

Agenda Faculty Meeting



Wednesday, April 13, 2005
3:00 p.m., Room 170, University Hall

Agenda Items:

I. Report of the President

II. Quorum Determination (83 or more faculty required for quorum)

III. Approval of the minutes from March 2, 2005

(Available at http://www.aug.edu/faculty_secretary/facmin_03_02_2005_draft.pdf)

IV. Academic Policies Committee

A. Course changes submitted as *For Information Only* (63 items)

(See Attachment A)

B. Course changes submitted for faculty discussion and vote (3 items)

(See Attachment B)

C. Change in Probation and Suspension policy

(See Attachment C)

V. Faculty Policies Committee –

A. Faculty Manual - General Revisions. **(See Attachment D)**

B. Faculty Manual - changes to reflect the importance of teaching abroad in the Faculty Role Model. **(See Attachment E)**

C. Faculty Manual - Tenure Policy, Section 450. **(See Attachment F)** *Consideration of amendment presented by Dr. Robert Jarman* **(See Attachment G)** – *Requires second, discussion, and vote*

D. Changes to section 560 of the Faculty Manual– Leave of Absence **(See Attachment H)**

E. Name change: from “Outstanding Faculty Member” to “Outstanding Teaching Award” **(See Attachment I)**

VI. Announcements

Attachments

Attachment A.

Items approved unanimously by Academic Policies Committee, for Information Only

1. CHANGE: Undergraduate Major for the Bachelors degree in Sociology [pdf](#) C0029

FROM: SOCI 4950 Selected Topics (3-0-3)

A variable content course. Either 1) a faculty initiated course which allows the opportunity to enroll in specifically titled courses, or 2) a student initiated directed study.

Prerequisites: Junior or senior study standing; 20 hours of advanced sociology; permission of instructor; and contractual permission of instructor; and contractual agreement with department chair

TO: SOCI 4950 Selected Topics (3-0-3)

A variable content course. Either 1) a faculty initiated course which allows the opportunity to enroll in specifically titled courses, or 2) a student initiated directed study.

Prerequisites: Junior or senior study standing; 20 hours of advanced sociology; permission of instructor; and contractual permission of instructor; and contractual agreement with department chair

Only two 4950 courses may be included in the major.

REASON:

The Sociology Faculty have agreed that we have designed a strong program within sociology and that in order to ensure that our students are getting the most from our program, they need to be limited to two Selected Topic Courses.

2. CHANGE: Undergraduate Major for the Bachelors degree in Sociology [pdf](#) C0030

FROM: CRJU 4950 Selected Topics (3-0-3)

A variable content course. Either 1) a faculty initiated course which allows the opportunity to enroll in specifically titled courses, or 2) a student initiated directed study.

Prerequisites: Junior or senior study standing; 20 hours of advanced sociology; permission of instructor; and contractual permission of instructor; and contractual agreement with department chair

TO: CRJU 4950 Selected Topics (3-0-3)

PSYC 1101 Introduction to General Psychology
 SOCI 2241 Multicultural Diversity
 SOWK 1111 Introduction to Social Work (or)
 WMST 1101 Introduction to Women's Studies
 Two course sequence in a foreign language

REASON:

As a regular practice, we have given students permission to use this course in Area F. We would like the catalog to reflect the reality. Each of the ECON courses are similarly relevant to the study of criminal justice.

4. CHANGE: Undergraduate Major for the Bachelors degree in Sociology pdf C0032

FROM: Core Curriculum Area F 18

CRJU 1103 Introduction to Criminal Justice	3
POLS 2000 Introduction to Society, Law, and the Criminal	3
SOCI 1101 Introduction to Sociology or SOCI 1103 Introduction to Behavioral and Social Science	3
SOCI 1160 Social Problems Analysis	3
Select two of the following courses:	
ACCT 2101 Principles of Accounting	
ECON 1810 Introduction to Economics	
MATH 2210 Elementary Statistics	
PHIL 1000 Introduction to Philosophy	
PSYC 1101 Introduction to General Psychology	
SOCI 2241 Multicultural Diversity	
SOWK 1111 Introduction to Social Work	
A two-course sequence in a foreign language	

TO: Core Curriculum Area F 18

CRJU 1103 Introduction to Criminal Justice	3
POLS 2000 Introduction to Society, Law, and the Criminal	3
SOCI 1101 Introduction to Sociology Or SOCI 1103 Introduction to Behavioral and Social Science	3
SOCI 1160 Social Problems Analysis	3
Select two of the following courses:	
ACCT 2101 Principles of Accounting	
ECON 1810 Introduction to Economics	
<i>or ECON 2105 Macroeconomics</i>	
<i>or ECON 2106 Microeconomics</i>	
PHIL 1000 Introduction to Philosophy	
MATH 2210 Elementary Statistics	
PSYC 1101 Introduction to General Psychology	
SOCI 2241 Multicultural Diversity	
SOWK 1111 Introduction to Social Work	
A two-course sequence in a foreign language	

REASON:

As a regular practice, we have given students permission to use this course in Area F. We would like the catalog to reflect the reality. Each of the ECON courses are similarly relevant to the study of sociology.

5. CHANGE: catalog entry [pdf](#) C0033

FROM: Prerequisites: SOCI 1101 is a prerequisite upper division SOCI courses.

TO: SOCI 1101 Introduction to Sociology is a prerequisite to all upper division SOCI courses. SOCI 1103/PSYC 1103 Introduction to the Behavioral and Social Sciences may be used in place of SOCI 1101 as a prerequisite to the following courses: SOCI 1160, SOCI 2241, SOCI 2242, SOCI 3303, SOCI 3320, SOCI 3323, SOCI 3330, SOCI 3340, SOCI 3350, SOCI 3360, SOCI 3373, SOCI 3375, SOCI 3380, SOCI 3381, SOCI 3385, SOCI 4404, SOCI 4413, SOCI 4421, SOCI 4422, SOCI 4431, SOCI 4432, SOCI 4434/SOWK 4434/CRJU 4434, SOCI 4435/CRJU 4435, SOCI 4441, SOCI 4442, SOCI 4443, SOCI 4451, SOCI 4461, SOCI 4481, SOCI 4900, SOCI 6613

REASON:

SOCI/PSYC 1103 is an introductory honor's course that is team taught by a sociology and psychology professor. As designed and implemented, it has always counted as a prerequisite to upper division courses in sociology and psychology. In order to prepare for CAPP, we are working toward making the catalog reflect the regular practices of our departments in sociology and psychology.

6. CHANGE: catalog change [pdf](#) C0034

FROM: POLS 2701, Introduction to Political Methodology and Research

TO: POLS 3800, Introduction to Political Research

REASON:

Equivalent courses at other institutions in the University System list this course as an upper division course; consequently, when our students transfer to those institutions they cannot transfer this course. Since all political science programs in the system require a methodology course, this forces our students to take the course again should they transfer. In addition, the work required is at the upper division level.

7. CHANGE: Bachelor of Arts with a major in Political Science, Public Administration Track [pdf](#) C0035

FROM: current catalog listing

TO: Core Curriculum Area F -prerequisite POLS 1101 (Grade of C or better is required in all Area F courses)	18
Required Courses:	
POLS 2101 Intro to Political Science	3
MATH 2210 Elementary Statistics	3
(if not taken in Area D; if taken in Area D any 2000-level Political Science course)	
Option 1	
Select a language sequence (1002, or higher)	6
OR	
Option 2	
Select either CSCI200 Introduction to Computers and Programming or MINF 2201 Management Information Systems and an elective from the approved Area F Courses listed below	6
Electives in Political Science (recommended)	0-6
POLS 2000, Society, Law and the Criminal POLS 2401 Intro to Global Issues	
Electives in Social Science	0-6
PHIL 1000, HIST 1111, 1112, 2111, 2112- PSYC 1101, SOCI.1101, MGMT 2106, ECON 1810, 2105, 2106, GEOG 1111, ANTH 1102	
Major Concentration	30
(Grade of C is required in all these courses)	
POLS 3800, Introduction to Political Research	3
POLS 4301, Introduction to Public Administration	3
Select 18 hours from the following courses:	18
POLS 3000 State and Local Government	
POLS 3301 Judicial Process	
POLS 3401 The American Presidency	
POLS 3901 Electoral Behavior and Political Parties	
POLS 4101 State Government	
POLS 4201 Urban Policy Analysis	
POLS 4401 Government Organization Theory	
POLS 4950 Selected Topics*	
POLS 4960 Undergraduate Internship	
*must be track specific	
Select 6 hours from the following courses:	
MGMT 3500 Management Theory & Practice	
MGMT 4500 Human Resources Management	
ECON 4820 International Economics and Finance	
SOCI 3340 Social Stratification	
SOCI 3360 World Population and Development	

SOCI 4404 Urban Social Problems
 SOCI 4451 Sociology of Work and Occupations
 SOCI 4461 Urban Sociology
 SOWK 3322 Agencies and Social Problems

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement. In Area F, POLS 2701 will be replaced by (preferably) MATH 2210, or if that course is taken to fulfill Area D requirements, any approved 2000-level Political Science elective.

8. CHANGE: Undergraduate Major for the Bachelors degree in Political Science (Legal Studies Track) pdf C0036

FROM: current catalog listing

TO: Core Curriculum Area F -prerequisite POLS 1101 (Grade of C or better is required in all Area F courses)	18
Required Courses:	
POLS 2101 Intro to Political Science	3
MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any 2000-level Political Science course)	3
Option 1	
Select a language sequence (1002, or higher)	6
OR	
Option 2	
Select either CSCI 1200 Introduction to Computers and Programming or MINF 2201 Management Information Systems and an elective from the approved Area F Courses listed below	6
Electives in Political Science (recommended) POLS 2000, Society, Law and the Criminal POLS 2401 Intro to Global Issues	0-6
Electives in Social Science PHIL 1000, HIST 1111, 1112, 2111, 2112 PSYC 1101, SOCI 1101, 2241, ANTH 1102, ECON 1810, 2105, 2106, GEOG 1111	0-6
Major Concentration (Grade of C is required in all these courses)	30
POLS 3800, Introduction to Political Research	3
Select 12-15 hours from the following courses: POLS 3301 Judicial Process	12-15

POLS 3401 The American Presidency
 POLS 3501 Ancient Political Thought* OR
 POLS 3601 Modern & contempor& Political Thought* OR
 POLS 3701 American Political Thought*
 POLS 4401 Government Organization Theory
 POLS 4501 Constitutional Law: Distribution of Power
 POLS 4601 Constitutional Law: Civil Liberties
 *only one of these courses may be taken

Select 3-9 hours from any other 3000 and higher Political Science courses 3-9

Select 9 hours from the following: 9
 COMC 3000 Media Law and Ethics
 BUSA 4210 Business Law
 SOCI 4431 Criminology
 SOCI 4432 Juvenile Delinquency

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement. In Area F, POLS 2701 will be replaced by (preferably) MATH 2210, or if that course is taken to fulfill Area D requirements, any approved 2000-level Political Science elective.

9. CHANGE: Undergraduate Major for the Bachelors degree in Political Science (Secondary Teaching Certification) pdf C0037

FROM: current catalog listing

TO: Core Curriculum Area F -prerequisite POLS 1101 18
 (Grade of C or better is required in all Area F courses)
 Required Courses:
 MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any approved elective from the list below)
 POLS 2000 Society, Law and the Criminal
 POLS 2101 Intro to Political Science
 POLS 2401 Intro to Global Issues 12

Option 1
 Select a language sequence (1002, or higher) 6
 OR
 Option 2
 Select either CSCI 1200 Introduction to Computers and Programming or 6
 MINF 2201 Management Information Systems and an elective from the approved Area F Courses listed below

Electives	
PHIL 1000, HIST 1111, 1112, 2111, 2112 PSYC 1101, SOCI 1101, MGMT 2106, ECON 1810, 2105, 2106, GEOG 1111, ANTH 1102	
Lower Level Requirements for Teacher Certification	9
EDUC 2101,2102, and SPED 2000	
Major Concentration	30
(Grade of C is required in all these courses)	
POLS 3800, Introduction to Political Research	3
POLS 3101 OR 4701	3
POLS 3601 OR 3701	3
POLS 4101 OR 4201	3
POLS 4301 OR 4401	3
POLS 4501 OR 4601	3
POLS 4902 OR 4905	3
Select 9 additional hours of 3000-4000 POLS courses	9
Secondary Teacher Education	
SCED 4101, 4102, 4201, 4202, 4901	25

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement. In Area F, POLS 2701 will be replaced by (preferably) MATH 2210, or if that course is taken to fulfill Area D requirements, any approved 2000-level Political Science elective.

10. CHANGE: Undergraduate Minor in International Studies [pdf](#) C0038

FROM: current catalog listing

TO: POLITICAL SCIENCE Minor in International Studies

Courses submitted for the minor, including prerequisites must be completed with a grade of C or better.

Prerequisite: POLS 1101 Intro to American Government	3
Upper Division Courses	15
POLS 3800, Introduction to Political Research*	3
POLS 3801 International Relations Theory	3
POLS 4902 World Politics	3
Select two of the following courses:	6
POLS 3101,3201,4701,4801,4900,4901,4903,4950, 4960, HIST 3211,3311,35221,3531,4391,4950, ANTH 4861, BUSA 4200, COMS 3100, ECON 4820, ENGL 4360, Any foreign language course 3000 & above, SABR 4000, all study abroad, Honors 3900,4900,4950, and 4960 offerings	

*IF the student's major has a required research methods course, POLS 3800 is NOT required. The student may substitute any other Political Science course numbered 3000 or above.

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement.

11. CHANGE: Undergraduate Major for the Bachelors degree in Political Science pdf C0039

FROM: current catalog listing

TO: Bachelor of Arts with a Major in Political Science

Core Curriculum Area F -prerequisite POLS 1101
(Grade of C or better is required in all Area F courses) 18

Required Courses:

POLS 2101 Intro to Political Science 3

MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any 2000-level Political Science course) 3

Option 1

Select a language sequence (1002, or higher) 6

OR

Option 2

Select either CSCI 1200 Introduction to Computers and Programming or

MINF 2201 Management Information Systems and an elective from the approved Area F Courses listed below

Electives in Political Science (recommended) 0-6

POLS 2000, Society, Law and the Criminal

POLS 2401 Intro to Global Issues

Electives in Social Science 0-6

PHIL 1000, HIST 1111, 1112, 2111, 2112

PSYC 1101, SOCI 1101, 2241, ANTH 1102,

ECON 1810, 2105, 2106, GEOG 1111

Major Concentration 30

(Grade of C is required in all these courses)

POLS 3800, Introduction to Political Research 3

Six hours in American Politics from: 6

POLS 3000 State and Local Government

POLS 3301 Judicial Process

POLS 3401 The Presidency

POLS 3901 Electoral Behavior and Political Parties

POLS 4101 State Government
POLS 4210 Urban Policy Analysis
POLS 4501 Constitutional Law: Distribution of Power
POLS 4601 Constitutional Law: Civil Liberties

**Six hours in International Relations/
Comparative Politics from: 6**

POLS 3101 Comparative European Governments
POLS 3201 Government and Politics of Post
Communist Russia
POLS 3801 International Relations Theory
POLS 4701 Governments of Developing Nations
POLS 4901 EU Institutions and Policy
POLS 4902 World Politics
POLS 4903 International Law
POLS 4904 Politics of Latin America
POLS 4905 US Foreign Policy

Three hours in Political Theory from: 3

POLS 3501 Ancient Political Thought
POLS 3601 Modern and Contemporary Political
Thought
POLS 3701 American Political Thought
PHIL 3005 Philosophy of the Human Person
PHIL 3020 Existentialism
PHIL 3095 Major Philosophers in History
PHIL 4030 Ancient Greek Philosophy
PHIL 4032 Continental Philosophy
PHIL 4900 Cullum Lecture Series
PHIL 4990 Undergraduate Research

**Twelve hours from any other 3000 and higher
Political Science courses 12**

Other Upper Level Political Science Courses include:

POLS 4301 Principles of Public Administration
POLS 4401 Government Organization Theory
POLS 4900 Cullum Lecture Series
POLS 4950 Political Science Topics
POLS 4960 Undergraduate Internship

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement. In Area F, POLS 2701 will be replaced by (preferably) MATH 2210, or if that course is taken to fulfill Area D requirements, any approved 2000-level Political Science elective.

12. CHANGE: Undergraduate Minor in Political Science pdf C0040

FROM: current catalog listing

TO: POLITICAL SCIENCE Minor in Political Science

Courses submitted for the minor, including prerequisites must be completed with a grade of C or better.

Prerequisite: POLS 1101 Intro to American Government 3

Upper Division Courses 15

POLS 3800, Introduction to Political Research*

Select 4 courses in Political Science which are numbered 3000 and above

*IF the student's major has a required research methods course, POLS 3800 is NOT required. The student may substitute any other Political Science course numbered 3000 or above.

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement.

13. CHANGE: Undergraduate Major for the Bachelors degree in Political Science (International Studies Track) [pdf](#) C0041

FROM: current catalog listing

TO: Bachelor of Arts with a Major in Political Science, International Studies Track

Core Curriculum Area F -prerequisite POLS 1101 18

(Grade of C or better is required in all Area F courses)

Required Courses:

MATH 2210 Elementary Statistics (if not taken in Area D; if taken in Area D any 2000-level Political Science course) 3

Option 1

Select a language sequence (1002, or higher) 6

OR

Option 2

Select either CSCI 1200 Introduction to Computers and Programming or 6

MINF 2201 Management Information Systems and an elective from the approved Area F Courses listed below

Electives

POLS 2000, Society, Law and the Criminal 0-9

POLS 2401 Intro to Global Issues*

PHIL 1000, HIST 1111,1112,2111,2112

PSYC 1101, SOCI 1101, MGMT 2106,
ECON 1810, 2105, 2106, GEOG 1111,
ANTH 1102
*recommended

Major Concentration 30
(Grade of C is required in all these courses)

POLS 3800, Introduction to Political Research 3

International/Comparative Politics

POLS 3801 International Relations Theory 3
POLS 4902 World Politics 3

Select 15 hours from the following courses: 15

POLS 3101 Comparative European Politics
POLS 3210 Government and Politics of Post-Communist Russia
POLS 4701 Government of Developing Nations
POLS 4801 Government and Politics of China
POLS 4901 European Union: Institutions & Policies
POLS 4903 International Law & Organization
POLS 4904 Politics of Latin America
POLS 4905 United States Foreign Policy
POLS 4900 Cullum Lecture Series*
POLS 4950 Selected Topics *
POLS 4960 Undergraduate Internship*
*must be track specific and with the permission of the chair

Choose 6 hours from the following courses: 6

ANTH 4861, BUSA 4200, COMS 3100, ECON 4820,
ENGL 4360, HIST 3211, 3311, 3521, 4391, 4950, HUMN 4950,
FREN 3210, 3221, 3222, SPAN 3211, 3212, 3220, 3520, 3610,
4530, 4550, 4560, 4710, 4720, SABR 4000
Other foreign language courses 3000 and above

REASON:

Converting POLS 2701 to an upper division course will require its removal from Area F and insertion into the major concentration requirement. In Area F, POLS 2701 will be replaced by (preferably) MATH 2210, or if that course is taken to fulfill Area D requirements, any approved 2000-level Political Science elective.

14. NEW COURSE: BIOL 2500 Microbiology for Nursing and Allied Health
pdf C0042

DESCRIPTION: An introduction to microbiology as it relates to the human, including viruses, prokaryotic and eukaryotic anatomy, metabolism, growth, nutrition, immunology, important disease causing microbes, physical/chemical control and chemotherapy. Normally offered Fall and Summer.

PREREQUISITES: Grade of C or better in BIOL 1108 or 2112 and MATH 1101 or 1111

INSTRUCTOR: Drs. Wellnitz, Tugmon and Griner have Ph.D.s in a related field of Biology and experience in some aspect of Microbiology either through course work or research or both. Any future instructors will also have the appropriate qualifications. Drs. Wellnitz and Tugmon have been teaching Microbiology for 25 and 11 years respectively.

NEED DETERMINED: After discussion with ASU Nursing Department and an online survey of what other schools (similar to ours in size) do to provide microbiology courses suitable for nursing/allied health majors; the Biology Department concluded that the current course, BIOL 3110, no longer meets the needs of both nursing/allied health majors and biology majors.

SPLITS EXISTING COURSE: The current course no longer provides the needed information for nursing/allied health majors. Creating this course will allow us to better meet needs of the nursing/allied health majors.

FINANCIAL RESOURCES NEEDED: Supplies \$150

15. CHANGE: Undergraduate Major for the Bachelors degree in Education: Major-Health and Physical Education, various tracts. pdf C0043

FROM: BIOL 2112 (3-2-4)

Human Anatomy and Physiology II

A continuation of Biology 2111, dealing with the circulatory, respiratory, digestive, excretory, endocrine and reproductive systems and their inter-relationships. Normally offered Spring and Summer. Prerequisite: BIOL 2111.

(Catalog, p. 245)

TO: BIOL 2112 (3-2-4)

Human Anatomy and Physiology II

A continuation of Biology 2111, dealing with the circulatory, respiratory, digestive, excretory, endocrine and reproductive systems and their inter-relationships. Normally offered Spring and Summer. *Prerequisite: BIOL 2111 with a grade of C or better.*

REASON:

The Department of Biology initially neglected to add the "grade of C or better" in the original course description for BIOL 2112.

16. CHANGE: Area F for the Bachelors degree in Biology pdf C0044

FROM: Core Area F

(Grade of C or better in all Area F courses)
BIOL 1107 and 1108 Principles of Biology I and II
CHEM 1211 and 1212 Principles of Chemistry I and II

Select one of the following:

Foreign Language
CHEM 2410 Chemistry of Organic and Biomolecules
CSCI 1200 Introduction to Computers and Programming
CSCI 1301 Principles of Computer Programming I
MINF 2201 Microcomputer Applications

Required Lower Division Courses (may be used in the Core Curriculum) and spill over hours from Area F
(Grade of C or better is required in all these courses)

1. One year of Foreign language or
MATH 2210 Elementary Statistics and
CSCI 1200 or 1301 or MINF 2201
2. CHEM 2410 or 3411 Organic Chemistry I
3. PHYS 1111 and PHYS 1112 Introductory Physics I and II
or
PHYS 2111 and PHYS 2112 Principles of Physics I and II

(Catalog 2004-2005, p. 82, changes are underlined)

TO: Core Area F

(Grade of C or better in all Area F courses)
BIOL 1107 and 1108 Principles of Biology I and II
CHEM 1211 and 1212 Principles of Chemistry I and II

Select one of the following:

Foreign Language
CHEM 2410 Chemistry of Organic and Biomolecules
CSCI 1200 Introduction to Computers and Programming
CSCI 1210 Introduction to Java Programming
CSCI 1301 Principles of Computer Programming I
MINF 2201 Microcomputer Applications

Required Lower Division Courses (may be used in the Core Curriculum) and spill over hours from Area F
(Grade of C or better is required in all these courses)

1. One year of Foreign language or
MATH 2210 Elementary Statistics and
CSCI 1200 or 1210 or 1301 or MINF 2201
2. CHEM 2410 or 3411 Organic Chemistry I
3. PHYS 1111 and PHYS 1112 Introductory Physics I and II
or
PHYS 2111 and PHYS 2112 Principles of Physics I and II

REASON:

Course is new (CSCI 1210) and is comparable to other courses already possible as Area F electives. Therefore, this will give students additional options. Other courses underlined are number changes made by Math & Computer Science previously.

17. CHANGE: Undergraduate Major for the Bachelors degree in Biology with a secondary Education Certification [pdf](#) C0045

FROM: Core Area F
(Grade of C or better in all Area F courses)
BIOL 1107 and 1108 Principles of Biology I and II
CHEM 1211 and 1212 Principles of Chemistry I and II

Select one of the following:

Foreign Language
CHEM 2410 Chemistry of Organic and Biomolecules
CSCI 2000 Introduction to Computers and Programming
CSCI 2301 Principles of Computer Programming I
MINF 2201 Microcomputer Applications

Required Lower Division Courses (may be used in the Core Curriculum) and spill over hours from Area F

(Grade of C or better is required in all these courses)

One year of Foreign language or
MATH 2210 Elementary Statistics and
CSCI 2000 or 2301 or MINF 2201
CHEM 2410 or 3411 Organic Chemistry I
PHYS 1111 and PHYS1112 Introductory Physics I and II
or
PHYS 2111 and PHYS 2112 Principles of Physics I and II
The following.. .Exceptional Children

(Catalog 2004-05, p. 83, changes are underlined)

TO:
Core Area F
(Grade of C or better in all Area F courses)
BIOL 1107 and 1108 Principles of Biology I and II
CHEM 1211 and 1212 Principles of Chemistry I and II

Select one of the following:

Foreign Language
CHEM 2410 Chemistry of Organic and Biomolecules
CSCI 1200 Introduction to Computers and Programming
CSCI 1210 Introduction to Java Programming
CSCI 1301 Principles of Computer Programming I
MINF 2201 Microcomputer Applications

Required Lower Division Courses (may be used in the Core Curriculum) and spill over hours from Area F

(Grade of C or better is required in all these courses)
One year of Foreign language or
MATH 2210 Elementary Statistics and
CSCI 1200 or 1210 or 1301 or MINF 2201
CHEM 2410 or 3411 Organic Chemistry I
PHYS 1111 and PHYS 1112 Introductory Physics I and II
or
PHYS 2111 and PHYS 2112 Principles of Physics I and II
The following...Exceptional Children

REASON:

Course is new (CSCI 1210) and is comparable to other courses already possible as Area F electives. Therefore, this will give students additional options. Other courses underlined are number changes made by Math & Computer Science previously.

18. CHANGE: catalog entry for existing course [pdf](#) C0046

FROM: Catalog pp. 366-368

PSYC 3121

Prerequisite: PSYC 1101 with a C or better, and MATH 1101 or MATH 1111

PSYC 3122

Prerequisite: PSYC 1101 and PSYC 3121. MATH 2210 OR MATH 2310 may be used with permission of instructor. C or better required in all prerequisites.

PSYC 3131

Prerequisite: PSYC 1101 a C or better.

PSYC 3133

Prerequisite: PSYC 1101 a C or better.

PSYC 3140

Prerequisite: PSYC 1101 a C or better.

PSYC 3143

Prerequisite: PSYC 1101 a C or better.

PSYC 3155/WMST 3155

Prerequisite: WMST 1101 and PSYC 1101 with a C or better.

PSYC 3160

Prerequisite: PSYC 1101 a C or better.

PSYC 3170

Prerequisite: PSYC 1101 a C or better.

PSYC 3180

Prerequisite: PSYC 1101 a C or better.

PSYC 3183

Prerequisite: PSYC 1101 a C or better.

PSYC 3188

Prerequisite: PSYC 1101 a C or better.

PSYC 3190

Prerequisite: PSYC 1101 a C or better

TO:

PSYC 3121

Prerequisite: PSYC 1101 , PSYC/SOCI 1103, or PSYC 1105 with a C or better, and MATH 1101 or MATH 1111

PSYC 3122

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 and PSYC 3121. MATH 2210 OR MATH 2310 may be used with permission of instructor. C or better required in all prerequisites.

PSYC 3131

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3133

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3140

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3143

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3155/WMST 3155

Prerequisite: WMST 1101 and PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3160

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

PSYC 3170

Prerequisite: PSYC 110 1, PSYCSOCI 1103, or PSYC 1105 with a C or better.

PSYC 3180

Prerequisite: PSYC 1101, PSYCSOCI 1103, or PSYC 1105 with a C or better.

PSYC 3183

Prerequisite: PSYC 1101, PSYCSOCI 1103, or PSYC 1105 with a C or better.

PSYC 3188

Prerequisite: PSYC 1101, PSYCSOCI 1103, or PSYC 1105 with a C or better.

PSYC 3190

Prerequisite: PSYC 1101, PSYC/SOCI 1103, or PSYC 1105 with a C or better.

REASON:

PSYC 1101, PSYCSOCI 1103, and PSYC 1105 have been treated as appropriate prerequisites for upper level course in psychology for some time, but the catalog does not reflect this. Students who have taken PSYCSOCI 1103 or PSYC 1105 have to request an exception in Banner at present to enroll in upper level psychology courses.

19. CHANGE: catalog entry for existing course [pdf](#) C0047

FROM: READ 0097

Developmental Reading I (3-0-3)

This is a diagnostic and individualized reading course designed to meet the needs reading course of students with deficiencies in basic reading skills. Emphasis is on the fundamental reading skills necessary to improve general reading comprehension. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Prerequisite: Reading Compass Score < 67.

TO: READ 0097

Developmental Reading I (5-0-5)

This is a diagnostic and individualized reading course designed to meet the needs reading course of students with deficiencies in basic reading *and study* skills. Emphasis is on the fundamental reading skills necessary to improve general reading comprehension *and to succeed in learning from textbooks in regular credit courses*. Credit for this course is not applicable to degree programs and is not transferable to other institutions.

Prerequisite: Reading *COMPASS Placement* Score ≤ 67.

REASON:

Data suggest that lower-level reading students are at particular risk for not achieving success in core curriculum courses at ASU. Changing the READ 0097 curriculum to provide early and intensive instruction for students with the greatest reading deficiencies increases the likelihood of success in subsequent coursework.

20. NEW COURSE: MATH 6260 Understanding Data Analysis and Probability
pdf C0048

DESCRIPTION: Designed for certified teachers, this course focuses on making predictions collecting, representing, and analyzing data and applying these-concepts to the mathematics in grades P-5 using multiple strategies for instruction and assessment.

PREREQUISITES: 3 hours; successful completion of MATH 6241

INSTRUCTOR: Linda Crawford, Ph.D. or Carol Rychly, Ph.D.

NEED DETERMINED: The course was developed by the USG Mathematics Consortium as one of 4 courses required for obtaining the P-5 mathematics endorsement.

21. NEW COURSE: MATH 6241 Understanding Numbers and Operations
pdf C0049

DESCRIPTION: Designed for certified teachers, this course focuses on understanding of the major concepts of number and operations. Collaboration, critical thinking, hands-on manipulatives, and problem-based inquiry as methods of instruction and assessment will be used to examine what it means to teach and learn number concepts at the P-5 level.

PREREQUISITES: 3 hours; permission of the instructor

INSTRUCTOR: Linda Crawford, Ph.D. or Carol Rychly, Ph.D.

NEED DETERMINED: The course was developed by the USG Mathematics Consortium as one of 4 courses required for obtaining the P-5 mathematics endorsement.

22. NEW COURSE: MATH 6242 Understanding Geometry pdf C0050

DESCRIPTION: Designed for certified teachers, this course focuses on developing a deep understanding of fundamental geometry concepts. Collaboration, critical thinking, hands-on explorations using manipulatives, problem-based inquiry, and technological tools will be used to examine what it means to teach and learn geometry at the P-5 level.

PREREQUISITES: 3 hours; successful completion of MATH 6241

INSTRUCTOR: Linda Crawford, Ph.D. or Carol Rychly, Ph.D.

NEED DETERMINED: BOR approved this course as part of a 4 course sequence for in-service teachers to obtain the P-5 mathematics endorsement.

23. NEW COURSE: MATH 6243 Understanding Algebra pdf C0051

DESCRIPTION: Designed for certified teachers, this course focuses on developing a deep understanding of the concepts and techniques related to algebraic thinking. Collaboration, critical thinking, hands-on explorations using manipulatives, problem-based inquiry, and technological tools will be used to enrich understanding of how to develop algebraic thinking in students at the P-5 level.

PREREQUISITES: 3 hours; successful completion of MATH 6241

INSTRUCTOR: Linda Crawford, Ph.D. or Carol Rychly, Ph.D.

NEED DETERMINED: BoR approved this course as part of a 4 course sequence for in-service teachers to obtain the P-5 mathematics endorsement.

24. CHANGE: Insertion of Mathematics Endorsement pdf C0052

ADD:

MATH 6241	Understanding Numbers and Operations	(3)
MATH 6242	Understanding Geometry	(3)
MATH 6243	Understanding Algebra	(3)
MATH 6260	Understanding Data Analysis and Probability	(3)

REASON: Update Endorsement section

25. CHANGE: catalog entry for existing course pdf C0053

FROM: MATH 4410 History of Mathematics
Prerequisite: MATH 3030

TO: MATH 4410 History of Mathematics
Prerequisite: MATH 2012 or MATH 3030

REASON:

The proof technique course MATH 3030 is simply not necessary as a prerequisite for the study of the history of mathematics. However, some

mathematical maturity is required of the student, hence the change to one of the courses immediately following MATH 2011.

26. CHANGE: catalog entry for existing course [pdf](#) C0054

FROM: MATH 4280 Linear Algebra

Prerequisite: MATH 3030 or permission of instructor

TO: MATH 4280 Linear Algebra

Prerequisite: MATH 2012

REASON:

The nature of the proofs in the linear algebra course does not demand the proof technique course MATH 3030 as a prerequisite. The content of MATH 2012 (particularly integration and series) is necessary for constructing examples of non-trivial vector spaces and bases.

27. CHANGE: catalog entry for existing course [pdf](#) C0055

FROM: MATH 4011 Mathematical Analysis I

Prerequisite: MATH 3030 and MATH 2013 or permission of the instructor

MATH 4012 Mathematical Analysis II

Prerequisite: MATH 4011

TO: MATH 4011 Mathematical Analysis I

Prerequisite: MATH 2012 and MATH 3030

MATH 4012 Mathematical Analysis II

Prerequisite: MATH 2013 and MATH 4011

REASON:

Multivariable calculus (MATH 2013) is not required for MATH 4011. Multivariable calculus is required for MATH 4012.

28. CHANGE: catalog entry for existing course [pdf](#) C0056

FROM: MATH 4280 Linear Algebra

TO: MATH 3280 Linear Algebra

REASON:

This numbering is consistent with all other system institutions (we are the only system institution with the first course in linear algebra at the 4000 level).

29. CHANGE: Undergraduate Major for the Bachelors degree in Chemistry – Professional Track pdf C0057

FROM:

1. CHEM 4810 (4 hours)
2. CHEM 4551 Biochemistry I (4 hours)
3. CHEM 3810 (3 hours)
4. CHEM 4830 (2 hours)

TO:

1. Delete CHEM 4810
2. CHEM 4551, 4552 Biochemistry I & II (7 hours)
3. CHEM 3810 (4 hours)
4. CHEM 4830 (3 hours)

REASON:

CHEM 4810 (Environmental Chemistry) is being deleted. Significant items from the course are being incorporated into CHEM 3810 (Advanced Organic Chemistry) and CHEM 4551, 4552 (Biochemistry I, II)

Consistent with the above; CHEM 3810 is being increased from 3 to 4 hours credit and CHEM 4552 is being inserted as a required course. This also allows the much needed increase in course credit of CHEM 4830 (Principles of Instrument Design) from 2 to 3 hours credit.

30. CHANGE: catalog entry for existing course pdf C0058

FROM: CHEM 4810 Environmental Chemistry (3-3-4)

An examination of chemical processes in air, water and soil, and how chemical principles are applied to analysis and remediation of environmental pollution. Current information on development in environmental technology will be examined.

Prerequisites: CHEM 2810, 3412; 4551 or 3722
(C or better)

TO: Delete course

REASON:

Course being deleted from B.S. in Chemistry-Professional track. Significant items being incorporated in two other Chemistry courses.

31. CHANGE: catalog entry for existing course pdf C0059

FROM: CHEM 3810 Advanced Preparations and Characterizations (2-3-3)

An examination of recent research in materials synthesis and analysis, including polymers. Laboratory experiment include synthesis, isolation, and characterization by infrared, nuclear magnetic resonance, and mass spectrometric instrumental techniques

Prerequisites: CHEM 3412 (C or better).

TO: CHEM 3810 Advanced Organic Chemistry (3-3-4)

A detailed theoretical and practical examination of mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectroscopy (including multinuclear and multidimensional techniques), synthesis and properties of Polymeric materials, and selected advanced organic chemistry topics. Laboratory experiments will introduce advanced topics and techniques and incorporate hands-on MS, IR and NMR analysis.

Prerequisites: CHEM 3412 (C or better)

REASON:

Current two hours credit inadequate for treatment of material in preparation for graduate school or employers.

32. CHANGE: catalog entry for existing course [pdf](#) C0060

FROM: CHEM 4830 Principles of Instrument Design (1-3-2)

A study of instruments for optical spectroscopy including sources, monochromators, sample holders, detection devices, signal transducers, signal amplifiers and computer interface electronics.

Prerequisites: CHEM 2810 and PHYS 1112 or 2212 (C or better in each) or permission of the instructor

TO: CHEM 4830 Principles of Instrument Design (2-2-3)

A study of instruments including signal transducers, signal conditioning, and computer data logging. Logic gates, digital control, counters, analog-to-digital conversion and spectroscopic techniques will be discussed as needed.

Prerequisites: CHEM 2810 or PHYS 3011; and PHYS 1112 or 2212; (C or better in each) or permission of the instructor.

REASON:

Title and course description being rewritten to be more meaningful to graduate schools and employers.

33. CHANGE: Undergraduate Major for the Bachelors degree in Chemistry – Biochemistry Track [pdf](#) C0061

FROM:

1. CHEM 3810 (3 hours)
2. CHEM 4830 (2 hours)

TO:

1. CHEM 3810 (4 hours)
2. Remove from degree requirements for this track

REASON:

Some material being incorporated into CHEM 3810 from a course that is being deleted. Hence, the change from 3 to 4 hours credit.

CHEM 4830 is being removed from requirements so that the total hours for the program will not exceed 120.

34. CHANGE: Undergraduate Major for the Bachelors degree in Chemistry with Certification in secondary Education [pdf](#) C0062

FROM:

1. CHEM 3810 (3 hours)
2. CHEM 4830 (2 hours)

TO:

1. CHEM 3810 (4 hours)
2. Remove from degree requirements for this track

REASON:

Some material being incorporated into CHEM 3810 from a course that is being deleted. Hence, the change from 3 to 4 hours credit.

CHEM 4830 is being removed from requirements to match the corresponding Chemistry Major requirements for the B.S. Chemistry - Biochemistry Track.

35. CHANGE: catalog entry for existing course [pdf](#) C0063

FROM: CHEM 1152 Survey of Chemistry (3-2-4)

Organic and biochemistry designed for pre-allied health students and non-majors; covers common classes of organic compounds including uses and chemical and physical properties and introduction to structure and function of biological molecules.

Prerequisites: CHEM 1151 (C or better) or CHEM 1211 (C or better)

TO: Delete course**REASON:**

Course has continued to have low enrollments. In recent years, only one section per year has been offered. Course is not required for any program at MCG. With one exception any program that requires a sequence (two courses), requires that it be the one for science majors (CHEM 1211, 1212). One program will accept the lower sequence (CHEM 1151, 1152) but does NOT require it to be that one. The COE does not require CHEM 1152 for any of its programs. Psychology has CHEM 1152 as one option

to pick of 30 choices. Neither department objects to the deletion of CHEM 1152.

36. NEW COURSE: SPED 6405 Practicum in Special Education pdf C0064

DESCRIPTION: Practicum in special education for candidates who are required to take more than one semester of internship. This supervised course provides a concentrated field experience and introduction to teaching in the special education classroom. The practicum precedes the internship for candidates who are not teaching and/or have not taught in a special education classroom.

PREREQUISITES: 3 credit hours, permission of major advisor.

INSTRUCTOR: Lynn Cadle, Ed.D., Ruth Evans, Ph.D, Alice Pollingue, Ed.D. All are certified and have terminal degrees in Special Education

NEED DETERMINED: Students who have never taught and/or are not teaching in a special education classroom require more than one semester of Internship (6 hours). Because the Internship courses are not repeating courses, students may not receive credit when an internship course is taken more than once. The practicum course allows students to receive credit for the entire 6 hour sequence.

37. NEW COURSE: COUN 6770 Crisis Intervention Counseling pdf C0065

DESCRIPTION: This course is designed to prepare students to respond effectively in critical situations, and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crises interventions are founded on theory, and be able to apply that theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crisis.

PREREQUISITES: 3 credits; COUN 6640, COUN 6660, COUN 6680

INSTRUCTOR: Dr. Mary Jane Anderson, Ph.D.
Assistant Professor, Counselor Education Program, Terminal degree in Counselor Education -Experience in school and community crisis intervention

NEED DETERMINED: In the Counselor Education Program, there is no single course through which the many crisis situations school and community counselors encounter are addressed. The purpose for this course is to ensure that graduates are adequately prepared to effectively manage crisis situations with which they will become involved in their professional careers.

38. NEW COURSE: COUN 6630 Professional Orientation and Ethics pdf C0066

DESCRIPTION: This course is an introduction to the role, responsibilities, identity, and functions of the professional counselor. It will also provide basic legal and ethical information for issues involving school and community

counselors. Resources will be provided to assist students in processing and confronting a variety of professional and ethical issues that do not have specific or clear solutions. Ideas will be exchanged to help clarify individual positions on many current issues that must be met by counselors.

PREREQUISITES: 3 credits; COUN 6640, COUN 6660, COUN 6680

INSTRUCTOR: Dr. Mary Jane Anderson, Ph.D.
Assistant Professor, Counselor Education Program, Terminal degree in Counselor Education -Experience in school and community crisis intervention

NEED DETERMINED: This course will be a combination of two previously-offered courses: COUN6640: Introduction to Counseling and COUN6740: Legal and Ethical Issues in Counseling. More room is needed in the Program of Study for other specialized courses which are required by CACREP for the school and community tracks. These changes are being made for CACREP accreditation purposes, which has been mandated by the Board of Regents of the University System of Georgia,. Professional Orientation in Counseling is the course typically offered by other Counselor Education Programs in the state.

39. NEW COURSE: COUN 6790 Community Counseling pdf C0067

DESCRIPTION: The practice of community counseling will be discussed as well as the most current issues and practices for community work in the 21st century. Special emphasis will be placed on the practice of diversity, ethics, and the role of the counselor as a change agent and advocate. This course will include planning and implementing productive community counseling programs, providing students with a basic understanding of the role of the community counselor, service offered by community agencies and information regarding the settings in which they are offered.

PREREQUISITES: 3 credits; COUN 6640, COUN 6660, COUN 6680

INSTRUCTOR: Leslie Riley, Ph.D.
Assistant Professor, Terminal degree in Counselor Education -Background in Community Counseling

NEED DETERMINED: The Board of Regents of the University System of Georgia has mandated that all Counselor Education Programs that prepare school counselors become accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires specialized courses for each track for which accreditation is sought. This course will fulfill that requirement.

40. NEW COURSE: EDLR 7500 Organizational Development in Education pdf C0068

DESCRIPTION: This course will introduce the student to the unique organizational behaviors of educational institutions. The processes of leadership,

organization, development, theory, decision-making, and administrative processes will be studied. The overarching goal will be to develop leadership traits that will directly facilitate and impact levels of teaching and learning.

PREREQUISITES: 3 semester credit hours, admission to the EdS. program in Educational Leadership

INSTRUCTOR: Sam Hardy, Ed.D., Paulette Hams, Ed.D., Barbara Blackwell, Ph.D. All have terminal degrees in Educational Leadership

NEED DETERMINED: This course will augment the program to allow Ed.S. graduates in Educational Leadership to apply for a certificate endorsement at the Director's level in school districts.

41. NEW COURSE: EDUC 7004 Philosophy of Education pdf C0069

DESCRIPTION: The content of this course included descriptions of the following branches of philosophy: epistemology, metaphysics, ethics, and aesthetics. The focus is on philosophical concepts and questions which have special relevance to education in the 21st century.

PREREQUISITES: 3 credit hours, Admission to Graduate Program

INSTRUCTOR: Thomas Deering, Ph-D.; Peggy Ruth Geren, Ed.D.; Charles Jackson, Ed.D.; Charles Jenks, Ed.D. All professors with backgrounds in Foundations of Education

NEED DETERMINED: There are currently no Foundation of Education courses at the M.Ed. or Ed.S. level. This course will offer students an elective that provides necessary background in educational fundamentals.

42. NEW COURSE: EDUC 7005 History of American Education pdf C0070

DESCRIPTION: The course is intended for graduate level students interested in the area of historical foundations of education in the M.Ed. and Ed.S. programs. The intellectual examination of the content is education specific history.

PREREQUISITES: 3 credit hours, Admission to Graduate Program

INSTRUCTOR: Thomas Deering, Ph-D.; Peggy Ruth Geren, Ed.D.; Charles Jackson, Ed.D.; Charles Jenks, Ed.D. All professors with backgrounds in Foundations of Education

NEED DETERMINED: There are currently no Foundation of Education courses at the M.Ed. or Ed.S. level. This course will offer students an elective that provides necessary background in educational fundamentals.

43. NEW COURSE: EDUC 7006 Comparative Education pdf C0071

DESCRIPTION: This course is an in-depth study of representative school systems in the world. Particular attention is given to the role of education in economic development; governance and structure. Additional issues will include race, gender, and ethnicity.

PREREQUISITES: 3 credit hours, Admission to Graduate Program

INSTRUCTOR: Thomas Deering, Ph-D.; Peggy Ruth Geren, Ed.D.; Charles Jackson, Ed.D.; Charles Jenks, Ed.D. All professors with backgrounds in Foundations of Education

NEED DETERMINED: There are currently no Foundation of Education courses at the M.Ed. or Ed.S. level. This course will offer students an elective that provides necessary background in educational fundamentals

44. CHANGE: catalog entry for existing course [pdf](#) C0072

FROM: EDLR 7562 – Thesis II
3 hrs. Credit

TO: EDLR 7562 – Thesis II
Variable Credit (1-3) hrs

REASON:

The change to variable hours is needed to accommodate candidates who need time beyond the Research and Theses courses to complete their theses. Typically, they won't need an additional 3 hour course; the variable hours option allows the instructor flexibility to individualize the number of hours for each candidate.

45. CHANGE: catalog entry for existing course [pdf](#) C0073

FROM: EDLR 7000
Selected topics in Educational Leadership – 3 hrs credit

TO: EDLR 7000
Selected topics in Educational Leadership –
Variable hours (1-3) Credit

REASON:

Because of the nature of the course, Selected Topics, it is desirable to have variable hours to allow for flexibility. The topic chosen and the syllabus developed for that topic would be the determining factors in whether to assign one, two, or three hours for the course.

46. CHANGE: catalog entry for existing course [pdf](#) C0074

FROM: Course name change:

COUN 6820: Administration and Consultation in Counseling

TO: COUN 6820: Administration and Consultation for School Counselors

REASON:

The focus of this course is on school counseling, not on community counseling. The current name implies that the course relates to both counseling tracks. It is thought that the title should reflect the content and focus of the course.

47. CHANGE: Graduate major for the M. Ed. Degree in Counselor Education – Community Counseling [pdf](#) C0075

FROM: Old Program of Study (advising sheet)

Includes Advanced Educational Psychology (EDUC 6140) in Foundations core

Includes separate courses in Legal and Ethical Issues (COUN 6740) and Introduction to Counseling (COUN 6640)

TO: New Program of Study (advising sheet)

Replaces EDUC 6140 with Counseling core course, COUN 6620, Human Development for Counselors.

Replaces COUN 6740 and COUN 6640 with COUN 6630, Professional Orientation and Ethics.

Adds COUN 6770, Crisis Intervention Counseling.

Adds COUN 6790 Community Counseling

REASON:

These changes are required in order to meet BOR directives that the program to apply for accreditation by the Council for the Accreditation for Counseling and Related Educational Programs (CACREP). Accreditation cannot be granted until the requested changes in the courses and programs of study are finalized. The department is in the process of applying for CACREP accreditation in Community Counseling.

48. CHANGE: Graduate major for the M. Ed. Degree in Counselor Education – School Counseling [pdf](#) C0076

FROM: Old Program of Study (advising sheet)

Includes Advanced Educational Psychology (EDUC 6140) in Foundations core

Includes separate courses in Legal and Ethical Issues (COUN 6740) and Introduction to Counseling (COUN 6640)

TO: New Program of Study (advising sheet)

Replaces EDUC 6140 with Counseling core course, COUN 6620, Human Development for Counselors.

Replaces COUN 6740 and COUN 6640 with COUN 6630, Professional Orientation and Ethics.

Adds COUN 6770, Crisis Intervention Counseling.

Adds COUN 6790 Community Counseling

REASON:

These changes are required in order to meet BOR directives that the program to apply for accreditation by the Council for the Accreditation for Counseling and Related Educational Programs (CACREP). Accreditation cannot be granted until the requested changes in the courses and programs of study are finalized. The department is in the process of applying for CACREP accreditation in School Counseling.

49. CHANGE: catalog entry for existing course [pdf](#) C0077

FROM: COUN 6640

Introduction to Counseling (3 hrs.)

TO: DELETE THIS COURSE

REASON:

The content in this course will be covered in COUN 6630, Professional Orientation and Ethics.

50. CHANGE: catalog entry for existing course [pdf](#) C0078

FROM: COUN 6740

Legal and Ethical Issues in Counseling (3 hrs.)

TO: DELETE THIS COURSE

REASON:

The content in this course will be covered in COUN 6630, Professional Orientation and Ethics.

51. CHANGE: catalog entry for existing course pdf C0079

FROM:

1. Thesis Requirement
2. Old Program of Study

TO:

1. DELETE Thesis Requirement
2. New Program of Study

Note:

Deleted: Thesis requirement

Added: Select one:

EDUC 7004 – Found of Amer. Edu.

EDUC 7005 – History of Amer. Edu.

Added: EDLR 7500 – Organizational Dev. In Education

REASON:

The requirement of a thesis at the Ed.S. level in Educational Leadership is no longer consistent with the practices of other universities, nor is it a requirement for students to enroll in doctoral programs. The proposed program will provide students with knowledge of foundations of education previously not available, and, with the addition of the course in Organizational Development in Education, an opportunity to obtain a certification endorsement at the Director's level, i.e., Curriculum Director, Director of Media Services, etc.

52. NEW COURSE: WELL 1008 Orienteering pdf C0080

DESCRIPTION: Orienteering refers to a competitive event in which a map and compass is used to problem solve a route from marker to marker, through a wild area, in the shortest time possible.

PREREQUISITES: 1 hr. Credit, no prerequisites

INSTRUCTOR: This is a Wellness Course activity course. Members of the Kinesiology and Health Science faculty have the training to teach this course.

NEED DETERMINED: The need to provide courses that promote increased levels of physical activity through daily activities.

53. NEW COURSE: WELL 1508 Fitness pdf C0081

DESCRIPTION: A course designed to promote fitness skills and knowledge.

PREREQUISITES: 1 hr. Credit, no prerequisites

INSTRUCTOR: This is a Wellness Course activity course. Any member of the KINS faculty has the training to teach this basic fitness course.

NEED DETERMINED: The need exists to provide night activity courses for night students so they can complete their graduation requirements. This course was created to provide a course at night without the need for gym space. Gym space is turned over to ASU athletic teams after 1600.

54. NEW COURSE: WELL 1528 Bicycling pdf C0082

DESCRIPTION: This course is designed to introduce the student to basic skills necessary to enjoy the sport of outdoor bicycling.

PREREQUISITES: 1 hr. Credit, no prerequisites

INSTRUCTOR: Any KINS faculty could teach this class.

NEED DETERMINED: Biking is a popular form of physical activity in today's culture.

55. CHANGE: Undergraduate Major for the B.S.Ed. degree in Health & Physical Education (Teacher Certification Track) pdf C0083

FROM: Required Health Science Courses:

Delete:

HSCI 3415 – Pub. Health planning & Admin.
HSCI 4310 – Community Dev. And Evaluation

TO: Required Health Science Courses:

Add:

HSCI 3311 – Intro. To Human Sexual Behavior
HSCI 3312 – Intro. To Human Diseases

Note: These are existing courses

REASON:

A recent evaluation by the Professional Standards Commission (PSC) of Georgia listed this area as a weakness. The teacher preparation standards for a Health and Physical Education major require health content knowledge courses. Two public health courses are being replaced with two health content knowledge courses. This will also help our students perform better on the health portion of Praxis II.

56. CHANGE: Undergraduate Major for the B.S.Ed. degree in Health & Physical Education (Pre-Physical Therapy Track) pdf C0084

FROM: Required Health Science Courses:

1. From Area F:

Delete: BIOL 1107 (4 hrs)
MILS 1020 (2 hrs)
KINS 2100 (1 hr)

2. From Ancillary Courses:

Delete: PSYC 3121 (3 hrs)
PSYC 3122 (3 hrs)
PSYC 4180 (3 hrs)
BIOL 3100 (3 hrs)

3. From Health Science Courses:

Delete: HSCI Elective (3 hrs)

TO: Required Health Science Courses:

1. Add:

ESCI 2100 (2 hrs)
KINS 2200 (2 hrs)

Select 1 of the following from Area D:

CHEM (4 hrs)
PHYS (4 hrs)

2. To Ancillary Courses:

Add: MATH 2210 (3 hrs)
PSYC 3131 (3 hrs)
PSYC 3143 (3 hrs)
Two approved electives (6 hrs)

REASON:

Since most state PT programs do not require a BIOL course BIOL 1107 was removed from area F. A CHEM or PHYS course was added to enable students to meet the entrance requirements of most state PT schools. MILS 1020 & KINS 2100 were removed from Area F because they are no longer available. ESCI 2100 & KINS 2200 are their replacement courses. Courses were substituted in Ancillary Courses to enable students the opportunity to meet the entrance requirements of most PT schools in Georgia. The approved electives provide some flexibility for students to tailor their individual program of study to a specific PT school.

57. CHANGE: Change Department Name pdf C0085

FROM: Department of Clinical and Professional Studies

TO: Department of Educational Leadership, Counseling, and Special Education

REASON:

The name "Clinical and Professional Studies" does not describe any program in the department. The department is often erroneously thought to include Nursing or Psychology. The proposed name more clearly denotes the programs offered in the department.

58. NEW COURSE: EDTD 4910 Education Practicum [pdf](#) C0086

DESCRIPTION: A year long practicum course designed for students who have a degree, have a teaching job and are seeking certification only. A mentor teacher and university faculty member will work with to support the students teaching. Students will be supervised as they plan, reflect, and refine their teaching practice.

PREREQUISITES: Post-baccalaureate status

INSTRUCTOR: Various faculty from the College of Education.

NEED DETERMINED: The department of Teacher Development had a growing number of requests for this type of placement but has no course specifically designed and offered to accommodate the need. We need to be able to separate these students from the typical apprenticeships in the traditional program. The State of Georgia has developed this new route to certification and this course will help ASU support these beginning teachers.

59. NEW COURSE: EDTD 6910 Education Practicum [pdf](#) C0087

DESCRIPTION: A year long practicum course designed for students who have a degree, have a teaching job and are seeking certification and a Master degree in Curriculum and Instruction. A mentor teacher and university faculty member will work with to support the students teaching, Students will be supervised as they plan, reflect, and refine their teaching practice. The course will have variable hours to meet student needs.

PREREQUISITES: Post-baccalaureate status

INSTRUCTOR: Various faculty from the College of Education.

NEED DETERMINED: The department of Teacher Development had a growing number of requests for this type of placement but has no course specifically designed and offered to accommodate the need. We need to be able to separate these students from the typical apprenticeships in the traditional program. The State of Georgia has developed this new route to certification and this course will help ASU support these beginning teachers.

60. CHANGE: Change Department Name [pdf](#) C0090

FROM: Department of Teacher Development

TO: Department of Teacher Education

REASON:

The Department feels the name change would better reflect the nature of the education programs. Many in the field of teacher education and those seeking information about our programs do not know what "Teacher

Development" means. The most often associated with the programs we offer is "Teacher Education."

61. CHANGE: Graduate Major for the M.Ed. degree in Emotional/Behavioral Disorders pdf C0092

FROM: Change Degree Title:

M.Ed. in Emotional/Behavioral Disorders

TO: M.Ed. in Special Education

REASON:

The Department of Clinical & Professional Studies voted unanimously on April 16, 2004, to consolidate the diplomas offered at the Master of Education in Special Education into one degree: the M.Ed. in Special Education. Four graduate diplomas are now offered: M.Ed. in Emotional/Behavioral Disorders; M.Ed. in Intellectual disabilities; M.Ed. in Interrelated Special Education; and, M.Ed. in Learning Disabilities. The specific category of special education in the degree title significantly limits the opportunities available to our graduates. School districts employ special education teachers on provisional certificates in whatever positions they have open at the time, and request students to work on certification degrees in those areas. District needs change from semester to semester and our students may be asked to change from one area of exceptionality to another in mid-program. The generic degree allows our students more flexibility within their program as well as broadening the employment options potentially available to them. With the change to a generic degree in special education, students can still specialize in any of the four areas named in our current diplomas by taking the area specific courses and passing the Praxis II Exam in the area of concentration, they are eligible for certification in that area of exceptionality.

62. CHANGE: Undergraduate Major for the Bachelor of Arts degree in English with Secondary Teacher Certification pdf C0093

FROM: Catalog pp.129-130

Major Concentration	27
(Grade of C or better required for all major courses)	
ENGL 4420 Shakespeare	3
Three of four English literature Surveys (3001,3002,3003,3004)	9
One of two American Literature surveys (3101, 3102)	3
ENGL 3681 Advance Writing	3
ENGL 4720 History & Structure	

of the English Language	3
Two additional upper division English courses ENGL 3320 is strongly recommended)	6

At least one of the courses taken to satisfy the above requirements must include contemporary literature; choose &om ENGL 3004, 3102, 3110, 3120, 3310, 3320, 4220, 4230, 4250, 4262.

At least one of the courses taken to satisfy the above requirements must include American minority literature; choose from English 3102, 3110, 3120, 3310

TO: Catalog pp. 129-130
 Major Concentration 30
 (Grade of C or better required for all major courses)

ENGL4420 Shakespeare	3
Three of four English literature surveys (3001, 3002, 3003, 3004)	9
One of two American Literature surveys (3101, 3102)	3
ENGL 3681 Advance Writing	3
ENGL 4720 History & Structure of the English Language	3
Three additional upper-division English courses (ENGL3320 is strongly recommended)	9

At least one of the courses taken to satisfy the above requirements must include contemporary literature; choose from ENGL3004, 3102, 3110, 3120, 3310, 3320, 4220, 4230, 4250, 4262.

At least one of the courses taken to satisfy the above requirements must include American minority literature; choose from English 3102, 3110, 3120, 3310.

REASON:

Of the available tracks in LL&C, the English Literature major and English/Secondary Education major are the only two that require 27 credit hours. This proposal would bring these majors in line with most major concentrations in LL&C and most majors in the humanities at 30 credit hours. We believe that the additional course would benefit students in both majors by broadening the base of their literary education. Both English Literature and English/Secondary Education are required to take just one American literature survey course, and there is no requirement

for world literature. The change would benefit students with both majors, but particularly English/Secondary Education majors who must meet Georgia Department of Education new and more rigorous English Language Arts Performance standards that include competency in world literature, American literature, and British literature.

63. CHANGE: catalog entry for College of Education Graduate Section [pdf](#) C0094

FROM: Current College of Education Graduate Admission Requirements: Pages 207-212 in 2004-2005 Augusta State University Catalog:

TO: GRADUATE PROGRAMS -OVERVIEW

The College of Education, in collaboration with the Pamplin College of Arts and Sciences, offers graduate programs leading to the Master of Education degree and the Education Specialist degree.

Graduate degrees in the College of Education are designed to build on previous course work and clinical and field experiences. Utilizing experience gained through the undergraduate preparation process and teaching experience, these degrees have very specialized objectives and expectations. For example, the Master of Education degree, utilizing previous educational preparation, prepares individuals to become "master teachers," counselors, or administrators in the chosen field of preparation. The programs are designed to extend and enrich the knowledge base, understandings, and pedagogical repertoire of the student by providing the opportunity for utilizing critical thinking and analytical abilities.

The Education Specialist degree provides the experiences necessary for teachers, counselors, and education leaders to develop the knowledge, skills, and dispositions necessary to transcend the status quo and become change agents from the platform of the PreK-12 classroom.

DEGREES AND PROGRAMS OF STUDY

The College of Education offers the Master of Education (M.Ed.) and the Education Specialist (Ed.S.) degree in the following areas:

Master of Education:

Special Education
Health and Physical Education
Curriculum and Instruction
Counselor Education
Educational Leadership

Education Specialist:

Teaching and Learning
Educational Leadership

Augusta State University currently offers and recommends for Initial certification in the following areas:

- P-12 Programs: French, Spanish, Music, and Health and Physical Education
- Early Childhood Education

- Middle Grades Education
- Secondary Education Programs: Biology, Chemistry, English, History, Mathematics, Physics/Mathematics, and Political Science
- Counselor Education
- Educational Leadership

APPLICATION PROCESS:

Applications: Applications are available

- At the College of Education; Office of Graduate Studies;
Office #345 on third floor of University Hall. (706) 737-1499
- On-line: http://www.aug.edu/school_of_education/
- E-mailing the Office of Graduate Studies: coegs@aug.edu

Application and supporting materials must be sent to:

Augusta State University
Coordinator of Graduate Studies
Office of the Dean, College of Education
2500 Walton Way
Augusta, GA 30904-2200

Items to be submitted are:

- A completed application for admission to graduate study
- A non-refundable fee of \$25 (check or money order payable to Augusta State University)
- Official transcripts of all previous college work (Initial evaluation may be accomplished using un-official Transcripts)
- Official test scores (from ETS) for either the GRE or the MAT (test must have been taken within the past five years)
- Initial certification applicants must submit Praxis I and Praxis II scores

It is the responsibility of the student to ensure that all materials for admission are submitted. No decision will be rendered until the application and all supporting documents have been received.

Note: Individual programs may have additional requirements (personal interviews, submission of essay explaining personal goals, etc.) that are program specific and will be identified on the application.

Application Deadline:

Completed Application and supporting materials must be received on or before the following application deadlines:

- December 15 - for spring semester acceptance
- April 15 -- for summer semester acceptance
- July 15 -- for fall semester acceptance

RETENTION AND EXIT FROM THE MASTER OF EDUCATION PROGRAM:

Transfer Hours:

A maximum of 9 semester hours of graduate work from an accredited institution may be transferred into a graduate program at Augusta State University. At the time of admission, the student must discuss the transfer hours with the advisor(s) and file a formal request with the chair of the department of the discipline of the course(s) being considered for transfer hours to be included in the program of study.

Admission to Candidacy:

A student must seek Admission to Candidacy following the completion of fifteen semester hours of successful graduate work. The Admission to Candidacy form includes a complete plan of study and the anticipated semester for program completion and must be filed with the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

Academic Standing:

Good Standing:

In order to remain in "good standing," a student must earn a minimum of six hours of "B" and three hours of "A" during their first nine hours of work in which a grade is recorded. Thereafter a student must maintain a grade point average of at least 3.0 throughout the remainder of their graduate program. Only a grade of "C" or better will be counted as successful completion of a course for the graduate program. A grade of "D" or less will be counted in the cumulative GPA but must be repeated.

Probation:

A student who fails to maintain the required average will be placed on "academic probation." In order to remain in the graduate program, the student must reestablish the grade point average of 3.0 during the next semester of enrollment.

Suspension:

A student on probation who is unable to remediate the grade point average after one semester will be placed on academic suspension" for a period of one semester.

Reinstatement:

A student may be reinstated after one semester of academic suspension. The student must meet with the advisor(s), prepare a formal plan to address the academic problems, and petition the Exceptions Committee for reinstatement.

Dismissal from the Graduate Program:

If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.

Admission to Candidacy:

A student must seek Admission to Candidacy following the completion of fifteen semester hours of successful graduate work. The Admission to Candidacy form includes a complete plan of study and the anticipated semester for program completion and must be filed with the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

RETENTION AND EXIT FROM THE EDUCATION SPECIALIST PROGRAM**Academic Standing:****Good Standing:**

In order to remain in "good standing," a student must earn a minimum of six hours of "A" and three hours of "B" in the first nine hours in which a grade is recorded, and maintain a grade point average of at least 3.25 throughout the graduate program. Only A grade of "C" or better will be counted as successful completion of a course for the graduate program. A grade of "D" or less will be counted in the cumulative GPA but must be repeated.

Probation:

A student who fails to maintain the be placed on "academic probation." In order to remain in the graduate program the student must reestablish the grade point average of 3.25 during the next semester of enrollment.

Suspension:

A student who is unable to remediate the grade point average after one semester will be placed on "academic suspension" for a period of one semester.

Reinstatement:

A student may be reinstated after one semester of academic suspension. The student must meet with the advisor(s), prepare a formal plan to address the academic problems, and petition the Exceptions Committee for reinstatement.

Dismissal from the Graduate Program:

If a student is suspended for the second time, the student will be dismissed from the graduate program. A student who has been dismissed may petition for readmission to the graduate program after one calendar year from the date of dismissal. A new application for the graduate program must be accompanied by a letter of appeal for admission.

TIME LIMITS FOR DEGREE COMPLETION

All requirements for the Master of Education and Education Specialist degree must be completed within seven years of the first semester of enrollment.

GRADUATE APPEALS

A student who is denied admission to, retention in, and/or exit from a graduate program has the right to appeal. Appeals are reviewed by the Exceptions

Committee of the Teacher Education Council prior to being presented to the full council for review and a recommendation made to the Dean of the College of Education. Appeal information is available from the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

A student also has the rights afforded by the Student Academic Appeals procedures and by the Student Academic Grievances procedures as specified in the Augusta State University Catalog.

FINANCIAL AID

Information concerning scholarships, grants, loans, etc. is available in the Office of Financial Aid. The College of Education has a limited number of graduate assistantships available that require full-time enrollment (a minimum of nine semester hours) and approximately 10 hours per week of assigned work. The graduate assistant receives a small stipend for the 10 hours of assigned work and there is partial waiver of fees. Students interested in a Graduate Assistantship in the College of Education should contact the Coordinator of Graduate Studies in the Office of the Dean of the College of Education.

COOPERATIVE PROGRAMS WITH GEORGIA SOUTHERN UNIVERSITY

Through a cooperative program with Georgia Southern University (GSU), the Education Specialist Degree in Counselor Education and the Doctor of Education Degree in Education Leadership are available on the ASU campus. While these are cooperative programs, the degrees are from GSU and students must apply directly to and meet admission requirements of GSU. Interested students should contact either:

Office of the Dean, Col of Education
Augusta State University
(706) 737-1499
coeas@aug.edu

or College of Graduate Studies
Georgia Southern University
(912) 681-5384
www.cogs.georgiaasouthern.edu

REASON:

The changes accomplish the following goals:

1. Better informs candidates of Graduate Information;
2. Better informs candidates where to apply; and,
3. Specifies dates for application submission for each semester of acceptance

Attachment B.

Course changes presented for faculty action

1. CHANGE: Graduate Major for the Masters of Education degree in Curriculum and Instruction [pdf](#) C0088

FROM: Med in Early Childhood Education, Middle Grades Education, Secondary English Education, Secondary Mathematics Education, Secondary Social Studies Education, & History Education

EDTD 6410 Teaching for Understanding in Action

TO: Masters of Education in Curriculum and Instruction

Delete EDTD 6410

ADD EDTD 6910 Education Practicum

REASON:

There are several reasons for consolidating the six existing masters programs into one masters of education. The current structure is not flexible enough to meet the needs of our students. There are numerous endorsements offered that can attract students to our program but the current masters structure does not allow students to grow professionally in areas of interest. This change would also allow greater flexibility for the department and would facilitate a more reliable schedule of course offerings. Changing to a single masters program would help fulfill our mission and grow the graduate program.

2. CHANGE: Graduate Major for the Masters of Education degree in Curriculum and Instruction [pdf](#) C0089

FROM: Masters of Education in Curriculum and Instruction

TO: ADD: Masters of Education in Curriculum and Instruction: Initial Certification Tracks in ECED, MGED, SCED

ADD EDTD 6910 Education Practicum

REASON:

Augusta State University is currently not serving a large need in our community. There are many people in the CSRA who have a college degree and have been working in a field other than teaching. These students have now decided to enter the teaching profession. In these cases the students are being hired on temporary certificates and have three years to be certified. We feel we are better able to prepare these teachers than the currently available means. We are proposing a change

in program similar to the current ASU MEd certification track in Special Education, These students would need to pass the PRAXIS I and take the PRAXIS 2 before entering. The PRAXIS 2 information would be used to determine the content knowledge base of the students. The Department of Teacher Development would use the scores from the PRAXIS 2 in the same way we currently do for Post-Bacc students. Any deficiency in content knowledge would be addressed as prerequisites or in the elective section of the program. There are more than 100 students each year that could enroll in ASU Graduate work in the CSRA that fall into this category. Changing to a certification tracks in the Masters program would help fulfill our mission and grow the graduate program.

3. CHANGE: Graduate Major for the Education Specialist degree in Teaching and Learning [pdf](#) C0091

FROM: Ed.S. in Early Childhood Education, Middle Grades Education, Secondary English Education, Secondary Mathematics Education, Secondary Social Studies Education, & History Education

Requiring EDTD 7909, EDTD 7910

TO: Education Specialist degree in Teaching and Learning

Making EDTD 7909, EDTD 7910 optional.

REASON:

There are several reasons for consolidating the six existing education specialist programs into one, The current structure is not flexible enough to meet the needs of our students. There are numerous endorsement offered that can attract students to our program but the current Specialist structure does not allow students to grow professionally in areas of interest. This change would also allow greater flexibility for the department and would facilitate a more reliable schedule of course offerings. Changing to a single specialist program would help fulfill our mission and grow the graduate program.

Attachment C.

Change in probation and suspension policy, from APC

FROM:

Change the sixth sentence in the **Probation and Suspension** section on page 29 of the current catalog, which reads:

Students on probation may continue to attend Augusta State University only if they meet the following minimum requirements which are based on credit level:

Credit Level	Required Minimum Average		
	either	Term GPA	or Institutional GPA
0-16		1.00	0.50
17-29		2.00	1.30
30-59		2.00	1.60
60-89		2.00	1.90
90 and above		2.00	2.00

TO:

Students on probation are restricted to a twelve-hour course load and may continue to attend Augusta State University only if they meet the following minimum requirements which are based on credit level:

Credit Level	Required Minimum Average		
	either	Term GPA	or Institutional GPA
0-16		1.00	0.50
17-29		2.00	1.30
30-59		2.00	1.60
60-89		2.00	1.90
90 and above		2.00	2.00

REASON:

Restricting students on probation to a twelve-hour load will implement one of the recommendations made by the Chancellor's Graduation Task Force and should improve retention of "at risk" students.

Attachment D.

3. General Revisions to the Faculty Manual

The Faculty Policies Committee is currently revising the Faculty Manual for consistency and errors. Therefore, we recommend the following changes to the faculty manual. None of the changes are meant to be substantive changes.

Miscellaneous Changes to the Faculty Manual

The Faculty Policies Committee has reviewed the Faculty Manual and recommends the following changes to the manual. These changes are being made for consistency and other typographic errors.

1030.2 Student E-Mail This section cautions students to read their email” in a timely fashion” while a later section on the next page indicates that they should read official email “no less than twice per week”. These sections should be consistent with the twice per week language.

107.1.2.5 Appointing University Chartered Groups There is no discussion here and this heading does not have any explanatory information. Remove the heading.

General Global Changes

Department of History to be changed to Department of History, Anthropology, and Philosophy

Change all references to PEAC to George A. Christenberry Field House.

Change all references from Peach Belt Athletic Conference to Peach Belt Conference.

Delete the Semester Conversion Steering Committee, the Semester Conversion Transition Committee, and the Year 2000 (Y2K) Steering Committee.

Delete references to book store hours as they frequently change.

Change references to Media Center to indicate the move to University Hall.

Roxanne Bustos has retired. Replace her name with the name of a position at the library, so the document will not be tied to an individual staff member.

Change references to Office of Computer Services to Office of Information Technology Services.

Developmental Studies should be changed to Learning Support.

The College Placement Exam (CPE) should be changed to COMPASS.

Numbering Scheme

In order to achieve consistency in the numbering of the faculty policy section, recommend the following changes:

Change Section 400 to the following:

400	0	The Faculty
400	1	Ranks
400	1.1	Instructor
400	1.2	Assistant Professor
400	1.3	Associate Professor
400	1.4	Professor
401	0	Faculty Development
401	1	Faculty Evaluation And Development System
401	1.1	Continue Numbering below

Change Section 440 to reflect subnumbering.

440		PRE-APPLICATION REVIEW OF TENURE-TRACK FACULTY
440	1	Timing of Review
440	2	The Review Process
440	3	The Basis of Review
440	4	Reporting and Follow-up
440	5	TENURE POLICY
440	6	Regulations

Change Section 460 to reflect subnumbering.

460		POST-TENURE REVIEW (460)
460	1	Post Tenure Review: Scope and Purpose (461)
460	2	Post Tenure Review: Procedure (462)
460	3	Post Tenure Review: Appeal Process (463)
460	4	Post Tenure Review: Institution of the Process (464)
464	1	Procedural Explanations
464	1.1	
464	1.2	
464	1.3	
464	1.4	
464	1.5	

Attachment E.

5. Teaching Abroad Changes to Faculty Role Model

The following changes to Faculty Role Model are meant to reflect the importance of Teaching Abroad. The changes are underlined and highlighted.

Rationale:

In the past five years, the University System of Georgia has encouraged faculty to direct study abroad programs, to create new study abroad programs, to teach abroad, to facilitate faculty and student exchanges, to coordinate internships abroad and to send their students on study abroad programs. Several years ago, the Board of Regents set a goal for all institutions to send 2% of their student population on study abroad programs. In 2004, that goal was increased to 4%. In order for ASU to meet this goal and to increase faculty and student participation in teaching and studying abroad, these activities should be incorporated into the Faculty Role Model. The additions are underlined in the sections below.

421 AUGUSTA STATE UNIVERSITY FACULTY ROLE MODEL

421.1 ROLE I: TEACHING (45% - 70%)

Teaching involves those activities associated with the design and delivery of course material to the student. It is a process designed to advance the student's learning experience. For purposes of evaluation, the teaching role may include the following components.

421.1.1 Instructional Delivery Examples include, but are not limited to:

1. Teaching classes on campus and abroad
2. Explaining concepts and procedures and demonstrating skills
3. Supervising labs/problem sessions
4. Conducting help/problem sessions
5. Communicating with students
6. Establishing good relationships with students
7. Encouraging student participation
8. Directing research projects
9. Participating in field trips
10. Conducting tutorials/independent studies
11. Helping students with academic problems
12. Mentoring outside the classroom

421.2 ROLE II: SERVICE (10% - 40%)

The service role constitutes all faculty activities linked to academic specialty, faculty status, or professional/personal skills which promote the mission of the institution at the department, college, university, system or larger community levels. (In general, compensated activities will be considered service if department chair or other administrator determines that these activities do not interfere with the faculty member's primary duties or constitute second employment). For purposes of evaluation, the service role may include:

421.2.1 Service to Students Examples include, but are not limited to:

1. Advising students
2. Advising student organizations
3. Participation in student programs
4. Recruitment
5. Placement
6. Writing letters of recommendation
7. Tutoring
8. Selecting students for awards
9. Registering students
10. Assisting students while teaching or directing study abroad programs

421.2.4 Service to Augusta State University (university-wide) Examples include, but are not limited to:

1. Active work and service on university committees, standing and ad hoc (including search committees)
2. Serving actively as an officer on a committee
3. Special projects or consultation for university (e.g., archaeological digs)
4. Participation/attendance at university functions including faculty meetings, graduations, honors ceremonies, Lyceum, Cullum, library programs, faculty presentations such as recitals, sporting events, alumni events
5. Teaching or directing study abroad programs, internships and student or faculty exchanges.

421.2.5 Service to the University System Examples include, but are not limited to:

1. Serving on Regents' Committee
2. Participation in a Regents' workshop, program
3. Planning/conducting a statewide program
4. Teaching or directing study abroad programs, internships and student or faculty exchanges.

421.3 ROLE III: PROFESSIONAL DEVELOPMENT AND ACHIEVEMENT (10% - 40%)

The professional development and achievement role encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process of college education. For purposes of evaluation, the professional development and achievement role may include:

421.3.6 Service to the profession Examples include, but are not limited to:

1. Participation in professional organizations (officer, committee member, member, etc.)
2. Editor (newsletters, journals, proceedings, etc.)
3. Reviewer (books, manuscripts, grant proposals, articles, etc.)
4. Participation in professional organizations related to study abroad programs.

Attachment F.

Augusta State University Faculty Manual Section 450 Tenure Policy

Background: Passed by the FPC in Spring 2004 but not brought to the UC. In researching the BOR policy for professional leave, Katherine Sweeney unearthed this change in BOR policy for all probationary credit. FPC then adopted this change in language (indicated by the bold type) which we believe brings the ASU Faculty Manual into agreement with BOR policy.

Currently in the *ASU Faculty Manual*

Section 451.5

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted. However, no probationary credit for the period of an interruption shall be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at the rank of instructor at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of the initial appointment at the rank of assistant professor or higher.

Proposed replacement in the *ASU Faculty Manual* (*CHANGES IN BOLD*)

Section 451.5

Tenure may be awarded, upon recommendation by the President and approval by the Board of Regents, upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. The five year period must be continuous except that a maximum of two years interruption because of a leave of absence or part-time service may be permitted. **An award of credit for the probationary period of an interruption shall be at the discretion of the President.** A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at the rank of instructor at the same institution. Such credit for prior service shall be defined in writing by the President and approved by the Chancellor at the time of the initial appointment at the rank of assistant professor or higher.

Attachment G.

Proposed amendment by Dr. Robert Jarman, to replace bold sentence in Attachment F.

An award of credit for a period of interruption during the probationary period shall be at the discretion of the president.

Attachment H.

Changes to Section 560: Leave of Absence

The Faculty Policies Committee requests that the following changes be made to the faculty manual.

1. Re-Title Section 560 from Leave of Absence to Educational and Professional Leave

2. Change the language to the following. End notes indicate how or if the language is different from current policy and attempts to explain why the change is being requested.

The president may, with the approval of the Chancellor and the Board of Regents, grant leaves of absence, with or without pay, to employees of Augusta State University. Leaves of absence of one academic term or less, with or without pay, may be granted by the president. An extension of such leaves require the approval of the Chancellor and the Board. ¹

In considering a request for leave with pay, the president should bear in mind that it is the policy of the Board of Regents that such leave shall be granted only for the purposes of promoting scholarly work and encouraging professional development. The president should examine carefully the program or project on which the employee proposes to work, and he/she should also consider the likelihood of the employee's being able to accomplish the purposes for which leave is requested.² The pay and benefits for the employee should be negotiated during the request process. This negotiation process should take into account a combination of external and internal funding so that the employee will not have to bear a substantial financial hardship during his/her leave.³

In considering a request for a leave, the president should take into consideration the effect that the granting of the leave will have on the institution or on the department of which the employee is a member. If the employee's work cannot be handled by other employees and if funds are not available for the employment of a substitute or if external or internal funds are not available to support the employees salary and benefits during the leave time, the president will be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave. If, after careful consideration, the president feels the interests of the institution and of the employee will be served by the granting of the leave requested, the president shall submit a recommendation through the

¹ This language was derived from the BOR policy manual. It is similar to paragraph 1 of the original policy. The major change is to eliminate the date requirement. The date requirement seemed somewhat arbitrary and consisted of procedure instead of policy. In addition, this would allow faculty members to negotiate leave if an opportunity arises after a particular deadline. The deletion of the emergency reasons phrase was meant to separate this type of leave from those which are covered by other human resources polices that cover instances such as sick leave or family leave. That is, the change was made to more clearly delineate that this is professional leave.

² This language was derived from the BOR policy manual. This represents no change from the original policy (see paragraph 2)

³ This is an addition to the original policy. This language attempts to protect the faculty member from having to endure a financial burden during their leave. This could include such items as salary, accrual of sick leave, and benefits during the leave period.

Chancellor to the Board of Regents to this effect, together with a statement of the reasons supporting his/her recommendation. ⁴

The president ordinarily will not approve a request for a leave with pay if the applicant for leave has been employed at an institution for the period of less than three years, nor should the president ordinarily approve a leave with pay for a person in an academic position who has not already completed the requirements for a master's degree. ⁵

Any employee who has been granted a leave of absence with pay shall be required, before beginning the leave, to sign an agreement indicating that:

1. for a leave with pay of less than one year, the employee will return to the institution at the termination of the leave for a period of at least one year;
2. for a one-year leave with pay, the employee will return to the institution at the termination of the leave for a period of at least two years; and that
3. if the employee does not return to the institution for the full amount of time specified in the agreement, the employee will reimburse the institution for the amount of compensation received while on leave, as well as any other expenses paid by the University System of Georgia during the leave. ⁶

A faculty or staff member who returns from an authorized leave that enhances professional study and development shall be entitled to an appropriate salary increase in accord with raises for other faculty members that occurred during the period of leave. ⁷

No leaves of absence will be granted to persons in the University System who are retired and who are drawing retirement benefits from the Teachers' Retirement System of Georgia or from the University System. Approved leave shall allow employees the right to elect to continue group insurance benefits with institutional participation. (Other types of leave are described in the Information Section of this manual.) ⁸

Original Section 560: Leave of Absence

Note: The original section 560 does not have paragraphs. The paragraph breaks were inserted for references from the end notes.

Paragraph 1. Requests for leaves of absence, except for emergency reasons, are to be submitted not later than February 1 of each year for leave in the following year. The President may, with the approval of the Chancellor and the Board, grant leaves of absence, with or without pay, to members of the university faculty or administrative staff.

⁴ This language does not change the language in the current policy. See paragraph 3 of current policy.

⁵ This language does not change the language in the current policy. See paragraph 4 of current policy.

⁶ Sections 1 and 2 do not change the language in the current policy (see paragraph 5). Section 3 attempts to bring our policy in line with current BOR policy. Our policy currently does not include a provision for what would happen if the faculty member does not comply with section 1 and 2.

⁷ This is new language to our current policy. Our current policy does not have a provision for merit salary increases. Without this language, the faculty member could face additional financial burden which would have long term effects on retirement benefits and future income.

⁸ This language does not change the language in the current policy. See paragraph 6 of current policy.

Paragraph 2. Recommendations for leaves shall be granted only for the purpose of promoting scholarly work and encouraging professional development. The President will examine the program or project on which the applicant for a leave proposes to work, and will also consider the applicant's ability to accomplish the purposes for which the leave is requested.

Paragraph 3. In considering a request for a leave, the President will take into consideration the effect that the granting of the leave will have on the university, the college, and the department or unit of which the applicant is a member. If the applicant's work cannot be handled by other faculty members and if funds are not available for the employment of a substitute, the President will be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave. If, after careful consideration, the President feels that the interest of the university and the faculty member will be served by the granting of the leave requested, s/he will submit a recommendation through the Chancellor to the Board of Regents to this effect, together with a statement of the reasons supporting his/her recommendation.

Paragraph 4. (The Board will ordinarily not approve a request for a leave with pay if the applicant has been employed at an institution for a period of less than three years, nor will it ordinarily approve a leave with pay for a person in an academic position who has not already completed the requirements for a master's degree.)

Paragraph 5. Any faculty member who has been granted a leave of absence with pay shall be required before beginning his/ her leave to sign an agreement that s/he will return the full amount of compensation s/he received while on leave if s/he should not return to the university for at least two years of service after the termination of his/her leave.

Paragraph 6. No leaves of absence will be granted to persons in the University System who are retired from active duty and who are drawing retirement benefits from the Teachers Retirement System of Georgia or from the University System. (Other types of leave are described in the Information Section of this manual.)

Attachment I:

From FPC

Outstanding Faculty Member Proposed Changes in Name of Award and the Nominating Process

The Faculty Policies Committee requests that the following changes be made to Section 204.8 (Faculty Recognition Committee) of the faculty manual.

Change 1: Rename the Outstanding Faculty Member Award to the Outstanding Teaching Award.

Section 204.8.1 Membership

Original:

The Faculty Recognition Committee shall consist of eight voting members: four full-time faculty (with at least one from each college), a person chosen Outstanding Faculty Member in any previous year, one current undergraduate and one current graduate student, and one active alumnus.

Proposed:

The Faculty Recognition Committee shall consist of eight voting members: four full-time faculty (with at least one from each college), a person chosen as the recipient of the Outstanding Teaching Award in any previous year, one current undergraduate and one current graduate student, and one active alumnus.

Rationale:

The award for the outstanding faculty member has its roots in teaching and when it was originally established in 1977 there were no other faculty awards. Now that we also have an award for both Outstanding Service and Outstanding Research, we should have an award which specifically addresses the teaching component of our mission.

Change 2: Reword Section 204.8.2 Responsibilities

Original:

The committee shall make recommendations to the Vice President for Academic Affairs regarding campus-wide 26 Augusta State University Faculty Manual awards to faculty for teaching or scholarly excellence. The committee may become involved in establishing other forms for recognizing outstanding faculty contributions as may be appropriate. Specific guidelines and procedures for each award shall be maintained by the committee. These should address means of soliciting nominations, gathering relevant information, evaluation, and selection. The committee will, when appropriate, invite qualified off-campus reviewers and/or the Vice President for Academic Affairs to assist with the evaluation and selection process.

Proposed:

The committee shall make recommendations to the Vice President for Academic Affairs regarding campus-wide awards to faculty for teaching or scholarly excellence. The guidelines and procedures for the Outstanding Teaching Award are shown in Section 204.8.3.

The committee may become involved in establishing other forms for recognizing outstanding faculty contributions as may be appropriate. Specific guidelines and procedures for these awards shall be maintained by the committee. These should address means of soliciting nominations, gathering relevant information, evaluation, and selection. The committee will, when appropriate, invite qualified off-campus reviewers and/or the Vice President for Academic Affairs to assist with the evaluation and selection process.

Rationale:

This change in the language would be consistent with change 1 and change 3.

Change 3: New Section: 204.8.4 Guidelines for the Outstanding Teaching Award

The guidelines for nomination for consideration of The Outstanding Teaching Award are as follows:

Information from the Nominator

1. Nominator may wish to ask the nominee for a list of potential references. These may be students, alumni, faculty, administrators, or members of the community.
2. The nominator will collect the letters, not to exceed five.

Information from the Nominee

1. A two to three page summary of teaching accomplishments to include the nominee's statement of Teaching Philosophy and Practice in Teaching.
2. Current vitae.
3. Letter of recommendation of an administrator or former administrator of their choice.

Information Gathered by the Committee

The committee will request teaching evaluations for a period of two years for all nominees from the respective chair or dean of the nominee.

Rationale:

The award for Outstanding Faculty member has long had a rather cumbersome application and review process. The FPC feels that streamlining and standardizing the process would produce a more consistent review by the committee. In addition, it should promote more participation from across the campus.