December 7, 2009 AASU Faculty Senate Agenda

Armstrong State University

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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: Hundingdon-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 
  
  Amendment: 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

**College of Education**  
Linda Ann McCall  
Marsha Moore  
Greg Wimer  
Brenda Logan  
Michael Mahan  
Beth Childress  

**College of Health Professions**  
April Garrity  
Bob LeFavi  
Joey Crosby  
Laurie Bryant  
Michelle Butina  
Pam Mahan  
Carole Massey  
Andi Beth Mincer  
Gloria Strickland  
Rhonda Bevis  

**College of Liberal Arts**  
Kevin Hampton  
John Jensen  
Becky daCruz  
Daniel Skidmore-Hess  
June Hopkins  
James Todesca  
Karen Hollinger  
Jack Simmons  
Hans-Georg Erney  
Kalenda Eaton  

**Library**  
Jewell Anderson  
Caroline Hopkinson  

**College of Science and Technology**  
Kathryn Craven  
Scott Matteer  
Suzanne Carpenter  
Daniel Liang  
Priya Goeser  
Sean Eastman  
Greg Knofsczynski  
Vann Scott

### Senators Absent

**College of Health Professions**  
Helen Taggart, Alternate Linda Tuck  

**College of Liberal Arts**  
Richard McGrath, Alt. Yassaman Saadatmand  

**College of Science and Technology**  
Frank Katz, Alt. Azita Baharami  
Delana Nivens, Alt. Catherine McGowan  
Daniel Liang, Alt. Joy Reed  

**Guests**  
Christopher E. Hendricks  

**Ex-Officio Present**  
Shelley Conroy, Dean COHP  
Laura Barrett, Dean COLA  
George Sheilds Dean, COST  
Patricia Wachholz, Dean COE
## Appendix B: Reapportionment of Senators

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

| Total              | 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.
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 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 alternate will replace that Senator for the remainder of their 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 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Faculty Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for External Affairs</td>
<td>Dr. Donahue</td>
<td>Has faculty status</td>
</tr>
<tr>
<td>VP for Finance</td>
<td>Mr. Carson</td>
<td>Does not have faculty status</td>
</tr>
<tr>
<td>VP for Student Affairs</td>
<td>Dr. McNeil</td>
<td>Does not have faculty status</td>
</tr>
<tr>
<td>VP for Academic Affairs</td>
<td>Dr. Whitford</td>
<td>Has faculty status</td>
</tr>
<tr>
<td>Assoc. VP Acad. Affairs</td>
<td>Dr. Murphy</td>
<td>No longer in this position</td>
</tr>
<tr>
<td>Dean of Health Prof</td>
<td>Dr. Conroy</td>
<td>Has faculty status</td>
</tr>
<tr>
<td>Dean of Education</td>
<td>Dr. Wachholz</td>
<td>Has faculty status</td>
</tr>
<tr>
<td>Dean of Science &amp; Tech</td>
<td>Dr. Shields</td>
<td>Has faculty status</td>
</tr>
<tr>
<td>Dean of Liberal Arts</td>
<td>Dr. Barrett</td>
<td>Has faculty status</td>
</tr>
</tbody>
</table>

Added to the list by VP Whitford:
Assoc. VP for Enrollment Management*

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Watchen</td>
<td>Does not have faculty status</td>
</tr>
</tbody>
</table>

*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. Bargeron
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.
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

Bachelor of Science in Education

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 Urbaez
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 Kathyn 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 Barkedale
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 Ranee Steele-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
Equire 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 Liipfert (graduated May '09)
Jessica Paige Longshore
Jane Mbata
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 Ranee Olson
Brian Jason Parian
Chericka S. Reese
Sharon Elaine Robinson
Pamela Amor Reyes Rocia
Courtney Renée Salter
Erica Lynn Sampson
Latika LeSeane Smalls
Nanine Nicole Smith
Emily Paige Thompson
Barbara Ann Waldron
Tracey Nicole Watson
Jimmy Lance White
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
Schiyler 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. Nguyen
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
Cammy 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 Science Biology
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 Arts Chemistry
Cierra Lane' Boyd (move to Spring 2010)
Phillip Matthew Coleman

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**

*History*

Heather Noel Cline  
B.A., College of William and Mary, 2000

April Suzannah Coe  
B.A., Armstrong Atlantic State University, 2005

Michael Shane Fletcher  
B.A., Middle Tennessee State University, 1999

Yvonne Anna Gotthardt-Terry  
B.A., Armstrong Atlantic State University, 2001

**Master of Arts in Liberal and Professional Studies**

Erin Marie Chadwick  
B.S., Georgia Southern University, 2002

Julie Marie Thomas Gerbsch  
B.A., University of Illinois-Urbana, 1985

Patricia McLean Potter  
B.B.A., Brewton Parker College, 2005

Abby Laura Wilcox  
B.B.A., Georgia College and State University, 2008

**Master of Science**

*Communication Science and Disorders*

Jessica Covinsky  
B.L.S., University of Kansas, 2002

*Computer Science*

Elena Simona Clapan  
B.S., Romania Ministry of Education, Research and Youth, 2005

#### Master of Education

*Adult Education and Community Leadership*

Colleen Sandra Brown  
B.A., Ohio University, 2004

Stephanie Washington Collier  
B.S., Savannah State University, 2003

William E. Copeland  
B.A., Columbia College, 2007

Shenita Ferguson  
B.B.A., Fort Valley State University, 1991

Venetia Anntoinette Franklin  
B.S., Jersey City State College, 1988

Chad Guilliams  
B.S.M.T., Armstrong Atlantic State University, 2005

Fern Illidge  
B.S., South University, 2005

Joel Robert Lecoeuvre  
B.S., Armstrong Atlantic State University, 2003

Jamillah Nock*  
B.S., West Virginia University, 2008

Diane Cecilia Ciucevich Parker  
B.S., University of Georgia, 1991

Autumn Lee Rahn  
B.A., Armstrong Atlantic State University, 2005

Valencia Chantle Yashi Reese  
B.S.Ed, Armstrong Atlantic State University, 2008

Beatrice B. Simmons  
B.A., Savannah State University, 1999

Shannon T. Vo  
B.L.S., Armstrong Atlantic State University, 2006
<table>
<thead>
<tr>
<th>Master of Health Services Administration</th>
<th>MA Ed. Cont.</th>
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<tr>
<td>Lou Ann D. Burnett</td>
<td>Kelly Woodruff</td>
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<tr>
<td>B.S., Medical College of Georgia, 1989</td>
<td>B.A., Armstrong Atlantic State University, 2000</td>
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<td>LaQuisia Monique Cokley</td>
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<td>Crystal Delicia Hall</td>
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<tr>
<td>Murray Garnett Heath II</td>
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<tr>
<td>B.B.A., Georgia Southwestern State University, 2007</td>
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<tr>
<td>Celine Le</td>
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<tr>
<td>B.S., Armstrong Atlantic State University, 2007</td>
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<td>James Britton Richardson</td>
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<td>B.B.A., University of Georgia, 2005</td>
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<tr>
<td>Gregory Turner</td>
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<tr>
<th>Master of Public Health</th>
<th>Curriculum &amp; Instruction</th>
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<tr>
<td>Adrian Andrenette Anderson</td>
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<tr>
<td>MHSA, Armstrong Atlantic State University, 2008</td>
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<tr>
<td>Pamela Jones Bourbo *</td>
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<tr>
<td>B.S.N., Medical College of Georgia, 2003</td>
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<tr>
<td>Shonda Reshay Daniels</td>
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<tr>
<td>B.B.A., Georgia College and State University, 2005</td>
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<tr>
<td>Bethena D’Etta Fowler *</td>
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<tr>
<td>B.B.A., Auburn University, 2004</td>
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<tr>
<td>Georgia Gerard-Reed</td>
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<td>B.L.S., Eastern Oregon State College, 2005</td>
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<tr>
<th>Master of Science in Sports Medicine</th>
<th>Early Childhood Education</th>
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<tbody>
<tr>
<td>Jason Ashley Helton</td>
<td></td>
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<tr>
<td>B.S.Ed., University of Georgia, 2003</td>
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<tr>
<td>Leeanne C. Woodworth</td>
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<tr>
<td>B.S., Gardner-Webb College, 2006</td>
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<td><strong>Master of Arts in Teaching</strong></td>
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<tr>
<td><em>Early Childhood Education</em></td>
<td>Gayle Beasley</td>
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<td>B.S.Ed, Armstrong Atlantic State University, 1987</td>
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<tr>
<td>Loise Pleashan Brinson</td>
<td>Krystal Beverly</td>
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<tr>
<td>B.S., Georgia College and State University, 1995</td>
<td>B.S.Ed, Armstrong Atlantic State University, 2007</td>
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<tr>
<td>Kathryn Marie Brooks</td>
<td>Carla F. Brandon</td>
</tr>
<tr>
<td>B.S., Concord College, 1992</td>
<td>B.S.Ed, Armstrong Atlantic State University, 2005</td>
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<tr>
<td>Stephanie Cameron</td>
<td>Jeana Burnsed</td>
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<tr>
<td>B.A., Southeastern Louisiana University, 2005</td>
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<tr>
<td>Charlotte Elizabeth Canfield</td>
<td>Eric James Cabrera</td>
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<tr>
<td>Alyson Clark</td>
<td>Erica Cathey *</td>
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<tr>
<td>B.S., Georgia Southern University, 2005</td>
<td>B.S.Ed, Georgia Southern University, 2005</td>
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<tr>
<td>Carolyn Como</td>
<td>LaGena Clark</td>
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<tr>
<td>B.S., Armstrong Atlantic State University, 2004</td>
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<tr>
<td>Linsey Demicco</td>
<td>Janice Yvonne Ellis</td>
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<td>Stacy Elizabeth Dickamore</td>
<td>Carol Fluellen</td>
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<tr>
<td>B.A., Vanderbilt College, 2006</td>
<td>B.M.E., Valdosta State University, 2005</td>
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<tr>
<td>Linda R. Fordham</td>
<td>Mercedes Rene’e Haney</td>
</tr>
<tr>
<td>B.B.A, Georgia State University, 1976</td>
<td>B.A., Brewton-Parker College, 2003</td>
</tr>
<tr>
<td>Jessica Leigh Foster</td>
<td>Alyssa Kerkhoff</td>
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<tr>
<td>B.S., University of Georgia, 2006</td>
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<tr>
<td>Tony Leroy Foy</td>
<td>Anna King</td>
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<tr>
<td>B.A., Savannah State University, 2007</td>
<td>B.S.Ed, Armstrong Atlantic State University, 1983</td>
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<tr>
<td>Jessica Lynn Glover Howell</td>
<td>Gina Lynn Marchant *</td>
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<tr>
<td>B.A., University of Georgia, 2005</td>
<td>B.A., Armstrong Atlantic State University, 2005</td>
</tr>
<tr>
<td>Donald Charles Goll</td>
<td>Jacqueline Helen Moder</td>
</tr>
<tr>
<td>B.S., Pennsylvania State University, 1975</td>
<td>B.S.Ed, Armstrong Atlantic State University, 2007</td>
</tr>
<tr>
<td>Krista Hawkins Hillis</td>
<td>Sheila Ryals</td>
</tr>
<tr>
<td>B.B.A., Georgia College and State University, 1996</td>
<td>B.S.Ed, Armstrong Atlantic State University, 2007</td>
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<tr>
<td>Kathleen Lewis Holliday</td>
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<td>B.A., University of Georgia, 2003</td>
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<tr>
<td>Suzanne Nichole Hunter</td>
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<td>B.S., Georgia Southern University, 2003</td>
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<td>MA Teaching Cont.</td>
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<tr>
<td>Cindy Michelle Igou</td>
<td>Sandra Scurry</td>
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<tr>
<td>B.L.S., Armstrong Atlantic State University, 2005</td>
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<tr>
<td>Donna Marie Vorel Jones</td>
<td>Virginia Slone</td>
</tr>
<tr>
<td>B.S., James Madison University, 1985</td>
<td>B.S.Ed, Armstrong Atlantic State University, 2007</td>
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<tr>
<td>Yolanda Yvette King</td>
<td>Laura Carter Stafford</td>
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<td>B.L.S., Armstrong Atlantic State University, 2005</td>
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<tr>
<td>Leesa Naomi Crosby Leverette</td>
<td>Karen Stevens</td>
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<td>B.A., Armstrong Atlantic State University, 1987</td>
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<tr>
<td>Elizabeth Marie Lietzau-Kluetsch</td>
<td>Amanda Renee’ Turner</td>
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<tr>
<td>B.A., Columbia College of Illinois, 2006</td>
<td>B.H.S., Armstrong Atlantic State University, 2006</td>
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<td>Cherise Ellis Matechak</td>
<td>Vicki Jane Watts</td>
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<td>B.B.A., Georgia Southern University, 1997</td>
<td>B.A., Armstrong Atlantic State University, 1994</td>
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<tr>
<td>Stephanie Tyre Moxley</td>
<td>Lori Willis</td>
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<tr>
<td>Abbi Odom</td>
<td>Karen Schmidt Woods</td>
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<tr>
<td>B.S., University of Georgia, 2005</td>
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<tr>
<td>Laura Groon O’Hayer</td>
<td>Davida Lynette Zike</td>
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<td>Heather A. Osborne</td>
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<tr>
<td>B.S., Fayetteville State University, 1997</td>
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<td>Emme Pasuit</td>
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<td>B.S., Kent State University, 1997</td>
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<tr>
<td>Kristen Peterson Shelton</td>
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<td>B.S., Georgia Southern University, 2007</td>
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<tr>
<td>Alice Prettyman *</td>
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<tr>
<td>B.A., Augusta State University, 1993</td>
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<tr>
<td>Catherine Remion</td>
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<tr>
<td>B.A., University of South Carolina - Columbia, 2005</td>
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<tr>
<td>Margaret Sabogal</td>
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<tr>
<td>Allison Ann Stearns</td>
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<td>B.B.A., Strayer College, 2004</td>
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</tr>
</tbody>
</table>

**Special Education – General**

| Alisia Camille Jackson-Chaney                                                     |                                                                                               |
| B.G.S., Armstrong Atlantic State University, 1993                              |                                                                                               |
| Amanda Lynn Major                                                                |                                                                                               |
| B.A., Georgia State University, 2007                                             |                                                                                               |
| Elvanzeta McCall                                                                 |                                                                                               |
| B.G.S., Armstrong Atlantic State University, 2005                               |                                                                                               |
| Janice M. Wrenn                                                                  |                                                                                               |
| B.S.Ed, University of Georgia, 1977                                              |                                                                                               |

End MA Ed.
<table>
<thead>
<tr>
<th>MA Teaching Cont.</th>
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<tbody>
<tr>
<td>acqualynn Maria Stockholm</td>
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<tr>
<td>B.A., Temple University, 2005</td>
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<tr>
<td>Melanie A. Tarasovich</td>
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<td>Brittanie Rose Toney</td>
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<td>Mariam Westall</td>
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<td>Jessica Rae Woods</td>
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<tr>
<td>Sarah Wostbrock</td>
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<td>B.A., Berry College, 2007</td>
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<th>Middle Grades Education</th>
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<tr>
<td>Matthew Wolcott Amason</td>
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<td>B.A., Armstrong Atlantic State University, 2005</td>
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<td>Jamie Burchett Danford</td>
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<td>Desiree Figueroa</td>
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<td>Vickie Elizabeth McDuffie Nixon</td>
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<tr>
<td>B.B.A., University of Georgia, 1984</td>
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<td>Ophelia Florence Parsons</td>
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<td>B.B.A., Brenau College, 2005</td>
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<td>Cedric Perez Saxton</td>
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<td>B.A., Armstrong Atlantic State University, 2003</td>
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<tr>
<td>Melissa Colette Williams</td>
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<tr>
<th>MA Teaching Cont.</th>
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<tbody>
<tr>
<td>Special Education</td>
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<tr>
<td>Jacquelyn Bernice Cofield</td>
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<tr>
<td>B.S., Nyack College, 2006</td>
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<tr>
<td>Alonna Patrice Curry</td>
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<tr>
<td>B.S., Savannah State University, 2007</td>
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<td>Lisa Montique Franklin</td>
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<td>B.L.S., Armstrong Atlantic State University, 2006</td>
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<tr>
<td>Latoya Denise Glaspie *</td>
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<tr>
<td>M.S., Concordia University of Wisconsin, 2003</td>
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<tr>
<td>Taina Laura Honey *</td>
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<tr>
<td>B.A., University of Colorado-Boulder, 1999</td>
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<tr>
<td>Robert Richardson, Jr.</td>
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<tr>
<td>B.A., University of West Georgia, 1995</td>
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<tr>
<td>Erin Brooks Clayton Ruchalski *</td>
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<td>B.B.A., Valdosta State University, 2001</td>
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<td>Melita McCall Studstill</td>
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<tr>
<td>B.S.Ed, Georgia Southwestern State University, 2007</td>
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<td>Chena’ Latanya Wilson</td>
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<td>B.S., Old Dominion University, 2005</td>
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<tr>
<td>Crystal Wright</td>
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<tr>
<td>B.S., Georgia Southern University, 2006</td>
</tr>
<tr>
<td>Anne Clouse</td>
</tr>
<tr>
<td>B.S., University of Alabama, 2004</td>
</tr>
</tbody>
</table>
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
HSCA 4655 – Principles of Health Insurance and Reimbursement 3-0-3
HSCA 4901 - Health Science Practicum I V-V-3-4
HSCA 4902 - Health Science Practicum II V-V-3-4
MHSA 5650U - Seminar in Long Term Care Administration 1-0-1
GERO 5510U - Healthy Aging 3-0-3
PSYC 5200U - Industrial/Organizational Psychology 3-0-3
MHSA 5500U - Managing Health Professionals 3-0-3
PUBH 5580U - Health and Human Development 3-0-3
Electives (6-9 hours maximum)

Track Three: Public Health - Related Field Courses (24 hours)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSCP 2050</td>
<td>Introduction to the Disease Continuum</td>
<td>3-0-3</td>
</tr>
<tr>
<td>HSCC 3760</td>
<td>Environmental and Community Health Issues</td>
<td>3-0-3</td>
</tr>
<tr>
<td>HSCP 3730</td>
<td>Health Promotion Theory</td>
<td>3-0-3</td>
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<tr>
<td>HSCP 3740</td>
<td>Health Promotion Methods</td>
<td>3-0-3</td>
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<td>HSCP 3750</td>
<td>Topics in Public Health</td>
<td>3-0-3</td>
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<td>HSCC 4015</td>
<td>Health Planning</td>
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<td>GERO 5500U</td>
<td>Survey of Gerontology</td>
<td>3-0-3</td>
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<tr>
<td>PUBH 5550U</td>
<td>Nutrition</td>
<td>3-0-3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSCC 4950</td>
<td>Practicum (optional)</td>
<td>V-V-1-3</td>
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<tr>
<td>GERO 5510U</td>
<td>Healthy Aging</td>
<td>3-0-3</td>
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<tr>
<td>HSCP 2000</td>
<td>Ethical Theories/Moral Issues in Health</td>
<td>3-0-3</td>
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<td>HSCP 3710</td>
<td>Worksite Wellness and Safety</td>
<td>3-0-3</td>
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<tr>
<td>HSCP 3790</td>
<td>Health and Fitness Management</td>
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<tr>
<td>HSCP 4000</td>
<td>Independent Study in Health Sciences</td>
<td>3-0-3</td>
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<td>HSCA 4201</td>
<td>Health Care Marketing</td>
<td>3-0-3</td>
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<tr>
<td>HSCA 4620</td>
<td>Principles of Management in Health Services Organizations</td>
<td>3-0-3</td>
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<tr>
<td>HSCA 4640</td>
<td>Managed Care Concepts</td>
<td>3-0-3</td>
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<tr>
<td>HSCA 4655</td>
<td>Principles of Health Insurance and reimbursement</td>
<td>3-0-3</td>
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<td>HSCC 3130</td>
<td>Health Policy Issues</td>
<td>3-0-3</td>
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<tr>
<td>MHSA 5500U</td>
<td>Managing Health Professionals</td>
<td>3-0-3</td>
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<td>PEAT 2100</td>
<td>Prevention and Care of Sports Injuries</td>
<td>2-0-2</td>
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<td>BIOL 2081</td>
<td>Human Anatomy and Physiology I</td>
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<td>PUBH 5555U</td>
<td>Health and Human Performance</td>
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<td>PUBH 5560U</td>
<td>Introduction to International Health</td>
<td>3-0-3</td>
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<tr>
<td>PUBH 5565U</td>
<td>Strategies for the Prevention of Chemical Dependency</td>
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<td>PUBH 5570U</td>
<td>Women and Minority Health Issues</td>
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<tr>
<td>PUBH 5575U</td>
<td>Health and Sexuality</td>
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<td>PUBH 5580U</td>
<td>Health and Human Development</td>
<td>3-0-3</td>
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<tr>
<td>PUBH / SMED 5600 U</td>
<td>Healthy Weight Mgmt &amp; Body Comp</td>
<td>3-0-3</td>
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<tr>
<td>PSYC 5150U</td>
<td>Conflict Resolution</td>
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<td>PSYC 5200U</td>
<td>Industrial/Organizational Psychology</td>
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<td>PSYC 5300U</td>
<td>Leadership and Group Dynamics</td>
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<tr>
<td>SPAN 1002</td>
<td>Elementary Spanish II</td>
<td>3-0-3</td>
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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  
   
   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.
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: 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:
         ECU4 3300 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
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
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 Abroad

**Study Abroad 2005 - 2009**

<table>
<thead>
<tr>
<th># courses taught</th>
<th>269</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th># POT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 wk - 1</td>
<td>0%</td>
</tr>
<tr>
<td>8 wk - A</td>
<td>107 40%</td>
</tr>
</tbody>
</table>

| 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 |

### # students

<table>
<thead>
<tr>
<th># attend AASU sum</th>
<th>388</th>
</tr>
</thead>
<tbody>
<tr>
<td># attend AASU sum</td>
<td>140 50</td>
</tr>
<tr>
<td>%</td>
<td>36% 13%</td>
</tr>
</tbody>
</table>

### # faculty

**(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 summers

**2005 - 2009**

<table>
<thead>
<tr>
<th># courses taught</th>
<th>3155</th>
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<tbody>
<tr>
<td># POT</td>
<td>9- abcdgf - pqr</td>
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<tr>
<td>10 wk - 1</td>
<td>2 0%</td>
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<tr>
<td>8 wk - A</td>
<td>1684 53%</td>
</tr>
<tr>
<td>6 wk - B</td>
<td>486 15% 102 24%</td>
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<tr>
<td>6 wk - P</td>
<td>14 0% 6 1%</td>
</tr>
<tr>
<td>6 wk - Q</td>
<td>9 0% 7 2%</td>
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<tr>
<td>6 wk - R</td>
<td>93 3% 19% 18 4% 31%</td>
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<tr>
<td>4 wk 1 - C</td>
<td>459 15% 75 18%</td>
</tr>
<tr>
<td>4 wk 2 - D</td>
<td>240 8% 47 11%</td>
</tr>
<tr>
<td>WBIT - F</td>
<td>22 1% 0 0%</td>
</tr>
<tr>
<td>Grad - G</td>
<td>146 5% 0 0%</td>
</tr>
</tbody>
</table>

| 3155 | 425 |

---

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

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (mtr)</th>
<th>Labs</th>
<th>Hours (mtr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr x 14 days</td>
<td>42 hrs</td>
<td>4 cr x 14 days</td>
<td>56 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or – 3 hrs 30 min x 24 days = 60 hrs</td>
<td></td>
</tr>
</tbody>
</table>


### 10 week – 47 days
3 cr – 50 min; 4 cr – 1 hr 5 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hr 15 min x 20 days = 45 hrs</td>
<td>3 hr x 20 days = 60 hrs</td>
</tr>
</tbody>
</table>

5/24 – 7/29 (8/10) Exams 7/30

### 4 week – 19 days
3 cr – 2 hrs; 4 cr – 2 hr 40 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hr x 8 days</td>
<td>32 hrs</td>
</tr>
</tbody>
</table>

5/17 – 6/11 Exams 6/14 (3)

### 6 week - 29
3 cr – 1 hr 20 min; 4 cr – 1 hr 45 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
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<tbody>
<tr>
<td>3 hr x 12 days</td>
<td>36 hrs</td>
</tr>
<tr>
<td>4 hr x 12 days</td>
<td>48 hrs</td>
</tr>
</tbody>
</table>

6/16 – 7/27 Exams 7/28 (12)

### 1st 4 week – 19 days
3 cr – 2 hrs; 4 cr – 2 hr 40 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hr x 8 days</td>
<td>32 hrs</td>
</tr>
</tbody>
</table>

6/1 – 6/25 (13) Exams 6/28

### 2nd 4 week – 19 days
3 cr – 2 hrs; 4 cr – 2 hr 40 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hr x 8 days</td>
<td>32 hrs</td>
</tr>
</tbody>
</table>

6/29 – 7/26 (13) Exams 7/27

### 6 week – 29 days
3 cr – 1 hr 20 min; 4 cr – 1 hr 45 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
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</thead>
<tbody>
<tr>
<td>3 hr x 12 days</td>
<td>36 hrs</td>
</tr>
<tr>
<td>4 hr x 12 days</td>
<td>48 hrs</td>
</tr>
</tbody>
</table>

6/14 – 7/23 (13) Exams 7/26 – 7/27

### 8 week – 39 days
3 cr – 1 hr; 4 cr – 1 hr 20 min

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
</tr>
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<tbody>
<tr>
<td>3 hr x 16 days</td>
<td>48 hrs</td>
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</table>

6/1 – 7/26 (13) Exams 7/27

### 750 min/cr; 2250 min/3 cr; 3000 min/4 cr

<table>
<thead>
<tr>
<th>Labs</th>
<th>Hours (tr)</th>
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<tr>
<td>3 hr x 15 wks (full semester)</td>
<td>45 hr</td>
</tr>
<tr>
<td>4 hr x 15 wks (full semester)</td>
<td>60 hr</td>
</tr>
</tbody>
</table>

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 students 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 students 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.
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:
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 Behavioral Problems that Disrupt Learning 3
EEXE 6406 Social and Behavioral Issues of Individuals with Disabilities 3
EEXE 6400 Collaboration for Transition and Post Secondary Education 3
EEXE 6032 Methods and Strategies for Teaching Mathematics and the Content Areas
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 2012 Language Development: Ages and Stages
CEUG 2100 Introduction to Students with Disabilities
SPED 3110 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-V-3
Prerequisites: MATH 2200, FOUN 7060, or CEUG 2222 and completion of at least 18 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-V-3
Prerequisites: MATH 2200, FOUN 7060, or CEUG 2222 and completion of at least 18 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)

<table>
<thead>
<tr>
<th>Track One</th>
<th>Track Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEXE 7507</td>
<td>EEXE 7001</td>
</tr>
<tr>
<td>Characteristics of Students with Multiple And Severe Disabilities</td>
<td>Technologies for Special Educators</td>
</tr>
<tr>
<td>*PSYC 5060 G</td>
<td>*PSYC5061G</td>
</tr>
<tr>
<td>Basic Behavior Principles and Behavior Modification</td>
<td>Advanced Behavioral Assessment</td>
</tr>
<tr>
<td>EEXE 7512</td>
<td>EEXE 7020</td>
</tr>
<tr>
<td>Augmentative and Alternative Communication with Severe and Multiple Disabilities</td>
<td>Methods and Strategies for Teaching Students with Autism</td>
</tr>
<tr>
<td>EEXE 7508</td>
<td>EEXE 7000</td>
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<tr>
<td>Strategies for Teaching Children with Multiple/ Severe Disabilities</td>
<td></td>
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</tbody>
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Professional Core for Tracks One and Two   3 hours

- FOUN 7060  Education Research

- Track One: Moderate to Severe Disabilities  18 hours

- Track Two: Mild to Moderate Disabilities  18 hours
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*