

4-11-2017

# Undergraduate Curriculum Approval Form

Aaliyah Dent

Georgia Southern University, Office of the Registrar, [adent@georgiasouthern.edu](mailto:adent@georgiasouthern.edu)

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/undergrad\\_comm\\_curriculum](https://digitalcommons.georgiasouthern.edu/undergrad_comm_curriculum)

---

## Recommended Citation

Dent, Aaliyah, "Undergraduate Curriculum Approval Form" (2017). *Curriculum Approval Forms*. 6.  
[https://digitalcommons.georgiasouthern.edu/undergrad\\_comm\\_curriculum/6](https://digitalcommons.georgiasouthern.edu/undergrad_comm_curriculum/6)

This article is brought to you for free and open access by the Undergraduate Committee at Digital Commons@Georgia Southern. It has been accepted for inclusion in Curriculum Approval Forms by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).



**GEORGIA  
SOUTHERN  
UNIVERSITY**

OFFICE OF THE REGISTRAR  
POST OFFICE BOX 8092  
STATESBORO, GEORGIA 30460-8092  
TELEPHONE: (912) 478-5152  
FAX: (912) 478-0081 OR (912) 478-5439

**APRIL 2017 UNDERGRADUATE CURRICULUM APPROVAL FORM**

James E. Bartel 6-19-17  
Provost/Vice President for Academic Affairs (*Final sign-off*) Date

Enclosed:

- April 2017 Undergraduate Curriculum Committee Meeting Agenda
- April 2017 Undergraduate Curriculum Committee Meeting Minutes
- Faculty Senate Approval of April 2017 Undergraduate Curriculum Committee Meeting Minutes

*\*Please return to the Registrar's Office once signed-off.*

**UNDERGRADUATE COMMITTEE**

**AGENDA**

**April 11, 2017**

**3:30 P.M.**

**IT BUILDING, ROOM 1005**

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. CHAIR'S UPDATE**

**III. NEW BUSINESS**

**A. College of Business Administration**

**School of Accountancy**

Revised Course

[ACCT 4632: Fraud Schemes](#)

**B. College of Science and Mathematics**

**Dean, Science and Mathematics**

Revised Course

[SUST 4730: Practicum in Environmental Sustainability](#)

**Department of Biology**

Revised Course

[BIOL 3541: Invertebrate Zoology](#)

Revised Program

[190C: Environmental Sustainability Interdisciplinary Concentration](#)

**C. College of Health and Human Sciences**

**Department of Health and Kinesiology**

Revised Course

[KINS 3131: Biophysical Foundations of Human Movement](#)

**D. College of Engineering and Information Technology**

**Department of Civil Engineering and Construction Management**

New Courses

[CENG 5431: Advanced Surveying](#)

[CENG 5432: Introduction to GIS in Geomatics/Transportation](#)

[CENG 5433: Drainage Erosion Control](#)

[CENG 5434: Surveying History Law](#)

**Department of Electrical Engineering**

Revised Courses

[EENG 3230: Electromagnetic Fields](#)

[EENG 3241: Electric Machines](#)

[EENG 3345: Circuit Analysis II w/Lab](#)

[EENG 3341: Microelectronics w/lab](#)

[EENG 3420: Linear Systems](#)

**Department of Mechanical Engineering**

Revised Courses

[MENG 4210: Energy Science Laboratory](#)

[MENG 4210H: Energy Science Lab \(Honors\)](#)

[MENG 5135: Vibration and Preventive Maintenance](#)

[MENG 5137: Mechanical System Design](#)

[MENG 5137H: Mechanical System Design](#)

[MENG 5233: Wind Energy](#)

[MENG 5331: Automation and Computer Integrated Manufacturing Systems](#)

[MENG 5536: Mechanical Controls](#)

[MENG 5536H: Mechanical Controls \(Honors\)](#)

**Department of Manufacturing Engineering**

Revised Course

[MFGE 2239: Engineering Modeling and Mathematical Analysis](#)

**IV. OTHER BUSINESS**

**A. Program Review**

(Documents Attached)

- **Graphic Design B.F.A.**
- **Finance B.B.A.**
- **Management B.B.A.**
- **Biology B.A.**
- **Biology B.S.**
- **Physics and Astronomy B.A.**
- **Physics B.S.P.**
- **Nursing B.S.N.**

**V. ADJOURNMENT**

## MEMORANDUM

To: Ron MacKinnon, Undergraduate Committee Chair

From: Barbara Hendry and Alisa Leckie

Date: March 10, 2017

Re: Comprehensive Program Review Report: Graphic Design

---

The self-study report for the Graphic Design program has been reviewed by members of the Undergraduate Committee. This memo provides feedback on the report itself, and is not intended to reflect the actual quality of the Graphic Design program.

### **Category 1: Analysis of Student Quality**

Overall, this section is incomplete. Additional data sources beyond those provided by the university need to be included to provide a fuller picture of student quality in your program. Your narrative section restates the data from the table, but should be organized around a set of findings regarding the quality of students entering and exiting your program. Again, additional data will help you provide a more complete picture of student quality in your program. Data should not just be restated, instead it should be used to support your findings. Although you mention the addition of New Media Design and Graphic Design Theory coursework, you do not put this in the form of explicit goals or describe it in relation to Graphic Design programs in other institutions. Will the addition of this coursework put you on par with other institutions or will you be a forerunner in the field? Are these new requirements from NASAD, or have they been in place since your program's inception three years ago? Finally, you state the decline in freshmen retention, but that is your only piece of trend data. More data is needed.

*Below Expectations*

### **Category 2: Analysis of Faculty Quality and Productivity**

The table needs to be completed with tallies for overall number of peer-reviewed publications and of other indicators of faculty quality output and productivity (both campus determined and other indicators). It is not sufficient to refer reviewers to faculty CVs and annual faculty evaluations – it is the responsibility of the authors to glean this data from those sources and present it in the tables. The Findings do not address measures documented in the tables as a number of measures were not documented in the tables. Several, but not all, faculty accomplishments were enumerated in the Findings. Goals and/or objectives related to the quality and productivity of the faculty need to be specified and discussed. While it is mentioned that faculty development had been addressed, specific plans for faculty development should be described. Also, a comparison of the quality and productivity of faculty with other peer/aspirational programs and/or top-rated programs should be included.

*Below Expectations.*



**Category 3: Analysis of Curricular Alignment and Currency to the Discipline**

Although you list five student learning objectives, you do not include at which point in the curriculum they are assessed or which courses support individual objectives. The one exception is #4 – Verbal and Written Critique, when you indicate seniors, but it is unclear whether this is part of a course or an additional project. Also, how do your curriculum and the sequence of courses scaffold student learning? Further, you list trends in the discipline, but it is not clear how these trends are evidenced in your courses. Finally, although your program is relatively new, have there been any adjustments to the curriculum?

*Below Expectation*

**Category 4: Analysis of Program Viability Based upon Internal Demand**

This section would benefit from an explanation and discussion of the program's goals and/or objectives related to viability. It would also be useful to characterize the viability of your program compared to other peer/aspirational peer programs and/or top-rated programs.

*Below Expectations.*

**Category 5: Contextual Closing Narrative – Executive summary**

Although not organized around institutional criteria, the summary does describe strengths, weaknesses and a brief plan for continued improvement. There are informative discussions of the benchmarks of progress, existing support for students, challenges and aspirations, and plans for action. Further discussion of academic achievements might be useful, and highlighting some of the outstanding accomplishments of the faculty would strengthen this summary.

*Meets Expectations with Recommendations*

**Summary:** Overall, the Graphic Design program's Comprehensive Program Review is below expectations. Moving forward, efforts should be made to address the weaknesses described in the sections above particularly in providing more robust data presented in tables. Also, appendices should be referred to within the text of the review where they are relevant, with notation of the page numbers of the specific appendix. It is recommended that a CPR from another program which met expectations be used as a model for completing the CPR. Both the Department Chair's and Dean's reviews are included in the CPR and provide an overall assessment of the program. Both recommendations were very positive. The CPR could better reflect this positive assessment of the program itself.

**UNDERGRADUATE COMMITTEE**  
**MINUTES**  
**APRIL 11, 2017**  
**3:30 P.M.**  
**INFORMATION TECHNOLOGY BUILDING, ROOM 1005**

**I. CALL TO ORDER**

**Voting Members Present:** Dr. Cheryl Aasheim, Dr. Dragos Amarie, Dr. Joanne Chopak-Foss, Dr. Larisa Elisha, Dr. Adrian Gardner, Mrs. Lori Gwinett, Dr. Barbara Hendry, Dr. Alisa Leckie, Mr. Lili Li, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Judi Robbins, Dr. Marian Tabi,

**Non-Voting Members Present:** Miss Tori Brannen, Mrs. Jade Brooks, Ms. Candace Griffith, Mr. Wayne Smith

**Guests:** Dr. Robert Farber, Dr. Brian Koehler, Mr. Edward Rushton, Dr. Stephen Rossi

**Absent:** N/A

*Dr. Ron MacKinnon called the meeting to order at 3:32 p.m.*

**II. APPROVAL OF AGENDA**

*A Gardiner/Mondor motion to approve the agenda was passed unanimously.*

**III. CHAIR'S UPDATE**

**IV. NEW BUSINESS**

**A. College of Business Administration**

*A Gardiner/Mondor motion to approve the revised course was passed unanimously.*

**School of Accountancy**

**Revised Course**

**ACCT 4632: Fraud Schemes**

**JUSTIFICATION:**

Minor changes to administratively change the name of the course and update prerequisites.

**B. College of Science and Mathematics**

*A Gardiner/Mondor motion to approve the revised course was passed unanimously.*

**Dean, Science and Mathematics**

**Revised Course**

**SUST 4730: Practicum in Environmental Sustainability**

**JUSTIFICATION:**

As an internship/practicum course, SUST 4730 involves a wide variety of activities that differ by the student and are therefore not standardized. In addition, the course is

graded by external supervisors who do not have the same set of standards for student success. As such, this course is more appropriately graded as Satisfactory/Unsatisfactory.

*A Gardiner/Mondor motion to approve the revised course and revised program was passed unanimously.*

#### **Department of Biology**

##### Revised Course

##### BIOL 3541: Invertebrate Zoology

###### **JUSTIFICATION:**

This is a request to change the number for Invertebrate Zoology from Biology 3541 to Biology 4541. This change reflects the fact that this course covers upper-level content suitable for juniors and seniors. Undergraduate courses of this nature in the Biology Department are numbered at the 4000 level. It also includes a slight edit to the catalog description to better match the current course content. Furthermore, the credit hours for this course were previously listed as variable, which they are not (consistent with the course number used) and so this error was also corrected.

##### Revised Program

##### 190C: Environmental Sustainability Interdisciplinary Concentration

###### **JUSTIFICATION:**

The three courses added to the list of choices for the concentration (TCM 5330, BIOL 5346, and BIOL 5546) all fulfill the criteria for inclusion: they address the triple bottom line of sustainability: People, Planet and Profit. In addition, several geography courses have recently changed course numbers and hence they were updated to their new course designations in this program.

#### **C. College of Health and Human Sciences**

*A Gardiner/Mondor motion to approve the revised course was passed unanimously.*

#### **Department of Health and Kinesiology**

##### Revised Course

##### KINS 3131: Biophysical Foundations of Human Movement

###### **JUSTIFICATION:**

The course KINS 3131A, "Biophysical Foundations of Human Movement," is currently listed as a 3 credit hour course with 3 hours of contact time. However, the current course format is lecture/lab with a 2 - 90 minute lecture sessions and 1- 140 minute lab. The current format of the course presents two challenges to students. The presence of the lab in the health and physical education program sequence requires that it take place in the evening. This is prohibitive to many students, particularly student athletes. KINS 3131 is only offered in the fall and there is currently no equivalent on campus or in the region. To ensure that course objectives are met and students acquire the necessary skills and concepts in the program, the labs will be incorporated into the lecture and supplemented online content.

#### **D. College of Engineering and Information Technology**

*A Gardiner/Mondor motion to approve the new courses was passed unanimously.*



## **Department of Civil Engineering and Construction Management**

### New Courses

#### CENG 5431: Advanced Surveying

##### **JUSTIFICATION:**

This course complements the topics covered in CENG 2231 Surveying and provides knowledge & skill for Surveying-Geomatics applications that are required in the real-world of Surveying Practice. Also, this course along with CENG 2231 Surveying, CENG 5434 Surveying History and Law, CENG 5433 Drainage & Erosion Control and CENG 5137 Engineering Hydrology and Hydraulics represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop unique, creative, and sustainable determinations for property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that the proposed course should help fill that void.

#### CENG 5432: Introduction to GIS in Geomatics/Transportation

##### **JUSTIFICATION:**

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics and Transportation Engineering applications that utilize GIS. This course prepares students to develop responsible GIS Mapping solutions. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

*After the April meeting, Dr. David Williams, Associate Dean of the College of Engineering and Information Technology, requested that CENG 5432 be removed from the Faculty Senate Agenda for the June 2017 Meeting. It was found that the proposed CENG 5432 shared a similar course description and course outcomes with GEOG 3440. CENG 5432 will be tabled until a resolution is reached between the College of Engineering and Information Technology and the College of Science and Mathematics.*

#### CENG 5433: Drainage Erosion Control

##### **JUSTIFICATION:**

This course complements the topics covered in CENG 2131 CE Fluid Mechanics and CENG 5137 Engineering Hydrology and Hydraulics by providing knowledge & skills for stormwater applications that are required in Civil Engineering Practice. This course concentrates on developing the ability to produce civil engineering designs in compliance with standards and regulations required by State of Georgia Agencies including: The Georgia Soil and Water Conservation Commission, the Georgia Department of Transportation and the Atlanta Regional Commission. This course prepares students to develop unique, creative, and sustainable designs for stormwater collection, stormwater volume & quality control as well as Sediment & Erosion Control Systems. Also, this course along with CENG 2231 Surveying, CENG 5431 Advanced Surveying, CENG 5434 Surveying History & Law and CENG 5137 Engineering Hydrology and Hydraulics represents a course combination

which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia.

#### CENG 5434: Surveying History Law

##### **JUSTIFICATION:**

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying and provides knowledge & skill for Surveying-Geomatics legal issues and applications that are experienced in Surveying Practice. Also, this course along with CENG 2231 Surveying, CENG 5431 Advanced Surveying, CENG 5433 Drainage & Erosion Control and CENG 5137 represents a course combination which can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop responsible determinations of property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

#### **Department of Electrical Engineering**

*A Gardiner/Mondor motion to approve the revised courses was passed unanimously.*

#### Revised Courses

##### EENG 3230: Electromagnetic Fields

##### **JUSTIFICATION:**

We need to update this course in order for students to have the option to take this course online.

##### EENG 3241: Electric Machines

##### **JUSTIFICATION:**

EENG 3310- Circuits Analysis Lab and EENG 3335- Circuit Analysis II, have been combined into a new course EENG 3345-Circuit Analysis II with Lab, so prerequisites need to be updated in order to reflect this change

##### EENG 3345: Circuit Analysis II w/Lab

##### **JUSTIFICATION:**

The lecture (EENG 3335) and the lab (ENGR 3310) will be combined in one course EENG 3345 Circuit Analysis II w/Lab

##### EENG 3341: Microelectronics w/lab

##### **JUSTIFICATION:**

ENGR 3310- Circuits Analysis Lab and EENG 3335- Circuit Analysis II, have been combined into a new course EENG 3345-Circuit Analysis II with Lab, so prerequisites need to be updated in order to reflect this change and adding online option.

##### EENG 3420: Linear Systems

##### **JUSTIFICATION:**

This request is to correct an error that was approved previously. Mistakenly, the previous course revision listed a prerequisite course number for an inactive course. To correct that error, the prerequisite is being changed from ENGR 2334 (Circuit Analysis I) to EENG 3335 (Circuit Analysis II). The course content of ENGR 2334



does not provide sufficient depth to adequately prepare students for EENG 3420 - Linear Systems. EENG 3335 - Circuit Analysis II, which includes additional course content and an integrated lab, provides in-depth coverage of AC Analysis and transfer functions for systems and provides (along with MATH 3230 Ordinary Differential Equations) the necessary prerequisite content for Linear Systems (EENG 3420). Also adding online option.

## **Department of Mechanical Engineering**

*A Gardiner/Mondor motion to approve the revised courses was passed unanimously.*

### Revised Courses

#### MENG 4210: Energy Science Laboratory

##### **JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded by MENG 3531.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

#### MENG 4210H: Energy Science Lab (Honors)

##### **JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

#### MENG 5135: Vibration and Preventive Maintenance

##### **JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit increasing content requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

#### MENG 5137: Mechanical System Design

##### **JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

#### MENG 5137H: Mechanical System Design

**JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

**MENG 5233: Wind Energy****JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing content requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

**MENG 5331: Automation and Computer Integrated Manufacturing Systems****JUSTIFICATION:**

The prerequisite course ENGR 1731 is replaced by new course ENGR 1121 to fit the increasing requirements of computational skills for the students of mechanical engineering.

Since the pre-req change to ENGR 1121 will impact students entering the program beginning Fall 2017, the original pre-req of ENGR 1731 must be retained for those students currently in the pipeline.

**MENG 5536: Mechanical Controls****JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

**MENG 5536H: Mechanical Controls (Honors)****JUSTIFICATION:**

The prerequisite course MENG 3521 is replaced by new course MENG 3531 since the MENG 3521 is upgraded to MENG 3531 to fit the increasing requirements.

Since the pre-req change to MENG 3531 will impact students entering the program beginning Fall 2017, the original pre-req of MENG 3521 must be retained for those students currently in the pipeline.

**Department of Manufacturing Engineering**

*A Gardiner/Mondor motion to approve the revised course was passed unanimously.*

**Revised Course**



MFGE 2239: Engineering Modeling and Mathematical Analysis

**JUSTIFICATION:**

Pre-requisite needs correction and removing lab hours and schedule type.

**V. OTHER BUSINESS**

**A. Program Review**

(Documents Attached)

- **Graphic Design B.F.A.**
  - *Dr. Robert Farber, Department Chair of the Betty Foy Sanders Department of Art put forth some recommendations for future comprehensive program reviews. (Please see the attached addendum.)*
- **Finance B.B.A.**
- **Management B.B.A.**
- **Biology B.A.**
- **Biology B.S.**
- **Physics and Astronomy B.A.**
- **Physics B.S.P.**
- **Nursing B.S.N.**

*A Gardiner/Mondor motion to approve the comprehensive program reviews was passed unanimously.*

**VI. ADJOURNMENT**

*There being no further business to come before the committee, A Gardiner/Mondor motion to adjourn the meeting at 4:10 p.m. passed unanimously.*

Respectfully Submitted,



Jade Brooks  
Recording Secretary

## ADDENDUM

Thank you for the invitation to add some CPR recommendations as an addendum to the  
*4.11.17 UG Curriculum Committee Meeting Minutes*.

ART Department Recommendations:

- Departments should be provided with complete *CPR Evaluative Rubrics* and comments for all reviewers
- Rationales for *CPR Evaluative Rubrics* scoring changes between CPR iterations needs to be articulated in the *CPR Comprehensive Review Reports*
- *CPR Comprehensive Review Reports* should be provided to Department Chairs ten days prior to University level *UG Curriculum Committee Meetings*
- **Highlighting** on *CPR Comprehensive Review Reports* that are rated "*Below Expectations*" needs to be consistent for all deficient programs or eliminated
- GSU should consider *External CPR Program Reviewers* for degree programs and disciplines when reviewer expertise does not exist at GSU
- A six recommendation would be to permit programs undergoing external National Accreditation evaluations and site visitations be permitted submit Comprehensive Self Studies as substitutions for GSU CPR

Robert

**Robert Farber**


Chair | Betty Foy Sanders Department of Art  
Georgia Southern University

Georgia Southern University  
Intracampus Memo  
Office of the President

Post Office Box 8033  
Marvin Pittman Administration Building

TEL 478-5211  
FAX 478-0598  
TDD 871-1454

<http://welcome.georgiasouthern.edu/president/>

TO: Dr. Richard Flynn (CLASS), Chair, Senate Executive Committee  
FROM: Jaimie Hebert, Ph.D., President   
DATE: June 9, 2017  
SUBJECT: **Faculty Senate Recommendation**  
**Undergraduate Committee Minutes April 11, 2017**

---

I am pleased to report that the Senate recommends approval of the actions contained in the April 11, 2017, Undergraduate Committee minutes considered at the June 7, 2017, meeting.

gm

c: Dr. Jean Bartels  
Ms. Candace Griffith  
Dr. Ron MacKinnon