. Ekstrom
Marian E. Gomez
Nathan Parker Hayden
Nathaniel Louis Herder
Lauren Brooke Murray
Kevin  Sijmons
Gregory Lamar Taylor
Kyle Ray Taylor
Cody B. Walden

## *Bachelor of Arts*
## *History*

Dustin John Allen
Amanda Danielle Daley
Corrie Nicole Hand
Jaime S. Hanna
Robert C. Hilderbrand
Charles Wesley Lesperance
Mark Warren Mansfield
Paul R. Nease
Ariel Tamese Pinckney
Melinda Lane Ribnek
Samanthis Q. Smalls
Joshua Warren Stokes
Lauren A. Strong
Jonathan Luke Sturgis
Michael Dayton Williams
Shallon TePring Williamson

## *Bachelor of Arts*
## *English*

Kelly A. Arno
Miranda Elizabeth Barnes
Donita M. Buff
Alisha Renae Castor
Stephanie Ronell Cooper
Angela DeAnne George
Isa Kristina Gutierrez
Rachel Starling Hurst
Charlotte Smith Kaminsky
Malaya Martinique Kight
Breanne Elizabeth Lane
James David Lewis, Jr.
Brittny Rene Magulias
Amanda Lynn Mathis
Amanda Lindsay Murphy
Kelly Ann Ondriezek
Leighann Elizabeth Parrish
Francisco J. Resto
Katie Allison Staley
Elizabeth Ann Stephens
Sara Dannette Walden
Whitney Cierra Wright

## *Spanish*

Susana Mae Burrows

Ashley Renee Johnston
Jessica Marie Pascua
Gregory Lamar Taylor
Rebecca Dawn Warnock


## *Associate of Arts*

Deja Nicole Adams
Christie Lynn Hendrix Brinson
Adam Nathaniel Burrell
Stephen Brian Coleman
Jaleesa Nicole Fann
Kayla Marie Frissora
Sarah B. Fuller
Debreka Deshund Hall
Elizabeth Camille Harrelson
Tamara Martin Heaton
Jessica Dene Henney
Jennifer Marion Hinze
Diane Michelle Hudson
James Douglas Hulitt
Jennifer Rae Keeney
Shawndra Marie Kolbeck
Jessica Heather LaGala
Megan M. McCollister
Nadine S. Medeiras
Christie Michelle Moody
Thomas Glenn Moore, Jr.
Melissa  Moran
Kirsten Leigh Phillips
Rachel Diane Renfro
April Muzquiz Rodriguez
Sybelle  Rodriguez
Vanity Octavia Griffin Shuman
Morrissa Gladys Summerall
Maxwell Douglas Thigpen
Tamika Shane' Vaughn
Harriet  White
Coral Jasmine Zuniga

## *Bachelor of Liberal Studies*

Jennifer Chigozirim Amuzie
Voncia Rolanda Banks
Courtney Christian Berinato
Jesse Phillip Brantley
Jacquelyn Ieschia Brown
Susan  Carol

Madeleine L. Clifton
Laura E. Cox
Catherine E. Duke
Robert James Evans
Feleicia Ann Fulmore
India Cimone Green
Holly Anne Hales
Tina Mariee Henderson
Catherine A. Dudley Hill
Congrettis Nicole Hill
Gerald Drayton Hogarth, Jr.
Corey L. Johnson
Kathie  Johnson
Maisha E. Johnson
Sarah Snooks King
Pamela Faye Latson
Deborah H. Liggins
Jonathan D. Linvill
Jasmine D. Mahomes
Patrick Ray McGill
Megan Marie Neher
Michael Christopher Orloff
Lauren Elizabeth Perry
Brenda Davis Rist
Pamela Marie Roe-Scott
Christian Eugene Roy
Kristopher Lee Shepherd
Tammy Marie Sikes
Holly Renee Simmons
Darla Michelle Skipper
Shawn Paul Smith
Elaine Hamilton Spears
Heather Chelsey Brooke Storey
Brittany Chantel Westbrook
Elizabeth Ann Wilson
John Anthony Wilson

# *Faculty Report*
**May Graduation, 2009**

## *College of Science and Technology*

### *Bachelor of Science*
### *Biology*
Victor O'Brian Campbell
Ashley W. Duhart
Misty April Gooding
Jordan Marshall Gray
Susana Maria Vazquez Halfhill
Thomas J. Hamlin
Jennifer Laché Holmes
Alicia Marie Johnson
Hinissan Pascaline Kohio
Christina  McMurray
Ashley Nicole Mikell
Scott Thomas Morgan
Dearing Elizabeth Palmer
Jaimi Kathleen Paschal
Komal Bharat Patel
Caitlyn Ann Pett
Amy Renee Ramsey
Bridgette Lynnette Stephens
My Tu Vuong
Lora Ann Walczak
Michael F. Walker
Amanda Megan Waller

### *Bachelor of Arts*
### *Chemistry*
Karen M. Decker
Vanessa Y. Jenkins
Lindsay Hope McGrail
Trisha Jay Patel

### *Bachelor of Science*
### *Applied Physics*
Bryan Keith Branning
Kiet Hoang Tran
Zeeshan Imtiaz Vira

### *Chemistry*
Jeffrey Michael Chase
Erik V. Davis

### *Bachelor of Science*
### *Computer Science*
Nicholaus J. Batey
Charles A. Sizemore, Jr.
Casey Zebrowski

### *Bachelor of Information Technology*
Amanda Kathryn Barker
Michael Joseph Cassiday
Michelle Lee Crabb
Huy Hoang Dang
Jeremy Richard Friedman
Tory Gerod Harris
Pamela Joy Herbert
Benjamin Markus Lambeth
Jason P. Stavrenos
Rabin K. Thapa
Jacqueline S. Turner
Matthew Aaron Van Dyke
Dwain A. Whitehead

### *Bachelor of Science*
### *Mathematical Sciences*
Kristin Ashley Ellis
Kimberly Erin Fritts
Demetrius J. Gardner
Tywanna Q. Hall
Elliott Porter Mitchell
Natalie Ann Vogler

### *Bachelor of Arts*
### *Psychology*
Melissa Gail Ballard
Kristi Renee' Bissell
Ashlee R. Carter
Rachel Suzanne Falco
Stefanie Lynne Hunt
Demika Q. Jackson
Ansley Renee Kessler
Nathan A. Tirey

### *Bachelor of Science*
### *Psychology*

Shante O. Breitenbach
Audrea Jenise Johnson
Luis A. Ruiz
Shrinidhi  Subramaniam
Cameron E. Swany

# ARMSTRONG ATLANTIC
# STATE UNIVERSITY
## UNIVERSITY CURRICULUM COMMITTEE MEETING
University Hall 282
Minutes, March 25, 2009

**PRESENT:** James Brawner, Patricia Coberly, Kimberly Coulton, Sharon Gilliard-Smith, Leon Jaynes, Rick McGrath (Chair), Dorothée Mertz-Weigel, Regina Rahimi, Randall Reese, Leigh Rich (Vice Chair), Ashraf Saad, James Todesca, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

**GUESTS:** Olavi Arens, Donna Brooks, Myka Campbell, Shelley Conroy, José da Cruz, Mark Finlay, Pamela Harwood-Bedwell, John Hobe, Marilyn Hutchinson, Michael Mahan, Camille Payne, Gloria Strickland, Helen Taggart, Elwin Tilson, Patricia Wachholz, David Wheeler, Zaphon Wilson

**CALL TO ORDER.** The meeting was called to order at 3:06 p.m. by Dr. Rick McGrath.

**APPROVAL OF MINUTES.** The minutes of February 18, 2009 were approved as presented.

## SECTION I.  Undergraduate Items Approved
The following items were discussed and approved by the committee and are being submitted to the Faculty Senate for approval.

  **I. College of Education**
    **A. Early Childhood Education**
      **1. Modify the following program of study:**

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

**B. Major Field Courses** .............................................................................. **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 - ~~Diversity in~~ Childhood and Adolescence

ECUG 3060 - Language and Cognition
ECUG 3071 - Literature and Language Arts
ECUG 3072 - Teaching of Reading
ECUG 3100 - Contemporary Social Issues of the Family
ECUG 3750 - Internship I – Pre-Student Teaching
ECUG 4070 - Social Studies
ECUG 4080 - Life and Physical Science
ECUG 4090 - Classroom Management
ECUG 4300 - Diagnosing and Prescribing for Reading Problems
ECUG 4750 - Internship II – Student Teaching

Rationale:  Name of EDUG 3040 was changed at the November 2008 UCC meeting.

**Effective term:  Summer 2009**

**2.  Modify the following program of study:**

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

D.  Regents' Test, ~~GACE Basic Skills Assessment~~ **satisfy Basic Skills Assessments (GACE, PRAXIS I [passed prior to 3/7/07] or exemption  scores)**, admission to candidacy in the ~~Department of~~ Early Childhood Education **Department**, **pre-planning Practicum, electronic** education teaching portfolio, admission to Internship II **Student Teaching**, ~~attempt GACE content area examinations~~ **GACE II Tests One and Two content area examinations passed**, criminal background check, **current CPR (adult, child, & infant), First Aid certification.**

Rationale:  These words summarize clearly our intents to specify admission requirements.

**Effective Term: Fall 2009**

**B.  Special and Adult Education**
    **1.  Change the course prerequisites:**
        SPED 4750 Internship II – Student Teaching           0-V-12
        **Prerequisites**: A~~dmission into the College of Education; completion of all coursework~~ **Admission to Candidacy in the Department of Special and Adult Education, completion of all required coursework, and a satisfactory grade on Chapters I and II of the assessment portfolio.**

Rationale:  Candidates are currently admitted into the program rather than the College of Education .  The additional prerequisites are necessary for program assessment as defined by NCATE and the Georgia Professional Standards Commission.

**Effective Date:  Fall 2009**

**2.  Change the following prerequisites and course hours:**

SPED 2003 Curriculum and Educational Practices for Students with Disabilities    1-~~2~~-**V** -3
Prerequisites: CEUG 1010, CEUG 2100, and Admission ~~into the College of Education  program candidacy~~ **to Candidacy in the Department of Special and Adult Education.**

**Rationale**:  Candidates are currently admitted into the program rather than the College of Education.   The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

**Effective Date:  Fall 2009**

3. **Change the following prerequisites and course hours:**
   SPED 3006 Assessment                                                                 3-~~1~~ **0**-3
   Prerequisites: CEUG 1010, CEUG 2100, and Admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education.**

**Rationale**:  Candidates are currently admitted into the program rather than the College of Education.  There is no required field experience in this course.

**Effective Date:  Fall 2009**

4. **Change the following prerequisites and course hours:**
   SPED 3007 Eligibility and IEP Development                                  3-~~1~~ **0**-3
   Prerequisites: CEUG 1010, CEUG 2100, and Admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education.**

**Rationale**:  Candidates are currently admitted into the program rather than the College of Education.  There is no required field experience in this course.

**Effective Date:  Fall 2009**

5. **Change the following prerequisites and course hours:**
   SPED 3009 Physical and Health Disabilities                                  3-~~1~~ **0**-3
   Prerequisites: CEUG 1010, CEUG 2100, **and** admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education.**

**Rationale**:  Candidates are currently admitted into the program rather than the College of Education.  There is no required field experience in this course.

**Effective Date:  Fall 2009**

6. **Change the following prerequisites and course hours:**
   SPED 3020 Field Experiences: Grades P-5                    ~~0~~ **1**-V-1
   Prerequisites: ~~a~~Admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education,** permission of instructor or department head.

**Rationale:** Candidates are currently admitted into the program rather than the College of Education. The course has been revised to include seminars.

**Effective Date: Fall 2009**

7. **Change the following prerequisites and course hours:**
   SPED 3040 Field Experiences: Grades 6-8                    ~~0~~ **1**-V-1
   Prerequisites: Admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education,** permission of instructor or department head.

**Rationale:** Candidates are currently admitted into the program rather than the College of Education. The course has been revised to include seminars.

**Effective Date: Fall 2009**

8. **Change the following prerequisites and course hours:**
   SPED 3060 Field Experiences: Grades 9-12                    ~~0~~ **1**-V-1
   Prerequisites: Admission ~~into the College of Education~~ **to Candidacy in the Department of Special and Adult Education,** permission of instructor or department head.

**Rationale:** Candidates are currently admitted into the program rather than the College of Education. The course has been revised to include seminars.

**Effective Date: Fall 2009**

9. **Change the following prerequisites and course hours:**
   SPED 4002 Teaching Mathematics to Students with Disabilities            3-~~2~~ **V**-3
   Prerequisites: Admission to ~~special education~~ **Candidacy in the Department of Special and Adult Education** and SPED 2003, SPED 3001, ~~SPED 3004,~~ ~~SPED 3005~~, and SPED 3006.

**Rationale**: Candidates are currently admitted into the program rather than the College of Education. SPED 3004 is not offered. Addition of a prerequisite course supports the knowledge base required for this course. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours needed to complete the critical assignment in the course.

**Effective Date:  Fall 2009**

**10. Change the following prerequisites and course hours:**
SPED 4003 Teaching Reading, Spelling, and Written Expression to Students
with Disabilities                                                                                                   3-~~2~~
**Prerequisites:** Admission to ~~special education~~ **Candidacy in the**
**Department of Special and Adult Education** and SPED 2003, SPED 3001,
SPED 3007, ~~SPED 3003~~, and SPED 3010.

**Rationale:**  Candidates are currently admitted into the program rather than the
College of Education.  SPED 3003 is not offered. Addition of a pre-requisite
course adds to the knowledge base required for this course. The change in contact
per week non-lecture hours to V (variable) allows  for flexibility in the number of
contact hours needed to complete the critical assignment in the course.

**Effective Date:  Fall 2009**

**11. Change the following prerequisites and course hours:**
SPED 4004 Instructional Strategies in the Content Areas                       3-~~2~~ **V-3**
Prerequisites: Admission ~~into special education~~ **to Candidacy in the**
**Department of Special and Adult Education**, and SPED 2003, SPED 3001,
SPED 3007, and SPED 3010.

**Rationale:**  Candidates are currently admitted into the program rather than the
College of Education.  Addition of prerequisite courses supports the knowledge
base needed for this course. The change in contact per week non-lecture hours to
V (variable) allows for flexibility in the number of contact hours needed to
complete the critical assignment in the course.

**Effective Date:  Fall 2009**

**12. Change the following prerequisites and course hours:**
SPED 4005 Strategies for Developing Social Skills and Behavioral Controls   3-~~3~~ **V-3**
Prerequisites: Admission ~~into special education~~ **to Candidacy in the**
**Department of Special and Adult Education**, and SPED 2003, SPED 3001,
~~and SPED 3003~~ SPED 3007, and SPED 3010.

**Rationale**:  Candidates are currently admitted into the program rather than the
College of Education.   SPED 3003 is not offered. Addition of a pre-requisite
course adds to the knowledge base required for this course. The change in contact
per week non-lecture hours to V (variable) allows for flexibility in the number of
contact hours needed to complete the critical assignment in the course.

**Effective Date:  Fall 2009**

**13. Change the following prerequisites and course hours:**

SPED 4006 Planning and Managing the Learning Environment                3-~~2~~ **V**-3
Prerequisites: Admission ~~into special education~~ **to Candidacy in the
Department of Special and Adult Education** and SPED 2003, SPED 3001,
~~SPED 3003~~, SPED 3010, SPED 4002, and SPED 4003.

**Rationale:**  Candidates are currently admitted into the program rather than the
College of Education.  SPED 3003 is not offered. Addition of a pre-requisite
course adds to the knowledge base required for this course.  The change in contact
per week non-lecture hours to V (variable) allows  for flexibility in the number of
contact hours needed to complete the critical assignment in the course.

**Effective Date:  Fall 2009**

**14. Change the following prerequisites and course hours:**
SPED 4008 Collaborative Procedures Fostering Inclusion and Transitions     3-~~1~~ **V**-3
Prerequisites: Admission ~~into special education~~ **to Candidacy in the
Department of Special and Adult Education** and SPED 4005 and SPED
4006.
~~Co-requisite: SPED 4750.~~

**Rationale:**  Candidates are currently admitted into the program rather than the
College of Education.  The change in contact per week non-lecture hours to V
(variable) allows for flexibility in the number of contact hours needed to complete
the critical assignment in the course. Co-requisite course was printed in catalog in
error.

**Effective Date:  Fall 2009**

**15. Modify the following course:**
CEUG 1010 ~~Human Growth and~~ **Lifespan** Development
Description: ~~Lifespan development that f~~**F**ocuses on physical, emotional,
cognitive, and social development. Application to classroom teaching and
learning.

**Rationale:**  The new title accurately describes the content of this course.
Candidates in Special Education learn about total life development to better
understand the impact of disabilities on individuals, families, teachers and
institutions in society across the entire lifespan.

**Effective Date: Fall 2009**

**16. Change the following title and prerequisite(s):**
SPED 3001 **Assistive and Adaptive** Technology for the Special Educator       2-0-2
Prerequisites: ~~a~~**A**dmission to ~~the College of Education~~ **Candidacy in the
Department of Special and Adult Education.**

**Rationale:**  Candidates are currently admitted into the program rather than the College of Education.  Since candidates take a general technology course prior to admission into the program, the content in SPED 3001 will now prepare the Special Education teacher candidate to address the more focused adaptations in technology required to modify instruction for students with disabilities.

**Effective Date:  Fall  2009**

**17. Change the following course description and credit hours:**
SPED 3010 Constructing Literacy Programs for PK-12                               3-0 **V**-3
**Description:** An in-depth study of how to construct literacy programs in PK-12 with emphasis on reading strategies, approaches, techniques, and evaluation tools. Course will include strategies for teaching written expression and spelling. This course will satisfy the certification requirement for the teaching of reading and writing. **Field experience is required.**

**Rationale:** The critical assignment for this course is for the teacher candidate to create a basic literacy program.  Working with a P-5 teacher and exposure to children in a language arts program will give the candidate a better understanding of curriculum development. The change in contact per week non-lecture hours to V (variable) allows for flexibility in the number of contact hours need to complete the critical assignment in the course.

**Effective Date: Fall 2009**

**18. Modify the following program of study:**

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION: CROSS-CATEGORICAL

A. General Requirements (Core Areas A, B, C, D, and E) .............................................. 42 hours
    Core Area F ........................................................................................................... 18 hours
    Grade of C or better required for all course in Area F
    CEUG 1010 - ~~Human Growth and~~ **Lifespan** Development
    CEUG 2100 - Introduction to Students with Disabilities
    SPED 2001 - The Field of Special Education: Past and Future
    EDUC 2110 - Investigating Critical and Contemporary Issues
    EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
    EDUC 2130 - Exploring Learning and Teaching
    Physical Education ..................................................................................................... 3 hours
B. Major Field Courses .................................................................................................. 61 hours
    CEUG 3012 - Language Development: Ages and Stages
    EDUC 3100 – Technology Applications for Teachers
    EDUC 3200 - Curriculum, Instruction, and Assessment
    EDUC 3400 - Classroom Management
    SPED 2003 - Curriculum and Educational Practices for Students with Disabilities
    SPED 3001 – **Assistive and Adaptive** Technology for the Special Educator
    SPED 3006 – Assessment
    SPED 3007 - Eligibility and IEP Development
    SPED 3009 - Physical and Health Disabilities
    SPED 3010 - Constructing Literacy Programs P-12
    SPED 3020 - Field Experiences: Grades P-5
    SPED 3040 - Field Experiences: Grades 6-8

SPED 3060 - Field Experiences: Grades 9-12
SPED 4002 - Teaching Mathematics to Students with Disabilities
SPED 4003 - Teaching Reading, Spelling, and Written Expression to Students with Disabilities
SPED 4004 - Instructional Strategies in the Content Areas
SPED 4005 - Strategies for Developing Social Skills and Behavioral Controls
SPED 4006 - Planning and Managing the Learning Environment
SPED 4008 - Collaborative Procedures Fostering Inclusion and Transitions
SPED 4750 - Internship II Student Teaching


## II. College of Health Professions
### A. Communication Sciences and Disorders
#### 1. Create the following courses:

**a. CSDS 1001 American Sign Language I**          **3-0-3**
**Prerequisites: none**
**Description: Introduction to the structure of American Sign Language, as well as to the history and culture of the Deaf Community. Includes use of signs, finger spelling, body language and facial expressions. Grammar is introduced in context, with an emphasis on developing question and answer skills.**

**b. CSDS 1002: American Sign Language II**          **3-0-3**
**Prerequisite: CSDS 1001 or equivalent or permission of instructor**
**Description: This course is designed to increase recognition and recall needed to improve conversational skills in ASL to a functional level for expressive and receptive use. Content will provide greater knowledge of the grammar, syntax and other aspects of the language.**

**c. CSDS 2001 American Sign Language III**          **3-0-3**
**Prerequisites: CSDS 1001 and CSDS 1002 or permission of instructor**
**Description: This course is a continuation of American Sign Language, expanding the emphasis on ASL grammar, vocabulary development, and Deaf culture. Dialogue, short stories, narratives, and short conversation, both receptive and expressive, will be featured through the course.**

**Rationale:** These three courses are being added to the list of courses offered by the department. These courses are not required but will be offered as electives to students in the major and other interested AASU students.

**Effective term: Fall 2009**

**CURCAT:**
**Major Department: Communication Sciences & Disorders**
**Can course be repeated for additional credit? No**
**Maximum Number of Credit Hours: 3**
**Grading Mode: normal**
**Instruction Type: Lecture**

**B. Nursing**

    **1. Change the pre/co requisites for the following courses:**

        **a.** NURS 3304 PROFESSIONAL NURSING PRACTICE             3-0-3
            Prerequisites: Admission to **the BSN program**~~, BIOL 2275~~
            ~~Prerequisite or Corequisite: NURS 3309~~

        b. NURS 3309 PATHOPHYSIOLOGY                     3-0-3
            Prerequisite: Admission to **the BSN program**~~, BIOL 2082 or Permission~~
            ~~of Undergraduate Coordinator or Department Head~~
            ~~Prerequisite or Corequisite: BIOL 2275~~

        c. NURS 3311: INTRODUCTION TO PHARMACOLOGICAL
            CONCEPTS FOR NURSING
            Prerequisites ~~or Corequisites~~: Admission to the **BSN program**~~, NURS~~
            ~~3344~~

        d. NURS 3312: PHARMACOLOGICAL CONCEPTS FOR NURSING I    2-0-2
            Pre-requisites ~~or Corequisites~~: **NURS 3311**
            **Corequisite: NURS 3345**

        e. NURS 3320: HEALTH ASSESSMENT OF THE WELL INDIVIDUAL    3-3-4
            Prerequisite ~~or Corequisite: NURS 3344~~ **Admission to the BSN program**
            **Prerequisite or Corequisite: NURS 3309**

        f. NURS 3344 SKILLS AND ESSENTIALS OF NURSING PRACTICE    3-3-4
            Prerequisites or corequisites: Admission to **the BSN program**, ~~BIOL~~
            ~~2275~~ **NURS 3311, NURS 3309, and NURS 3320**

        g. NURS 3345 ADULT HEALTH I                          4-6-6
            Prerequisites: NURS 3304, NURS 3344, ~~NURS 3320, NURS 3311,~~
~~NURS 3309~~
            ~~Prerequisites or~~ Corequisite: NURS 3312

        h. NURS 3535 MENTAL HEALTH I                       4-6-6
            Prerequisites: NURS 3304, NURS 3344, ~~NURS 3320, NURS 3311,~~
~~NURS 3309~~
            Pre/corequisites: ~~NURS 3345,~~ NURS 3312

        i. NURS 4210 GERONTOLOGY IN THE 21$^{ST}$ CENTURY            3-0-3
            Prerequisites: ~~Admission to the BSN program or permission of course~~
            ~~instructor~~ **NURS 3304, NURS 3320**

        j. NURS 4213 Introduction to Forensic Nursing and the Law          3-0-3
            Prerequisites: ~~Admission to the BSN program or permission of course~~
            ~~instructor~~ **NURS 3304, NURS 3320 and NURS 3344**

k.  NURS 4214 COMPLEMENTARY AND ALTERNATIVE
MODALITIES     3-0-3

Prerequisite ~~or corequisite~~ : ~~Admission to the BSN program or permission of course instructor~~ **NURS 3345**

l.  NURS 4215 HOME HEALTH NURSING                                    2-1-3
Prerequisites: NURS ~~3304,~~ 3345, ~~3320, 3308, 3309, 3340,~~ and ~~either 3355 or 3425~~ **NURS 3535**

m.  NURS 4216 PALLIATIVE CARE AT END OF LIFE                          2-3-3
Prerequisite ~~or corequisite~~: ~~Admission to the BSN program or permission of course instructor~~ **NURS 3345**

n.  NURS 4217 CRITICAL CARE                                           1-6-3
Prerequisites ~~or corequisite~~: NURS ~~4345~~ **3345**

o.  NURS 4218 Perioperative Nursing                                   1-6-3
Prerequisites: ~~NURS 3304, 3308, 3320, and~~ 3345

p.  NURS 4222 PEDIATRIC NURSING EXTERNSHIP                            1-6-3
Prerequisites:  NURS ~~3304, NURS 3308, NURS 3309, NURS 3320, NURS 3345, NURS 3425, NURS 3355~~ **4355**

q.  NURS 4223 MATERNAL/INFANT NURSING EXTERNSHIP                      1-6-3
Prerequisites:  NURS ~~3304, NURS 3308, NURS 3309, NURS 3320, NURS 3345, NURS 3425, NURS 3355~~ **4355**

r.  NURS 4313 Pharmacological Concepts for Nursing II                 2-0-2
Prerequisites or Corequisites: NURS 4345, NURS 4355
**Prerequisites: NURS 3312**

s.  NURS 4345 ADULT HEALTH II                                        4-9-7
Prerequisites: NURS 3345, NURS 3535, NURS 3312
Pre/Corequisites: NURS 4313**, NURS 4355**

t.  NURS 4440 POPULATION FOCUSED NURSING                             3-6-5
Prerequisites: ~~NURS 4345,~~ NURS 4355, NURS 4313 ~~and~~ NURS 4445
**Pre/Corequisites: 4345**

u.  NURS 4450 PROFESSIONAL NURSING LEADERSHIP AND
MANAGEMENT                                                           4-9-7
Prerequisites: ~~NURS 4440, NURS 4446~~ **NURS 4313,NURS 4445 remove redudencies**

v.  NURS 4490 TOPICS IN PROFESSIONAL NURSING                         V-V-(1-4)

**Prerequisites: Admission to the BSN program.**

**Rationale:** These requested changes reflect the final step in transitioning to the revised nursing curriculum implemented in Fall 2008. As the previous curriculum is phased out, these pre and co requisite changes will ensure smooth progression and appropriate course sequencing.

**Effective Term: Summer 2009**

C. **Radiologic Sciences**
   1. **Create the following course:**
      **RADS 3900 Special Topics in Radiologic Sciences**        **V-0-[1-6]**
      **Prerequisite Permission of Instructor**
      **Course Description: Supervised independent study.**

   Rationale: This is an elective course (will not change the number of hours required for degree). At times, students want to investigate areas in the profession with an in-depth manner with faculty supervision. This course allows students and faculty to have a formal, supervised, independent study mechanism for an area to be determined by the faculty and student.

   **Effective Term: Summer 2009**

   **CURCAT:**
   **Major Department: Radiologic Sciences**
   **Can course be repeated for additional credit? Yes**
   **Maximum Number of Credit Hours: 6**
   **Grading Mode: U/S**
   **Instruction Type: Independent Study**

III. **College of Liberal Arts**
   1. **Create the following course:**
      **ENST 4000    INTERNSHIP IN ENVIRONMENTAL STUDIES**       **V-V-3**

      **Description: First-hand practical experience in a professional-level capacity for a government agency, research lab, planning group, advocacy organization, or other groups that solve problems and develop policies pertaining to the environment and sustainability.**

   Rationale: The Environmental Studies Internship offers students the chance to apply and further develop their skills and knowledge and to gain practical experience in the field of Environmental Studies and Sustainability. The training gained and the contacts may become a valuable asset in obtaining later employment in this growing field.

   **Effective term: Fall 2009**

**CURCAT:**
**Major Department: COLA**
**Can course be repeated for additional credit? No**
**Maximum Number of Credit Hours: 3**
**Grading Mode: normal**
**Instruction Type: internship**

2. **Create the following course**:
   **EURO 3990   TOPICS IN EUROPEAN UNION STUDIES**                          **3-0-3**
   **Prerequisite:  EURO 2000**
   **Description:  Selected topics on issues in European Union studies or in European Union relations with the outside world.  May be repeated for credit as topics vary.**

Rationale: The University System of Georgia's European Union Studies program offers at least two courses per semester on various topics on the EU and/or its relations with other parts of the world.  Many of these are offered on-line and in association with other USG institutions and/or the University of Munich. For more information see: http://www.eustudiesprogram.org/.  Giving these courses the EURO designation will be an improvement over current practice, which has used special topics numbers in HIST, POLS, ECON, and other disciplines.  Because topics vary each semester, students should be permitted to take the course multiple times.

**Effective Term: Summer 2009**

**CURCAT:**
**Major Department: College of Liberal Arts**
**Can course be repeated for additional credit: Yes**
**Maximum number of Credit Hours:  9**
**Grading Mode: Normal**
**Instruction Type:  Lecture or On-line**

3. **Create the following course:**
   **EURO 4500   SEMINAR IN EUROPEAN UNION STUDIES**                          **3-0-3**
   **Prerequisites:  Admission to the European Union Certificate program and EURO 2000**
   **Description:  The capstone seminar for the European Union Certificate program.  Topics vary.**

Rationale: The University System of Georgia's European Union Studies program requires a 4000-level capstone research seminar on the EU and/or its relations with other parts of the world.  The course is typically offered on-line and in association with other USG institutions and/or the University of Munich. For more information see: http://www.eustudiesprogram.org/.  Giving this seminar the EURO designation will be an improvement over current practice, which has used special topics numbers

in HIST, POLS, ECON, and other disciplines.  Because of the sporadic offering of EU courses, it is possible that a student will take more than one seminar.

**Effective Term: Summer 2009**

**CURCAT:**
**Major Department: College of Liberal Arts**
**Can course be repeated for additional credit: Yes**
**Maximum number of Credit Hours:  6**
**Grading Mode: Normal**
**Instruction Type:  Lecture or On-line**

**A.  Criminal Justice, Social, & Political Science**
**1**.  **Modify the following minor:**

## International Studies Minor

**International Studies** ................................................................................................ **18 hours**
    4.  Two additional Comparative Politics/Area History Studies /International Economics from
       the list below (6 hours).
        ANTH 4401 - Special Topics in Anthropology
        ECON 3450 - Environmental Economics
        ECON 4400 - Seminar in Third World Economic Development
        ECON 5200U - International Trade
        ECON 5310U - International Financial Institutions
        ENGL 5215U - Literature of the Non Western World
        **FREN 5030U – Special Topics in Francophone Literature**
        GEOG 5550U - Geography of South Asia
        HIST 3110 - History of Latin America Since 1850
        HIST 3150 - History of Africa
        HIST 3210 - Modern China
        HIST 3220 - History of Japan
        HIST 3230 - History of the Middle East
        HIST 3300 - Modern Russia
        HIST 3330 - Modern Germany
        HIST 3360 - Modern East Central Europe
        HIST 3560 Modern Europe
        HIST 4900 - Seminar in Non Western History
        HIST 5100U - Topics in Latin American History
        HIST 5250U - Topics in Asian History
        HIST 5300U - History of Russian and Soviet Foreign Policy
        HIST 5480U - Topics in European History
        HIST 5500U - Topics in British History
        HIST 5540U - Topics in U.S. Foreign Relations
        POLS 3340 - Politics and Ideology in Contemporary Europe
        POLS 3420 - Governments of the Middle East
        POLS 4400 - Independent Study in Comparative Government
        POLS 5260U - Media and Politics in Latin America
        POLS 5430U - Governments of Africa
        POLS 5440U - Latin American Politics
        POLS 5460U - Governments of East Asia
        POLS 5490U - Political Transformation of the Former Soviet Union
        POLS 5510U - Third World National Security
        POLS/CRJU 5520 - Comparative Judicial Systems
        POLS 5530U - Global Environmental Politics
        POLS 5560U - Comparative Foreign Policy
        SOCI/POLS 5450U - Political Sociology of Nationalism
        SPAN 3111 - Civilization and Culture of Spain

Rationale:   This course expands the global focus of this track.

**Effective Term: Fall 2009**

**B. History**
   **1. Modify the following course**:
   **HIST 3500** ~~FOUNDTIONS OF~~ **INTRODUCTION TO** HISTORICAL ~~STUDIES~~ **METHODS**
   Prerequisites: **Permission of instructor or department head and two of the following:** HIST 1100 or POLS 1100**; ~~or~~** HIST 1111**; ~~or~~** HIST 1112 or HIST 1112H**; HIST 2000; HIST 2111; HIST 2112.**
   Description: Topics-based course in which students ~~deal with different types of historical material to~~ **examine various historical materials and the historiography of the topic** in order to develop skills in research, writing, critical thinking, oral presentation, and ~~the use of~~ computer **literacy** as appropriate to the discipline of history.  Topics ~~will~~ **may** vary.

   Rationale: The new title more appropriately reflects the course content.  Although the course is offered every semester, some history majors have been shut out in the past.  The "permission of instructor or department head" clause will help monitor this problem.

   **CURCAT:**
   **Major Department: History**
   **Can course be repeated for additional credit?  No**
   **Maximum Number of Credit Hours: 3**
   **Grading Mode: normal**
   **Instruction Type: lecture**

   **Effective Term: Fall 2009**


   **2.  Modify the following program of study:**

PROGRAM FOR THE DEGREE OF BACHELOR OF ARTS IN HISTORY

**B. Major Field Courses** ........................................................................ **33 hours**
   HIST 3500 - ~~Foundations of~~ **Introduction to** Historical ~~Studies~~ **Methods**
   HIST 4500 - Advanced Seminar in History
   One course from:
      HIST 4010 - Seminar in Non-Western History
      HIST 4020 - Seminar in European History
      HIST 4030 - Seminar in American History
   One public history course (3000 or above)
   Seven other history courses at the 3000 level or above
   Portfolio requirement

   **Effective Term: Fall 2009**

C.  **Languages, Literature, & Philosophy**
1.  **Create the following course**:
    **FREN 3040 BUSINESS FRENCH**                                          **3-0-3**
    **Prerequisite: FREN 2002 or Permission of Instructor**
    <u>**Description**</u>:   **French used in business settings and commercial correspondence, along with procedures generally applicable to international commerce. Course taught in French.**

<u>Rationale</u>: Students in French classes are increasingly majoring in business-oriented specialties. When learning a language, students also learn a certain culture. A course on the Francophone business world is consequently a necessity for those students seeking an international career, especially one in which French is going to be used. By learning the French vocabulary and techniques used in business relations, students will also learn the culture associated with business in the Francophone world. The purpose of this course is for students to become more fluent in the target language and more marketable when searching for and finding a career in the French-speaking business world.

**Effective Term: Fall 2009**

**CURCAT:**
**College:  Liberal Arts**
**Major Department: Languages, Literature, and Philosophy**
**Can the course be repeated for additional credit: No**
**Maximum number of credit hours: 3**
**Grading Mode: Normal**
**Instructional Type: Lecture**

2.  **Create the following course:**
    **FREN 3025 FRENCH CINEMA FOR CONVERSATION AND COMPOSITION**                                  **3-0-3**
    <u>**Prerequisite**</u>: **FREN 2002 or Permission of Instructor**
    <u>**Description**</u>: **Development of oral and aural proficiency and writing skills through discussions and guided essays, with emphasis on French cinema. Course taught in French.**

<u>Rationale</u>: The two French conversation and composition courses already offered are literature and culture based, but do not emphasize French cinema. Movies reflect the culture of the French-speaking world and give visual representations of that culture (language, body language, accents, way of life, etc.) to students who may not have had a chance to travel to a French-speaking country. Films are also excellent conversation starters because they often raise issues that are more universal, such as family, values, education, religion, sexual orientation, etc.

**Effective Term: Fall 2009**

**CURCAT:**
**College: Liberal Arts**
**Major Department: Languages, Literature, and Philosophy**
**Can the course be repeated for additional credit: No**
**Maximum number of credit hours: 3**
**Grading Mode: Normal**
**Instructional Type: Lecture**

3.  **Modify the following course description:**
    FREN 1001 ELEMENTARY FRENCH I                                    3-0-3
    Prerequisite:    Eligibility for ENGL 1101
    Description:    ~~Elements of French grammar, pronunciation, and oral comprehension. Emphasis on communication skills and listening and reading strategies. Introduction to culture and civilization of the French-speaking world~~. **Development of speaking, listening, reading, and writing skills, integrated within the introduction to culture and civilization of the French-speaking world. This course is intended for students with little or no previous knowledge of French. Course taught in French.**

    Rationale: The changes are meant to reflect the emphasis on communication skills as well as the current national French standards.

    **Effective Term: Fall 2009**

4.  **Modify the following course description:**
    FREN  1002 ELEMENTARY FRENCH II                                   3-0-3
    Prerequisite:    Eligibility for ENGL 1101 and FREN 1001 or Permission of
Instructor
    Description:    Continuation of ~~French 1001. Elements of French grammar, pronunciation, and oral comprehension. Emphasis on communication skills and listening and reading strategies. Introduction to culture and civilization of the French-speaking world~~. **the development of speaking, listening, reading, and writing skills integrated within the study of culture and civilization of the French-speaking world. Course taught in French.**

    Rationale: The changes are meant to reflect the emphasis on communication skills as well as the current national French standards.

    **Effective Term: Fall 2009**

5.  **Modify the following course description:**
    FREN  2001 INTERMEDIATE FRENCH I                                  3-0-3
    Prerequisite:    Eligibility for ENGL 1101 and FREN 1002 or Permission of
Instructor

Description:   ~~Emphasis on Francophone culture using literary and nonliterary texts with continued development of reading, writing, listening and speaking skills~~. **Study of themes and functions that reflect contemporary language use, with an emphasis on speaking, listening, writing and reading skills, within the frame of contemporary Francophone culture. Course taught in French.**

Rationale: The changes are meant to reflect the emphasis on communication skills as well as the current national French standards.

**Effective Term: Fall 2009**

6. **Modify the following course:**
   FREN  2002 INTERMEDIATE FRENCH II                                                            3-0-3
   Prerequisite:   Eligibility for ENGL 1101 and FREN 2001 or Permission of
Instructor
   Description:   Continuation of FRENCH 2001 ~~Promotion of further awareness of Francophone culture using literary and nonliterary texts with continued development of reading, writing, listening and speaking skills.~~ **with the study of themes and functions that further reflect contemporary language use, with an emphasis on speaking, listening, writing and reading skills, within the frame of contemporary Francophone culture. Course taught in French.**

Rationale: The changes are meant to reflect the emphasis on communication skills as well as the current national French standards.

**Effective Term: Fall 2009**

**CURCAT:**
**College: Liberal Arts**
**Major Department: Languages, Literature, and Philosophy**
**Can the course be repeated for additional credit: No**
**Maximum number of credit hours: 3**
**Grading Mode: Normal**
**Instructional Type: Lecture**

7. **Modify the following course prerequisite and description:**
   FREN  3010 FRENCH CONVERSATION AND COMPOSITION I:
CULTURE      3-0-3
   Prerequisite:   FREN 2002 **or Permission of Instructor**
   Description:   Development of oral proficiency and writing skills through group discussion and ~~guided essays~~ **writing workshops**, with emphasis on Francophone culture. **Course taught in French.**

Rationale: The prerequisite change reflects the need for the French professor to be able to accept into the class students who are identified as having the necessary French level to enter the class without having taken the 1001-2002 sequence. It also reflects the current national French standards.

**Effective Term: Fall 2009**

8. **Modify the following course prerequisite and description:**
   FREN 3020 FRENCH CONVERSATION AND COMPOSITION II: LITERATURE      3-0-3
   Prerequisite:   FREN 2002 **or Permission of Instructor**
   Description:   Development of oral proficiency and writing skills through group discussion and ~~guided essays~~ **writing workshops**, with emphasis on literature. **Course taught in French.**

Rationale: The prerequisite change reflects the need for the French professor to be able to accept into the class students who are identified as having the necessary French level to enter the class without having taken the 1001-2002 sequence. It also reflects the current national French standards.

**Effective Term: Fall 2009**

9. **Modify the following course prerequisite and description:**
   FREN 3030   ADVANCED GRAMMAR AND SYNTAX                         3-0-3
   Prerequisite:   ~~FRENCH 3010 and FREN 3020~~ **FREN 2002 or Permission of Instructor**
   Description:   Advanced analysis and examination of the grammar and syntax of French, stressing written and spoken usage through ~~written grammar exercises, translations from French to English and essays~~ **language practice events geared toward communication. Course taught in French.**

Rationale: The change reflects a switch in the way Advanced Grammar is now taught nationwide. It is not taught as a translation-intensive class any longer, but as a class geared towards written and spoken proficiency. The prerequisite change reflects the need for the French professor to be able to accept into the class students who are identified as having the necessary French level to enter the class without having taken the 1001-2002 sequence. It also reflects the current national French standards.

**Effective Term: Fall 2009**

10. **Modify the following course prerequisite and description:**
    FREN 3200 SPECIAL TOPICS IN FRENCH LITERATURE                  3-0-3
    Prerequisite:   ~~FRENCH 3030~~ **FREN 2002 or Permission of Instructor**
    Description:   Subject announced when course is offered. Includes surveys of ~~nineteenth and twentieth century literature~~ **major French literary movements, as well as more specialized topics, such as French women**

**writers, immigration, and the holocaust.** May be repeated for additional credit when topics change. **Course taught in French.**

Rationale: The prerequisite change reflects the need for the French professor to be able to accept into the class students who are identified as having the necessary French level to enter the class without having taken the 1001-2002 sequence. It also reflects a need for the professor to accept into the class students who want to fulfill a minor without having to go through an arbitrary sequence if they have the required level in the target language. It also reflects the current national French standards for a course in special topics in French literature.

**Effective Term: FALL 2009**

IV. **College of Science and Technology**
  A. **Biology**
   1. **Delete the following certificates from Interdisciplinary Programs:**
      a. ~~Certificate in Forensic Science~~
      b. ~~Post Baccalaureate Certificate in Pre-Medical Studies~~

Rationale: These certificates are not official documents and do not provide students a competitive advantage. All departments (Biology, Chemistry and Criminal Justice) are in agreement that these certificate programs should be removed from the catalog.

**Effective term: Fall 2009**

**Note:** This topic was discussed in detail and it was suggested that a statement be added to the catalog and to website advising students in these programs which courses they need to take in preparation for medical schools. It was also recommended that more information on pre-professional programs be included in the AASU catalog and on the AASU web site. Also, there are currently no students in these programs.

  B. **Chemistry & Physics**
   1. **Modify the following program of study:**

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY WITH AMERICAN CHEMICAL SOCIETY CERTIFICATION

B. Major Field Courses ........................................................................................... ~~44~~ **42** hours
    CHEM 2101/2101L - Organic Chemistry I
    CHEM 2102/2102L - Organic Chemistry II
    CHEM 2300 - Principles of Chemical Analysis
    ~~CHEM 2700 - Descriptive Chemistry~~
    CHEM 3200 - Inorganic Chemistry
    CHEM 3300 - Instrumental Analysis
    CHEM 3401 - Physical Chemistry I
    CHEM 3402 - Physical Chemistry II
    CHEM 3801 - Biochemistry I
    CHEM 4500 - Chemistry Seminar

CHEM 4991 - Advanced Chemical Research (3 hours)
Two courses from:
    CHEM 4100 - Advanced Organic Chemistry
    CHEM 4200 - Advanced Inorganic Chemistry
    CHEM 4300 - Advanced Analytical Chemistry
    CHEM 4400 - Advanced Physical Chemistry
C. Related Field Course**s** ............................................................................................ 7 hours
   MATH 2072 (1 hour in area F)
   MATH 2083
D. Electives ....................................................................................................~~9~~ **11** hours
   9 hours of upper-division electives
   **2 hours of free electives**

Rationale: The American Chemical Society no longer requires a Descriptive Chemistry course for the ACS certified degree.  This will give students more options to take as electives.

2. **Change the following prerequisite:**
   CHEM 1212 PRINCIPLES OF CHEMISTRY II               3-3-4
   Prerequisite: CHEM 1211 **(minimum grade of C)** and MATH 1111

   <u>Rationale</u>: Students need to achieve an acceptable level of competency in a course prior to moving forward, the department feels that level is a C.  We have found that students need to make a minimum grade of C in CHEM 1211 to be successful in CHEM 1212.  Further, there are safety issues inherent in the laboratory related to mastery of content.

**Effective Term: Fall 2009**

3. **Change the following prerequisites:**
   a. CHEM 2102 ORGANIC CHEMISTRY II               3-0-3
      Prerequisite: CHEM 2101 **(minimum grade of C)**  and CHEM 2101L **(minimum grade of C)**
      Prerequisite or corequisite: CHEM 2102L

   b. CHEM 2300 PRINCIPLES OF CHEMICAL ANALYSIS       3-4-4
      Prerequisite: CHEM 1212 **(minimum grade of C)**

   c. CHEM 3200 INORGANIC CHEMISTRY            3-4-4
      Prerequisite: CHEM 2300 **(minimum grade of C)**
      Prerequisite or corequisite: CHEM 2102

   d. CHEM 3300 INSTRUMENTAL ANALYSIS           3-4-4
      Prerequisite: CHEM 2102/2102L and CHEM 2300 **(minimum grade of C)**

      Prerequisite or Corequisite: PHYS 1112/1112L or PHYS 2212/2212L

   e. CHEM 3401 PHYSICAL CHEMISTRY I             3-4-4
      Prerequisite: CHEM 2300 **(minimum grade of C)** and MATH 1161

Prerequisite or Corequisite: PHYS 1112/1112L or PHYS 2212/2212L

    f.  CHEM 3402 PHYSICAL CHEMISTRY II                                         3-4-4
        Prerequisite: CHEM 3401 **(minimum grade of C)**

Rationale: All students majoring in chemistry are required to have a C in their major courses to graduate; therefore it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll in this course. This will contribute to the overall student success in these courses.

**Effective Term: Fall 2009**

**4.  Change the following prerequisites:**
    a.  PHYS 1112 INTRODUCTORY PHYSICS II                              3-0-3
        Prerequisite: PHYS 1111 **(minimum grade of C) and PHYS 1111L (minimum grade of C)**
        Prerequisite or corequisite: PHYS 1112L

    b.  PHYS 2212 PRINCIPLES OF PHYSICS II                               3-0-3
        Prerequisite: PHYS 2211 **(minimum grade of C) and PHYS 2211L (minimum grade of C)** and MATH 2072
        Prerequisite or corequisite: PHYS 2212L

Rationale: Students need to achieve an acceptable level of competency in a course prior to moving forward, the department feels that level is a C.  We have found that students need to make a minimum grade of C in PHYS 1111 & 1111L to be successful in PHYS 1112 & 1112L.

**Effective Term: Fall 2009**

**5.  Change the following prerequisites:**
    a.  PHYS 3100 ELECTRICAL CIRCUIT ANALYSIS                       3-0-3
        Prerequisite: PHYS 2212 **(minimum grade of C) and PHYS 2211L (minimum grade of C)**
        Prerequisite or corequisite: MATH 3411

    b.  PHYS 3300 THERMODYNAMICS                                     3-0-3
        Prerequisite: PHYS 2212 **(minimum grade of C)** and PHYS 2212L **(minimum grade of C)** and MATH 3411

    c.  PHYS 3312 ELECTROMAGNETISM                                       3-0-3
        Prerequisite: PHYS 2212 **(minimum grade of C) and PHYS 2211L (minimum grade of C)** and MATH 2083

    d.  PHYS 3400 CHEMICAL THERMODYNAMICS                           3-0-3

Prerequisite: CHEM 1212 and MATH 2072 and either PHYS 1112 **(minimum grade of C)** or PHYS 2212 **(minimum grade of C) and PHYS 2211L (minimum grade of C)**

e. PHYS 3801 OPTICS AND MODERN PHYSICS          2-0-2
Prerequisite: PHYS 2212 **(minimum grade of C) and PHYS 2211L (minimum grade of C)** or both MATH 1161and PHYS 1112 **(minimum grade of C)**

f. PHYS 4170 ADVANCED MECHANICS          3-0-3
Prerequisite: MATH 2083 and PHYS 2212 **(minimum grade of C) and PHYS 2211L (minimum grade of C)** (MATH 3411also recommended)

Rationale: All students majoring in physics are required to have a C in their major courses to graduate; therefore it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll in this course. This will contribute to the overall student success in this course.

**Effective Term: Fall 2009**

**C. Information Technology**

**1. Modify the following program of study:**

**PROGRAM FOR THE DEGREE OF BACHELOR OF INFORMATION TECHNOLOGY**
B. Major Field Courses ...............................................................~~39~~ **36** hours
CSCI 1302 - Advanced Programming Principles
CSCI 2070 - Ethical Considerations in Computer Science
ITEC 2530 - Operating Systems
ITEC 3500 - Database Administration
ITEC 3600 - Systems Analysis and Design
ITEC 3710 - E-commerce
ITEC 3800 - Data Communications and Networks
ITEC 4390 - Senior Project (6 hours)
ITEC 4770 - Client/Server Systems
ITEC 4800 - Network Design and Administration
ITEC 4830 - Graphics Design
ITEC 5001U – Cyber Security I
~~ITEC 5002U Cyber Security II~~

D. Electives ...................................................................... ~~6-12~~ **9-15** hours
At least six hours of electives must be courses numbered 3000 or above.

Rationale: ITEC 5002 (Cybersecurity II) was never intended to be a required course in the Bachelor of Information Technology curriculum. It is an elective for students majoring in IT. It should be stricken from the list of required courses in the major. It is still required for the Cybersecurity minor, which is cross-listed with Criminal Justice.

2.  **Change the following course description**
    WBIT 4520 Information Assurance and Security                                                3-0-3
    Prerequisite: WBIT 3500 Architecture and Operating Systems
    Pre or Co-requisite: WBIT 3510 Data Communication and Networking.
    Description:    This course is an introduction to information assurance and security in computing. Topics include computer, network (distributed) system and cyber security, digital assets protection, data backup and disaster recovery, encryption, cryptography, computer virus, firewalls, terrorism and cyber crimes, legal, ethical and professional issues, risk management, information security design, implementation and maintenance. **Note: If a student is taking WBIT 3510 as a co-requisite and subsequently withdraws from WBIT 3510, the student must also withdraw from WBIT 4520**

Rationale: WebBSIT Operating Board has clarified the co-requisite requirement for this course in December 2008 Operating Board Meeting.

**Effective Term:   Fall 2009**

3.  **Change the following course description**
    **WBIT 3200 Database Design, Development and Deployment**          **3-0-3**
    Pre or Co-requisite: WBIT 2311.
    Description:    An advanced course in database design, development and deployment. Course emphasizes database design drawing distinctions between data modeling and process modeling using various modeling techniques including Entity-Relationship Modeling, Object Modeling and Data Flow Diagramming; database development using the relational model, normalization, and SQL; database deployment including control mechanisms, forms, reports, menus and web interfaces. Additional topics include procedures, functions, packages and triggers. Students will design, create and process a database to demonstrate competency in the course content. **Note: If a student is taking WBIT 2311 as a co-requisite and subsequently withdraws from WBIT 2311, the student must also withdraw from WBIT 3200.**

Rationale: WebBSIT Operating Board has clarified the co-requisite requirement for this course in December 2008 Operating Board Meeting.

**Effective Term:   Fall 2009**

D.  **Mathematics**
    1.  **Change the description of Progress Requirements as follows:**

Progress Requirements

    To earn the bachelor's degree in the mathematical sciences, students must complete all mathematics courses and all courses in their chosen minor or area of concentration required in the program of study ~~study~~ with a grade of C or better. In order to complete the prerequisites for a mathematics course other than MATH 2200 or MATH 2008, the prerequisite courses must be completed with a grade of C or better. **A grade of C or better is required in each course used toward a minor in Mathematics or Statistics.**

Rationale: The current description does not clearly state the intention for students obtaining a minor in Mathematics or Statistics to complete the courses used towards such a minor with a grade of C or better. This requirement is consistent with minor requirements for other programs of study within the College of Science and Technology. In addition, a typographical error is corrected by deleting the repeated word "study."

# SECTION II.  Area B Courses Approved

The following items were discussed and approved by the committee.  They are being submitted to the Faculty Senate for approval.  However, final approval resides with the Administrative Council on General Education of the Board of Regents.

 **I.  College of Education**
    **A.  Middle and Secondary Education**
       **1. Create the following course:**

       Area B – Institutional Options
       Ethics & Values

       **EDUC 2000 Ethics and Values in Public Education**       **(2-3) – 0 – (2-3)**
       **Pre-requisites: ENGL 1101**
       **Co-requisites: None**
       **Description: Explores the interaction among ethical, philosophical and educational theories.  Examines legislative actions that have shaped public educational policy in the United  States.  Explains  why school aged children in the United States are guaranteed a free, appropriate public education (FAPE) regardless of race, creed, color, religion,  social station, gender, or ability.**

       Rationale: Students will receive a broad, historical view of the ethical, legal, theoretical and philosophical underpinnings that have shaped public education in the United States. Course is designed for a wide audience of individuals who will at some point in the future interact with public education as parents, guardians,

voters, school board members, educators, education support personnel, or interested citizens.

**Effective Term:  Fall 2009**

**CURCAT**
   **Major Department: College of Education**
   **Cross listed: No**
   **Equivalent courses: None**
   **Can course be repeated for additional credit:  No**
   **Maximum credit hours: 3**
   **Grading mode: Normal**
   **Instruction type: Lecture**

II. **College of Health Professions**
   A. **Radiologic Sciences**
      1. **Create the following course:**
         **HLPR 2020 Health Care Ethics** (2-3)-0-(2-3)
         **Prerequisite ENGL 1102**
         <u>**Description**</u>: **Interdisciplinary examination of the relation between ethical theory and moral practice in health care from the perspective of both practioners and consumers.**

         <u>Rationale:</u> This course offering will enhance options for students by tailoring discussion topics to ethical issues in the health care environment. The course will be a COHP interdisciplinary course offering. If approved by the university, consent will be requested from the Board of Regents to be used in AREA B of the core.

         **Effective Term: Summer 2009**

         **CURCAT:**
         **Major Department: Radiologic Sciences**
         **Can course be repeated for additional credit? No**
         **Maximum Number of Credit Hours: 3**
         **Grading Mode: normal**
         **Instruction Type: Lecture**

# SECTION III.  5000-level Items Approved
The <u>undergraduate components</u> of the following items were discussed and approved by the committee.  They are being submitted to the Graduate Curriculum Committee for approval of the <u>graduate components</u>.

 I. **College of Education**

**A. Middle and Secondary Education**
   1. **Change the following pre-requisites and co-requisites:**
      a. MGSE 5300U/G Content Methods Language Arts        3-2-3
         Undergraduate Pre/Corequisites: Unchanged
         Graduate Prerequisites: Admission to Candidacy in the Department of
         Middle Grades and Secondary Education**,** EDUC 6200, ~~EDUC 6300,~~
         ~~MGSE 6000, MGSE 6100~~
         ~~Graduate Co-requisites: MGSE 6300, MGSE 6400~~

      b. MGSE 5400U/G Content Methods Social Studies        3-2-3
         Undergraduate Pre/Corequisites: Unchanged
         Graduate Prerequisites**:** Admission to Candidacy in the Department of
         Middle Grades and Secondary Education**,** EDUC 6200**,** ~~EDUC 6300,~~
         ~~MGSE 6000, MGE 6100~~
         ~~Graduate Co-requisites~~: ~~MGSE 6300, MGSE 6400~~

      c. MGSE 5500U/G Content Methods Science        3-2-3
         Undergraduate Pre/Corequisites: Unchanged
         Graduate Prerequisites: Admission to Candidacy in the Department of
         Middle Grades and Secondary Education**,** EDUC 6200**,** ~~EDUC 6300,~~
         ~~MGSE 6000, MGE 6100~~
         ~~Co-requisites~~: ~~MGSE 6300, MGSE 6400~~

      d. MGSE 5600U/G Content Methods Middle Grades Mathematics        3-2-3
         Undergraduate Pre/Corequisites: Unchanged
         Graduate Prerequisites: Admission to Candidacy in the Department of
         Middle Grades and Secondary Education**,** EDUC 6200~~, EDUC 6300,~~
         ~~MGSE 6000, MGE 6100~~
         ~~Graduate Co-requisites~~: ~~MGSE 6300, MGSE 6400~~

   Rationale: The department discovered that the large number of prerequisites and
   co-requisites made it difficult for students to have a smooth matriculation through
   the program. Many of our students take one content methods course at a time and
   are blocked by courses having numerous prerequisites and/or co-requisites.

   **Effective term: Summer 2009**

**II. College of Liberal Arts**
   **A. Criminal Justice, Social, & Political Science**
      1. **Modify the following course description**:
         POLS 5440U/G LATIN AMERICAN POLITICS        3-0-3
         Prerequisites: Unchanged
         Description: Examination of cultural, **social, and** ~~traditions,~~ economic
         ~~institutions and~~ problems **facing the region, the challenges to democratic**
         **consolidation, patterns of historical development, interest groups,**

**political parties**, ~~efforts to strengthen and deepen the recent transitions to democracy,~~ and civil-military relations in post-authoritarian Latin America.

Rationale: The change in course description better reflects the changes currently taking place in Latin America with the rise of new actors and issues in domestic and international politics.

**Effective Term: Fall 2009**

B.  **Languages, Literature, & Philosophy**

1.  **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 2009**

**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**


# SECTION IV.  Items Remanded, Rejected, Tabled, Withdrawn

The following items were discussed and either remanded, rejected, or tabled by the committee, or were withdrawn by the department.  See individual items for details.


I. **College of Education**
   A. **Middle and Secondary Education**

   **The following item was withdrawn by the department for reworking.**

   1. **Create the following class:**
      **MGSE 5800U/G Economics and Personal Finance for Teachers       3-0-3**
      **Undergraduate Prerequisites: Admission to Candidacy in the**
      **Department of Middle and Secondary Education or approval of the**
      **instructor**
      **Graduate Prerequisites: Admission to Candidacy in the Department of**
      **Middle and Secondary Education or approval of the instructor**
      **Description: This course provides a basic study of microeconomic and**
      **macroeconomic concepts, methodology, resources for incorporating**
      **economics into the school curriculum, providing the basic concepts of**
      **personal finance as it relates to individual and family units, and teaching**
      **materials developed for the appropriate grade level.**

      Rationale: This course is designed to address the new State of Georgia
      Professional Standards (GPS) requiring concentration on economics in the Social
      Studies curriculum.  Graduate students will research the change in teaching
      standards that necessitated the addition of Economics to the GPS Standards.
      Graduate students will also prepare and deliver a presentation to the class on how
      to incorporate the teaching of Economics in the Social Studies classroom.

   **Effective Term:  Summer 2009**

   **CURCAT**
       **Major Department:  Middle and Secondary Education**
       **Can Course be repeated for additional credit:  No**
       **Maximum Number of Credit Hours:   3**
       **Grading Mode:  Normal**
       **Instruction Type:  Lecture**

   **Discussion points**:  Is there anyone in the department who is qualified to teach
   economics?  Is the course about the pedagogy of economics rather than economics
   itself.  If so, does the wording of the course description need to be changed?  Does
   one need to be qualified to teach economics in order the teach how to teach
   economics?

Dr. Rick McGrath and Dr. Pat Thomas had a meeting to discuss this class. The suggestion coming out of the discussion was that an economics professor write a class that would meet the GPS standards.

## II. College of Liberal Arts
### A. Criminal Justice, Social, & Political Science

## Items 1 and 2 below were withdrawn by the department because the Department of Computer Science is not putting their associated changes forward at this time.

### 1. Modify the following program of study:

PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

**Track II:  Cybersecurity**

**C. Related Field Courses** ............................................................................................ **9 hours**
    MATH 1111 – College Algebra
    ITEC 1310 – Programming in Visual Basic
    ~~CSCI 2070 – Introduction to Computer Ethics and Cyber Security~~
    **CSCI 2000 – Introduction to Computer Ethics and Security**

> Rationale:  The College of Science and Technology has already made these changes.  COLA needs to be consistent with its listings.

> **Effective Term: Fall 2009**

### 2. Modify the following minor:

## Cyber Security Minor

**Cyber Security** ............................................................................................ **18 hours**
    CSCI 1150 – Fundamentals of the Internet and the World Wide Web
    ~~CSCI 2070 – Introduction to Computer Ethics and Cyber Security~~
    **CSCI 2000 – Introduction to Computer Ethics and Security**
    One course selected from:
        ITEC 1310 – Programming in Visual Basic
        CSCI 1302 – Advanced Programming Principles
    One course selected from:
        CRJU 3300 – Criminology
        CRJU 3500 – Criminal Evidence and Procedure
        CRJU 3600 – Topics in Criminal Justice
        CRJU 5500U – Law and Legal Process
    CRJU/ITEC 5001U – Cyber Security I
    CRJU/ITEC 5002U – Cyber Security II

> Rationale:  The College of Science and Technology has already made these changes.  COLA needs to be consistent with its listings.

**Effective Term: Fall 2009**

**III. College of Science and Technology**
    **A. Chemistry & Physics**

**The following item was tabled because there are questions about whether this is the right way to do a course that is repeatable for credit. Also, the CURCAT information is incorrect.**

    1. **Modify the following course:**
        PHYS 4991**, -2, -3, -4** ADVANCED RESEARCH IN PHYSICS    0-(3-9)-(1-3)

        Rationale: Modify the course title of PHYS 4991 in the catalog to allow the course to be taken more than once. This was modeled after the CHEM 4991, -2, -3, -4 ADVANCED CHEMICAL RESEARCH 0-(3-9)-(1-3)

        **Effective Term: Fall 2009**

        CURCAT:
        Repeatable: Yes
        Instructional Type: Lab
        Cross listed: None
        Grading Mode: Normal
        Equiv. Course: None
        Maximum Number of Credit Hours: 3

    **B. Computer Science**

**This following item was tabled because the CURCAT is incorrect regarding repeatability, and Dr. Saad had to leave before we got to this item.**

    1. **Create the following course:**
        **CSCI 5990U/G Special Topics in Computer Science**                **V-V-(1-4)**
        **Undergraduate Prerequisites: announced with the topic**
        **Graduate Prerequisites: announced with the topic**
        <u>**Description**</u>**: Selected new topics in computer science.**

    <u>Rationale</u>: A special topics course is designed for introducing new technologies. Such a course is for trying new ideas before proposing a permanent course. We need a special topics at this level for both undergraduates and graduate students to take. Undergraduate student will enroll in CSCI 5990U and graduate students will

enroll into CSCI 5990G. Graduate students will be required to do an extra research paper or project.

**CURCAT:**
**Major Department:  Computer Science**
**Can Course be repeated for additional credit?  No**
**Maximum Number of Credit Hours: 4**
**Grading Mode:  Normal**
**Instruction Type:  Lecture**

**Effective Term: Fall 2009**

## OTHER BUSINESS

Ms. Panhorst reported that there are some processing delays due to the change in the approval process.  Currently, items approved by University Curriculum Committee go to the Senate for approval.  After the minutes of the Senate meeting are approved, the go to the President for final approval.  5000-level classes go to the Graduate Curriculum Subcommittee before going on to the Senate for approval.  Dr. Rich asked that this item be put on the agenda next month to discuss how the process might be streamlined.

**ADJOURNMENT.**  The meeting was adjourned at 5:19 p.m.

Respectfully submitted,


Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee