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December 7, 2009 AASU Faculty Senate Agenda

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The Faculty Senate of Armstrong Atlantic State University will meet in
University Hall, room 156, at 3:00 p.m., Monday December 7th, 2009

AGENDA

- I. Call to order
- II. Approval of minutes from the November 9, 2009 Faculty Senate Meeting (Appendix A)
- III. Approval of December 2009 undergraduate candidates for graduation (App B)
- IV. Approval of December 2009 graduate candidates for graduation (App C)
- V. University Curriculum Committee Minutes (App D)
- VI. Old Business
 - a. Reports from the Constitution & Bylaws Committee, Dr. Greg Knofczynski
 - i. Amendment process
 - see [Constitution & Bylaws Minutes, Nov 18, morning session](#)
 - ii. Ex-officio senate membership survey results
 - see [Constitution & Bylaws Minutes, Nov 18, afternoon session](#)
 - iii. Huntington-Hill Apportionment Method
 - see [Constitution & Bylaws Minutes, Nov 18, afternoon session](#)
 - b. Summer Schedule – Registrar Judy Gitner (App E)
 - c. Emeritus Faculty Status (App G at Nov. Mins), examination of benefits – assigned to Faculty Welfare Committee
 - d. Graduate Faculty Status (App H at Nov. Mins), examination of establishment procedure and maintenance process – assigned to Graduate Affairs Committee
- VII. New Business
 - a. Interdisciplinary Studies Committee Bylaws first reading, Dr. Greg Knofczynski (App F)
 - b. Graduate Affairs Committee Business items, Dr. Chris Hendricks
 - c. Graduate Curriculum Committee items for Senate acceptance (App G & H)
- VIII. Announcements
- IX. Adjournment

Appendix A



**Armstrong Atlantic State University
Faculty Senate Meeting
Minutes of November 9, 2009
University Hall, room 156, 3:00 p.m.**

- I. Call to order
3:12 p.m. Please see Appendix A for a roster of attendees.
- II. Approval of Minutes from the April 24, 2009 senate meeting.
Senator Scott moves to approve: approved.
- III. Old Business
 - a. The Senate Resolution (FSR 003.0/10, App H at Oct. Minutes) on re-zoning application was forwarded to, and approved by, President Bleicken. However, the appeal for re-zoning was approved by the Savannah Zoning Board of Appeals.
 - b. Resolution on Summer Schedule (FSR 004.09/10, App E at Oct. Minutes) forwarded to President Bleicken, awaiting approval.
 - c. Committee placement of examining the GPA and cum laude designations: University Curriculum Committee.
 - d. Ad Hoc Committee charged to create resolution regarding furloughs.
Committee members: Mrs. Angela Ryczowski, Dr. Stephen Primatic, Dr. Michael Mink, Dr. Clifford Padgett, Dr. Hans-Georg Erney, and Dr. Peggy Mossholder. The committee is requested to issue a preliminary report at the December senate meeting, with a final report at the January meeting
- IV. New Business
 - a. Constitution and Bylaws Committee
 - i. Reapportionment of the senate for 2010 – 2011 (App B)
Senator Carpenter moves to approve: approved, 26 vs. 1.

Discussion:

Senator Mincer: what will happen if CSDS faculty roll increases, with specific regard to how long the department would have to wait for another senator, five years? When the next reapportionment is scheduled?

Sen Knofczynski: no, only one year. The new spot would be filled at the next year's senate election cycle.

Sen Mahan expressed dissatisfaction with the unfair distribution

Sen Logan would like access to the formula use to determine distribution, Sen Knofczynski will make it available.

- ii. Reapportionment Method: Hundington-Hill. (App C)
Sen Knofczynski moves to accept this edit to the Senate Bylaws, to accurately reflect the method: approved.
- iii. Modification of Senate term lengths (App D)
Sen Hollinger moves to accept: approved.

Discussion

Sen LeFavi: so how do non-“departments” (demoted like CSDS) get represented?

VP Whitford: that was an oversight. We’ll need to get that corrected for next year.

- iv. New distribution/rotation of term lengths (App D)
Sen Moore moves to accept: motion withdrawn

Discussion

Sen Knofczynski states his committee (Constitution & Bylaw) doesn’t necessarily advocate this option. They simply make it available.

Sen Scott details the complications this option may incur with regard to Elections Committee operations.

- v. Alternate Senators (App E)
Sen LeFavi moves to approve change to Section G Article I of the senate constitution: approved 31 v. 1.

Sen Carpenter moves to approve change to Section V Article A of the senate bylaws: amended via Sen Skidmore-Hess: approved.

Amemdment: When necessary, a new alternate will be elected to serve the balance of a one year term.

- vi. Ex Officio member status (App F)
Sen Hollinger moves to accept: approved 25 v. 3

Sen Todesca moves to see the results of the survey Constitution & Bylaws Committee performed: so moved. Constitution & Bylaws Com is requested to bring the results to the December senate meeting.

V. Announcements

Sen Knofczynski: requests emeritus status examined (App G), requests graduate faculty status granting process examined (App H).
Motion to pass the items to the Steering Committee: approved.

Sen Moore: presents a letter of concerns for senate consideration from a part-time faculty member (App I)
Motion to pass the item to the Steering Committee: approved

VI. Adjourned 4:27 p.m.

Respectfully Submitted, Jewell Anderson

Appendix A

Senators Present	Senators Absent
<p><u>College of Education</u> Linda Ann McCall Marsha Moore Greg Wimer Brenda Logan Michael Mahan Beth Childress</p> <p><u>College of Health Professions</u> April Garrity Bob LeFavi Joey Crosby Laurie Bryant Michelle Butina Pam Mahan Carole Massey Andi Beth Mincer Gloria Strickland Rhonda Bevis</p> <p><u>College of Liberal Arts</u> Kevin Hampton John Jensen Becky daCruz Daniel Skidmore-Hess June Hopkins James Todesca Karen Hollinger Jack Simmons Hans-Georg Erney Kalenda Eaton</p> <p><u>Library</u> Jewell Anderson Caroline Hopkinson</p> <p><u>College of Science and Technology</u> Kathryn Craven Scott Matteer Suzanne Carpenter Daniel Liang Priya Goeser Sean Eastman Greg Knofszynski Vann Scott</p>	<p><u>College of Health Professions</u> Helen Taggart, Alternate Linda Tuck</p> <p><u>College of Liberal Arts</u> Richard McGrath, Alt. Yassaman Saadatmand</p> <p><u>College of Science and Technology</u> Frank Katz, Alt. Azita Baharami Delana Nivens, Alt. Catherine McGowan Daniel Liang, Alt. Joy Reed</p> <p>Guests Christopher E. Hendricks</p> <p>Ex-Officio Present Shelley Conroy, Dean COHP Laura Barrett, Dean COLA George Shields Dean, COST Patricia Wachholz, Dean COE</p>

Appendix B
Reapportionment of Senators

Department/Program	Number of Faculty	Number of Senators for 2009-10	Number of Senators for 2010-11	Gain/Loss of Senators
AMT	19	2	3	gain 1
BIOL	20	2	3	gain 1
CHEM/PHYS	16	2	2	
CJPS	11	2	2	
CSDS	3	1	0	loss 1
DHYG	5	1	1	
ECE	14	2	2	
ECON	5	1	1	
HIST	15	2	2	
HPED	5	1	1	
HSCI	12	2	2	
ICE	16	3	2	loss 1
LIBR	10	2	1	loss 1
LLP	30	4	4	
MATH	18	2	3	gain 1
MEDT	4	1	1	
MGSE	10	2	1	loss 1
NURS	25	3	4	gain 1
PHTH	7	1	1	
PSYC	8	1	1	
RADS	9	1	1	
RESP	3	1	1	
SPED	4	1	1	
	269	40	40	

Appendix C

Reapportionment of Senators – Method

Amendment to the Bylaws to correct apportionment method name.

Bylaws, Article III.

Section B.

There will be forty Senators. Apportionment will be calculated using the ~~Hill/Henderson formula~~ **Huntington-Hill method** with each department. . . (rest of section remains unchanged).

Rationale: The Hill/Henderson formula does not exist. Per Dr. Brawner who performed the calculation for the original apportionment of the Senate, the formula used was the Huntington-Hill method.

Appendix D

Proposed Plan to Modify Term Lengths of AASU Faculty Senators

Proposal from the Constitution and Bylaws Committee
October 1, 2009

A reapportionment of the Senate was needed after the departments of Computer Science, Engineering Studies, and Information Technology were combined into one department, ICE. This reapportionment will go into effect for the 2010-2011 school year. As a result of this reapportionment four departments will gain an extra senator while four will lose a senator. This proposed plan declares how this exchange of senators will occur.

Departments Losing a Senator:

ICE With the combining of the three aforementioned departments, the new department ICE currently has three senators. One senator, Senator Katz, is scheduled to complete his term at the end of the 2009-2010 school year. He will not be replaced.

CSDS This department became a program and is not currently affiliated with any other department, therefore the faculty members in this program are not entitled to representation on the senate according to Article III, Section B of the AASU Faculty Senate Bylaws. Senator Garrity, the one senate member currently serving from this program, is scheduled to complete her term at the end of the 2010-2011 school year, but instead will be excused of her responsibilities at the end of the 2009-2010 school year. She will not be replaced.

MSED This department currently has two senators. One senator, Senator Logan, is scheduled to complete her term at the end of the 2009-2010 school year. She will not be replaced.

LIBR This department currently has two senators. Neither is scheduled to complete their term at the end of this school year, therefore the one with the shorter term left, Senator Anderson, will be excused of her duties at the end of the 2009-2010 school year, terminating her term of office one year early. She will not be replaced.

Departments Gaining a Senator:

AMT, BIOL, MATH, and NURS All four of these departments have one senator completing his/her term at the end of the current school year. Therefore, each department will elect two new senators, each serving a 3 year term.

New Distribution of Term Lengths:

With two senators leaving one year early and being replaced with senators starting a three year term, the number of senators rotating off the senate each year is slightly affected. According to Article V, Section A of the Bylaws, one third of the senators should be newly elected each year. With the above mentioned plan, at the start of the 2010-2011 school year, there will be 12 senators with one year remaining in their term, 13 senators with two years remaining in their term, and 15 senators starting their three year terms.

Proposal for Redistribution of Term Lengths: If so desired, one reasonable option to redistribute the number of senators with 1, 2 and 3 years remaining in their terms to 13, 13, and 14 senators respectively is described here. At the start of the 2010-2011 school year the department of Biology will have one senator with two years remaining in his/her term and two senators starting three year terms. The senator with two years remaining will have their term reduced to one year left and one of the newly elected senators would only be elected for a two year term. This would give the Biology department three senators with one being re-elected each year. It would also redistribute the number of senators being re-elected to the senate to 13, 13 and 14 every three years.

Appendix E

From the Minutes, Constitution & Bylaws Committee Meeting 9/19/2009:

Term Limits for Senator Substitutes

Appendix C of the 9/14/09 Senate Meeting Agenda contains a proposed constitutional change from the Senate Steering Committee. The proposal was not previously reviewed by the Constitution and Bylaws Committee as required in the Bylaws (Article IX, Section D). After discussion and slight modification, the Committee agreed unanimously to accept the modified proposal (below) and will recommend its approval to the full Senate at its October meeting.

Constitution, Article I.

Section G. Terms and Elections

Senators ~~and alternates~~ shall ~~each~~ be elected for a three-year term **and alternates shall be elected for a one year term.** Each department shall have ~~an~~ **one** alternate for each Senator. The alternate may vote only when substituting for the Senator. Should a Senator be unable to fulfill his or her duties, ~~an~~ **the** alternate will replace that Senator for **the remainder of their the Senator's** term. (Remainder of the section remains unchanged.)

Bylaws, Article V.

Section A.

Item 1. Senators shall be elected for a three-year term. Each department shall elect ~~an~~ **one** alternate for each Senator with each alternate elected for a ~~three-year~~ **one-year** term. **When necessary, a new alternate will be elected to serve the balance of a one year term.** (Remainder of the section remains unchanged.)

Appendix F

The History Department unanimously requests that the faculty senate clarify the status of its ex officio members. We ask clarification of three issues:

1. Which members of the administration hold ex officio status according to the current constitution?
2. Of those administrators who currently have ex officio status, how many enjoy faculty status as well?
3. If they have faculty status, administrators are already recognized as non-voting members of the faculty (Constitution, article 1, section D) and as such can attend open meetings of the senate (By Laws, article 8, sections A-C). Why, then, are some administrative personnel also given ex officio membership? What is it about the duties and expertise of their office that warrants them sitting as ex officio members? We ask that this be addressed on case by case basis, i.e., a rationale for each administrator deemed to hold ex officio membership.

The Senate Constitution and Bylaws Committee provides the following answers (see Committee minutes of 9/18/09, 9/23/09 and 10/1/09):

1. and 2.

According to Article I, Section F of the Constitution, the following administrators hold ex officio status. Dr. Whitford provided the faculty status information.

VP for External Affairs	Dr. Donahue	Has faculty status
VP for Finance	Mr. Carson	Does not have faculty status
VP for Student Affairs	Dr. McNeil	Does not have faculty status
VP for Academic Affairs	Dr. Whitford	Has faculty status
Assoc.VP Acad.Affairs	Dr. Murphy	No longer in this position
Dean of Health Prof	Dr. Conroy	Has faculty status
Dean of Education	Dr. Wachholz	Has faculty status
Dean of Science & Tech	Dr. Shields	Has faculty status
Dean of Liberal Arts	Dr. Barrett	Has faculty status

Added to the list by VP Whitford:

Assoc. VP for Enrollment Management*

Dr. Watchen **Does not have faculty status**

*According to the Organizational Chart on the AASU President's web page, this office is in Academic Affairs

3.

With reference to the interpretation of Item #3 on the request from the History Department to clarify the status of ex officio members of the Senate, it was determined that two questions were actually intended. They are:

a) For those ex officio members without faculty status, what expertise warrants their (ex officio) Senate membership?

The Committee agreed that each of the three ex officio members who do not have faculty status brings a unique expertise to the Senate meetings. Mr Carson brings budgetary information. Dr. McNeil brings the student perspective and Dr. Watchen brings information regarding registration and admission.

b) Why are administrators holding faculty status also given ex officio status?

The Committee concluded that it is reasonable to award ex officio status to the administrative office since it is not necessarily true that the occupant of each office will always hold faculty status and the unique expertise provided by the occupant is of value in Senate discussions.

Appendix G

It is requested that the faculty senate examine the issue of emeritus faculty status benefits and make the faculty's recommendations known to the party in charge of deciding such benefits. The faculty handbook outlines the method of securing emeritus faculty status, but it does not delineate the rights and privileges of such status. Other universities provide items such as lifetime use of library, an email account, web presence, and parking stickers. Some even provide office space and computers.

Appendix H

It is requested that the faculty senate examine the method currently used to establish and maintain graduate faculty status. There are two issues of concern: 1) the amount of paperwork required appears excessive and 2) why not let the decision to grant graduate level status occur at the departmental level? (for example: the graduate faculty of a department could vote on graduate faculty status of the other members within the department)

Appendix I

Margarete Froelicher-Grundmann
Department of Languages, Literature and Philosophy

Franz Froelicher, PhD
Department of Chemistry and Physics

Oct. 27, 2009

Dear Ms. Moore,

We are very pleased to learn that part-time faculty has a liaison to the faculty senate. It is surely a step in the right direction to acknowledge the existence of a sizeable faculty body that otherwise has no voice and very limited rights.

We feel compelled to answer your e-mail of Oct. 23 since there are not many opportunities where direct input from part-time faculty is possible, desirable, or asked for. Although statements directed to part-time faculty members always contain a sentence stating how valuable the contributions of part-time faculty are to the overall functioning of the university, part-time faculty members are treated and regarded as second or even third class members of the faculty. In a research report issued by the Cornell Higher Education Research Institute in June, researchers describe part-time faculty as “peripheral academic workers” who hold “core positions.”

We would like to share some considerations:

- * Part time faculty are mostly excluded from the information flow of the department and/or the university.
- * Part time faculty have very often no working space or must share office space with as many as three other part-timers and thus have very little or no place to meet with students.
- * Part time faculty are not allowed in the decision making process, even though the decisions will ultimately affect them.
- * Part time faculty are denied financial support to travel to conferences and/or professional meetings, although quality of teaching and up-to-date professional knowledge is and should be expected. Consequently, part-time faculty need to dip into their own wallets for journal subscriptions and travel to conferences to stay current in their fields.
- * Demands of part-time faculty for necessary teaching material are often denied.
- * Employment of part-time faculty is on a contingent basis depending on class enrollment numbers, but the number basis is not the same as it is with full-time faculty.
- * In other words, in some departments part-time faculty teach classes with exceedingly high student numbers due to unlimited enrollment or a high enrollment cap without additional proportional compensation.
- * In addition, part-time faculty have to endure a pay cut, if they are willing to teach classes with low student enrollment.
- * If part-time faculty are asked to teach independent study classes, there is no payment for those classes, even though students have paid for the classes in order to receive credit. It is sometimes left to the moral consideration of a part-time faculty member to agree, uncompensated, to teach an independent study class, i.e. if class is needed for graduation.

- * Part-time faculty have to pay full tuition, if taking classes on campus.
- * After the semester has finished, part-time faculty are not allowed to lend books and/or other material from the library. If working on a certain research project or preparing a paper, it makes working difficult and is certainly aggravating.
- * The pay scale is grossly inadequate and does not reflect the workload that part-time faculty are asked to master. There has been no raise for several years. It qualifies for substandard living and ranks on the poverty scale.
- * Part-time faculty are not eligible to receive gratis AASU business cards.

In addition, part-time faculty are not eligible for benefits, i.e. health insurance and other benefits. **NO SOCIAL SECURITY** is deducted from their paychecks. For part-time faculty employed for a longer time, it can mean no social security benefits upon retirement age. Should it not be the right of every lawfully employed person with a sufficient work record to receive social security benefits? It is discriminating and humiliating.

According to the AASU Human Resource department, a deduction to the Georgia retirement system is taken out and therefore no social security is deducted. That is a slap in the face, because the retirement is so minimal that it can under no circumstances replace any social security benefits, nor can it even be considered a sufficient supplement. Additionally, if social security can be received under a spouse's benefits, the retirement payments can reduce those social security benefits.

For faculty with advanced degrees, teaching demands and the level of responsibilities, this treatment is insulting. It reduces part-time faculty to seasonal or piece workers. If part-time faculty are counted as valuable members of the faculty body, their concerns and employment conditions as well as their treatment need to be seriously considered.

Sincerely,

Margarete Froelicher-Grundmann
Franz Froelicher, PhD

Appendix B

IN YELLOW per Dept. Heads directly or SSC members -- as of 11.23.09

College of Education

Bachelor of Science in Education

Early Childhood Education

ADD: Katie Kennedy
 Karissa (Todd) Kimbrell
 Susan Larisey
 Karen Larsen
 Amy Lee
 Shirley Nettles
 Kayle Pickren
 Tenaka Ryals
 Lisa Sandberg
 Renee Smith
 Katie Walker Sade Wilson

Alisha Marie Amerson
 Marc Windsor Andress
 Rhonda Jean Ashcraft
 Janice W. Barger
 Mary A. Bolinger
 Ashley Nicole Booth
 Krystal Kimbrell Bryant
 Shannon J. Burnsed
 Angela Linton Carter
 Jessica Lynn Chambless
 Lacy Balenger Coffee
 Jenna Elizabeth Corley
 Ashley Helen Cribbs
 Magan Katherine Davis
 Katherine M. Flanagan
 Alicia LaDawn Flowers
 Mary B. Frye
 Alysha Leanne Grafford
 Diana Marie Gray
 Amber Pamela Thomas Griffis
 Christina Lacey Gruver
 Elizabeth Ariel Huett
 Kelli Shea Johnson
 Jennifer A. Martin
 Diane McGowan
 Stephanie T. Monroe
 Chante' Elaine Moore
 Catherine Ryan Pershey
 Christina Day Purvis
 Candace Danielle Saunders
 Kellie H. Smith
 Gina Lorraine Wade
 Sade Monique Wilson

College of Liberal Arts

Bachelor of Arts/Music

Hui Cha Gibbs
 Craig Morrison (added to this list – he is a dual major)

Theatre

Leah Alexandra Astor
 Carmel Grace Futrell
 Jonathan Richard Iler
 Javelle Dominique Johnson
 Arron Deshawn Momon-Ozokwo
 Alfred Lamar Pierce II

Bachelor of Fine Arts Visual Arts

Jennifer Lynn Ashley
 Kenneth Steven Bruzenak
 Jamaall Marquise Galloway (spelling error: Jamaal with 2 “a”s)

Christine Hefner
 Matthew Nicholas Hefner
 Briana Ashburn Higgins
 Raphyel Montez Jordan
 Samuel Daehan Lim
 Ruby M. Neves
 Alicia Rebeca Perez
 Shylah Renee Smithey

Bachelor of Music Education

Someari Wilfred Benson-JaJa
 Micaela Elena Lozano

Bachelor of Science Art Education

Sylvia Song Charpentier
 Brian Gregg Hansen
 Theone Eli Karatassos

Associate of Applied Science in Criminal Justice

Brenda H. Allen
 Patricia Anne Boyles
 Tracy Alison Hamilton
 Richard John Krum, Jr.

Bachelor of Arts

Political Science

Charles B. Bennett, Jr.

COE Cont.

Bachelor of Science in Education

Health and Physical Education

Lauren Ali Johnson
Tiffany Diane Luke
Matthew Ian Pitters
Megan R. Smith

Bachelor of Science in Education

Middle Grades Education

Ben Lewis Burkett
Fontuala Tofoya Burns
Zelda R. Dubberly
Ashley Adele Hough
Tanya Anita Humphrey Spinelli
Wendy Lynn Sweeney
Richard Allen Williams

Bachelor of Science in Education

Special Education

E. Alexis Norman Ramp

College of Health Professions

Bachelor of Science

Communication Sciences and Disorders

Kristal L. Waters

Bachelor of Health Science

Kimberly Nicole Adams
Dominic Nikkaysha Ash
Anissa Dawn Austin
Shequita Tyiesha Black
Ashley Elizabeth Boyer
Vickie Marie Coffey-Lee
Katrina Lanisa Cohen
Catlin V. Dluhos
Courtney Patrice Eaton
Michele M. Fairconnetoe
Samantha E. Floyd
Michelle-Therese Fontanos Flynn
Lawrence F. Gaillard, Jr.
Katie Elizabeth Gantt
Andrea Alexandra Goodman
Jessica Maria Harvey
Catherine Jennifer Hernandez
Jamaal Akefe Hill
Bernadette Elise Holmes
Treyson Allen Lawrence
Christopher Don McKenzie
Mollye McTeer
Lainie Wiggins Norris

COLA Cont.

Ernesto Ortiz-Ariza
Amanda Lin Thomas

Bachelor of Science

Criminal Justice

Joshua W. Cothren
Jessica Lynn Ennis
Wendy A. Fuller
Shanay Arkell Hicks
Nathaniel Hicks, Jr.
Kelly Devon Little
Jada Owusu
Jonathan Strong Penrod
Amanda Jo Sumner
Kathryn Turner-Hill
Jose Angel Urbacz
Jeran Warner
Timothy Paul Williams
Andrew Lee Williams, Jr.
Landen Wilson

Bachelor of Arts

Economics

Brian Daniel Arpin
David Lamar Currie
Aaron Carter Eubank
Alaine Marie Fox
Morad Hassan
Addison Grant Layfield
Crystal Elizabeth North
Raimar Jovan Rivera-Colon
Jamie N. Towery
Andrew Jeffrey Wilson

Bachelor of Arts History

Robin Rose Alcorn
Eli Junior Allen
Jeffrey Eugene Bezore
Shannon Marie Biegel
James Walter Caldwell III
Stephanie Nicole Durden
Raymond Dominick Franklin
Elizabeth Marlene Hartage
Robert C. Hilderbrand
Autumn Marie Johnson
James Langston
Brian James Liberatore
Kyle Myrick Maddux-Lawrence
Mark Warren Mansfield
Rachel Alyce Miller
Don Charles William Moone

COHP Cont.

Emily Martha Osborn
 Jeffery Bernard Pooser
 Celestine Rikard-Ingram
 LaKeshia Kelley Ripley
 Mark Mario Rowland, Jr.
 Kristina A. Rybin
 Kristin K. Savoy
 Ashley Kathryn Simmons
 Brittany Nicole Smith
 Nekita Maria Stevenson
 Blair Seth Walker
 Annie Washington
 Ashley M. Wilkerson
 Brett Andrew Williams
 Cynthia C. Williford
 Lacey La'Shay Willis
 Amy Alford Woodard

Bachelor of Science in Medical Technology

Erin Michelle Adams
 Meredith Magorien Allen
 Paul Steven Andrews
 Flavia R. Anugerah
 Shannon Camille Barksdale
 Holly Noelle Blahnik
 Jordan Christopher Broome
 Evan Patterson Bryant
 Laura Kennedy Cameron
 Mary Octavia Campbell
 Shelia Ann Chocallo
 Tenagne Shiferaw Ejigu
 Thomas B. Eppley, III
 Earleisha C. Felder
 Kathleen Hope Flickinger
 Barry L. Floyd
 Jeri Johnson Fountain
 Chandler S. Fox
 Joshua Tharin Garr
 Molly Brooke Gourley
 Bronwyn Leigh Harper
 Meghan Danielle Hunt
 Sasha-Gaye Joan Isaacs
 Stephanie Marie Kamoroff
 Brandon Nicholas Keefer
 Angela Nicole Klugh
 Ryan Michael Lukshis
 Tri Ly
 LaQuantes M. Mack
 Melissa C. Mathis

COLA Cont.

Matthew Thomas Moyer
 Kelly Amber Murrey
 Paul R. Nease
 James Henry Owens
 Gregory Alan Scott
 Craig Arthur Sherman
 Brent Addison Snelling
 Kevin David Walton, Jr.

Bachelor of Arts English

Stephanie Nicole Akers
 Christopher J. Berinato
 John Patrick Bunger
 Lora Jean Chance
 Jie Chen
 Rebekah Joy Daiss
 Christopher Scott Davy
 Carolyn Amanda Dickey
 Jamison Dowd
 Emily Renee Drewery
 Michael James Drwiega
 Lauren Kate Fuquea
 Brandon Eric Griffin
 Kara Michelle Hooper
 Tanya Dionne Jones
 Malaya Martinique Kight
 Stephanie Elizabeth LaSalle
 Margaret A. Martin
 Leighann Elizabeth Parrish
 Carrie Anne Marie Powell
 Francisco J. Resto
 Johnathon Scott Robinson
 Elizabeth Ann Stephens
 Mable Ashley Swindell
 Lindsay Elaine Webb
 Whitney Cierra Wright

Gender and Women's Studies

Claire Joy Gates

Spanish

Esteban Jose Alamo Segura
 Rubén Alberto Cruz
 Rebekah Joy Daiss
 Brenda Coleen Fogle-Bautista
 Taylor Michael Henry
 Ashley Renee Johnston
 Christopher D. Koch
 Godfrey Gaylord Ritter, Jr.
 Leslie A. St. Ann
 Michelle Rane Steeple-Taylor
 Dahianne R. Stone

COHP Cont.

Christopher Brian Minter
 Adrienne Nicole Moore
 Jenilyn Coats Mulkey
 Reina Ng Hui Na
 Quentin Phillip Nixon
 Becky J. O'Neal
 Jacquelyn Katie Ouzts
 Anthony Michael Pinckney
 Alida Gray Pritcher
 Robert A. Quinn
 Alfred Burhan Reci
 Sabrina Francis Roberts
 Kristina Louree Schuman
 Candace Michelle Smith
 Jessica L. Snell
 Jonella A. Stevens-Gilsdorf
 Tanela L. Trotman
~~Eguere Eyo Uboh~~
 Shea Denise White

Bachelor of Science in Nursing

Lisa Mi Allison
 Karen Shabad-Jit Anderson
 Helen T. Arnold
 Elisabeth Ehowe Assamo
 Catherine Nicole Basel
 Jessica Ann Bean
 Michael Antonio Brown
 Chad Edward Carpenter
 William Joseph Carter
 Charit Chimwala (ADD)
 Lathoshia Shevell Collins
 Gregory M. Conner
 Randi Caroline Craft
 Heather Miranda Crouch
 Cassie Lynn Ewing
 Anna Marie Griffin
 Amelia Angelica Harpe
 Riletia J. Hawkins
 Willow Marie Henson
 Aimee Lee Hickman
 Sharmon Moon Howard
 Kathleen M. Jern
 Nichelle A. Kirkland
 Dana Paulette Lay
~~Merry Burton Lipfert~~ (graduated May '09)
 Jessica Paige Longshore
 Jane Mbatia
 Jennifer Brandi McCabe

COLA Cont.

Martha Terese Stuber

Associate of Arts

Timothy Allen Ames
 Jonathan Linck Andersen
 Melinda Maria Anderson
 Keri Anne Christopher
 Victoria Ann Collins
 Vy U. Dang
 Whitney Eliza Dasher
 Emily Ann Dean
 Tatiana Rosavra Eversley
 Jonathon Ernest Figgins
 Sherri A. Fincham
 Venetia A. Green
 Debreka Deshund Hall
 JaNell Markque Haynes
 Brian Hurley Mclean
 Amy Elizabeth Mese
 Melissa Moran
 Francis Michael Pawloski
 Ra'Chelle Nicole Roberson
 Sybelle Rodriguez
 Ben D. Seacrist
 Angela M. Shamsiddin
 Ashley O'Hagan Smiley
 Jessica Lynn Somers
 Lisa Marie Stagemyer
 Maxwell Douglas Thigpen
 Rose Andrea Whitehead

Bachelor of Liberal Studies

Jennifer Chigozirim Amuzie
 George Edwin Annan
 Voncia Rolanda Banks
 Melissa Ann Baugh
 Jesse Phillip Brantley
 Ashley S. Brown
 Amy D. Carter
 Robert Anthony Cleary
 Tasha Nicole Coleman
 Tiara LaCole Croft
 Alison N. Curtis
 Shannon Elizabeth Davis
 Shavona Marie Denegal
 Janice Anderson Dickerson
 Oluwakemi Jean Elufiede
 Roy Graciano Faulkner
 Roquiah Sarita Francis
 Tonshea S. Gibson
 Nicole Catherine Habeck

COHP Cont.

Kristi Diann McCreary
 Kristina H. Menke
 Aniko Z. Molnar
 Germaine M. Nicholson
 Dacia Rane Olson
 Brian Jason Parian
 Chericka S. Reese
 Sharon Elaine Robinson
 Pamela Amor Reyes Rocio
 Courtney Renée Salter
 Erica Lynn Sampson
 Latika LeSeane Smalls
 Nanine Nicole Smith
 Emily Paige Thompson
 Barbara Ann Waldron
 Tracey Nicole Watson
 Jimmy Lance White
 Timothy R. Williams
 Lauren Elizabeth Woods
 Maria Stephanie Agresta Workman
 Rachel Irene Wright

Bachelor of Science**Rehabilitation Sciences**

Cecil James Barnes II
 Nicole Leigh Bragg
 Kimberly Joy Edwards
 Jessica Marie Gray
 Schyler Giovanni Jackson
 Christiane Marie Moore
 Caitlin Mary Morrissey
 L'Tisha Jacole Phillips
 Kory Lamar Shrum

Bachelor of Science in Radiologic Sciences

William James Charles Canfield
 Tammy Nicole Dalton
 Allison Devonshire Gaudry
 Alicia Mosby
 Nhan T. Ngyyen
 Timothy Stuart Sandlin

Bachelor of Science Respiratory Therapy

Joy A. CalmeseBrandi
 Anita ClarkBrandon
 Scott Decker
 Kanika Sams-Johnson

COLA Cont.

Tabetha R. Hardy
 Tina Mariee Henderson
 Gerald Drayton Hogarth, Jr.
 Heather Maria Hopkins
 Samantha Nicole Hutto
 Yen-Vi T. Khuu
 Ian Anderson Lester
 Eunique Tomeka Magwood
 Mary Catherine Mahoney
 Stephanie E. Miller
 Patricia Barrow Mincey
 Mary Linda Mitchell
 Bethany Ann Myrick
 Carla Alaine Neurath
 Emily D. Perpich
 Dennis C. Phillips
 Cammie Annette Ramos
 Terrassa LaTrice Rawls
 Ashtin Elizabeth Roberson
 Stephen W. Routh
 Christian Eugene Roy
 Donald J. Sanker
 Kimberly Nicole Sasser
 Thomas A. Sasseville
 Jacqueline Sachincko Scott
 Darla Michelle Skipper
 Kimberly O'Neill Stoy
 Ryan C. Thomas
 Susan Tran
 LaTonya Hagins Welch
 Patricia Josephine West
 Likeithia Delaine Williams
 Elena Ashley Workman
 Sarah Elizabeth VonWaldner
 Lora Ann Walczak

College of Science and Technology

Bachelor of ScienceBiology

Jason Bernard Allen
 Catherine Cecil Askew
 Chantal Emilie Audran
 Edward Tyler Barnett
 Martina Beckmann
 Ashley Rae Bessinger
 Ashley Breale Birt
 Jennifer Lauren Brian
 Jonathan Reed Brink
 Lauren Broome (ADD to list)
 Korey Denard Burns
 Rhonda Ann Cannon
 Leigh Anne Crosby
 Jason Boyett Dixon
 Ashley W. Duhart
 Kelli Lynn Gooding
 Misty April Gooding (both already "walked")
 Sarah Elizabeth Holten
 Alicia Marie Johnson
 Lindsey L. Knight
 William Dewey Lee III
 Qanita T. May
 Fletcher Stuart Moore
 Kian Patrick Morris
 NgocLinh Minh Ngo
 Evan Keith Ogletree
 Dearing Elizabeth Palmer
 Amy Renee Ramsey
 Agnieszka Kinga Rich
 Bridgette Lynnette Stephens
 Aubrey Anne Sumrell

Bachelor of ArtsChemistry

Cierra Lane' Boyd (move to Spring 2010)
 Phillip Matthew Coleman

Bachelor of Science

Applied Physics

Kevin Christopher Rippman, Jr.

Chemistry

Daniel Wayne Canady
 Jennifer S. Cooper
 Sydney Danielle Hammond
 Jennifer Leigh Neville
 Katie Jo Verges

Bachelor of Science

Computer Science

Nicholaus J. Batey
 Brian Patrick Eddy
 Charles Anthony Gary, Jr.
 Marcel Patrick Manning
 Brian John Maxon
 Jeffrey A. Robinson

Bachelor of Information Technology

Jill Nicole Clark
 Brandi Nicole Courson
 Ashley Marie Frye
 Pamela Joy Herbert
 Leslie Brooke Hooker
 Willie James King
 Julius Kenneth Moody III
 Shomari Corwin Myke
 Charles Allen Pindell
 Jonathan William Torrescano

Bachelor of Science

Mathematical Sciences

Brian Patrick Eddy
 Demetrius J. Gardner
 Venice C. Haselden III
 Scott Jackson King
 Alexander J. Moisant
 Joel Cruz Roberts
 Jeffrey A. Robinson
 Jessica E. Strong

Bachelor of Arts

Psychology

~~Melissa Gail Ballard~~
 John Charles Brogdon
 Ashlee R. Carter
 Brandy Lynne Jaudon
 Joanne Reed-King
 Jenavive Rummel
 Jessica Stewart
 Celestia D. Williams

Bachelor of Science

Psychology

Lentoya Learnet George
 Kathleen E. Platt
 Kandise Nicole Sanders
 Adele Elizabeth Stevens
 Wendy M. Yoder

Appendix C

SCHOOL OF GRADUATE STUDIES	
Master of Arts	Master of Education
<i>History</i>	<i>Adult Education and Community Leadership</i>
Heather Noel Cline B.A., College of William and Mary, 2000	Colleen Sandra Brown B.A., Ohio University, 2004
April Suzannah Coe B.A., Armstrong Atlantic State University, 2005	Stephanie Washington Collier B.S., Savannah State University, 2003
Michael Shane Fletcher B.A., Middle Tennessee State University, 1999	William E. Copeland B.A., Columbia College, 2007
Yvonne Anna Gotthardt-Terry B.A., Armstrong Atlantic State University, 2001	Shenita Ferguson B.B.A., Fort Valley State University, 1991
Master of Arts in Liberal and Professional Studies	Venetia Anntoinette Franklin B.S., Jersey City State College, 1988
Erin Marie Chadwick B.S., Georgia Southern University, 2002	Chad Guilliams B.S.M.T., Armstrong Atlantic State University, 2005
Julie Marie Thomas Gerbsch B.A., University of Illinois-Urbana, 1985	Fern Illidge B.S., South University, 2005
Patricia McLean Potter B.B.A., Brewton Parker College, 2005	Joel Robert Lecoeuvre B.S., Armstrong Atlantic State University, 2003
Abby Laura Wilcox B.B.A., Georgia College and State University, 2008	Jamillah Nock* B.S., West Virginia University, 2008
Master of Science	Diane Cecilia Ciucevich Parker B.S., University of Georgia, 1991
<i>Communication Science and Disorders</i>	Autumn Lee Rahn B.A., Armstrong Atlantic State University, 2005
Jessica Covinsky B.L.S., University of Kansas, 2002	Valencia Chantle Yashi Reese B.S.Ed, Armstrong Atlantic State University, 2008
<i>Computer Science</i>	Beatrice B. Simmons B.A., Savannah State University, 1999
Elena Simona Clapan B.S., Romania Ministry of Education, Research and Youth, 2005	Shannon T. Vo B.L.S., Armstrong Atlantic State University, 2006

<p>Master of Health Services Administration</p> <p>Lou Ann D. Burnett B.S., Medical College of Georgia, 1989</p> <p>LaQuisha Monique Cokley B.S., Savannah State University, 2005</p> <p>Crystal Delicia Hall B.H.S., Armstrong Atlantic State University, 2006</p> <p>Murray Garnett Heath II B.B.A., Georgia Southwestern State University, 2007</p> <p>Celine Le B.S., Armstrong Atlantic State University, 2007</p> <p>James Britton Richardson B.B.A., University of Georgia, 2005</p> <p>Gregory Turner B.H.S., Armstrong Atlantic State University, 2006</p> <p>Master of Public Health</p> <p>Adrian Andrenette Anderson MHSA, Armstrong Atlantic State University, 2008</p> <p>Pamela Jones Bourbo * B.S.N., Medical College of Georgia, 2003</p> <p>Shonda Reshay Daniels B.B.A., Georgia College and State University, 2005</p> <p>Bethena D'Etta Fowler * B.B.A., Auburn University, 2004</p> <p>Georgia Gerard-Reed B.L.S., Eastern Oregon State College, 2005</p> <p>Master of Science in Sports Medicine</p> <p>Jason Ashley Helton B.S.Ed., University of Georgia, 2003</p> <p>Leeanna C. Woodworth B.S., Gardner-Webb College, 2006</p>	<p>MA Ed. Cont.</p> <p>Kelly Woodruff B.A., Armstrong Atlantic State University, 2000</p> <p><i>Curriculum & Instruction</i></p> <p>Edith Darlene Areem B.S.Ed, Armstrong Atlantic State University, 1999</p> <p>Carrie Ann Chapman B.S., Armstrong Atlantic State University, 2001</p> <p>Gina Marlene Freels B.S., North Georgia College and State University, 2006</p> <p>Laura Moret B.S.Ed, Bowling Green State University, 2005</p> <p>Montesha Rae Pace B.S.Ed, Armstrong Atlantic State University, 2002</p> <p>Christy Diane Poole B.S.Ed, Armstrong Atlantic State University, 1998</p> <p>Samuel Rutherford * B.A., Vassar College, 1997</p> <p>Beth A. Tuck B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Dorothy McMillan Vail B.M.E., Armstrong Atlantic State University, 1997</p> <p><i>Early Childhood Education</i></p> <p>Wanda Lorraine Roberts Allen B.S.Ed, Armstrong Atlantic State University, 2003</p>
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<p>Master of Arts in Teaching</p> <p><i>Early Childhood Education</i></p> <p>Loise Pleashan Brinson B.S., Georgia College and State University, 1995</p> <p>Kathryn Marie Brooks B.S., Concord College, 1992</p> <p>Stephanie Cameron B.A., Southeastern Louisiana University, 2005</p> <p>Charlotte Elizabeth Canfield B.F.A., Valdosta State University, 2005</p> <p>Alyson Clark B.S., Georgia Southern University, 2005</p> <p>Carolyn Como B.S., Armstrong Atlantic State University, 2004</p> <p>Linsey Demicco B.F.A., Savannah College of Art and Design, 2004</p> <p>Stacy Elizabeth Dickamore B.A., Vanderbilt College, 2006</p> <p>Linda R. Fordham B.B.A, Georgia State University, 1976</p> <p>Jessica Leigh Foster B.S., University of Georgia, 2006</p> <p>Tony Leroy Foy B.A., Savannah State University, 2007</p> <p>Jessica Lynn Glover Howell B.A., University of Georgia, 2005</p> <p>Donald Charles Goll B.S., Pennsylvania State University, 1975</p> <p>Krista Hawkins Hillis B.B.A., Georgia College and State University, 1996</p> <p>Kathleen Lewis Holliday B.A., University of Georgia, 2003</p> <p>Suzanne Nichole Hunter B.S., Georgia Southern University, 2003</p>	<p>MA Ed. Cont.</p> <p>Gayle Beasley B.S.Ed, Armstrong Atlantic State University, 1987</p> <p>Krystal Beverly B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Carla F. Brandon B.S.Ed, Armstrong Atlantic State University, 2005</p> <p>Jeana Burnsed B.S.Ed, Armstrong Atlantic State University, 2006</p> <p>Eric James Cabrera B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Erica Cathey * B.S.Ed, Georgia Southern University, 2005</p> <p>LaGena Clark B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Janice Yvonne Ellis B.S., Brewton-Parker College, 2003</p> <p>Carol Fluellen B.M.E., Valdosta State University, 2005</p> <p>Mercedes Rene'e Haney B.A., Brewton-Parker College, 2003</p> <p>Alyssa Kerkhoff B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Anna King B.S.Ed, Armstrong Atlantic State University, 1983</p> <p>Gina Lynn Marchant * B.A., Armstrong Atlantic State University, 2005</p> <p>Jacqueline Helen Moder B.S.Ed, Armstrong Atlantic State University, 2007</p> <p>Sheila Ryals B.S.Ed, Armstrong Atlantic State University, 2007</p>
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MA Teaching Cont.	MA Ed. Cont.
Cindy Michelle Igou B.L.S., Armstrong Atlantic State University, 2005	Sandra Scurry B.S.Ed, Armstrong Atlantic State University, 2007
Donna Marie Vorel Jones B.S., James Madison University, 1985	Virginia Slone B.S.Ed, Armstrong Atlantic State University, 2007
Yolanda Yvette King B.L.S., Armstrong Atlantic State University, 2005	Laura Carter Stafford B.B.A., University of Georgia, 1993
Leesa Naomi Crosby Leverette B.A., Armstrong Atlantic State University, 1987	Karen Stevens B.S.Ed, Armstrong Atlantic State University, 2007
Elizabeth Marie Lietzau-Kluetsch B.A., Columbia College of Illinois, 2006	Amanda Renee' Turner * B.H.S., Armstrong Atlantic State University, 2006
Cherise Ellis Matechak B.B.A., Georgia Southern University, 1997	Vicki Jane Watts B.A., Armstrong Atlantic State University, 1994
Stephanie Tyre Moxley B.B.A., Georgia Southern University, 1999	Lori Willis B.S.Ed, Armstrong Atlantic State University, 2006
Abbi Odom B.S., University of Georgia, 2005	Karen Schmidt Woods B.S., Georgia Southern University, 2000
Laura Groon O'Hayer B.F.A., Savannah College of Art and Design, 1992	Davida Lynette Zike B.S., University of Maryland at College Park, 1998
Heather A. Osborne B.S., Fayetteville State University, 1997	<i>Special Education – General</i>
Emme Pasuit B.S., Kent State University, 1997	Alisia Camille Jackson-Chaney B.G.S., Armstrong Atlantic State University, 1993
Kristen Peterson Shelton B.S., Georgia Southern University, 2007	Amanda Lynn Major B.A., Georgia State University, 2007
Alice Prettyman * B.A., Augusta State University, 1993	Elvanzeta McCall B.G.S., Armstrong Atlantic State University, 2005
Catherine Remion B.A., University of South Carolina - Columbia, 2005	Janice M. Wrenn B.S.Ed, University of Georgia, 1977
Margaret Sabogal B.S., University of Georgia, 2007	End MA Ed.
Allison Ann Stearns B.B.A., Strayer College, 2004	

MA Teaching Cont.	MA Teaching Cont.
<p>acquallynn Maria Stockholm B.A., Temple University, 2005</p> <p>Melanie A. Tarasovich B.A., University of Georgia, 2006</p> <p>Brittanie Rose Toney B.B.A., Savannah State University, 2003</p> <p>Mariam Westall B.A., University of Georgia, 2004</p> <p>Whitney Kilmark Winge B.S., Georgia Southern University, 2006</p> <p>Jessica Rae Woods B.B.A., Savannah State University, 2003</p> <p>Sarah Wostbrock B.A., Berry College, 2007</p>	<p><i>Special Education</i></p> <p>Jacquelyn Bernice Cofield B.S., Nyack College, 2006</p> <p>Alonna Patrice Curry B.S., Savannah State University, 2007</p> <p>Lisa Montique Franklin B.L.S., Armstrong Atlantic State University, 2006</p> <p>Latoya Denise Glaspie * M.S., Concordia University of Wisconsin, 2003</p> <p>Taina Laura Honey * B.A., University of Colorado-Boulder, 1999</p> <p>Robert Richardson, Jr. B.A., University of West Georgia, 1995</p>
<p><i>Middle Grades Education</i></p> <p>Matthew Wolcott Amason B.A., Armstrong Atlantic State University, 2005</p> <p>Jamie Burchett Danford B.A., Armstrong Atlantic State University, 2000</p> <p>Desiree Figueroa B.S., Valdosta State University, 2006</p> <p>Robert Stephen Hickson B.L.S., Armstrong Atlantic State University, 2007</p> <p>Traci Meinert James B.B.A., Savannah State State, 1991</p> <p>Darlene De'Shell Leverett B.A., Columbia College, 2007</p> <p>Vickie Elizabeth McDuffie Nixon B.B.A., University of Georgia, 1984</p> <p>Ophelia Florence Parsons B.B.A., Brenau College, 2005</p> <p>Cedric Perez Saxton B.A., Armstrong Atlantic State University, 2003</p> <p>Melissa Colette Williams B.A., Albany State University, 2005</p>	<p>Erin Brooks Clayton Ruchalski * B.B.A., Valdosta State University, 2001</p> <p>Melita McCall Studstill B.S.Ed, Georgia Southwestern State University, 2007</p> <p>Chena' Latanya Wilson B.S., Old Dominion University, 2005</p> <p>Crystal Wright B.S., Georgia Southern University, 2006</p> <p>Anne Clouse B.S., University of Alabama, 2004</p>

Appendix D



**ARMSTRONG ATLANTIC
STATE UNIVERSITY**

University Hall 282
Minutes, October 21, 2009

PRESENT: José da Cruz, Sharon Gilliard-Smith, Leon Jaynes, Glenda Ogletree (Chair), Regina Rahimi, Randall Reese, James Todesca, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

ABSENT: James Brawner, Kimberly Coulton, David Lake, Jonathan Roberts, Teresa Winterhalter

GUESTS: Donna Brooks, Suzanne Edenfield, Christine Moore

CALL TO ORDER. The meeting was called to order at 3:03 p.m. by Dr. Glenda Ogletree.

APPROVAL OF MINUTES. The minutes of September 16, 2009 were approved as amended.

ITEMS

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. Change the following course title:

ECUG 4080 ~~Life and Physical Science~~ **Methods in Early Childhood Science** 3-3-3

Rationale: The title, Methods in Early Childhood Science, more accurately describes the course content.

Effective date: Fall 2010

B. Health and Physical Education

1. Change the title and description of the following course:

PEBC 1502 ~~Folk, Social, and Contemporary Dancing~~ **Contemporary Dance from Around the World** 0-2-1

Description: Continuation of PEBC 1501. ~~with emphasis on dynamics, composition, and choreography.~~ **This course includes social dances from different countries with emphasis on dynamics, composition, and choreography. Dances may include: cha-cha, salsa/mambo, tango, rumba, swing, line, plus square dances from various countries.**

Rationale: The name change demonstrates the international flavor of the course that includes diverse dances from around the world. The addition of the dances will meet the interests expressed by students.

Effective Term: Fall 2010

2. Change the title of the following course:

PEEC 3140 – Coaching Baseball ~~and Softball~~

3-0-2

Rationale: Including both softball and baseball in one course prevents detailed instruction in each sport.

Effective Term: Fall 2010

C. Special and Adult Education

1. Create the following course:

SPED 4740 Internship I

1-V-3

Prerequisites: Admission to Candidacy in the Department of Special and Adult Education.

Description: Directed field experience with students with disabilities.

Rationale: Course is designed to ensure that candidates have the Professional Standards Commission's mandated experience working with students with disabilities at multiple levels.

Effective Term: Fall 2010

CURCAT:

Major Departments: Special and Adult Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Model: normal

Instruction Type: Lecture/Lab

2. Change the following course title, hours, and course description.

CEUG 3012 ~~Language Development: Ages and Stages~~ **Language Acquisition** ~~3-1-3~~ **3-0-3**

Description: ~~Normal development of language components: semantics, phonology, morphology, syntax, and pragmatics across the life span. Covers the current theories that explain human language acquisition. Study includes language components: phonology, morphology, syntax, semantics, and pragmatics. Explores typical and atypical language behaviors and describes intervention and simulation strategies~~ **development and describes cultural influences on language acquisition and communication competence. Practicum required.**

Rationale: The changes in title and description clarify the course content and coverage. The change in hours reflects that the practicum has been moved to Internship I..

Effective Term: Fall 2010

3. Change the following course prefix, hours, and course description:

~~SPED~~ CEUG 3010 Constructing Literacy Programs for PK-12

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

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: This course is not specific to special educators but is appropriate for all educators. A field experience component is being moved to Internship I.

Effective Term: Fall 2010

CURCAT (change only)

Equivalent course: SPED 3010

4. Change the following course hours and course description:

SPED 4007 Directed Field Based Research

~~1-3-3-1-V-3~~

Description: ~~Provides Opportunities for pre-service teachers to engage in field based, action research in special education. A capstone course.~~ May serve as an honors course. **Field experience is required.**

Rationale: The change in non-lecture hours to V (variable) allows for flexibility in the time needed to complete the field experience assignment in this course. Although students must complete a specified number of hours of major course work as a prerequisite to this course, it is not a capstone course. It does involve action research in a classroom with special education students.

Effective Term: Fall 2010

II. College of Health Professions

A. Health Sciences

1. Modify the credit hours for the following classes:

HSCA 4901, -2 Health Science Practicum in Long Term Care I and II ~~V-V-3~~ **V-V-4**

Prerequisite: permission of instructor of department

Description: Two semesters (~~6 hours~~ **8 hours**) of on-site experience under tutelage of licensed nursing home administrator. Development of philosophy integrating clinical and administrative aspects of long term care.

Rationale: The on-site time requirement for students has been increased. This does not increase total program hours as there was an error in the catalog as published.

Effective Term: Fall 2010

2. Modify the Programs of Study as a result of actions taken by the AASU Curriculum Committee on September 16, 2009.

Program for the Degree of Bachelor of Health Science

C. Related Field Courses

Student will choose one specialty track.

Track One: Health Services Administration - Related Field Courses (48 hours)

HSCP 2000 - Ethical Theories/Moral Issues in Health	3-0-3
HSCC 3130 – Health Policy Issues	3-0-3
HSCA 3600 - Financial Management for Health-Related Organizations	3-0-3
HSCA 4201 - Health Care Marketing	3-0-3
HSCA 4600 - Principles of Human Resources Management	3-0-3
HSCA 4610 - Health Care Economics	3-0-3
HSCA 4620 - Principles of Management in Health Services Organizations	3-0-3
HSCA 4640 – Managed Care Concepts	3-0-3
HSCA 4655 – Principles of Health Insurance and Reimbursement	3-0-3
HSCA 4660 – Survey of Health Outcomes	3-0-3
GERO 5500U – Survey of Gerontology	3-0-3
MHSA 5500U - Managing Health Professionals	3-0-3
MHSA 5800 U - Comparative Health Care Systems	3-0-3

Students must take 12 semester hours maximum chosen from the following:

HSCP 2050 – Introduction to the Disease Continuum	3-0-3
HSCP 4000 – Independent Study in Health Sciences	V-V-1-3
HSCC 4950 – Practicum (optional)	V-V-1-6
GERO 5510U – Healthy Aging	3-0-3
PUBH 5560U – Introduction to International Health	3-0-3
PUBH 5570U – Women and Minority Health Issues	3-0-3
PSYC 5150U – Conflict Resolution	3-0-3
PSYC 5300U – Leadership and Group Dynamics	3-0-3
SPAN 1001 – Elementary Spanish I	3-0-3
SPAN 1002 – Elementary Spanish II	3-0-3
HSCP 3710 – Worksite Wellness and Safety	3-0-3
ECON 2105 – Macroeconomics	3-0-3
ECON 2106 – Microeconomics	3-0-3

Track Two: Long Term Care - Related Field Courses

(48 hours)

HSCP 3710 - Worksite Wellness and Safety	3-0-3
HSCA 3600 - Financial Management for Health-Related Organizations	3-0-3
HSCA 4201 - Health Care Marketing	3-0-3
HSCA 4610 - Health Care Economics	3-0-3

HSCA 4620 - Principles of Management in Health Services Organizations	3-0-3
HSCA 4640 – Managed Care Concepts	3-0-3

HSCA 4650 - Long Term Care Management	3-0-3
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HSCA 4655 – Principles of Health Insurance and Reimbursement	3-0-3
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HSCA 4901 - Health Science Practicum I	V-V-3 4
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HSCA 4902 - Health Science Practicum II	V-V-3 4
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MHSA 5650U - Seminar in Long Term Care Administration	1-0-1
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GERO 5510U - Healthy Aging	3-0-3
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PSYC 5200U - Industrial/Organizational Psychology	3-0-3
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MHSA 5500U - Managing Health Professionals	3-0-3
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PUBH 5580U - Health and Human Development	3-0-3
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Electives (6 9 hours maximum)

Track Three: Public Health - Related Field Courses

(24 hours)

HSCP 2050 – Introduction to the Disease Continuum	3-0-3
HSCC 3760 - Environmental and Community Health Issues	3-0-3
HSCP 3730 - Health Promotion Theory	3-0-3
HSCP 3740 - Health Promotion Methods	3-0-3
HSCP 3750 - Topics in Public Health	3-0-3
HSCC 4015 – Health Planning	3-0-3
GERO 5500U – Survey of Gerontology	3-0-3
PUBH 5550U – Nutrition	3-0-3

Students must take a minimum of 24 semester hours chosen from the following:

HSCC 4950 – Practicum (optional)	V-V-1-3
GERO 5510U - Healthy Aging	3-0-3
HSCP 2000 - Ethical Theories/Moral Issues in Health	3-0-3
HSCP 3710 - Worksite Wellness and Safety	3-0-3
HSCP 3790 - Health and Fitness Management	3-0-3
HSCP 4000 - Independent Study in Health Sciences	3-0-3
HSCA 4201 - Health Care Marketing	3-0-3
HSCA 4620 - Principles of Management in Health Services Organizations	3-0-3
HSCA 4640 – Managed Care Concepts	3-0-3
HSCA 4655 – Principles of Health Insurance and reimbursement	3-0-3
HSCC 3130 – Health Policy Issues	3-0-3
MHSA 5500U - Managing Health Professionals	3-0-3
PEAT 2100 - Prevention and Care of Sports Injuries	2-0-2
BIOL 2081 – Human Anatomy and Physiology I	3-2-4
BIOL 2082 – Human Anatomy and Physiology II	3-2-4
PUBH 5555U - Health and Human Performance	3-0-3
PUBH 5560U - Introduction to International Health	3-0-3
PUBH 5565U - Strategies for the Prevention of Chemical Dependency	3-0-3
PUBH 5570U - Women and Minority Health Issues	3-0-3
PUBH 5575U - Health and Sexuality	3-0-3
PUBH 5580U - Health and Human Development	3-0-3
PUBH / SMED 5600 U - Healthy Weight Mgmt & Body Comp	3-0-3
PSYC 5150U - Conflict Resolution	3-0-3
PSYC 5200U - Industrial/Organizational Psychology	3-0-3
PSYC 5300U - Leadership and Group Dynamics	3-0-3
SPAN 1001 – Elementary Spanish I	3-0-3
SPAN 1002 – Elementary Spanish II	3-0-3
Electives (9 hours maximum)	

Effective term: Fall 2010

B. Radiologic Sciences

1. Change the name and description of following course:

RADS 4450 ~~Radiology Management and Leadership~~ **Radiologic Sciences Management**
3-0-3

Prerequisite: Permission of instructor or department.

Description: ~~Open only to majors in radiologic sciences.~~ Management, leadership, health care financing, and total quality concepts specific to ~~the radiation sciences~~ **radiologic sciences**.

Rationale: The course name and description have been modified to represent all tracks in the Department of Radiologic Sciences.

Effective Term: Fall 2010

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

C. Respiratory Therapy

1. Change the description of the following course:

RESP 4140 Cardiopulmonary Medicine

3-0-3

Prerequisite: RESP 3315, RESP 3325, and RESP 3353C.

Corequisite: RESP 4110, RESP 4120, RESP 4130, and RESP 4154C.

Description: ~~Hemodynamic monitoring, fluid/electrolyte management, cardiovascular pharmacology, and ACLS protocols.~~ **A problem-solving approach to the pathophysiology and medical management of cardiopulmonary problems encountered in the hospital setting.**

Rationale: Current catalog (2009-2010) description is a repeat of the course description for RESP 4120 CARDIOPULMONARY CRITICAL CARE. Return to original course description found in 2007-2008 catalog.

Effective Term: Fall 2010

2. Change prerequisites to co-requisites, and delete current co-requisites

RESP 3210 Clinical Pharmacology

3-0-3

~~Prerequisite~~ **Corequisite:** RESP 3110, RESP 3120, and RESP 3151C

~~Corequisite:~~ RESP 3220 and RESP 3230 and RESP 3252C

Rationale: This course was moved to fall semester, making existing co-requisites inappropriate; change exiting prerequisites to co-requisites.

Effective Term: Fall 2010

3. Create the following course:

RESP 3700 Introduction to Advanced Practice in Respiratory Care

3-0-3

Prerequisite: Permission of instructor.

Description: This transitional course is designed to allow students who are entering the program to learn the essentials of scholarly inquiry as they conduct basic research in respiratory therapy.

Rationale: At the completion of RESP 3700, qualified students who have made application and who have an accredited associate's degree in respiratory therapy will be admitted into the respiratory therapy degree completion program. This new course is to facilitate online degree completion.

CURCAT:

Major Department: Respiratory Therapy

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

Effective Term: Spring 2010

4. Create the following course:

RESP 4700 Preceptorship in Cardiopulmonary Care

6-0-6

Prerequisite: Permission of instructor.

Description: Curriculum provides professional preceptor training program for degree completion candidates. The course is designed to encourage preceptor practice and encourage graduates to serve as mentors and clinical preceptors at their home facility. Specialized training as preceptor for asthma education or sleep disorders specialty credential is encouraged.

Rationale: RESP 4700 will replace the internship RESP 4265C CLINICAL INTERNSHIP 0-36-12 for RRT students who return to AASU to seek the BS degree completion program. This new course facilitates online degree completion.

CURCAT:

Major Department: Respiratory Therapy

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 6

Grading Mode: Normal

Instruction Type: Lecture

Effective Term: Spring 2010

SECTION II. Items Postponed

The following items were postponed for further refinement at the request of the individual departments.

I. College of Education

A. Early Childhood Education

1. Change the following course title:

ECUG 4300 ~~Diagnosis and Prescribing for Reading Problems~~ Language Assessment: Observing, Screening, Diagnosing and Documenting Data

3-3-3

Rationale: The title, Language Assessment: Observing, Screening, Diagnosing and Documenting Data, more accurately describes the course content.

Effective date: Fall 2010

Discussion: Remanded to department for further refinement.

II. College of Health Professions

A. Dental Hygiene

1. Create the following courses for the Bachelor of Science in Dental Hygiene:

Rationale: All courses have been created for appropriateness of a bachelor's degree in dental hygiene and meet the American Dental Association Commission on Accreditation Standards. The effective date for delivery of the program is contingent upon approval of the Bachelor of Science in Dental Hygiene degree by the University System of Georgia Board of Regents. The associate degree in dental hygiene will be deleted upon approval of the bachelor's degree program.

Effective Term: Fall 2010; Contingent upon USG BOR approval.

a. DHYG 3100 Head and Neck Anatomy for the Dental Hygienist 2-0-2

Prerequisite: Open to majors in dental hygiene and/or permission of instructor.

Description: Anatomical structures of the head and neck, including skeletal, blood, and nervous tissues with emphasis on anatomy of the oral cavity necessary for clinical application, differentiation, and evaluation.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal

Instruction Type: Lecture

b. DHYG 3101 Tooth Morphology 2-0-2

Prerequisite: Open to majors in dental hygiene.

Description: A study of the nomenclature, morphology, structure and function of primary and secondary dentitions necessary for clinical application, differentiation, and evaluation.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal

Instruction Type: Lecture

c. DHYG 3102 Introduction to Dental Hygiene 2-6-4

Prerequisite: Open to majors in dental hygiene.

Description: Introduction to the dental hygiene process of dental hygiene care including principles of assessment and instrumentation and application of procedures.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Lecture/laboratory

d. DHYG 3103 Principles of Dental Hygiene Care I 2-9-5

Prerequisite: DHYG 3100, DHYG 3101, and DHYG 3102

Description: Continued development relating to the dental hygiene process of care incorporating the application of treatment plans, performance and evaluation of clinical techniques by providing patient care.

CURCAT:**Major Department:** Dental Hygiene**Can course be repeated for additional credit?** No**Maximum Number of Credit Hours:** 5**Grading Mode:** Normal**Instruction Type:** Lecture/laboratory/clinical**e. DHYG 3120 Dental Radiology I 12-3-3****Prerequisite:** DHYG 3100, DHYG 3101, and DHYG 3102**Description:** Employment of intra-oral and extra-oral radiology techniques for the analysis of oral structures required for interpreting, evaluating, and distinguishing health from disease.**CURCAT:****Major Department:** Dental Hygiene**Can course be repeated for additional credit?** No**Maximum Number of Credit Hours:** 3**Grading Mode:** Normal**Instruction Type:** Lecture/laboratory**f. DHYG 3130 Pathology and Histology Concepts in Dental Hygiene 2-0-2****Prerequisite:** Open to majors in dental hygiene.**Description:** Principles of general and oral pathology preparing the student to recognize, compare, and contrast normal and abnormal conditions. Study of the relationship of histology and embryology to structures within the oral cavity.**CURCAT:****Major Department:** Dental Hygiene**Can course be repeated for additional credit?** No**Maximum Number of Credit Hours:** 2**Grading Mode:** Normal**Instruction Type:** Lecture**g. DHYG 3140 Periodontics I 12-0-2****Prerequisite:** Open to majors in dental hygiene.**Description:** Introduction to diagnosis, treatment, and prevention of periodontal diseases utilizing clinical and radiographic assessments.**CURCAT:****Major Department:** Dental Hygiene**Can course be repeated for additional credit?** No**Maximum Number of Credit Hours:** 2**Grading Mode:** Normal**Instruction Type:** Lecture**h. DHYG 3150 Dental Hygiene Skills Clinic 0-12-4****Prerequisite:** DHYG 3103 or permission of instructor or department.**Description:** Clinical practice utilized to emphasize refinement of dental hygiene skills.**CURCAT:****Major Department:** Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Clinical

i. DHED 3300 Research in Dental Hygiene

3-0-3

Prerequisite: MATH 2200; open to majors in dental hygiene and dental hygiene education.

Description: Research and the scientific method with application to the field of dental hygiene.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading Mode: Normal

Instruction Type: Lecture

j. DHYG 4201 Principles of Dental Hygiene Care II

2-0-2

Prerequisite: All 3000 DHYG courses and DHED 3300.

Co-requisite: DHYG 4201 L.

Description: Patient case studies relating to a variety of populations including child, adolescent, adult, geriatric, and medically compromised/special needs

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal

Instruction Type: Lecture

k. DHYG 4201 L Principles of Dental Hygiene Care Clinic II

0-12-4

Co-requisite: DHYG 4201

Description: Clinical application of dental hygiene services in various clinical settings requiring treatment planning, use of alternative instruments, and advanced skills.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 4

Grading Mode: Normal

Instruction Type: Clinical

l. DHYG 4202 Principles of Dental Hygiene Care III

2-0-2

Prerequisite: DHYG 4201 and DHYG 4201 L

Co-requisite: DHYG 4202 L

Description: Continuation of preceding clinical courses with emphasis in didactic knowledge designed to enhance clinical and professional skills in patient care management.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal
Instruction Type: Lecture

m. DHYG 4202 L Principles of Dental Hygiene Care Clinic III 0-15-5

Prerequisite: DHYG 4201 and DHYG 4201L.

Co-requisite: DHYG 4202.

Description: Supplements DHYG 4202 didactic course content. Advanced clinical competence and proficiency in the utilization of the dental hygiene process of care.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 5

Grading Mode: Normal

Instruction Type: Clinical

n. DHYG 4205 Dental Radiology II 1-3-2

Prerequisite: DHYG 3120

Description: Identification and interpretation of intra-oral and extra-oral radiography. Laboratory experiences in radiographic exposure. Quality assurance and processing techniques.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal

Instruction Type: Lecture/laboratory

o. DHYG 4210 Clinical Pharmacology and Emergency Management 2-0-2

Prerequisite: Open to majors in dental hygiene or permission of instructor.

Description: Pharmacological principles including physical/chemical properties, modes of administration, actions/interactions, therapeutic/adverse effects of drugs commonly used in dentistry. Emergency management of clinical situations.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal

Instruction Type: Lecture

p. DHYG 4220 Dental Materials and Methods for the Dental Hygienist 1-3-2

Prerequisite: DHYG 3103.

Description: Chemical, physical, and mechanical properties of dental materials and clinical methods for the application of preventive and therapeutic procedures.

CURCAT:

Major Department: Dental Hygiene

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 2

Grading Mode: Normal
Instruction Type: Lecture/laboratory

- q. **DHYG 4230 Principles of Nutrition in Dental Hygiene Care** **2-0-2**
Prerequisite: Open to majors in dental hygiene.
Description: Principles of diet and nutrition applied to dental hygiene patient care utilizing and creating nutritional surveys and designing nutritional counseling plans.

CURCAT:

Major Department: Dental Hygiene
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 2
Grading Mode: Normal
Instruction Type: Lecture

- r. **DHYG 4240 Periodontics II** **1-0-1**
Prerequisite: DHYG 4202.
Description: Advanced treatment methods for periodontal diseases, development of treatment plans, and case presentations.

CURCAT:

Major Department: Dental Hygiene
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 1
Grading Mode: Normal
Instruction Type: Lecture

- s. **DHYG 4250 Community Dental Health Education** **2-3-3**
Prerequisite: DHYG 4201
Description: Theory, practice, leadership, and promotion concepts of dental public health and preventive dentistry; assess, plan, organize, and implement a community dental health program.

CURCAT:

Major Department: Dental Hygiene
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture/laboratory

- t. **DHYG 4260 Professional Issues in Dental Hygiene** **1-0-1**
Co-requisite: DHYG 4202.
Description: Ethical and legal principles relating to leadership and the decision-making process during the practice of dental hygiene.

CURCAT:

Major Department: Dental Hygiene
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 1
Grading Mode: Normal
Instruction Type: Lecture

2. Create Program of Study for Bachelor of Science in Dental Hygiene POSTPONED BY DEPARTMENT

A. General Requirements (Core Areas A, B, C, D.2.B., and E) 43 hours

Core Area F 19-20 hours

BIOL 2081

BIOL 2082

BIOL 2275

CHEM 1151 (if taken in Area D.2.B must complete an elective)

CHEM 1010 or CHEM 1152 (if taken in Area D.2.B must complete an elective)

Physical Education 3 hours

B. Major Field Courses 49 hours

DHYG 3100 – Head and Neck Anatomy for the Dental Hygienist

DHYG 3101 – Tooth Morphology

DHYG 3102 – Introduction to Dental Hygiene

DHYG 3103 – Principles of Dental Hygiene Care I

DHYG 3120 – Dental Radiology I

DHYG 3130 – Pathology and Histology Concepts for the Dental Hygiene

DHYG 3140 – Periodontics I

DHED 3300 – Dental Hygiene Research

DHYG 4201 – Principles of Dental Hygiene Care II

DHYG 4201 L – Principles of Dental Hygiene Care Clinic II

DHYG 4202 – Principles of Dental Hygiene Care III

DHYG 4202 L – Principles of Dental Hygiene Care Clinic III

DHYG 4205 – Dental Radiology II

DHYG 4210 – Clinical Pharmacology and Emergency Management

DHYG 4220 – Dental Materials and Methods For The Dental Hygienist

DHYG 4230 – Principles of Nutrition in Dental Hygiene Care

DHYG 4240 – Periodontics II

DHYG 4250 – Community Dental Health Education

DHYG 4260 – Professional Issues in Dental Hygiene

C. Related Field Courses 9 hours

1-2 hours excess from Area F

PSYC 1101 (if taken in Area E must complete an elective)

SOCI 1101 (if taken in Area E must complete an elective)

COMM 2280

Total Semester Hours 123-124 hours

D. Regents' Test and Exit Exams

3. Remove the following Program of Study:

~~THE DEGREE OF ASSOCIATE IN SCIENCE IN DENTAL HYGIENE~~

Rationale: The associate degree in dental hygiene will be deactivated upon graduation of currently enrolled students and a four year entry-level Dental Hygiene program will be established once the Bachelor of Science in Dental Hygiene degree has been approved by the University System of Georgia Board of Regents.

ADJOURNMENT. The meeting was adjourned at 4:03 p.m.

Respectfully submitted,

Phyllis L. Panhorst

Catalog Editor and Secretary to the Committee

Appendix E

Summer calendar

Athletics – no immediate impact

Housing – need time to clean rooms between terms

Financial Aid

Must be at least 8 weeks long

Limit the number of sessions

Verification of attendance, disbursement, rescheduling must be processed for each session;
multiple sessions diverts staff time away from fall processing

Need summer schedule set at least one year in advance (by March for 2011)

Once the dates are set and then are changed, processing for each student must be done manually.

Proposal

1. Adopt a calendar.
2. Commit to it for at least 3 years (prefer 5).
3. Evaluate at end of second year (academic year 2011-12) if needed for Summer 2013.
4. Adopt the 5/5/10 calendar
 - The current 4/4/6/8 calendar causes the university to compete internally for student seats in summer classes; 5/5/10 or 4/6/10 would not
 - Lab hours in 4/4/6/8 or 4/6/10 week courses do not always equal those of a full semester
 - Students do not take 2 classes (excluding labs) in one 4-week term
 - 2005 – 1355; 5 students with 2 or more classes in C or D
 - 2006 – 1190; 3
 - 2007 – 1242; 0
 - 2008 – 1710; 0
 - 2009 – 1791; 0
 - Students cannot finish a lab science sequence in summer in 4/4/6/8 or 4/6/10
 - Survey results: 69.5% of students in favor of 5/5/10
 - 74.1% of employees in favor of 5/5/10
 - Survey results: Prefer 4/4/8
 - Reasons given: None – 69.2%; Time off – 30.8%
 - 5/5/10 is a compromise of the needs of all colleges; best meets the needs of the students and the university
 - Timing

Study AbroadStudy Abroad 2005 - 2009

<u># courses taught</u>	269	
# POT		
10 wk - 1		0%
8 wk - A	107	40%
6 wk - B	32	12%
6 wk - P	7	3%
6 wk - Q	2	1%
6 wk - R	10	4%
		19%
4 wk 1 - C	34	13%
4 wk 2 - D	56	21%
WBIT - F		0%
Grad - G	21	8%
	269	1

<u># students</u>	# attend AASU sum	# attend AASU sum C
388	140	50
	36%	13%

<u># faculty</u> (200905 only)	17	
May - 4 wk	1	6%
4 wk - 4 wk	11	65%
all abroad	5	29%
	17	100%

When courses taught past 5 summers2005 - 2009

<u># courses taught</u>	3155		425	<u>Lab courses</u>
# POT	9- abcd fg - pqr	%		%
10 wk - 1	2	0%	0	0%
8 wk - A	1684	53%	170	40%
6 wk - B	486	15%	102	24%
6 wk - P	14	0%	6	1%
6 wk - Q	9	0%	7	2%
6 wk - R	93	3%	18	4%
		19%		31%
4 wk 1 - C	459	15%	75	18%
4 wk 2 - D	240	8%	47	11%
WBIT - F	22	1%	0	0%
Grad - G	146	5%	0	0%
	3155	1	425	1

almost no 10 wk courses unless different dates in POT A

2007, 2006, 2005 few ED courses from April to July

1st 5 week – 23 days 3 cr – 1 hr 40 min; 4 cr – 2 hr 10 min Labs 3 hr x 14 days = 42 hrs (mtr) 4 hr x 14 days = 56 hrs (mtr) Or – 3 hrs 30 min x 24 days = 60 hrs 5/24 – 6/24 (8) Exams 6/25	2nd 5 week – 23 days 3 cr – 1 hr 40 min; 4 cr – 2 hr 10 min Labs 3 hr x 14 days = 42 hrs (mtr) 4 hr x 14 days = 56 hrs (mtr) Or – 3 hrs 30 min x 24 days = 60 hrs 6/28 – 7/29 (10) Exams 7/30
10 week – 47 days 3 cr – 50 min; 4 cr – 1 hr 5 min Labs 2 hr 15 min x 20 days = 45 hrs (tr) 3 hr x 20 days = 60 hrs (tr) 5/24 – 7/29 (8/10) Exams 7/30	

4 week – 19 days 3 cr – 2 hrs; 4 cr - 2 hr 40 min Labs 4 hr x 8 days = 32 hrs (tr) 5/17 – 6/11 Exams 6/14 (3)	6 week - 29 3 cr – 1 hr 20 min; 4 cr – 1 hr 45 min Labs 3 hr x 12 days = 36 hrs (tr) 4 hr x 12 days = 48 hrs (tr) 6/16 – 7/27 Exams 7/28 (12)
10 week – 48 days 3 cr – 50 min; 4 cr – 1 hr 5 min Labs 2 hr 15 min x 20 days = 45 hrs (tr) 3 hr x 20 days = 60 hrs (tr) 5/17 – 7/23 (3/13) Exams 7/26 – 7/27)	
1st 4 week – 19 days 3 cr – 2 hrs; 4 cr - 2 hr 40 min Labs 4 hr x 8 days = 32 hrs (tr) 6/1 – 6/25 (13) Exams 6/28	2nd 4 week – 19 days 3 cr – 2 hrs; 4 cr - 2 hr 40 min Labs 4 hr x 8 days = 32 hrs (tr) 6/29 – 7/26 (13) Exams 7/27
6 week – 29 days 3 cr – 1 hr 20 min; 4 cr – 1 hr 45 min Labs 3 hr x 12 days = 36 hrs (tr) 4 hr x 12 days = 48 hrs (tr) 6/14 – 7/23 (13) Exams 7/26 – 7/27	
8 week – 39 days 3 cr -- 1 hr; 4 cr – 1 hr 20 min Labs 3 hr x 16 days = 48 hrs (tr) 6/1 – 7/26 (13) Exams 7/27	
750 min/cr; 2250 min/3 cr; 3000 min/4 cr Labs 3 hr x 15 wks (full semester) = 45 hr 4 hr x 15 wks (full semester) = 60 hr Last day exams – 5/11 First day class – 8/16	

Appendix F

Interdisciplinary Studies Committee Bylaws

Mission

The Interdisciplinary Studies Committee will establish and maintain liaisons with departments in all schools and colleges for the purposes of encouraging program development, promoting existing programs, 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 nine to fifteen faculty members: it must include the coordinators of all interdisciplinary majors. A minimum of five faculty representing various interdisciplinary minors or certificates shall serve on this committee. A chair for the committee shall be elected at the first meeting of each academic year. The faculty members of the committee shall serve three year terms. ~~The committee shall also have two student members, representing the interdisciplinary graduate and undergraduate programs respectively. These student representatives will be non-voting members and be nominated by the Student Government Association and Graduate Student Council following recommendations from the faculty members of the committee. Student representation shall be established each year, and the student representatives will be asked to serve a one year term.~~

Meetings

This committee shall meet at least once per academic semester. The committee will determine meeting dates and times to be posted on the senate website.

Reports

The minutes of each meeting will be provided to the Secretary of the Senate for posting. At the end of each semester, the chair of the committee will submit to the Senate a summary of committee activities.

Rationale: The Interdisciplinary Studies Committee is concerned about the process by which student members will be nominated and selected for service on this Committee. Also, since faculty discussions sometimes include the creation and/or modifications of programs, the student members might be misled concerning the certainty of such programs. The Committee intends to reconsider the issue of student representation at a later date.

Appendix G



**ARMSTRONG ATLANTIC
STATE UNIVERSITY**

University Hall 282
Minutes, September 25, 2009

PRESENT: Carol Andrews, Sabitra Brush, Brenda Logan, Anita Nivens (Chair), Regina Rahimi, Phyllis Panhorst (Catalog Editor)

ABSENT: Kalenda Eaton, Elwin Tilson

GUESTS: Jill Bell, Pam Magliulo, Rick McGrath

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

APPROVAL OF MINUTES. The minutes of April 24, 2009 were approved as presented.

ITEMS

I. College of Liberal Arts

A. Criminal Justice, Social, & Political Science

The following item was approved at the undergraduate level by the University Curriculum Committee on September 16. It is recommended for approval at the graduate level by the Graduate Curriculum Subcommittee, contingent upon questions being satisfactorily answered by someone from the Department of Criminal Justice, Social and Political Science at the Graduate Affairs Committee meeting.

_____ 1. Create the following course:

POLS 5300U/G Marxism, Socialism, and Democracy 3-0-3

Undergraduate Prerequisite: POLS 1150 or POLS 1200 or POLS 2290 or POLS 2200 or HIST 1112

Graduate Prerequisite: None

Description: Classical and critical readings of Marxist texts. Examination of history of communist regimes, revolution, and social democratic governments. Evaluation of significance for contemporary democratic theory and practice.

Rationale: The course establishes a regular offering in an important area of study and is normative in B. A. Political Science programs. The course complements existing offerings in the major. Graduate students must complete a research project requiring in-depth textual study and review of scholarly literature.

Effective Term: Fall 2010

CURCAT:

Major Department: CJSPS
Can the course be repeated for additional credit: No
Maximum number of credit hours: 3
Grading Mode: Normal
Instructional Type: Lecture

B. Economics

The following item was approved at the undergraduate level by the University Curriculum Committee on September 16. It is recommended for approval at the graduate level by the Graduate Curriculum Subcommittee.

1. Create the following course

ECON 5150U/G Survey of Economics for Educators 3-0-3

Undergraduate Pre-requisite: (U/G) Admission to Candidacy in the College of Education or holds current teaching certification

Graduate Pre-requisite: (U/G) Admission to Candidacy in the College of Education or holds current teaching certification

Description: Survey of macroeconomic, microeconomic, and personal finance topics relevant to the Georgia Performance Standards for teaching economics in grades K-12. Course examples will be drawn from classroom resources available to educators. Students will be expected to develop a portfolio of grade-level appropriate examples for future classroom use.

Rationale: The Georgia Performance Standards for Economics requires that high school economics students pass an exam that is approximately 85 percent economics and 15 percent personal finance. To cover the material necessary for proper preparation, prospective high school teachers would currently need to take at least two economics courses for which there is little or no room available in their curriculum. This course provides a practical foundation for meeting educational needs for teachers K-12. Graduate students will be required to create and present a course module for an assigned topic.

Effective Term: Spring 2010

CURCAT:

Major Department: Economics
Can the course be repeated for additional credit: No
Maximum number of credit hours: 3
Grading Mode: Normal
Instructional Type: Lecture

C. Languages, Literature, & Philosophy

The following item was approved at the undergraduate level by the University Curriculum Committee on September 16. It is recommended for approval at the graduate level by the Graduate Curriculum Subcommittee.

1. Modify the following course:

ENGL 5350U/G Topics in African American Literature 3-0-3

Undergraduate Prerequisite: ENGL 2100 or permission of department head

Graduate Prerequisite: None

Description: Thematic approach to African American Literature, with emphasis on historical, philosophical, and/or cultural contexts. Topics such as religion, migration, the oral tradition, autobiography, popular culture,

rhetoric, civil rights, slavery, sexuality, or literary theory. **May be repeated for additional credit when topics change.**

Rationale: An oversight when we first modified this course last year. All of our special topics courses are repeatable.

Effective Term: Fall 2010

CURCAT:

Can course be repeated for additional credit? Yes

Maximum Number of Credit Hours: 6

OTHER BUSINESS

It was decided to keep the meetings at the traditional time of 2:15 p.m. on the last Friday of the month. Ms. Panhorst will make room arrangements for UH 282.

ADJOURNMENT. The meeting was adjourned at 2:39 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor

Appendix H



ARMSTRONG ATLANTIC STATE UNIVERSITY

University Hall 282
Minutes, October 30, 2009

PRESENT: Carol Andrews, Sabitra Brush, Kalenda Eaton, Anita Nivens (Chair), Regina Rahimi, Elwin Tilson, Phyllis Panhorst (Catalog Editor)

ABSENT: Brenda Logan,

GUESTS: Joyce Bergin, Judy Ginter

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

A G E N D A

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

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

ITEMS

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

**College of Education
Early Childhood Education**

Change the following course title:

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

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

Effective: Fall 2010

B. Special and Adult Education

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

~~CEUG 1010 Lifespan Development~~

~~CEUG 3012 Language Development: Ages and Stages~~

~~CEUG 2100 Introduction to Students with Disabilities~~

~~SPED 3010 Constructing Literacy Programs PK-12~~

Foundations courses.....	15 hours
EDUC 6000 Professional Orientation to Teaching	3
EEXE 7001 Technologies for Special Education	3
EEXE 6790 Legal and Procedural Issues in Special Education	3
EEXE 7403 Brain Research and Educational Practice	3
EEXE 6130 Assessment of Student with Disabilities	3
Specialized Content.....	18 hours
EEXE 6034 Cognitive and Behavior Problems that Disrupt Learning	3
EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities	3
EEXE 6400 Collaboration for Transition and Post Secondary Education	3
EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas	3
EEXE 6031 Methods and Strategies for Teaching Reading, Spelling and Written Expression	3
EEXE 6750 Graduate Internship (all courses must be completed)	3
Total Semester Hours	33

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

Effective term: Fall 2010

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

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

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

Effective term: Fall 2010

Change the title and course description of the following course:

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

~~Description: Emphasis on differentiating the characteristics~~ This course offers in-depth study of students with various cognitive, **social**, and behavioral problems that disrupt learning. ~~Includes~~ Covers etiologies,

characteristics, cultural and social impacts of the ~~disability~~ disabilities and the theories, **research**, and systems that support assessment, interventions, and support services.

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

Effective term: Fall 2010

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

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

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

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

Effective term: Fall 2010

5. Create the following course:

FOUN 6745 Classroom Based Research 3-V-3

Prerequisite: None

Co-requisite: None

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

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

Effective term: Fall 2010

CURCAT:

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum Number of Credit Hours: 3

Grading mode: Normal

Instruction Type: Lecture

6. Change the hours for the following course:

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

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

Effective term: Fall 2010

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

~~CEUG 1010 Lifespan Development~~

~~CEUG 3012 Language Development: Ages and Stages~~

~~CEUG 2100 Introduction to Students with Disabilities~~

~~SPED 3010 Constructing Literacy Programs PK-12~~

Foundations courses.....15 hours

EDUC 6000 Professional Orientation to Teaching 3

EEXE 7001 Technologies for Special Education 3

EEXE 6790 Legal and Procedural Issues in Special Education 3

EEXE 7403 Brain Research and Educational Practice 3

FOUN 6745 Classroom Based Research 3

Specialized Content.....19 hours

EEXE 6130 Assessment of Student with Disabilities 3

EEXE 6034 ~~Cognitive and Behavior Problems~~ Disabilities That Impact Learning and Behavior 3

~~EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities 3~~

EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas 3

EEXE 6031 ~~Methods and Strategies~~ Language and Literacy Skills for Teaching Reading, Spelling and Written Expression 3

EEXE 6400 Collaboration for Transition and Post Secondary Education 3

EEXE 6750 Graduate Internship 3 4

Total Semester Hours 34

Effective term: Fall 2010

8. Create the following course:

EEXE 7035 Advanced Methods of Instruction for Individuals with Learning Disabilities 3-V-3

Prerequisite or co-requisite: EEXE 7030

Description: This course explores the research and theoretical bases for instructional methods and strategies currently used to educate individuals identified as having learning disabilities. Field experience required.

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

Effective term: Fall 2010

CURCAT

Major Department: Special and Adult Education

Can course be repeated for additional credit? No

Maximum number of credit hours: 3

Grading Mode: Normal

Instruction Type: Lecture

9. Change the following course prerequisites and hours:

EEXE 7070 Advanced Research Methods ~~3-0-3-3-V-3~~

Prerequisites: ~~MATH 2200, FOUN 7060, or CEUG 2222~~ and completion of at least ~~18~~ **21** semester hours of ~~course content from the program of study.~~

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

Effective term: Fall 2010

10. Change the following course prerequisites and hours:

EEXE 7071 Research Project ~~3-0-3-3-V-3~~

Prerequisites: ~~MATH 2200, FOUN 7060, or CEUG 2222~~ and completion of at least ~~18~~ **21** semester hours of ~~course content from the program of study.~~

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

Effective term: Fall 2010

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

Professional Core for Tracks One and Two 3 hours
FOUN 7060 Education Research

Track One Moderate to Severe Disabilities 18 hours

EEXE 7507 Characteristics of Students with Multiple
And Severe Disabilities

*PSYC 5060 G Basic Behavior Principles and Behavior

Modification

*PSYC5061G Advanced Behavioral Assessment

EEXE 7512 Augmentative and Alternative Communication
with Severe and Multiple Disabilities

EEXE 7020 Methods and Strategies for Teaching Students
with Autism

EEXE 7508 Strategies for Teaching Children with Multiple/
Severe Disabilities

Track Two Mild to Moderate Disabilities 18 hours

EEXE 7001 Technologies for Special Educators

or equivalent technology course

EEXE 7403	Brain Research and Educational Practice
EEXE 7030	Characteristics of the Learning Disabled
EEXE 7000	Characteristics of Behavior Disorders
EEXE 7040	Social Development and Anger Management
EEXE 7035	Advanced Methods of Instruction for Individuals with Learning Disabilities

Transition Core for Tracks One and Two	6 hours
EEXE 7319	Career Development and Transition
EEXE 7320	Vocational Assessment of Special Education Students

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

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

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

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

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

Effective term: Fall 2010

OTHER BUSINESS

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

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

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

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Coordinator for Faculty Information

Attachment 1

Please see [the minutes at the senate web site](#) for full text access