2011

Faculty Senate Librarian's Report-2011

Georgia Southern University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/faculty-senate-lib-reports

Part of the Higher Education Administration Commons

Recommended Citation
Georgia Southern University, "Faculty Senate Librarian's Report-2011" (2011). Faculty Senate Librarian's Reports. 16.
https://digitalcommons.georgiasouthern.edu/faculty-senate-lib-reports/16

This report is brought to you for free and open access by the Faculty Senate at Digital Commons@Georgia Southern. It has been accepted for inclusion in Faculty Senate Librarian's Reports by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Faculty Senate Librarian’s Report, February 2011

A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

Academic Standards Committee
Chair: Stuart Tedders (JPHCOPH)

Academic Standards Committee met on January 11, 2011
Present at this meeting were Christine Draper (COE), Lowell Mooney (COBA), John O’Malley (CIT), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Stuart Tedders (JPHCOPH), Timothy Teeter (CLASS), Russ Toal (JPHCOPH), Janice Walker (CLASS), Rob Yarbrough (COST), Aminao Zhang (CIT). Not attending the meeting were Scott Kersey (COST), John King (COBA), David Lowder (LIB), Teri Melton (COE), Connie Murphey (Financial Aid), Danette Wood (CHHS).

A total of 296 student appeals were received by the Registrar’s Office. Of the 296 appeals received, 28 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. Additional academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. For this meeting, 86 appeals met this criterion and appeals for these students were automatically approved. The committee actually reviewed 182 appeals and only 13 appeals were approved by the academic standards committee. Among those denied by the committee, 97 students submitted appeals to the Dean of their respective college. Among this group, 12 appeals were approved by the Dean of the College and 85 appeals were denied.

Respectfully submitted,

Stuart H. Tedders, PhD
Chair, Academic Standards Committee

Academic Standards Committee met on January 12, 2011
Present at this meeting were Christine Draper (COE), Scott Kersey (COST), John King (COBA), David Lowder (LIB), Lowell Mooney (COBA), John O’Malley (CIT), Lisa Smith (LIB), Wayne Smith (Kim Rogers attend as sub.)(Registrar’s Office), Stuart Tedders (JPHCOPH), Timothy Teeter (CLASS), Janice Walker (CLASS), Rob Yarbrough (COST). Not present at the meeting were Teri Melton (COE), Connie Murphey (Financial Aid), Russ Toal (JPHCOPH), Danette Wood (CHHS), Aminao Zhang (CIT).

A total of 36 additional student appeals were received by the Registrar’s Office. Of these appeals, 6 students were less than 10 quality points away from a 2.0 GPA so they were automatically granted an appeal by the Registrar’s Office. The committee actually reviewed 27 appeals and only 1 appeal was granted. Among those appeals denied by the committee, 20 students submitted appeals to the Dean of their respective college. Of these subsequent appeals,
2 were approved by the Dean of the College and 9 students were denied. The committee is still awaiting the Dean’s response for 9 students.

Respectfully submitted,

Stuart H. Tedders, PhD
Chair, Academic Standards Committee

Elections Committee
Chair: Patricia Humphrey, Senate Librarian (COST)

Elections are beginning. All college elections representatives were sent a list of vacancies to be filled for Senate, Senate committees and University committees February 2. Please encourage your colleagues to volunteer to serve!

Faculty Development Committee
Chair: Yasar Bodur (COE)

Minutes of the Faculty Development Committee Meeting
January 26, 2011, 11:15 AM
CET, Conference Room

Present: Yasar Bodur (chair), John Barkoulas, ChunShan Zhao, Janice Walker, Brian Bossock, , Lori Lester, Alan Altany, Patricia Hendrix
Absent: John O’Malley, Alice Hall

1. Yasar Bodur thanked all the members for coming to the meeting and sending their evaluations for award applications in advance, and reviewed the meeting agenda. The main purpose of the meeting was to discuss the applications for Spring travel award.

2. The committee was given a summary sheet with all the applications and the ratings. The committee discussed the proposals and was able to fund 25 of the 26 applications. The one that was not funded was submitted for an early fall travel. Of the 25 funded applications, 5 were not fully funded for various reasons ranging from inflated budget to inclusion of visa application fees in the proposed budget. Overall, the committee used the entire budget designated for this award to fund the proposals ($30,672.79).

3. After Spring Travel Proposals were finalized, the committee discussed two questions that had been sent to the chair. One question involved moving the deadline for spring travel award application to a later date and the committee decided not to do so. The second question was from a faculty member who was awarded a fall travel grant. He stated that in the budget he submitted to us he proposed to use the FDC funds for hotel and department funds for airfare. He ended up not staying in a hotel and wanted to know if he could use the FDC funds for airfare. The committee approved this request because the amount paid for airfare was less than the hotel expense that had been submitted to the
committee. Also, because the funds were being used for the same professional travel, though in a slightly different way, the committee did not find this request problematic.

4. Next, the committee discussed the tasks ahead. There are two tasks we will act on in the short run: excellence in instruction notebooks and Faculty Development Summer grants. 9 notebooks have been submitted for excellence in instruction award and these notebooks have been put on library reserve for checkout. Faculty Development Summer grants are due Friday, February 4 and these will be made available to the committee on SharePoint. Our next meeting will be held on February 21, 2011 at 12:15 PM to discuss the 9 notebooks and the summer grants.

5. Meeting was adjourned at about 1:00.

Respectfully submitted by
Yasar Bodur, Chair

Faculty Research Committee
Chair: Caren Town (CLASS)

Georgia Southern University Faculty Research Committee
December 1, 2010– 12:30 PM

Minutes

I. The Faculty Research Committee was called to order at 12:30 p.m. December 1, 2010 by the Committee Chair, Dr. Caren Town.

II. The committee approved the agenda as read.

III. The committee approved the minutes from the October 14, 2010 meeting.

IV. Roll Call
   A. Present
      i. Caren Town – CLASS
      ii. Hyo-Joo Han– CIT
      iii. Jackie Eastman – COBA
      iv. Teri Ann Melton - COE
      v. Marvin Goss – Library
      vi. Ele Haynes – Research Compliance
      vii. Debbie Shaver – ORSSP
   B. Absent
      i. Russell Savage – JPHCOPH
      ii. Norman Schmidt – COST
      iii. Elaine Marshall – CHHS

V. Award for Excellence in Research and Scholarly Pursuits Applications
A. 9 applications for the Excellence in Research and Scholarly Pursuit were submitted by the close of business on November 29th.

B. Each application will be reviewed by 3 committee members. Members will provide a summary review of the application at our next meeting.

C. Committee members were assigned based upon reviewer experience with the applicant’s research and scholarship field, interest in the scholarship field, and equitable distribution of assignments.

D. Reviewers will provide written review comments and be prepared to present their candidates at the 1/19/11 meeting.

E. Excellence Review format sheets will be available on SharePoint. The format is not required but serves as a method of providing uniform comparison points.

F. Review packets are available in ORSSP from 8 am – 5 pm, on all days the University is open between 12-1-10 and 1-19-11. There is computer access and Wi-Fi in the review room. Check in the front office to get onto the computer in the room.

G. Review documents should not contain the reviewer’s name.

H. All review documents should be emailed back to Ele prior to January 12 if possible.

VI. Dr. Town intends to make an announcement at an upcoming Faculty Senate meeting to remind the faculty representatives of the resources available through the FRC, including excellence awards, internal research funding, and publication fund resources.

VII. Calendaring of Meetings
A. The committee will reconvene on Wednesday, January 19, at 12:30 p.m. to review committee reports on applications for the Excellence in Research and Scholarship Award reviews.

B. Calendar dates are entered on the SharePoint Site.
   i. 1/19/11- 12:30 PM– Excellence Presentations
   ii. 2/2/11 –12:30 PM- Excellence Selection and Funding Assignments
   iii. 2/9/11 - 12:30 PM – Funding Presentations
   iv. 2/23/11 - 12:30 PM – Funding Presentations
   v. 3/2/11 - 12:30 PM – Funding Selection
   vi. 3/9/11 - 12:30 PM – Program Review and Guideline Updates

VIII. Adjourned 1:22 p.m.

Georgia Southern University Faculty Research Committee
January 19, 2011– 12:30 PM

Minutes

IX. The Faculty Research Committee was called to order at 12:30 p.m. January 19, 2011 by the Committee Chair, Dr. Caren Town.

X. The committee approved the agenda as read.

XI. The committee approved the minutes from the December 1, 2010 meeting.

Page 4
XII. Roll Call  
A. Present  
  i. Caren Town – CLASS  
  ii. Hyo-Joo Han – CIT  
  iii. Jackie Eastman – COBA  
  iv. Teri Ann Melton - COE  
  v. Marvin Goss – Library  
  vi. Ele Haynes – Research Compliance  
  vii. Norman Schmidt – COST  
  viii. Elaine Marshall – CHHS  
  ix. Debbie Shaver – ORSSP  
  x. Karl Peace – JPHCOPH  

XIII. The committee Chair introduced Dr. Karl Peace from the Jiann-Ping Hsu College of Public Health. Dr. Peace has been designated by JPHCOPH to assume the remainder of Dr. Savage’s term on the committee.  

XIV. Award for Excellence in Research and Scholarly Pursuits Applications  
A. 9 applications for the Excellence in Research and Scholarly Pursuit were submitted by the close of business on November 29th. Each application was reviewed by 3 committee members. Ele Haynes compiled review sets for the committee. Reviewer names were omitted from the review notes.  
B. The committee members discussed the review results from the 9 candidates.  
C. The committee narrowed the number of applications to 5 for the next review round.  
D. Committee members will review the 5 applications in the next round for the February 2 meeting.  
E. Calendar dates are entered on the SharePoint Site.  
   i. 2/2/11 – 12:30 PM - Excellence Selection and Funding Assignments  
   ii. 2/9/11 - 12:30 PM – Funding Presentations  
   iii. 2/23/11 - 12:30 PM – Funding Presentations  
   iv. 3/2/11 - 12:30 PM – Funding Selection  
   v. 3/9/11 - 12:30 PM – Program Review and Guideline Updates  

XV. Adjourned 1:35 p.m.  

Georgia Southern University Faculty Research Committee  
February 2. 2011- 12:25 PM  

Minutes  

XVI. The Faculty Research Committee was called to order at 12:25 p.m. February 2, 2011 by the Committee Chair, Dr. Caren Town.  

XVII. The committee approved the agenda as read.
XVIII. The committee approved the minutes from the January 19, 2011 meeting.

XIX. Roll Call
   A. Present
      i. Caren Town – CLASS
      ii. Hyo-Joo Han– CIT
      iii. Jackie Eastman – COBA
      iv. Teri Ann Melton - COE
      v. Marvin Goss – Library
      vi. Ele Haynes – Research Compliance
      vii. Norman Schmidt – COST
      viii. Debbie Shaver – ORSSP
      ix. Karl Peace – JPHCOPH
   B. Absent
      i. Elaine Marshall – CHHS

XX. Award for Excellence in Research and Scholarly Pursuits Applications
   A. The committee revisited the 5 semi-finalists’ applications for the excellence in Research and Scholarly Pursuits award.
   B. Dr. Karl Peace recused himself from the discussion and vote on the Excellence award candidates to eliminate any potential conflict of interest, based upon his nomination of one of the candidates prior to being appointed to the committee by the Dean of JPHCOPH.
   C. Committee members discussed the merits of all 5 applicants. By show-of-hands vote the pool was narrowed to 3 applicants
   D. The committee discussed the varied merits of the 3 final candidates and arrived at two award winners and one runner up who will serve if one of the finalists can no longer serve.
   E. The committee was reminded that the names of the award winners should be kept confidential until Commencement, when the Provost will make the official award announcement.
   F. The Committee Chair will deliver the winners’ names to the Provost.
   G. Calendar dates are entered on the SharePoint Site.
      i. 2/9/11 - 12:30 PM – Canceled
      ii. 2/23/11 - 12:30 PM – Funding Presentations
      iii. 3/2/11 - 12:30 PM – Funding Presentations
      iv. 3/9/11 - 12:30 PM – TBD - Program Review and Guideline Updates

XXI. Adjourned 1:35 p.m.

Faculty Service Committee
Chair: Mary Marwitz (CLASS)
The Faculty Service Committee will meet on February 24 to consider the second round of applications for academic year 2010-2011. We have not met since our November meeting at which we allocated funds for the first round.

Faculty Welfare Committee
Chair: Joe Ruhland (COBA)

Faculty Welfare Committee
Meeting, Nov. 9, 2010
Minutes

Presiding: Joe Ruhland, Chair (Recording)
Present: June Alberto, Susan Franks, Cynthia Frost, Ming Fang He, Patricia Price

New Items: RFI Proposal on Job Classifications

Originating RFI from the FWC will require some reworking of language to ensure consistency of language with the committee’s charge. Suggestions were discussed. Without a quorum present to vote, action was delayed until next meeting.

Next Meeting: TBD

Faculty Welfare Committee
Meeting, Feb. 1, 2011
Minutes

Presiding: Joe Ruhland, Chair (Recording)
Present: June Alberto, Ming Fang He, Misty Loughry, Manouchehr Tabatabaei, Mark Welford, Rebecca Ziegler

New Agenda Items: Felony Records of Students

A request was brought forth to the committee regarding the reporting requirements of the university to faculty of convicted felons in their classes. The general consensus was that no such requirement existed. Opinions varied on the question of whether such reporting should be available and if it were, would we as faculty be at any advantage by having it.

The group agreed that it would be useful to know how admissions uses the undergraduate application question asking if the student had been convicted of a crime other than a minor traffic violation or if they had entered a plea of guilty, nolo, etc. for a crime as well as if there was a class of felony above which admissions would be automatically denied.
Old Agenda Items: RFI Proposal on Job Classifications

Without a quorum, the group was again unable to vote on whether to put the RFI forward. After much discussion, a request was made to put forth an electronic vote on whether to continue considering the RFI.

Other Items:

Discussion ensued regarding the need for clarification of faculty expectations given the changes in Carnegie classification and leadership.

Discussion also began on the idea of reissuing a survey done some years ago which attempted to measure faculty morale.

Next Meeting: TBD

Library Committee
Chair: Greg Harwood (CLASS)

Graduate Committee
Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – November 11, 2010

Present: Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Delores Liston, COE; Dr. Risa Cohen, COST; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Yasar Bodur, COE; Dr. Michele McGibony, COST; Dr. Robert Fernekes, Library; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Dr. Deborah Thomas, COE; Mr. Wayne Smith, Registrar; Dr. Toby Ziglar, Graduate Admissions; Dr. Peggy Hargis, CLASS; Dr. Richard Mercier, CLASS

Absent: Dr. John Dyer, CIT; Dr. Ednilson Bernardes, COBA; Dr. Elanie Marshall, CHHS; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Bill Yang, COBA; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, November 11, 2010 at 8:00 AM.
II. APPROVAL OF AGENDA

Dr. Delores Liston made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

III. DEAN’S UPDATE

Dr. Charles E. Patterson stated he will be meeting with President Brooks Keel to discuss the Taskforce for Graduate Education, and hopes to have an update for the Graduate Committee by the next meeting. He continued with a brief update on the following items:

- The College of Graduate Studies (COGS) is still working with Stakeholders from Human Resources, Registrar’s Office, Information Technology Services, and some college representatives to create a web based Graduate Assistantship Application. Students will apply online and based on their admission status will be placed in a repository of potential applicants. Hiring departments will have the capability to query for applicants based on specific job requirements and student expertise.

- GSU is in the process of implementing DegreeWorks. Mrs. Melanie Reddick is the main DegreeWorks scribe for COGS. Mr. Wayne Smith stated the anticipated time for DegreeWorks to go live is March 2011.

- Mr. Jeb Barger is the contact for the Graduate Admissions website project. He hopes to send information out to Colleges for review within the next few weeks.

- Call Mrs. Amanda Gilliland, in COGS, if you have questions regarding Banner downtime. Mr. Smith stated the downtime will be 6-7 days long.

- COGS is working with the Graduate Student Organization (GSO) to plan the Graduate Research Symposium. COGS will send information out when the event is finalized.

- No formal notification has been sent out stating the “10 Day Rule”, requiring Graduate Program Directors to make admission decisions within 10 days, is no longer set, but Dr. Patterson said for the Colleges not to feel they have to adhere to that rule. Instead, each unit should develop enrollment management models that provide competitive advantages toward recruitment and enrollment.

- Dr. Dick Diebolt stated the Graduate School Fair, which was hosted by Career Services, was yesterday from 9 AM – 1 PM. He stated 18 departments/units tables were from GSU and 40 from outside institutions. Approximately 393 students attended. Dr. Patterson stated he was very pleased with the GSU college representatives.

Dr. Fernekes asked Dr. Patterson if the Graduate Committee could get an electronic update on the Taskforce before the January 2011 meeting. Dr. Patterson said he would provide an update, via email.

IV. NEW BUSINESS

A. College of Liberal Arts & Social Sciences

Dr. Richard Mercier presented the agenda items for Department of Music, and Dr. Peggy Hargis discussed the items submitted by the Department of Sociology & Anthropology.

Department of Music

Course Revision:
MUSA 7191 – Recital
JUSTIFICATION:
Although the graduate-level Recital was initially set in place as a S/U classes, the faculty feel that it is such a significant requirement for these Performance Majors that a normal (A, B, C, D, F) grading schedule will better allow us to distinguish between the finest performers and those who did not achieve the highest level and will also allow a fine capstone performance to reward the student with something that will affect their GPA in a positive manner.
Program Revision:
Master of Music
JUSTIFICATION:
We propose raising the minimum GPA requirement for admission to the MM program from 2.5 to 3.0. This will allow us to be more appropriately selective of students who will likely succeed in the program, and will also allow us to place students who are more academically marginal on provisional status from the beginning, giving them more clearly defined focus in setting goals and working toward them from the outset. We are also revising the statement on required letters of recommendation for purposes of clarification.

MOTION: Dr. Richard Flynn made a motion to approve the agenda times submitted by the Department of Music, in the College of Liberal Arts and Social Sciences. A second was made by Mr. Jonathan Harwell. The motion to approve the Course and Program Revisions was passed.

Department of Sociology and Anthropology
Selected Topics Announcement:
ANTH 6091 – Language and Gender
JUSTIFICATION:
We will offer this course the first time as a special topics in anticipation of making it a permanent course selection.

No action was needed for Selected Topics Announcement.

Department of Writing and Linguistics
Selected Topics Announcements:
WRIT 5030G – Teaching English Abroad
JUSTIFICATION:
This course has been designed to meet student requests for preparation in teaching English in other countries. The course offers basic preparation for teaching English abroad in which students research countries of interest and teaching opportunities there and consider the cultural context of teaching English in another country, appropriate teaching styles and approaches, international students' motivation for learning English, and aspects of English that pose difficulties for non-native speakers. The course also offers chances to review and try out a range of teaching materials and techniques and to develop a teaching portfolio.

WRIT 5030G – Writing Grants and Proposals
JUSTIFICATION:
This course provides direction on how to find, research and write grants and proposals. Students will write a proposal as a final project. Graduate students will be expected to do an additional project.

No action was needed for Selected Topics Announcements.

B. Jiann-Ping Hsu College of Public Health

Dr. Charles Hardy presented the agenda item for the Jiann-Ping Hsu College of Public Health.

Course Revision Proposal:
PUBH 7991 - Public Health Capstone Research Project – Changing Schedule Type from A=Lecture to G=Independent Study
JUSTIFICATION:
Schedule Type edited from A=Lecture to G=Independent Study. This course requires the completion of an independent research project.
MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Michele McGibony. The motion to approve the Course Revision was passed.

C. College of Science and Technology

Dr. Risa Cohen presented the agenda item for the College of Science and Technology.

Department of Biology
Course Revision:
BIOL 5543G - Advanced Field Ecology
➢ Title, Catalog Description
JUSTIFICATION:
The title of this course is being changed to cover any type of biological investigation in the field, not just ecology. The course description is being altered to cover biological investigations in any part of the world.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Science and Technology. A second was made by Dr. McGibony. The motion to approve the Course Revision was passed.

D. College of Health & Human Sciences

Dr. Deborah Allen presented the agenda items for the College of Health & Human Sciences.

School of Nursing
Selected Topics Announcements:
NURS 7090 – Applied International Nursing Research
JUSTIFICATION:
This course examines and applies international nursing research methods and design with a focus on global health, specifically related to health disparities in underserved populations in local, national, and international areas, on research ethics and a research career.

NURS 7090 – Cultural Immersion in International Health Care
JUSTIFICATION:
The course introduces history, health system, economics, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

No action was needed for Selected Topics Announcements.

E. College of Education

Dr. Liston presented the agenda items for the Department of Curriculum, Foundations, and Reading.

Dr. Liston and Dr. Deborah Thomas presented the agenda items for the Department of Leadership, Technology, and Human Development.

Dr. Yasar Bodur presented the agenda items for the Department of Teaching and Learning.

Department of Curriculum, Foundations, and Reading
New Courses:
READ 7234 The Role of the Literacy Coach in Today’s Schools
JUSTIFICATION:
Restricted elective for the READ MEd.

READ 7430 Teaching Literacy with English Language Learners
JUSTIFICATION:
Required specialized content for the READ M.Ed.
READ 7431 Digital Literacies in the 21st Century
JUSTIFICATION:
Required specialized content for the READ M.Ed.

Course Revisions:
READ 7132 – title (to Literacy Assessment and Correction), catalog description
JUSTIFICATION:
We are changing the name and catalog description of the course to better reflect changes in
the field allowing us to broaden the concept of the course to encompass different types of
literacy and assessment.

READ 8130 – title (to Literacy Assessment and Correction II), catalog description
JUSTIFICATION:
We are changing the name and catalog description of the course to better reflect changes in
the field allowing us to broaden the concept of the course to encompass different types of
literacy and assessment.

Selected Topics Announcement:
READ 7090 – Teaching Literacy with English Language Learners
JUSTIFICATION:
This course addresses a needed literacy area for graduate students in the M.Ed. in Reading.

Revised Programs:
M.Ed. Reading Education (to M.Ed. Literacy Education)
JUSTIFICATION:
Reading is a one-dimensional component of literacy and does not encompass the multiple
forms of literacy that are prevalent today. Reading has become more complex than just print
on the page. We want the program name and program of study to reflect 21st century issues
such as digital literacies, teaching English language learners, etc. This new program name
will be more consistent with the terminology used in the professional organizations and other
higher education institutions.

Reading Endorsement: Classroom Teacher of Reading Program
JUSTIFICATION:
Course name has changed for READ 7132

Dr. Diebolt suggested a minor editorial change to the READ 7234 and READ 7430 New Course
catalog forms:
READ 7234, Item #7, Second sentence - change "All reading three reading professors ...."
Needs to be - All three reading professors ........
READ 7430, Item #7, Second sentence - change "All reading three reading professors ...."
Needs to be - All three reading professors

Dr. Thomas stated these changes will be made.

MOTION: With the understanding that the editorial changes would be made on the READ 7234
and READ 7430 catalog pages, Dr. Flynn made a motion to approve the agenda items submitted
by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. Bodur.
The motion to approve the New Courses, Course Revisions, and New/Revised Programs was
passed.

Department of Leadership, Technology, and Human Development
Course Revision:
COUN 8590 – credit hours to variable (1-6)
JUSTIFICATION:
Expansion of the current credit hour designation of three hours for the course to variable credit of "one to six hours" will allow for greater variety of professional educational opportunities for students. It will also bring the course credit in line with the other "selected topics courses" in the department.

Selected Topics Announcement:
EDLD 7090 – International School Success: Teacher and Leadership Models in United Kingdom Independent State-Maintained Schools and Higher Education (1-3)

JUSTIFICATION:
• This course involves international study, so “S” is added to the selected topics course number.
• A course section will be set up in WINGS for 1 credit hour.
• For students registering for the course: The course hours (1) must be approved by the program faculty prior to the experience. The course hour will be based on program faculty approval of assignments and total contact hours before, during, and after the experience. The contact hours/credit hour ratio will be governed by BOR and University requirements.

The attached brochure and course syllabus outline the minimum expectations for ALL participants. Other assignments will be assigned by program faculty to ensure that program outcomes assigned to this course are met.

Revised Program:
M.Ed. in Higher Education Administration

JUSTIFICATION:
The program of study has been revised and updated to better reflect program flexibility and performances for the MED in Higher Education Administration.

Proposed Change: Add ITEC 7530 as an option for the technology requirement. Rationale for change: ITEC 7530 was previously used as the required technology course and was adjusted to ITEC 7430 when it was suggested that ITEC 7530 would no longer be available. ITEC 7530 is available and students currently enroll in either course based upon choice and availability. In addition to ITEC 7430, students will have the option to select ITEC 7530 without special permission from the program coordinator.

Proposed Change: ADD EDLD 8434 to the Higher Education Specialized category. Rationale for change: EDLD 8434 has been utilized in this category for several years and currently is not listed as an option. This course may have been unintentionally omitted.

No new courses are required.

Department of Teaching and Learning

Revised Program Forms:
M.Ed. in Teaching and Learning, Concentration in Special Education

JUSTIFICATION:
Dropping ITEC 7530 or 8530/Instructional Technology Foundations or Application of Instructional Technology and replacing 3 semester hours with ESED 5234G/Cultural Issues in ESOL. All undergraduate teacher education programs require preservice teacher candidates to take ITEC courses in order to meet INTEC standards, therefore ITEC content at graduate level is not a critical need. NCATE is currently requiring evidence of graduate candidates’ demonstration of performance outcomes related to the instruction of classroom students with English as a Second Language and shifting demographics in Georgia support the critical need for ESOL content at the graduate level.

Also, the title of READ 7132 is being updated on the program of study, due to the Reading Program changing that course title.
Advising Undergraduates Interested in Teaching and the MAT Degree

JUSTIFICATION:
The GACE Computer Skills Competency Assessment is no longer required by the Professional Standards Commission (PSC) for initial teacher certification. Therefore, the advisement information in Catalog needs to be updated.

Also, advisement information is being added for undergrads who hold an Economics degree and are interested in secondary education certification, since they can pursue certification through the MAT degree program.

For Information Only:
Online delivery of the MAT Study Concentration Three in Special Education (Grades P-12)

Dr. Diebolt asked if the fee will change when the MAT concentration is offered online. Dr. Thomas stated the Special Education concentration fees will change to the online fee.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development and the Department of Teaching and Learning. A second was made by Dr. McGibony. The motion to approve the Course and Program Revisions was passed.

After all the new business items were discussed, there was a motion to approve all curriculum items. With no objections, the motion to approve all curriculum items was passed.

V. OLD BUSINESS - There was no old business to discuss.

VI. ANNOUNCEMENTS – Dr. Patterson announced that Banner Marshalls have been assigned for fall commencement and speakers have been chosen.

Dr. Diebolt stated the College of Graduate Studies is still working on revising the Graduate Catalog for next year. He said COGS has an internal deadline of December 1 and mid December for the Registrar’s Office.

Mr. Wayne Smith reminded everyone that the January 20, 2011 Graduate Committee meeting will be the last meeting for items to be approved to be included in the 2011-2012 Graduate Catalog.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 11, 2010 at 8:25 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 10, 2010
by electronic vote of Committee

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – January 20, 2011

Present: Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Bill Yang, COBA; Dr. Yasar Bodur, COE; Dr. Simone Charles, JPHCOPH; Dr. Michele McGibony, COST; Dr. Robert Fernekes, Library; Dr. Charles Champ [Alternate for Dr. Risa Cohen], COST; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS
VIII. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, January 20, 2011 at 8:00 AM.

IX. APPROVAL OF AGENDA

Dr. Deborah Allen made a motion to change the order of the agenda by moving the College of Science and Technology’s items forward to accommodate the College representatives, so they could attend other meetings. A second motion was made by Dr. Michele McGibony, and the motion to change the order of the agenda was passed.

X. DEAN’S UPDATE

Dr. Charles Patterson provided an update on the following initiatives:

- The Taskforce for Graduate Education has been convened by President Brooks Keel, and the Taskforce has already had two meetings. They have been discussing the current enrollment management process within each college, current and future degree programs in planning, and limits to enrollment growth within their units. Dr. Patterson and the Chair of the Taskforce, Dr. Steve Vives, will create Sub-Committees as needed to address needs.

- The College of Graduate Studies will fund the “Averitt Award” during the Spring semester. Two awards will be given, an award for Excellence in Graduate Research and an award for Excellence in Graduate Instruction. A call for award candidates will be sent out in the coming weeks.

- There are two scholarships still open for applicants, The G.Lane and Christine S. Van Tassell and the Katie & Tanner Miller/Van Tassell Family Scholarships. Information has been forwarded to the appropriate colleges for dissemination within the fields awarded by the scholarships.

- Dr. Patterson has been working with the Deans and Dr. Alan Altany to develop the process for TA Training. This training will be provided by the Center for Teaching, Learning and Scholarship. The training is optional this spring, but will later become part of the TA/RA/GA model. This is also a certificate program and advanced certificate program in development, again offered by the CTLS.

- The first graduate commencement ceremony will take place on May 13, 2011, which is the day before the undergraduate commencement ceremony. The Provost has initiated the request to the Deans for the Lines of March. Dr. Patterson will be meeting with the Registrar’s Office in the coming weeks to coordinate and discuss further details. More information will be sent out later through the College of Graduate Studies. Dr. Patterson has received suggestions for a commencement speaker, but he is still looking. A reception for doctoral students is being considered, resources permitting.

- The Graduate Research Symposium is still in the planning stages. Dr. Patterson has been working with the College of Education and the College of Liberal Arts and Social Sciences to determine the best way to integrate online student participation and oral presentations, respectively.
- Dr. Patterson has been working with the Graduate Student Organization to help build infrastructure. Dr. Simone Charles is now the Faculty Representative for the Organization, and a call for additional GSO members will be sent out soon.

- A new Graduate Admissions website has been created and will be sent out next week to the academic units/program directors for them to review and provide feedback before going "live" with the new site.

XI. NEW BUSINESS

F. College of Science and Technology

Dr. Shahnam Navaee presented the agenda items for Department of Geology and Geography and the Department of Physics.

Dr. Lissa Leege presented the agenda items for the Department of Biology.

Dr. Sharon Taylor presented the agenda items for the Department of Mathematical Sciences.

Dr. Aniruddha Mitra presented the agenda items for the Department of Mechanical and Electrical Engineering.

Department of Geology and Geography

New Courses:
GEOG 5330G – Population Geography

JUSTIFICATION:
This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world’s population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. The course will augment the current upper division offerings in both the Bachelor of Arts and the Bachelor of Science programs in Geography. In addition, the interdisciplinary nature of the course will help to make this course attractive to a wide range of students, including non-geography majors.

Dr. Dick Diebolt suggested some editorial changes be made to the GEOG 5330G New Course curriculum pages:

On item number 5, Section b: Change “expected” to “required”.

Dr. Navaee said the changes would be made. The revised forms are below.

Georgia Southern University

New Course Form

Subject: GEOG
Number: 5330G

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.

This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world’s population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. The course will augment the current upper division offerings in both the Bachelor of Arts and the Bachelor of Science programs in Geography. In addition, the interdisciplinary nature of the
course will help to make this course attractive to a wide range of students, including non-geography majors.

2. **Similarity with existing course:** Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.

Currently, no undergraduate course is offered at Georgia Southern that focuses explicitly on population or demography. Considering the implications of population growth and change, migration and fertility patterns for a wide range of issues including those related to development, food systems, health, and environmental concerns, the proposed course will fill a major gap in the curriculum.

3. **Accreditation/Licensure approval:** Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC))}? N/A

4. **Course Goals/Objectives:** Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.

   In addition to grasping and applying theoretical conceptions within population geography, students will learn a series of analytical techniques designed to study contemporary population patterns and processes in numerous geographical contexts and at multiple spatial scales.

   **Learning Outcomes**
   - After completing this course students will be able to:
     - Analyze population change at multiple geographical scales
     - Evaluate policy debates regarding fertility and migration across diverse geographic contexts
     - Apply theories of population and resource use across diverse geographic contexts
     - Critically assess contemporary debates surrounding immigration patterns and policies in the U.S.
     - Compare and contrast approaches to immigration across diverse geographic contexts

5. **Student Assessment Procedures** (See Policy on dual-listed Undergraduate/Graduate Courses at [http://cogq.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20Dual%20Listed%20Courses%20-%20final%20100809.pdf](http://cogq.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20Dual%20Listed%20Courses%20-%20final%20100809.pdf))

   (a) Briefly describe how student learning will be assessed.

   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.

   - (a) Student learning will be assessed using a variety of instruments including classroom discussion, written exams, written assignments, and a term paper/project.

   - (b) Graduate students will be required to complete more detailed, sophisticated assignments (e.g. a written assignment requiring them to obtain their own census data, justify the chosen variables, and conduct the appropriate type of analysis to address the assignment question). Similarly, graduate students will be required to complete longer, more in depth term papers with a requisite data analysis portion, while undergraduates will not be required to include data analysis. Regarding exams, graduate students will complete a greater number of short answer questions compared to undergraduates, and an additional essay. Short answer and essay portions of the exam will be more heavily weighted than the multiple choice portion for graduate students.

6. **Course Content Outline:** Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.

   - Introduction
   - Population Geography
   - Demography

Page 17
Population Growth
   Basic Theories
   Empirical Trends

Population, Environment and Resource

Data Sources
   U.S. Census
   DHS
   Other sources such as the World Bank Data.

Fertility
   Social, Cultural, and Economic Factors
   Age-Sex Pyramids
   Fertility Decline and Public Policy

Mortality
   Worldwide Changes in Mortality
   Contemporary Global and Regional Patterns

Migration
   Internal migration (Historical Perspective within the United States)
   Rural-Urban Redistribution
   History of Migration in the United States
   International migration (Immigration and Emigration)
   Immigration (A Brief History of United States)
   Contemporary (post-1965)
   Immigrants and America's Changing Population Geographies

The methodology used to deliver material in this course will follow a standard lecture format with multiple opportunities for class discussion. A lecture format is necessary to introduce the students to fundamental concepts, debates, and patterns, while a class discussion format is appropriate for analyzing patterns, debating current policies related population dynamics, and evaluating specific case studies (e.g. The One Child Policy in China).

An example of a primary text that might be used in this course is John Weeks' (2008) Population: An Introduction to Concepts and Issues. 10th ed. Wadsworth. Additional readings related to case studies could be provided by the instructor.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.

The university currently has all necessary resources to teach this course. There is no need for any specialized software, Dr. Robert Yarbrough is qualified to teach this course, and existing library resources are sufficient. Indeed, Dr. Yarbrough taught a version of Population Geography as a Special Topics course in spring 2009 and university resources were not an issue.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)

(No additional fee is proposed.)

(Please complete curriculum form which follows)
Georgia Southern University
New Course Form

| To: | Undergraduate Committee |
| Date: | 1/20/11 |
| Submitted: | Graduate Committee |
| Proposed Effective Date: | 11/12 |
| Term: | 201108 |
| Code: | CIP 4507 |

1. Subject: **GEOG**  Number: **5330G**

2. Full Course Title for Catalog: Population Geography
   Abbreviated Course Title (max 30 characters): 
   (Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? **No**
   If Yes, please list the cross-listed courses below.
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   Subject: _____  Number: _____

   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? **No**
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? **No**
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

<table>
<thead>
<tr>
<th>Low Contact Hours</th>
<th>High Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must Be Completed)</td>
<td>(Only for variable hours)</td>
</tr>
</tbody>
</table>

6. Credit Hours: 3  Drop-Down  __
   Billing Hours: 3  Drop-Down  __
   Lecture/Seminar Contact Hours: 3  Drop-Down  __
   Lab Contact Hours: 0  Drop-Down  __
   Will multiple labs be offered for each lecture section?  Drop-Down
   Other Contact Hours: 0  Drop-Down  __
   Total Contact Hours: 3  Drop-Down  __
   Ratio of Contact Hours to Credit Hours: 3 : 3  __ : __

7. Repeatable for Credit: **No**
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. Additional Fees: **No**  If yes, amount: _____

9. Level: S2-Masters  Drop-down  Drop-down

10. Grade Mode: N = Normal  Drop-down  Drop-down  Drop-down  (Default)
11. Schedule Type:  A = Lecture Drop-down Drop-down Drop-down
(Default)

*Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *
### New Course-Page Two

#### PROPOSED COURSE PREREQUISITE(S)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Number:</th>
<th>Concurrent:</th>
<th>Minimum Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional prerequisite(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are prerequisites to be enforced at Registration?</td>
<td>Drop-down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PROPOSED COURSE CO-REQUISITE(S)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>Additional co-requisite(s):</td>
<td></td>
</tr>
<tr>
<td>Are co-requisites to be enforced at Registration?</td>
<td>Drop-down</td>
</tr>
</tbody>
</table>

#### CATALOG DESCRIPTION

This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world’s population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. Graduate students will be required to complete more detailed, sophisticated assignments and complete longer, more in depth term papers.

---

**Department of Physics**

Course Revisions:

- **PHYS 5151G - Classical Mechanics**
  - Prerequisites

  **JUSTIFICATION:**
  
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

- **PHYS 5530G - Thermal Physics**
  - Prerequisites

  **JUSTIFICATION:**
  
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses.

**Department of Biology**

New Courses:

- **BIOL 5443G - Flora of Georgia**

  **JUSTIFICATION:**
  
The Flora of Georgia course is a biology elective that has been taught several times as a special topics course. It is one of three plant courses offered in the Department of Biology and addresses content critical for students interested in the biology of plants and plant identification. As a special topics course, it has maintained a high enrollment of undergraduate and graduate students.

- **BIOL 5644G - Insect Ecology**
JUSTIFICATION:
BIOL 5644 Insect Ecology is a biology elective course. There has been a great deal of interest, both from students and faculty, in having an Insect Ecology course for undergraduate and graduate students. Insect Ecology will focus on the basic and applied ecology of insects, so students better understand the role different insect species play in community functioning. This course will provide useful skills for students desiring careers in such diverse fields as: academia, agricultural production, government (USDA, DNR), and pest management.

Dr. Diebolt suggested some editorial changes be made to the New Course BIOL 5443G curriculum pages:

On item number 5, Section b: Change “expected” to “required”.

Dr. Leege stated the changes would be made. The revised forms are below.

Georgia Southern University
New Course Form

Subject: BIOL
Number: 5443G

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.
The Flora of Georgia course is a biology elective that has been taught several times as a special topics course. It is one of three plant courses offered in the Department of Biology and addresses content critical for students interested in the biology of plants and plant identification. As a special topics course, it has maintained a high enrollment by undergraduate and graduate students.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.
After a thorough review of courses university-wide, it is clear that no other course overlaps with Flora of Georgia.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC))? N/A

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.
(a) Course Objectives: Students will be introduced to plant identification and classification systems as well as vegetative and floral characteristics and terminology. Students will gain experience in plant identification using dichotomous keys and related tools, and will learn collection and herbarium techniques.
(b) Student Learning Outcomes: Upon successful completion of this course, students will: 1. Define the essential terminology used in the identification and classification of plants; 2. Apply essential terminology when using published dichotomous keys and literature to identify and classify Georgia’s flora; 3. Recognize on sight the major plant families of Georgia; 4. Explain how plants are named and state reasons that require names to be changed. 5. Recognize plant communities and habitats and...
be able to assess their health; 6. Utilize a herbarium and properly care for herbarium specimens; and 7. Collect and prepare herbarium specimens.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://coqs.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20Dua l%20Listed%20Courses%20-%20final%20100809.pdf)
   (a) Briefly describe how student learning will be assessed.
   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.
   (a) Brief Description of Assessment: Students will be assessed through unannounced quizzes and scheduled exams, as well by as their ability to properly use taxonomic keys and other botanical literature to identify Georgia plants to the species level. In addition, student will be assessed through oral presentations on particular plant families.
   (b) Graduate Student Assessment: Graduate students are required to identify more plants in the same amount of time as undergraduate students. In addition graduate students may be required to write their own dichotomous keys when presented with several plants. On field trips and outdoor labs, graduate students may also be required to submit a list of all plant species seen on that trip or in that lab.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.
   Topic List: 1) introduction to the course, scope of coverage, and nomenclatural nuisances; 2) terminology used in identification and classification; 3) informal field surveys of plants on and off campus in lab and on extended field trips; 4) Gymnosperms and Angiosperms; 5) Major Angiosperm families 6) Dichotomous keys and identification.
   This content will be delivered through lecture (powerpoint presentations) and laboratory exercises, field trips and one-on- one assistance with plant identification.
   A text such as Vascular Plant Taxonomy, 6th ed. 2010 by Zack Murrell is appropriate. Students will also use manuals such as the Manual of the Vascular Flora of the Carolinas by Radford et al. to actually identify many of the plants.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit’s plan to garner these resources.
   The course has been successfully taught as a 5099 three times and the Biology Department already has faculty expertise, faculty time and material resources, including the transportation assets, to teach it regularly.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)
   Revenue will be applied to expendable materials and supplies; small non-expendable but breakable items; teaching display materials; copying and printing charges; equipment replacement, maintenance, and repair; replacement of degraded display materials; field trip expenses including gasoline, vehicle maintenance, and intra-university vehicle rental when needed; and curatorial supplies for plant specimens collected in the course. A lab fee of $35.00 is appropriate.
   (Please complete curriculum form which follows)
1. Subject: **BIOL**  Number: **5443G**

2. Full Course Title for Catalog: **Flora of Georgia**  
   Abbreviated Course Title (max 30 characters): 
   (Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? **No**  
   If Yes, please list the cross-listed courses below.  
   Subject: _____  Number: _____  
   Subject: _____  Number: _____  
   Subject: _____  Number: _____  
   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? **No**  
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? **No**  
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

<table>
<thead>
<tr>
<th>Low (Must Be Completed)</th>
<th>High (Only for variable hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:4</td>
<td></td>
</tr>
</tbody>
</table>

6. Credit Hours: 4  Billing Hours: 4  
     Lecture/Seminar Contact Hours: 3  
     Lab Contact Hours: 3  
     Will multiple labs be offered for each lecture section? Drop-Down  
     Other Contact Hours: Drop-Down  
     Total Contact Hours: 6  
     Ratio of Contact Hours to Credit Hours: 6:4

7. Repeatable for Credit: **No**  
   (**"Yes" can count more than once toward graduation. **No** will only count once toward graduation.**)

8. Additional Fees: **Yes**  
   If yes, amount: $35.00 lab fee

9. Level: **S2-Masters** Drop-down  

10. Grade Mode: **N = Normal** Drop-down
   (Default)
11. **Schedule Type:**

   - **B** = Lecture/Supervised Lab
   - **A** = Lecture (default)
   - **E** = Supervised Lab

   (Default)

   *Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *
PROPOSED COURSE PREREQUISITE(S)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Concurrent</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>3535</td>
<td>No</td>
<td>C</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
</tbody>
</table>

Additional prerequisite(s): or permission of the instructor

Are prerequisites to be enforced at Registration? No

PROPOSED COURSE CO-REQUISITE(S)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional co-requisite(s):

Are co-requisites to be enforced at Registration? Drop-down

PROPOSED CATALOG DESCRIPTION

A taxonomic/biosystematic approach to the study of Georgia’s plants. Primary emphasis is on vascular plants (ferns and seed plants), including methods of plant analysis, identification, classification, collection and preservation. Students will also learn how to recognize some non-vascular plants in Georgia’s ecosystems. Field trips are required with at least some on Saturdays. Graduate students are given extra assignments not required of undergraduates.

Department of Mathematical Sciences
Revised Program:
M.S., Mathematics
JUSTIFICATION:
The Department of Mathematical Sciences proposes a change in the program’s core courses for the M.S. in Mathematics degree program. The students coming into the program have had many of our current core courses as undergraduates or in other graduate programs, so there is a need to include higher level courses in the core for our students.

New Program:
K-5 Math Endorsement
JUSTIFICATION:
In December 2009, Graduate Committee approved three new online MATH Courses (MATH 6131, MATH 6132, and MATH 6133) for the USG’s K-5 Mathematics Endorsement. The current proposal is to add the USG’s Endorsement program to Georgia Southern’s Catalog.

Since this endorsement program is a joint effort by the College of Science and Technology and the College of Education, it is requested that the program of study be listed in Catalog in both the graduate section for COST and the graduate section for COE.

Dr. Diebolt asked if the K-5 Math Endorsement New Program would be offered face-to-face. Dr. Taylor stated it would only be offered in an online format. Dr. Diebolt then asked if a special online fee would be associated with this program; and Dr. Navaee stated there would be an online fee.

Department of Mechanical and Electrical Engineering
Course Revisions:
TMET 5136G – Mechanical Controls
  Prerequisites
JUSTIFICATION:
Correcting prerequisite error in the current catalog

Revised Program:
Occupational Safety and Environmental Compliance Certificate

JUSTIFICATION:
The recommended revisions to the Occupational Safety and Environmental Compliance certificate will enhance the options available for students to choose elective courses in order to obtain this certificate. Following two courses, ENVH 7233 and ENVH 7237, are added as part of the environmental health sciences concentration in the College of Public Health. These are excellent additions to the elective offering for the Occupational Safety and Environmental Compliance certificate and can broaden the certificate application to careers in the public health arena.

MOTION: Dr. Richard Flynn made a motion to approve the agenda items submitted by the College of Science and Technology, with the understanding that the editorial changes would be made to BIOL 5443G and GEOG 5330G. A second was made and the motion to approve the New Courses, Course Revisions, New Programs, and Program Revisions was passed.

G. College of Liberal Arts and Social Sciences

Dr. Flynn presented the agenda item for the Department of Literature and Philosophy.

Dr. Peggy Hargis presented the agenda items for the Department of Anthropology and Sociology

Department of Literature and Philosophy
New Course:
ENGL 7634 - Seminar in Twentieth-Century British Literature

JUSTIFICATION:
Our M.A. program already has seminars in 19th century British literature, 19th century American literature, and 20th century American literature. Adding a seminar in 20th century British literature fills a gap in our course sequence, enabling instructors to teach a variety of topics in 20th century British literature, including poetry, drama, and the novel.

Program Revision:
M.A. English
JUSTIFICATION:
We propose four changes to the M.A. Program:

We propose adding a new seminar in 20th-century British Literature, and that seminar needs to be listed on the English M.A. program page.

We also wish to add an additional admission requirement to the program page; we have been requiring it on our own web page and were unaware that it should, rightfully, be on the program page as well. The additional admission requirement states: “A sample of the applicant’s scholarly writing of at least 15 pages, to be sent directly to the department, c/o the Director of Graduate Studies.”

We want to drop the non-thesis option and require all new M.A. students to write a thesis. This change is in keeping with the University’s new strategic plan that promotes research among faculty and all students. We also hear that students moving on to Ph.D. programs are more successful in completing their dissertations if they already have experience writing a long research paper. Finally, we believe the thesis requirement will attract better qualified students into the program, for they will know what is expected and those students who are not confident of their ability to finish a thesis might look elsewhere for an M.A. program.
We also propose reducing the length of the thesis from the currently required minimum of 60 pages (c. 15,000 words) to between 10-12,000 words. This length tallies with what other programs in the system, including U.G.A.’s, require for the M.A. thesis. A project of between 10-12,000 words is of a length that fits the writing sample requirement for admission to many Ph.D. programs as well as the length limits for many journals. Accordingly, a shorter thesis may prove more useful to its writer than a longer one, for the shorter work can be used for Ph.D. applications and journal submissions. Finally, given that a good number of our second-year graduate students will be teaching two courses per semester, finishing course work, and writing a thesis, the longer thesis length seems almost unreasonable. Note, however, that our revised language allows for a thesis longer than 12,000 words if the thesis director approves.

We also request three changes to the English M.A. program page, simply adding three seminars, ENGL 6232, ENGL 7111, and ENGL 7121, to the page. These seminars are already on the books and have inadvertently been left off the program page for some time now.

Dr. Diebolt asked if the Department of Literature and Philosophy had discussed how students currently enrolled in the M.A. English program would transition into the revised M.A. English program. Dr. Flynn stated the students would continue under whatever program requirements were in the catalog when they were admitted into the program. Dr. Flynn said students can complete the Non-Thesis option if they are currently in the program, however, those students who decide to write a Thesis must adhere to the new guidelines. Dr. Flynn added that students will still have to adhere to the seven year course rule to complete their degree.

Department of Anthropology and Sociology
New Course:
ANTH 6531 - Anthropology of Language and Gender
JUSTIFICATION:
This course would enable graduate students to take another elective in linguistic anthropology. Currently, the only available course is ANTH/LING/WRIT 5530G, Sociolinguistics, taught in the Dept. of Writing and Linguistics. We are attracting an increasing number of MASS students with an interest in linguistic anthropology.

Program Revision:
M.A. in Social Science
JUSTIFICATION:
We are revising our program requirements by offering a new track for the terminal project and by requiring an electronic portfolio.

Dr. Diebolt asked if the Department of Anthropology and Sociology had discussed how current students who are enrolled in the M.A. in Social Science would transition into the revised program. Dr. Hargis stated if the students are close to graduating then they would permit those students to complete their degree under the old guidelines. Dr. Hargis added that students coming into the program under the new catalog will now be required to develop a portfolio, when in the past it was strongly encouraged.

Dr. Diebolt asked for clarification on some of the wording in the M.A. in Social Science Revised Program curriculum page. Dr. Hargis stated she would revise the curriculum pages to be clearly defined.

The Revised Program pages are below.

Georgia Southern University
Proposed New or Revised Programs
To: Undergraduate Committee  
Date: 1/20/11  
X Graduate Committee  
Submitted:  
  Date: 10/20  
  Proposed Effective:  
  Term: 201108  
  CIP: 45  
  College Code: 12 - CLASS  
  Department Code: 1216  
  Department: SOCI/ANTH

Current Name of Program (ex., B.S. Mathematics): M. A. Social Sciences

Proposed New or Revised Name of Program (ex., B.S. Mathematics):  

(Regents’ format can be found at:  
http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml)

1. Consistent with goals of: (check all that apply)  
   □ Accreditation  □ College  □ Department  □ State/Regional Needs  
   □ University Strategic Plan

2. Type: □ New Preliminary Proposal (Attach in Regents’ required format)  
   OR  
   □ Formal Proposal (Attach in Regents’ required format)  
   OR  
   □ Revision to Existing Program (Attach in Regents’ required format)  
   OR  
   ❑ Other Program Proposals or Revisions that do not require Regents’ approval

3. Proposal for:  
   Graduate Major Other:

4. Degree: MA Other:

5. Total Credit Hours Required: 36

6. Is this a change in credits (for Revisions only)? □ Yes ❑ No

7. Target Group of Students: graduate students

8. Additional Resources Needed: (check all that apply)  
   □ Computer Needs  □ Distributed Learning Support  □ Equipment  □ Facilities  
   □ Faculty  □ Library Resources  □ Staff Support  □ Other

9. A New or Revised Catalog Program Page must be attached.  
   NOTE: For Revised Catalog Program Pages:  
   • Refer to Sample Program Revisions for layout format.  
   • Deletions should be in BOLD with a strikethrough.  
   • Additions should be in BOLD ITALICS.

10. Provide the Justification/Rationale for New or Revised Programs.  
    We are revising our program requirements by offering a new track for the terminal project and by requiring an electronic portfolio.
SOCIAL SCIENCE
M.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Sociology and Anthropology, Georgia Southern University, P.O. Box 8051, Statesboro, GA 30460, (912) 478-5443, FAX: (912)478-0703

Admission Requirements

Regular
1. An undergraduate degree from an accredited, four-year institution (or a course of study that is the equivalent of such a degree).
2. A statement of purpose expressing student’s aspirations.
3. A favorable review by the Social Science Graduate Admissions Committee. Consideration is given to an applicant’s potential for succeeding in the program, undergraduate GPA, GRE Scores, and career aspirations.

Required Core Courses ................................................................................................................................. 12 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 6638</td>
<td>Proseminar in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Theory (3)</td>
<td>(Can be any ANTH, HIST, POLS, PSYC, or SOCI theory course)</td>
<td></td>
</tr>
<tr>
<td>Methods and/or Analysis (6)</td>
<td>(Can be any ANTH, HIST, POLS, PSYC, or SOCI methods and/or analysis)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses ......................................................................................................................................... 18 Hours

A student will develop a program of study in conjunction with their advisor and approved by the graduate Director. A student will select an area of concentration in Anthropology, History, Political Science, Psychology, or Sociology. An area of concentration requires a minimum of 15 hours of coursework from within anthropology, history, political science, psychology or sociology. With the exception of SOCI 6638, core courses can be used to fulfill the area of concentration requirements.

General Program Requirements

An area of concentration requires a minimum of 15 hours of coursework from within anthropology, history, political science, psychology or sociology. At least 50% of the courses applicable toward a graduate degree must come from courses at the 6000-level or above. Enrollment in courses outside anthropology, history, political science, psychology, and sociology is limited to a maximum of 6 semester hours. Courses that are taken to fulfill a prerequisite for admission may not be used to satisfy elective course hour requirements. It is suggested that students take courses from at least three disciplines.

Terminal Project Courses ............................................................................................................................ 6 Hours

Applied/Public Service Track

The applied/public service track is for students who plan to enter applied or public service venues. Students may choose among 3 terminal projects. (Option 1) Students complete 6 hours of course work that has an applied emphasis (e.g. additional classes in methods, statistics, grant writing, program evaluation, public policy, or field research). Specific courses must be approved by the advisor and graduate director. (Option 2) Students complete an internship approved by the advisor and director. Or (Option 3) students take courses to prepare them for a career in teaching at the community college level.

Research Thesis Track

The research thesis track is strongly recommended for students who plan to continue in graduate or professional education. The thesis may be theoretical or empirical and should represent the student’s knowledge of social science theory, methodology and a substantive areas as well as the ability to conduct research. Data for empirical research projects may be qualitative and/or quantitative and primary or secondary in nature.

General Program Requirements

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences, with the understanding that the revisions to the M.A. in Social Science Program Revision curriculum pages be made. A second was made by Dr. Delores Liston. The motion to approve the New Courses and Program Revisions was passed.

H. College of Education

Dr.Liston presented the agenda item for the Department of Curriculum, Foundations, and Reading.
Dr. Leon Spencer presented the agenda items for the Department of Leadership, Technology, and Human Development.

Dr. Yasar Bodur presented the agenda items for the Department of Teaching and Learning and the COE Dean’s Office.

Department of Curriculum, Foundations, and Reading
Revised Program:
Ed. D. in Curriculum Studies
JUSTIFICATION:
We are moving a current Curriculum Studies strand course (History of American Curriculum) to the Doctoral Core as it has been determined that this course is more of a foundational course needed by all majors and should be taken prior to more advanced coursework in Curriculum Studies. The current core course Advanced Seminar in Curriculum Theory is being removed from the doctoral core and will be added to the Curriculum Studies strand.

Department of Leadership, Technology, and Human Development
New Course:
COUN 7236 Human Sexuality and Counseling
JUSTIFICATION:
Required course offering for students enrolled in the M.Ed. in Counselor Education, Concentration Two Clinical Mental Health Counseling/Community Counseling. Expanded course offering will meet demand for counselor training in human sexuality and CACREP accreditation requirements and licensure and certification requirements for Clinical Mental Health Counselors.

Course Revisions:
COUN 7231 Foundations of Community Counseling and Ethics
JUSTIFICATION:
The Community Counseling Program, is accredited according to the 2001 Standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP speciality area of Community Counseling will be designated by CACREP as the Clinical Mental Health Counseling speciality area by 2013. This revision will bring Community Counseling specialty compliance with CACREP 2009 Standards. Under the CACREP 2009 Standards the program will be identified in the Clinical Mental Health Counseling specialty area.

ESPY 8737 Practicum in School Psychology – change prerequisites
JUSTIFICATION:
The pre-requisite course for ESPY 8737 is currently ESPY 8132 or concurrent enrollment. However, ESPY 8133 is the final course in the assessment sequence. It is a more appropriate pre-requisite for ESPY 8737 than ESPY 8132.

Revised Programs:
M.Ed. in Counselor Education, Concentration in Community Counseling
JUSTIFICATION:
The Community Counseling Program is accredited according to the 2001 Standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP speciality area of Community Counseling will be designated by CACREP as the Clinical Mental Health Counseling speciality area by 2013. This revision will bring Community Counseling specialty compliance with CACREP 2009 Standards. Under the CACREP 2009 Standards the program will be identified in the Clinical Mental Health Counseling specialty area.

Ed.S. in Educational Leadership
JUSTIFICATION:
Rationale for changes to EDS Admissions Requirements, November, 2010
1. Contact information needs updating.
2. Professional Standards Commission (PSC) no longer requires passing the Georgia Assessment for the Certification of Educators (GACE) prior to their obtaining a non-renewable leadership (NL) certificate. GACE more appropriately taken at end of Performance Based EDS coursework, after students have had leadership content.
3. Professional Standards Commission (PSC) recommended during the new EDS Program review, that we require leadership courses before students without leadership certification begin Performance Based EDS Program. Proposed PSC rulemaking for December, 2010, includes similar language.

Ed.S. in School Psychology

JUSTIFICATION:
The GACE Basic Skills exam is being dropped as an admissions requirement. The GRE or MAT are already required and will serve as the entrance exam requirement to the program. It has been very difficult for out-of-state applicants to find a testing center near their location which offers this exam. Also, the scheduled exam dates and/or the date of the results report are sometimes after the admissions deadline. For applicants who are unfamiliar with the GACE exams, it has been confusing to them which GACE test they are suppose to take (Basic Skills vs. School Psychology content which is taken toward the end of the program). Furthermore, information on the Georgia Professional Standards website indicates that students can now exempt out of the GACE Basic skills exam if they have earned a master's degree. Our graduate students can earn an interim M.Ed. degree while they are in the program.

Faculty believe that an interview (either on-campus or phone) would be a useful tool in better understanding professional goals and dispositions of applicants. An interview would allow selected applicants to discuss their strengths and professional goals, learn more about the program's expectations, and provide faculty with information about applicants' dispositions and professionalism.

Also, the pre-requisite for ESPY 8737 is being changed from ESPY 8132 or concurrent enrollment to ESPY 8133 or concurrent enrollment. ESPY 8133 is the final course in the assessment sequence, and students can enroll in it concurrently with ESPY 8737.

Dr. Diebolt asked if the students who are currently in the M.Ed. in Counselor Education would be advised to switch. Dr. Spencer stated the students do not have to switch, but they can choose to take the additional courses to reach the new 60 hour program requirements.

Department of Teaching and Learning

New Course:
MSED 6132 Curriculum and Instruction
JUSTIFICATION:
There is no other course which provides the content of this course for this group of students.

Course Revisions:
MGED 6131 Curriculum for the Middle Grades – change prerequisites
JUSTIFICATION:
As a result of the Professional Standards Commission no longer offering the technology test-out option, the requirement for an ITEC 7530 or equivalent course is being removed from the program and required as a prerequisite for MGED 6131. Most of the candidates entering the MAT have already completed a course that meets the technology standards; therefore, we are proposing that the technology requirement be completed prior to entering Step 2 in the program.

SCED 6131 Curriculum for Secondary Education – change prerequisites
JUSTIFICATION:
As a result of the Professional Standards Commission no longer offering the technology test-out option, the requirement for an ITEC 7530 or equivalent course is being removed from the program and required as a prerequisite for SCED 6131. Most of the candidates entering the MAT have already completed a course that meets the technology standards; therefore, we are proposing that the technology requirement be completed prior to entering Step 2 in the program.

SPED 7736 Internship in Special Education – change number and credit hours to variable
JUSTIFICATION:
SPED 7736 Internship in Special Education was a 3 credit hour course and due to the variable field experience requirements of the MAT in Special Education (6-9 hours), the course credit hour registration needs to represent the variability of credit hours required for the MAT degree in Special Education and the M.Ed. in Special Education (3 hours of internship).

Also, the course number is being changed to 7796 to reflect the range of credit hours.

Revised Programs:
Master of Arts in Teaching
JUSTIFICATION:
The PSC no longer has a technology requirement for teacher preparation candidates and there is no longer a technology test-out option. Therefore:
(1) The technology test-out option is being removed from each of the four concentrations in the MAT program: Secondary Education, Middle Grades Education, Special Education, and P-12 Education (Spanish).
(2) We are proposing to move the ITEC 7530 course (or equivalent) to be a prerequisite for the MAT program concentrations in Secondary Education, Middle Grades Education, and Special Education.
A new course (MSED 6132 Curriculum and Instruction) is replacing the ITEC course in Step 1 of the MAT in the Secondary and Middle Grades concentration areas that will focus on planning since the candidates need additional preparation in planning as well as additional experiences in the schools prior to the first teaching block.

We are including in the MAT Concentration in Special Education an ESOL course in order to meet the NCATE standard for preparing teachers to teaching English language learners.

Add two additional admission criteria to the MAT programs: 1) require a passing score on the TOEFL exam for those applicants who have English as a second language in order to determine English language proficiency 2) conduct interviews with candidates who were enrolled previously in a teacher preparation program and are now applying for the MAT. This interview will assist in evaluating prior experience.

We are removing Geology as a certification option since there is no GACE test in Geology. Candidates who hold a Geology degree will be admitted to the Broad Fields Science program.

In Concentration Three, SPED 7736 Internship in Special Education is updated to list the revised course number, SPED 7796.

M.Ed. in Teaching and Learning, Special Education Concentration
JUSTIFICATION:
Update program of study to list the revised course number for SPED 7796 Internship in Special Education.

Ed.S. in Teaching and Learning
JUSTIFICATION:
The changes in admission requirements and the addition of program prerequisite coursework are a result of the EdS Program's need to critically examine applicant information to identify graduate candidates who will be successful in their pursuit of the EdS degree. The Graduate Records Exam (GRE) provides three score indices (Verbal, Quantitative, & Analytical Writing) whereas the Miller's Analogy Test provides a single score index which is a general, nonspecific indication of verbal skills. The time limit revision for the policy of exempting GSU graduates with a GPA of 3.5 from taking the GRE is based on the recognition that the context of graduate studies has changed over the last decade and the desire to provide consistency between the time limit for applying coursework to a degree (7 years) and the time limit for GPA test exemption.

NCATE accreditation requires English as Second Language Learners course content in all degree programs, so a course is being added to the program.

**COE Dean's Office**

Revised Policy:
Policies and Procedures for Field Experiences, Internships and Clinical Experience for Initial Teacher Preparation

**JUSTIFICATION:**
Language is being clarified in the official policies and procedures for field experiences, internships and clinical experience for initial teacher preparation. In the section regarding Repeating or Extending the experience, "Withdraw without academic penalty," is being added to the third bulleted item.

**MOTION:** Dr. Liston made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. McGibony. The motion to approve the Revised Programs, New Courses, Course Revisions, and Revised Policy was passed.

**I. College of Business Administration**

Mrs. Melissa Holland presented the agenda items related to the Masters of Business Administration.

Dr. Godfrey Gibbison presented the agenda items related to the Masters of Applied Economics.

**New/Revised Programs:**
Master of Business Administration Program

**JUSTIFICATION:**
The MBA office is proposing to reduce the number of pre-requisites necessary to begin the MBA program. There is both anecdotal and empirical evidence to suggest that the elimination of the proposed pre-requisites would not impact the potential for success for incoming MBA students. The change will also improve Georgia Southern's competitive position relative to other institutions that require fewer pre-requisites.

Master of Business Administration Program (the Georgia WebMBA Program)

**JUSTIFICATION:**
The MBA office is proposing to reduce the number of pre-requisites necessary to begin the WebMBA program. There is both anecdotal and empirical evidence to suggest that the elimination of the proposed pre-requisites would not impact the potential for success for incoming WebMBA students. The change will also improve Georgia Southern's competitive position relative to other institutions that require fewer pre-requisites.

Master of Applied Economics

**JUSTIFICATION:**
The change is substituting a new course, ECON 7331 Applied Econometrics, for an existing course, MGNT 7339 Applied Regression. The new course is much more comprehensive and meets the needs of graduates in applied economics.

**New Course:**
ECON 7331 Applied Econometrics

**JUSTIFICATION:**
This is a required course for the Master of Science in Applied Economics major.

**MOTION:** Dr. Bill Yang made a motion to approve the agenda items submitted by the College of Business Administration. A second was made by Dr. Simone Charles. The motion to approve the New/Revised Programs and the New Course was passed.

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

*Dr. Barry Joyner presented the agenda items for the Department of Health and Kinesiology*

**Department of Health & Kinesiology**

**New Courses:**
KINS 6195S Studies Abroad in Health & Kinesiology

**JUSTIFICATION:**
Consistent with the mission of Georgia Southern University, KINS 6195S: International Studies Abroad in Health and Kinesiology will serve as an elective within the Department of Health and Kinesiology to provide graduate students with "transcultural experiences".

NTFS 6195S Studies Abroad in Health & Kinesiology

**JUSTIFICATION:**
Consistent with the mission of Georgia Southern University, NTFS 6195S: International Studies Abroad in Health and Kinesiology will serve as an elective within the Department of Health and Kinesiology to provide graduate students with "transcultural experiences".

**Course Revisions:**
HLTH 5195G Studies Abroad in Health & Kinesiology

**JUSTIFICATION:**
A course revision form is submitted to change the course number and to document and obtain approval to cross-list this course with NTFS 6195S and KINS 6195S.

**MOTION:** Dr. Flynn made a motion to approve the agenda items submitted by the College of Health and Human Sciences. A second was made by Dr. Yang. The motion to approve the New Courses and Course Revision was passed.

**K. Sub-Committee on Awarding Scholarships** – Dr. Patterson said he would like to create a Sub-Committee to assist the College of Graduate Studies in reviewing eligible scholarship applicants. This would be a standing committee and would integrate Ad Hoc members when needed. The Sub-Committee would make scholarship recommendations to the College of Graduate Studies. Dr. Patterson stated he would like to have four members from the Graduate Committee serve on the Sub-Committee. Dr. Diebolt added that it is always helpful to have faculty’s input and that the process of applying for scholarships would run much smoother if it was more structural. Dr. Patterson then opened the floor for volunteers. After a short discussion, Dr. Flynn, Dr. Allen, Dr. Charles, and Dr. Bodur volunteered. Dr. Allen made a motion that the four members listed above would agree to serve on the Scholarships Sub-Committee as representatives of the Graduate Committee. A second motion was made by Dr. Yang. With no objections the motion was approved.

**XII. OLD BUSINESS** - There was no old business to discuss.

**XIII. ANNOUNCEMENTS** – There were no announcements.
XIV. ADJOURNMENT

There being no further business, the meeting was adjourned on January 20, 2011 at 8:50 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved January 27, 2011 by electronic vote of Committee

Undergraduate Committee
Chair: Ron MacKinnon (CIT)

UNDERGRADUATE COMMITTEE MINUTES
NOVEMBER 9, 2010
3:30 P.M.
SCIENCE & TECHNOLOGY, ROOM 2122

I. CALL TO ORDER
Present: Dr. Chuck Harter, Ms. Debra Skinner, Dr. Don Stallings, Dr. Greg Chamblee, Dr. Jacob Warren, Dr. Julie Maudlin, Dr. Laura Valeri, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Patrick Wheaton, Dr. Ron MacKinnon, Mr. Todd Hall, Dr. William Amponsah, Dr. Kathy Albertson, Ms. Caroline James
Visitors: Dr. Bill Wells, Dr. Brian Koehler, Ms. Candice Griffith, Dr. Christine Ludowise, Dr. Lisa Leege, Dr. Randall McClure, Dr. Richard Mercier
Absent with Alternate in attendance: Dr. Jim Stephens, Dr. Melissa Garno, Dr. Rebecca Kennerly
Absent: Ms. Amy Boyett, Dr. Aimao Zhang, Dr. Dena Hale, Dr. Jim Stephens

Dr. Ron MacKinnon called the meeting to order at 3:31 p.m.

II. APPROVAL OF AGENDA
A Smith/Wheaton motion to approve the agenda was passed unanimously.

III. COLLEGE OF BUSINESS ADMINISTRATION
➢ School of Economic Development
   New Course
   ECON 4337 - Environmental Economics
   This course will apply the basic principles of microeconomics to analyze a variety of environmental and natural resource policy problems. We will examine the causes of natural resource and environmental problems, the consequences of these problems, and measures for dealing with them. We will examine many real environmental and resource problems, including but not limited to, the depletion of oceanic fisheries, tropical deforestation, acid rain, pollution control, and endangered species. Prerequisite: A minimum grade of "C" in ECON 2106.
   3 credit hours.
   JUSTIFICATION:
This course will be offered in support of the (Interdisciplinary) Concentration in Environmental Sustainability. It will also be added as an elective to the BA and BBA Economics majors.

**A Harter/Chamblee motion to approve this new course was passed unanimously.**

**Revised Program**

**B.B.A. Regional Economic Development**

**JUSTIFICATION:**
REDV 4131 is currently an optional course in the major. It is also the pre-req on REDV 4730 which is required in the major. This change moves REDV 4131 into the required area to eliminate the mismatch in requirements and moves ECON 3131 to the optional section in order to maintain the hours in each section.

**A Harter/Chamblee motion to approve this program revision was passed unanimously.**

➢ **Department of Finance and Quantitative Analysis**

**Course Revision**

**FROM:** FINC 4233 - Estate Management  
**TO:** FINC 4233 - Estate Planning

**JUSTIFICATION:**
The current course title, Estate Management, is inaccurate for the professional setting. The topics covered in this course are about Estate Planning, which is what the area is called in professional personal financial planning settings. The current course name also seems to confuse some students. They sign up for the course because they think that it is a course in real estate, then they drop the course when they learn it is not.

**A Harter/Smith motion to approve this course revision was passed unanimously.**

**Revised Programs**

**B.B.A. Finance (General)**

**JUSTIFICATION:**
The current course title, Estate Management, is inaccurate for the professional setting. The topics covered in this course are about Estate Planning, which is what the area is called in professional personal financial planning settings. The current course name also seems to confuse some students. They sign up for the course because they think it is a course in real estate, and then drop the course when they learn that it is not.

**B.B.A. Finance (Personal Financial Planning Emphasis)**

**JUSTIFICATION:**
The current course title, Estate Management, is inaccurate for the professional setting. The topics covered in this course are about Estate Planning, which is what the area is called in professional personal financial planning settings. The current course name also seems to confuse some students. They sign up for the course because they think it is a course in real estate, and then drop the course when they learn that it is not.

**A Harter/Smith motion to approve these program revisions was passed unanimously.**

➢ **Department of Information Systems**

**New Course**
CISM 4333 - Human Resource Information Systems
A study of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, and ensure compliance with employment law. The focus will be on merging computer technology with a strategic human resource management perspective. Prerequisite: A minimum grade of “C” MGNT 3334. 3 credit hours.

JUSTIFICATION:
The purpose of this application is to create a new course number to allow MGNT 4333 to be cross listed with CISM 4333. This course integrates material from both the Management and Information Systems disciplines and has been team taught by faculty from those two departments. The course contains a substantial hands-on SAP component and counts as an eligible course for students pursuing the SAP certificate. However, as it is currently listed, the course is not eligible for students pursuing the Information Systems minor. Cross listing this course between the two subjects, Management and Information Systems, would allow it to count towards the Information Systems minor.

A Harter/Smith motion to approve this new course was passed unanimously.

Course Revision
FROM: CISM 4334 - ERP Systems using SAP
Prerequisite: Permission of the Information Systems Chair.

TO: CISM 4334 - ERP Systems using SAP
Prerequisite: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

JUSTIFICATION:
This change will clarify the prerequisite requirements both for Information Systems majors and for students from other other majors who may wish to enroll in this course.

A Harter/Hall motion to approve this course revision was passed unanimously.

Revised Programs
B.B.A. Information Systems

JUSTIFICATION:
The current Information Systems major requires students to complete three upper division CISM courses of their choice in addition to seven required core Information Systems courses (CISM 2030, CISM 2230, CISM 3134, CISM 3135, CISM 4134, CISM 4135 and CISM 4136). The proposed change is to allow IS majors to substitute three courses from an officially designated minor in place of the three CISM electives. The minor must be one that is offered by the College of Business Administration, the College of Information Technology or another closely related area as approved by the Information Systems Department Chair. This change would allow IS majors greater flexibility in completing a designated minor. The ‘select from’ list in our current curriculum gives students some flexibility, while still increasing the depth of their IS expertise beyond our core. Since IS is an inherently applied field, this proposal would give students the option of using that flexibility to achieve greater depth in their chosen field of application. But by restricting this flexibility to approved minors, the proposal ensures the selected courses will be sufficiently cohesive to achieve the desired depth. Students who have not chosen a target application field will continue to achieve depth in the IS field itself.
B.B.A. Information Systems (Enterprise Resource Planning)
JUSTIFICATION:
This revision is needed to accurately reflect the cross listed CISM/MGNT 4333.

B.B.A. Information Systems (Human Resources Information Systems Emphasis)
JUSTIFICATION:
This revision is needed to accurately reflect the cross listed CISM/MGNT 4333.

A Chamblee/Yocco motion to approve these program revisions was passed unanimously.

Department of Management, Marketing, and Logistics
Course Revisions
FROM: MGNT 4333 - Human Resource Information Systems
      Cross-listed with MGNT 4333S.
TO:    MGNT 4333 - Human Resource Information Systems
      Cross-listed with MGNT/CISM 4333S.
JUSTIFICATION:
This course integrates material from both the Management and Information Systems disciplines and has been team taught by faculty from those two departments. The course contains a substantial hands-on SAP component and does count as an eligible course for students pursuing the SAP certificate. However, as it is currently listed, the course is not eligible for students pursuing the Information Systems minor. Cross listing this course between the two subjects, Management and Information Systems, would allow it to count towards the Information Systems minor.

FROM: MGNT 4333S - Human Resource Information Systems
      Cross-listed with MGNT 4333.
TO:    MGNT 4333S - Human Resource Information Systems
      Cross-listed with MGNT/CISM 4333.
JUSTIFICATION:
This course integrates material from both the Management and Information Systems disciplines and has been team taught by faculty from those two departments. The course contains a substantial hands-on SAP component and does count as an eligible course for students pursuing the SAP certificate. However, as it is currently listed, the course is not eligible for students pursuing the Information Systems minor. Cross listing this course between the two subjects, Management and Information Systems, would allow it to count towards the Information Systems minor.

A Harter/Smith motion to approve these course revisions was passed unanimously.

Revised Program
B.B.A. Management (Human Resource Management Emphasis)
JUSTIFICATION:
This revision is needed to accurately reflect the cross listed CISM/MGNT 4333.

A Harter/Smith motion to approve this program revision was passed unanimously.

IV. COLLEGE OF EDUCATION

Department of Teaching and Learning
Course Revisions
FROM: ISCI 2001 - Life/Earth Science
      Prerequisites: None.
TO: ISCI 2001 - Life/Earth Science
Prerequisites: A minimum grade of “C” in (ASTR 1010 and ASTR 1211) or (ASTR 1020 and ASTR 1211) or (Biol 1130 and BOL 1110) or CHEM 1140 or CHEM 1145 or (GEOL 1121 and GEOL 1110) or (PHYS 1111 and PHYS 1113) or (PHYS 2211 and PHYS 1113)
JUSTIFICATION:
ISCI 2001 is a required course in Area F for all candidates in the BSED in Early Childhood Education and candidates who have a concentration in science in the BSED in Middle Grades Education. A minimum of one lab science sequence should be completed prior to enrolling in the course in order to ensure that candidates have the appropriate science preparation for the course.

FROM: ISCI 2002 - Physical Science
Prerequisites: None.
TO: ISCI 2002 - Physical Science
Prerequisites: A minimum grade of “C” in (ASTR 1010 and ASTR 1211) or (ASTR 1020 and ASTR 1211) or (Biol 1130 and BOL 1110) or CHEM 1140 or CHEM 1145 or (GEOL 1121 and GEOL 1110) or (PHYS 1111 and PHYS 1113) or (PHYS 2211 and PHYS 1113)
JUSTIFICATION:
ISCI 2002 is a required course in Area F for all candidates in the BSED in Early Childhood Education and candidates who have a concentration in science in the BSED in Middle Grades Education. A minimum of one lab science sequence should be completed prior to enrolling in the course in order to ensure that candidates have the appropriate science preparation for the course.

FROM: SPED 3231 - Classroom Management
Corequisites: SPED 4733 and SPED 4734.
TO: SPED 3231 - Classroom Management
Corequisites: SPED 3631, SPED 4733, and SPED 4734.
JUSTIFICATION:
Changes are required due to inaccuracy in University Catalog - course sequence changed several years ago and changes were never made.

FROM: SPED 3631 - Inclusive Practices
Prerequisite: SPED 3711. Corequisite: None.
TO: SPED 3631 - Inclusive Practices
Prerequisite: A minimum grade of “C” in SPED 3722. Corequisites: SPED 3231, SPED 4733, and SPED 4734.
JUSTIFICATION:
Changes are required due to inaccuracy in University Catalog - course sequence changed several years ago and changes were never made.

FROM: SPED 3722 - Special Education Practicum II
Corequisites: SPED 3631, SPED 4230, and SPED 4231.
TO: SPED 3722 - Special Education Practicum II
Corequisites: SPED 4230 and SPED 4231.
JUSTIFICATION:
Changes are required due to inaccuracy in University Catalog - course sequence changed several years ago and changes were never made.

FROM: SPED 4733 - SPED Practicum III
Corequisites: SPED 3231 and SPED 4734.
TO: SPED 4733 - SPED Practicum III
Corequisites: SPED 3231, SPED 3631, and SPED 4734.

JUSTIFICATION:
Changes are required due to inaccuracy in University Catalog - course sequence changed several years ago and changes were never made.

FROM: SPED 4734 - SPED Practicum IV
Corequisites: SPED 3231 and SPED 4733.

TO: SPED 4734 - SPED Practicum IV
Corequisites: SPED 3231, SPED 3631, and SPED 4733.

JUSTIFICATION:
Changes are required due to inaccuracy in University Catalog - course sequence changed several years ago and changes were never made.

A Chamblee/Maudlin motion to approve these course revisions was passed unanimously.

Revised Programs

B.S.Ed. Middle Grades Education
JUSTIFICATION:
In the current catalogue, candidates who are completing a language arts and reading concentration are required to complete READ 3330; however, since the course is listed under each concentration, candidates should not count the course twice in the program. The program is being changed to require an additional English course for the language arts concentration if a candidate is completing both a language arts and reading concentration since the READ 3330 can only be used once in the program. In addition a new grammar course is being proposed as a requirement in Area F in order to meet the needs of candidates with a language arts concentration. Performance evidence indicates that candidates need additional preparation in grammar. In order to prepare candidates to teach English language learners and meet one of the NCATE standards, the elective is being deleted and the ESED 5234 Cultural Issues: ESOL added to the program.

B.S.Ed. Special Education
JUSTIFICATION:
We are deleting 2 of the concentration areas that schools are less likely to hire in, so student will be taking the courses to become highly qualified in the areas the school systems need.

Advising Undergraduates Interested in Teaching and the MAT Degree
JUSTIFICATION:
The GACE Computer Skills Competency Assessment is no longer required by the Professional Standards Commission (PSC) for initial teacher certification. Therefore, the advisement information in Catalog needs to be updated.

Also, advisement information is being added for undergrads who hold an Economics degree and are interested in secondary education certification , since they can pursue certification through the MAT degree program.

A Maudlin/Wheaton motion to approve these program revisions was passed unanimously.

Department of Leadership, Technology, and Human Development
Selected Topics Announcements
EDLD 4090S - International School Success: Teacher and Leadership Models in United Kingdom Independent State-Maintained Schools and Higher Education

JUSTIFICATION:
- This course involves international study, so “S” is added to the selected topics course number.
- A course section will be set up in WINGS for 1 credit hour.
- For students registering for the course: The course hour (1) must be approved by the program faculty prior to the experience. The course hour will be based on program faculty approval of assignments and total contact hours before, during, and after the experience. The contact hours/credit hour ratio will be governed by BOR and University requirements.

The brochure and course syllabus (attached in the agenda) outline the minimum expectations for ALL participants. Other assignments will be assigned by program faculty to ensure that program outcomes assigned to this course are met.

EDLD 4090S - International School Success: Teacher and Leadership Models in United Kingdom Independent State-Maintained Schools and Higher Education

JUSTIFICATION:
- This course involves international study, so “S” is added to the selected topics course number.
- A course section will be set up in WINGS for 2 credit hours.
- For students registering for the course: The course hours (2) must be approved by the program faculty prior to the experience. The course hour will be based on program faculty approval of assignments and total contact hours before, during, and after the experience. The contact hours/credit hour ratio will be governed by BOR and University requirements.

The brochure and course syllabus (attached in the agenda) outline the minimum expectations for ALL participants. Other assignments will be assigned by program faculty to ensure that program outcomes assigned to this course are met.

EDLD 4090S - International School Success: Teacher and Leadership Models in United Kingdom Independent State-Maintained Schools and Higher Education

JUSTIFICATION:
- This course involves international study, so “S” is added to the selected topics course number.
- A course section will be set up in WINGS for 3 credit hours.
- For students registering for the course: The course hours (3) must be approved by the program faculty prior to the experience. The course hour will be based on program faculty approval of assignments and total contact hours before, during, and after the experience. The contact hours/credit hour ratio will be governed by BOR and University requirements.

The brochure and course syllabus (attached in the agenda) outline the minimum expectations for ALL participants. Other assignments will be assigned by program faculty to ensure that program outcomes assigned to this course are met.

Selected Topics Announcements are for information only.
V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

> Department of Biology

Course Revision

FROM: **BIOL 5543 - Advanced Field Ecology**
A field expedition involving ecological investigations of a major biome or natural area of North America. Expeditions normally require three to five weeks in the field, depending upon the habitat selected and the type of travel required. In addition to tuition, students must bear all travel expenses while in the field. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TO: **BIOL 5543 - Biological Field Experience**
A field expedition involving biological investigations of a major biome or natural area. Expeditions normally require three to five weeks in the field, depending upon the habitat selected and the type of travel required. In addition to tuition, students must bear all travel expenses while in the field.

JUSTIFICATION:
The title of this course is being changed to cover any type of biological investigation in the field, not just ecology. The course description is being altered to cover biological investigations in any part of the world.

_A Smith/ Stallings motion to approve this course revision was passed unanimously._

New Program

Environmental Sustainability Concentration

JUSTIFICATION:
Our current university-wide curriculum offers students little opportunity to focus on environmental sustainability in their coursework, despite a growing need for graduates with a strong background in this relatively new field. Because sustainability cuts across all disciplines, this interdisciplinary concentration fills a need for all majors. It is also unique in that it is not offered elsewhere in the University System of Georgia. This concentration combines classroom learning with practical experience and addresses real-world issues and solutions in each student's area of interest. At the completion of this course of study, students will be able to 1) identify sustainability issues and be able to critically discuss them from the perspective of several different disciplines, 2) apply knowledge of sustainability principles from multiple disciplines to develop workable solutions to sustainability issues, 3) implement solutions to sustainability issues and evaluate the success of the solution.

_A Smith/Stallings motion to approve this program revision was passed unanimously._

> Department of Chemistry

Course Revisions

FROM: **CHEM 1040 - Chemistry and the Environment**
3 lab contact hours.

TO: **CHEM 1040 - Chemistry and the Environment**
2 lab contact hours.

JUSTIFICATION:
The lab hours of this course are being reduced from three to two contact hours to match the contact hours of the other Area D2 enviromental science courses offered within the College.

FROM: **CHEM 3010 - Scientific Glassblowing**
1 credit hour.
TO: CHEM 3020 - Scientific Glassblowing
2 credit hours.

JUSTIFICATION:
The contact hours and credit hours (and hence the course number) for the course were increased to be able to fully cover the material and help students acquire the needed skills.

A Stallings/Yocco motion to approve these course revisions was passed unanimously.

Revised Programs
B.A. Chemistry
JUSTIFICATION:
This form accompanies the CHEM 3010 (Scientific Glassblowing) Course Revision Form. Since in this form the course number and credit hours for the course were changed, this information had to be updated on the program page.

B.A. Chemistry (Concentration in BioChemistry)
JUSTIFICATION:
This form accompanies the CHEM 3010 (Scientific Glassblowing) Course Revision Form. Since in this form the course number and credit hours for the course were changed, this information had to be updated on the program page.

B.S. Chemistry
JUSTIFICATION:
This form accompanies the CHEM 3010 (Scientific Glassblowing) Course Revision Form. Since in this form the course number and credit hours for the course were changed, this information had to be updated on the program page.

B.S. Chemistry (Concentration in BioChemistry)
JUSTIFICATION:
This form accompanies the CHEM 3010 (Scientific Glassblowing) Course Revision Form. Since in this form the course number and credit hours for the course were changed, this information had to be updated on the program page.

A Stallings/Wheaton motion to approve these program revisions was passed unanimously.

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department American Studies

Course Revisions
FROM: AMST 4431 - Contact, Encounter and Colonization: Early America to 1670
TO: AMST 4431 - Invasion of the Americas: Contact, Encounter and Colonization in Early America
JUSTIFICATION:
To meet the needs of and bring the department up to the same level as other universities who teach this course.

FROM: AMST 4432 - Diversity and Division: Early America 1670 to 1763
The course focuses on the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of consumer society, and the contest among European nations and their Indian allies over the future of North America.
TO: AMST 4432 - Early American History
This course focuses on early American history from the pre-contact to the period just prior to the Revolution. It examines the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of consumer society, and the contest among European nations and their Indian allies over the future of North America.

JUSTIFICATION:
To meet the needs of and bring the department up to the same level as other universities who teach this course.

A Harter/Smith motion to approve these course revisions was passed unanimously.

Revised Program
American Studies Minor
JUSTIFICATION:
Course title changes.

A Hall/Chamblee motion to approve this program revision was passed unanimously.

Department History

Course Revisions
FROM: HIST 4431 - Contact, Encounter and Colonization: Early America to 1670
TO: HIST 4431 - Invasion of the Americas: Contact, Encounter and Colonization in Early America
JUSTIFICATION:
To meet the needs of and bring the department up to the same level as other universities who teach this course.

FROM: HIST 4432 - Diversity and Division: Early America 1670 to 1763
The course focuses on the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of consumer society, and the contest among European nations and their Indian allies over the future of North America.

TO: HIST 4432 - Early American History
This course focuses on early American history from the pre-contact to the period just prior to the Revolution. It examines the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of consumer society, and the contest among European nations and their Indian allies over the future of North America.

JUSTIFICATION:
To meet the needs of and bring the department up to the same level as other universities who teach this course.

A Hall/Chamblee motion to approve these course revisions was passed unanimously.

Selected Topics Announcement
HIST 3030 - The Crusades
JUSTIFICATION:
One author called the Crusades the “Blood and dust; withering, shimmering heat; [and] the ring and scrape of metal on metal” as men and women fought for their faith. Were the Crusades primarily religious wars or wars of expansion and military conquest? This course explores the rich, multifaceted relationships that evolved during the Crusades and the results of the encounters among and between Roman Catholics, Orthodox Christians, and the Muslim Arabs as they
struggled against each other in and around the Mediterranean basin. Students will explore and discover the roots of the idea of holy war and examine its implications for today’s world.

**Selected Topics Announcements are for information only.**

**Revised Program**

**B.A. History**

JUSTIFICATION:

Course title changes.

A Hall/Smith motion to approve this program revision was passed unanimously.

**Department Literature and Philosophy**

**Selected Topics Announcement**

**RELS 3030 - The Crusades**

JUSTIFICATION:

One author called the Crusades the “Blood and dust; withering, shimmering heat; [and] the ring and scrape of metal on metal” as men and women fought for their faith. Were the Crusades primarily religious wars or wars of expansion and military conquest? This course explores the rich, multifaceted relationships that evolved during the Crusades and the results of the encounters among and between Roman Catholics, Orthodox Christians, and the Muslim Arabs as they struggled against each other in and around the Mediterranean basin. Students will explore and discover the roots of the idea of holy war and examine its implications for today’s world.

**Selected Topics Announcements are for information only.**

**Department Music**

**New Course**

**MUSC 2621 - Introduction to Music Education**

Designed to provide the music education candidate with knowledge of history and philosophy of music education, basic teaching methods, lesson planning skills, and familiarity with professional resources and the Georgia Performance Standards. Prerequisites: A minimum grade of “C” in MUSC 1332 and MUSC 1512; Music major status. 2 credit hours.

JUSTIFICATION:

This course would be required for the B.M. in Music Education (Choral and Instrumental). This course will better align the music education course sequence with the College of Education course sequence. Currently, music education majors take a full year of College of Education courses before enrolling in music education courses. By taking courses in both areas concurrently, students will be better able to make connections between information presented in the two areas. The proposed course will be taken in the Spring Semester of the Sophomore year and prior to the more content-specific music education courses of Elementary Music Methods and Secondary Music Methods. This Introduction course will introduce material common to all levels of teaching, making the content specific courses more efficient.

A Valeri/Stallings motion to approve this new course was passed unanimously.

**Course Deletion**
MUSC 4531 - Middle Grades Music Methods
JUSTIFICATION:
This course was added in 2008 in an attempt to better meet the needs of music education majors who plan to teach in middle schools. The faculty who taught the course do not believe the course is meeting this intended objective. Deleting this course is part of a Program Revision. The content from this course will be better addressed in other existing courses because children's musical abilities do not fall neatly into the public school chronology suggested by the title of the course. "Middle schools" can begin at grade 5, 6 or 7, while other elementary schools still include grades 5 and 6. In addition, the performance ability of some high school ensembles is more accurately assessed at middle school level. These blurring of boundaries are not well reflected in the current course sequence of Elementary, Middle, and Secondary Music Methods. Middle Grades materials fit into Elementary and Secondary Music Methods.

A Hall/Smith motion to approve this course deletion was passed unanimously.

Course Reactivation
MUSC 4611 - Seminar in Music Education
JUSTIFICATION:
This course was deleted as part of a Program Revision adding a new Middle Grades Music Methods. Faculty members teaching that course believe that revision has not met the goals intended by deleting the Seminar course and adding the Middle Grades Course. The Seminar is being reinstated to provide senior music education students time to complete Field Experience hours while under the guidance of a music education faculty member. With its focus on the field experience, the Seminar leads naturally into Student Teaching during the following semester.

A Hall/Smith motion to approve this course reactivation was passed unanimously.

Course Revision
FROM: MUSA 4111 - Senior Recital
S/U Grade Mode.
TO: MUSA 4111 - Senior Recital
Normal Grade Mode.
JUSTIFICATION:
Although the Senior Recital was initially set in place as a S/U class, the faculty feel that it is such a significant requirement for these Performance Majors that a normal (A, B, C, D, F) grading schedule will better allow us to distinguish between the finest performers and those who did not achieve the highest level and will also allow a fine capstone performance to reward the student with something that will affect their GPA in a positive manner.

A Hall/Smith motion to approve this course revision was passed unanimously.

Selected Topics Announcement
MUSC 4891 - Introduction to Music Education
JUSTIFICATION:
An Introduction to Music Education course is a customary gateway course in many university Music Education degree programs. It helps students develop a teaching philosophy, lesson plans, awareness of state standards, and methods of assessment. Subsequently, when students enter the content area of Elementary Music Methods, they are ready to start with methodology. This course will be open to Sophomores planning to be certified in public school music education. The students will be concurrently enrolled in their second College of
Education class, making it easier for them to see the connections between material taught in the College of Education and in the Music Department. Currently, students take two College of Education courses in their sophomore year without a complementary music education course.

Selected Topics Announcements are for information only.

Revised Programs

B.M. in Music Education - Choral

JUSTIFICATION:

This three-step Program Revision requires no changes in credits. One three-credit course will be deleted (MUSC 4531 Middle Grades Music Methods). These credits will be redistributed among a new two-credit course (MUSC 2621 Introduction to Music Education) and the reactivation of a one-credit course (MUSC 4611 Seminar in Music Education). The Revision requires no additional resources, faculty, or facilities.

Currently, music education students enroll in their first music education course in the fall of their Junior year. However, they enroll in College of Education courses starting in their sophomore year. The proposed "Introduction" course would be taken in spring of sophomore year. This would encourage continuity and transfer between the College of Education courses and Music Education courses. In addition, an "Intro" class is customary in many undergraduate music education programs because it develops philosophy, lesson planning, knowledge of state standards, and assessment. When students enter the content area of Elementary Music Methods, they are ready to start with methodology.

Middle Grades Music Methods has been recommended for deletion because it has not met the goals the faculty envisioned for that course. While a separate middle grades course is logical from a chronological point of view, it is not representative of current-day school structures or children's' musical development. Middle and Secondary School structures are variable, with many possible grade level distributions (middle school is 5-8, 6-8, 7-8, 7-9…). Non-traditional music classes of guitar and keyboard are as likely to be found in a middle school as in a high school. The range of ensemble ability levels also varies widely: an excellent middle school orchestra could be better than another school's high school orchestra. It is more effective to teach by musical development levels rather than by student's chronological age. The extra instructional time gained in other music education courses by this change will allow for more efficient and effective delivery of information to the students.

During Middle Grades Methods, students attend 30 hours of Field Experiences in area public schools, observing and assisting teachers. These hours will be transferred to Seminar in Music Education where the focus will be on the Field Experience, with weekly debriefings with a music education faculty member and sharing among peers. This focus on students in actual classrooms leads well into the following semester, full-time student teaching.

The complete revised sequence would be: Spring Sophomore = Introduction to Music Education; Fall Junior = Elementary Music Methods; Spring Junior = Secondary Music Methods; Fall Senior = Seminar in Music Education.

B.M. in Music Education - Instrumental

JUSTIFICATION:

This three-step Program Revision requires no changes in credits. One three-credit course will be deleted (MUSC 4531 Middle Grades Music Methods). These credits will be redistributed among a new two-credit course (MUSC 2621 Introduction to Music Education) and the reactivation of a one-credit course
(MUSC 4611 Seminar in Music Education). The Revision requires no additional resources, faculty, or facilities.

Currently, music education students enroll in their first music education course in the fall of their Junior year. However, they enroll in College of Education courses starting fall of sophomore year. The proposed Introduction course would be taken in spring of sophomore year. This would encourage continuity and transfer between the College of Education courses and Music Education courses. In addition, an Intro class is customary in many undergraduate music education programs because it develops philosophy, lesson planning, knowledge of state standards, and assessment. When students enter the content area of Elementary Music Methods, they are ready to start with methodology.

Middle Grades Music Methods has been recommended for deletion because it has not met the goals the faculty envisioned for that course. While a separate middle grades course is logical from a chronological point of view, it is not representative of current-day school structures or childrens’ musical development. Middle and Secondary School structures are variable, with many possible grade level distributions (middle school is 5-8, 6-8, 7-8, 7-9…). Non-traditional music classes of guitar and keyboard are as likely to be found in a middle school as in a high school. The range of ensemble ability levels also varies widely: an excellent middle school orchestra could be better than another school’s high school orchestra. It is more effective to teach by musical development levels rather than by student's chronological age. The extra instructional time gained in other music education courses by this change will allow for more efficient and effective delivery of information to the students.

During Middle Grades Methods, students attend 30 hours of Field Experiences in area public schools, observing and assisting teachers. These hours will be transferred to Seminar in Music Education where the focus will on the Field Experience, with weekly debriefings with a music education faculty member and sharing among peers. This focus on students in actual classrooms leads well into the following semester, full-time student teaching.

The complete revised sequence would be: Spring Sophomore = Introduction to Music Education; Fall Junior = Elementary Music Methods; Spring Junior = Secondary Music Methods; Fall Senior = Seminar in Music Education.

A Chamblee/Yocco motion to approve these program revisions was passed unanimously.

➢ Department Psychology
   Selected Topics Announcement
   PSYC 3030 - Psychology of Language
   JUSTIFICATION:
   An introduction to Psychology of Language which fills a need for both Psychology and Writing & Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

   Selected Topics Announcements are for information only.

➢ Department Writing and Linguistics
Course Revisions
FROM: WRIT 3030 - Selected Topics in Writing
Prerequisite: None.
TO: WRIT 3030 - Selected Topics in Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Writing and Linguistics is working to bring pre-requisites for all of its courses into alignment.

FROM: WRIT 3030S - Selected Topics in Writing
Prerequisite: None.
TO: WRIT 3030S - Selected Topics in Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Writing and Linguistics is working to bring pre-requisites for all of its courses into alignment.

FROM: WRIT 3130 - Creative Writing
Prerequisite: None.
TO: WRIT 3130 - Creative Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Writing and Linguistics is working to bring pre-requisites for all of its courses into alignment.

FROM: WRIT 3130S - Creative Writing
Prerequisite: None.
TO: WRIT 3130S - Creative Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Writing and Linguistics is working to bring pre-requisites for all of its courses into alignment.

FROM: WRIT 4430 - Poetry Writing
Prerequisites: A minimum grade of “C” in WRIT 2131 or WRIT 3130.
TO: WRIT 4430 - Poetry Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Prerequisites are being changed to create consistency and sequencing of WRIT courses.

FROM: WRIT 4530 - Fiction Writing
Prerequisites: A minimum grade of “C” in WRIT 2131 or WRIT 3130.
TO: WRIT 4530 - Fiction Writing
Prerequisites: A minimum grade of “C” in ENGL 1101 or ENGL 1160.
JUSTIFICATION:
Prerequisites are being changed to create consistency and sequencing of WRIT courses.

A Valeri/Yocco motion to approve these course revisions was passed unanimously.

Selected Topics Announcements
LING 2090 - Essential Grammar for Successful Writing (201101)
JUSTIFICATION:
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course
offering reviews grammatical concepts for students needing this knowledge. The course will emphasize paragraph and essay-level writing through drafting, revision, and editing. After a spring/summer pilot, Writing and Linguistics plans to offer the course as a regular course in our rotation.

LING 2090 - Essential Grammar for Successful Writing (201105)
JUSTIFICATION:
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course offering reviews grammatical concepts for students needing this knowledge. The course will emphasize paragraph and essay-level writing through drafting, revision, and editing. After a spring/summer pilot, Writing and Linguistics plans to offer the course as a regular course in our rotation.

LING 3030 - Psychology of Language
JUSTIFICATION:
An introduction to Psychology of Language which fills a need for both Psychology and Writing & Linguistics majors. Focuses on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Topics include memory and language processing in spoken and written language production and comprehension, language and thought, concept formation and semantics, language and personal/social identity, the psychology of first and second language acquisition, evolution of the brain for language, linguistic effects of psychological disorders and brain trauma, research traditions in psychology of language.

WRIT 2090 - Essential Grammar for Successful Writing (201101)
JUSTIFICATION:
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course offering reviews grammatical concepts for students needing this knowledge. The course will emphasize paragraph and essay-level writing through drafting, revision, and editing. After a spring/summer pilot, Writing and Linguistics plans to offer the course as a regular course in our rotation.

WRIT 2090 - Essential Grammar for Successful Writing (201105)
JUSTIFICATION:
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course offering reviews grammatical concepts for students needing this knowledge. After a spring/summer pilot, Writing and Linguistics plans to offer the course as a regular course in our rotation.

WRIT 2090 - Reading as Writers
JUSTIFICATION:
Associated Writing Programs guidelines say that an undergraduate program should teach students how to read closely as writers and to engage students in the practice of literary writing. W&L majors or minors take several courses designed to give them practice in writing creative texts, but none currently exists that concentrates on close reading as a means of analyzing writerly craft.

WRIT 2090 - Writers and Writing in Film
JUSTIFICATION:
In this course students will examine and deconstruct the ways in which writers and writing processes are portrayed in film. By examining films and selected scenes in diverse genres---drama, biography, romance, comedy, period films,
and more---students will become adept at identifying and challenging the stereotypes of writers and writing and will be able to compare their own experiences with writing with the portrayals in the films.

WRIT 2090 - Writing the Social Network
JUSTIFICATION:
This course is intended for students who are interested in writing as it pertains to social networking. Students will read, write, and research a variety of social networking sites.

WRIT 2090 - Writing the Undead
JUSTIFICATION:
Many students are avid fans of stories (novels, movies, computer games) that feature zombies, ghosts, vampires, and re-animated creatures. Many students are also eager to write creative works featuring these characters. In Writing the Undead, students will conduct academic research into the psychological, historical, and sociological bases for this subject, and they will write original poetry and fiction featuring “undead” characters, along with research-based nonfiction. Writing the Undead will be an Area F option for students majoring in Writing & Linguistics. It will also count as an elective or Area F option for students in many other majors. This course will not duplicate any other courses on campus.

WRIT 3030 - Advanced Screenwriting
JUSTIFICATION:
This course will be crosslisted with FILM 3531. Within a workshop and critique setting, students will work through the various stages of the screenwriting process, building on the basic knowledge acquired in Introduction to Screenwriting. This course is a needed requirement for students in the Film Studies Minor and serves as an elective or may count towards the major for Writing & Linguistics majors.

WRIT 3030 - Tutoring Writing
JUSTIFICATION:
This course fills a gap in the Writing & Linguistics curriculum and will teach students the theory and practice of tutoring writing one-to-one. The course also provides training to undergraduate students who are interested in becoming peer tutors in Georgia Southern’s University Writing Center.

WRIT 5030 - Teaching English Abroad
JUSTIFICATION:
This course has been designed to meet student requests for preparation in teaching English in other countries. The course offers basic preparation for teaching English abroad in which students research countries of interest and teaching opportunities there and consider the cultural context of teaching English in another country, appropriate teaching styles and approaches, international students’ motivation for learning English, and aspects of English that pose difficulties for non-native speakers. The course also offers chances to review and try out a range of teaching materials and techniques and to develop a teaching portfolio.

WRIT 5030 - Writing Grants and Proposals
JUSTIFICATION:
This course provides direction on how to find, research and write grants and proposals. Students will write a proposal as a final project.

Selected Topics Announcements are for information only.
VII. COLLEGE OF HEALTH AND HUMAN SCIENCES

➢ School of Nursing

Selected Topics Announcement

NURS 4090 - Special Topics: Cultural Immersion in International Health Care

JUSTIFICATION:
The course introduces history, health system, economics, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

Selected Topics Announcements are for information only.

VIII. OTHER BUSINESS

• None

IX. ADJOURNMENT

There being no further business to come before the committee, a Hall/Chamblee motion to adjourn the meeting at 3:50 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James

UNDERGRADUATE COMMITTEE

MINUTES

JANUARY 18, 2011

3:30 P.M.

INFORMATION TECHNOLOGY, ROOM 3314 (PDC)

X. CALL TO ORDER

Present: Dr. Bruce McLean, Dr. Chuck Harter, Ms. Debra Skinner, Dr. Dena Hale, Dr. Greg Chamblee, Dr. Jacob Warren, Dr. Julie Maudlin, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Melissa Garno, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Kathy Albertson, Ms. Ann Evans, Ms. Caroline James

Visitors: Mr. Alan Woodrum, Dr. Barry Joyner, Ms. Candice Griffith, Dr. Chris Caplinger, Dr. Eric Karchner, Dr. Shahnam Navaee, Dr. Virginia Richards

Absent: Dr. Aima Zhang, Ms. Amy Boyett, Dr. Don Stallings, Dr. Jim Stephens, Dr. Laura Valeri

Dr. Ron MacKinnon called the meeting to order at 3:39 p.m.

XI. APPROVAL OF AGENDA

A Chamblee/Smith motion to approve the agenda was passed unanimously.

XII. VICE PRESIDENT FOR ACADEMIC AFFAIRS

➢ Center for International Studies
Course Deletion
INTS 5438 - Social Issues of International Development and Change

JUSTIFICATION:
Request to delete INTS 5438 - Social Issues of International Development and Change. This course has not been taught in a number of years and there are no plans to teach it in the future.

A Chamblee/Yocco motion to approve this course deletion was passed unanimously.

First Year Experience
New Courses
FYE 1410 - Global Citizens

Graduates in all fields face many challenges in today’s world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester. Prerequisites: FYE 1220/1220H. 1 credit hour.

JUSTIFICATION:
The course was a recommendation of the First-Year Experience Faculty Task Force in Fall 2006. The report offered as a rationale the following (references have been omitted because of space):

"The Taskforce recommends replacing the current IDS 2210 course – “Turning Points and Connections” – with a new offering entitled “The Global Citizen,” an interdisciplinary introduction to contemporary global issues. Currently, Turning Points and Connections is a relatively incoherent component of Area B, with vague learning objectives and, more importantly, no real connection to the general education curriculum. Finally, Turning Points and Connections has developed a very negative image across the campus (among both students and faculty) and consequently many students defer this course until the absolute last moment of the their college career and devote very little time and energy to the course, despite the many creative courses which have been offered in the past.

"The Global Citizen course responds not only to the Board of Regents’ mandate on internationalizing the curriculum, but also to President Grube’s enunciation of transcultural opportunities for all students. This course also addresses the calls for enhanced internationalization of the curriculum articulated in the most recent Strategic Plan for the University. On a less positive note, the Global Citizen course will also help to redress the problems identified in the NSSE and Foundations of Excellence data, particularly our students’ perception of the University’s poor record of introducing students to global issues. Georgia Southern came last in the comparative data collected by the FoE student survey pertaining to classroom experiences involving world cultures and world religions. Finally, the interdisciplinarity of the Global Citizen will help students relate the core curriculum to the wider world and the relevance of the core courses to their own lives and careers.”

A subsequent Task Force wrote a catalog description and student learning outcomes, and the university received a $40,000 USG grant to develop the course. Beginning in Fall 2008, Georgia Southern has offered 32 pilot sections of the course over five semesters; eight more are planned for Spring 2011.
Citing needs very similar to those of the 2006 Task Force, in 2010, the Core Curriculum Task Force, with approval of Undergraduate Committee (in April) and Faculty Senate (in June), submitted "Global Engagement" as the title of Area B to the University System of Georgia. They also submitted as the learning outcome: "Students will identify major themes across diverse societies in their historical and cultural contexts and will apply this knowledge through engagement in local and global communities." The System approved both the title and the outcome. On September 13, the Core Curriculum committee recommended the inclusion of a required, one-hour Global Citizens course in the new Area B, replacing Turning Points and Connections.

**FYE 1410H - Global Citizens**

Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester. Prerequisites: FYE 1220/1220H. 1 credit hour.

**JUSTIFICATION:**

This is an honors version of the Global Citizens course (FYE 1410) that we are submitting concurrently with this proposal.

The course was a recommendation of the First-Year Experience Faculty Task Force in Fall 2006. The report offered as a rationale the following (references have been omitted because of space):

"The Taskforce recommends replacing the current IDS 2210 course -- "Turning Points and Connections" -- with a new offering entitled "The Global Citizen," an interdisciplinary introduction to contemporary global issues. Currently, Turning Points and Connections is a relatively incoherent component of Area B, with vague learning objectives and, more importantly, no real connection to the general education curriculum. Finally, Turning Points and Connections has developed a very negative image across the campus (among both students and faculty) and consequently many students defer this course until the absolute last moment of their college career and devote very little time and energy to the course, despite the many creative courses which have been offered in the past.

"The Global Citizen course responds not only to the Board of Regents' mandate on internationalizing the curriculum, but also to President Grube's enunciation of transcultural opportunities for all students. This course also addresses the calls for enhanced internationalization of the curriculum articulated in the most recent Strategic Plan for the University. On a less positive note, the Global Citizen course will also help to redress the problems identified in the NSSE and Foundations of Excellence data, particularly our students' perception of the University's poor record of introducing students to global issues. Georgia Southern came last in the comparative data collected by the FoE student survey pertaining to classroom experiences involving world cultures and world religions. Finally, the interdisciplinarity of the Global Citizen will help students relate the core curriculum to the wider world and the relevance of the core courses to their own lives and careers."
A subsequent Task Force wrote a catalog description and student learning outcomes, and the university received a $40,000 USG grant to develop the course. Beginning in Fall 2008, Georgia Southern has offered 32 pilot sections of the course over five semesters; eight more are planned for Spring 2011.

Citing needs very similar to those of the 2006 Task Force, in 2010, the Core Curriculum Task Force, with approval of Undergraduate Committee (in April) and Faculty Senate (in June), submitted "Global Engagement" as the title of Area B to the University System of Georgia. They also submitted as the learning outcome: "Students will identify major themes across diverse societies in their historical and cultural contexts and will apply this knowledge through engagement in local and global communities." The System approved both the title and the outcome. On September 13, the Core Curriculum committee recommended the inclusion of a required, one-hour Global Citizens course in the new Area B, replacing Turning Points and Connections.

A Smith/Yocco motion to approve these new courses was passed unanimously.

**Selected Topics Announcements**

**FYE 2090 - Selected Topics in FYE**

**JUSTIFICATION:**

FYE 2090 will be offered to pilot the new Global Citizens course. The working course description is:

Graduates in all fields face many challenges in today's world that require the ability to think and interact globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students investigate their own cultural perspective, the existence of global cultural diversity, and the relationship between local and global issues. Because examples are drawn from disciplinary perspectives, sections are designated by college, and students are encouraged to enroll in sections taught by faculty in their college or potential college. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

**Selected Topics Announcements are for information only.**

**Core Curriculum Revision**

**Delete IDS 2210 in Area B and replace with FYE 1410**

Delete Turning Points and Connections (IDS 2210) and require instead Global Citizens (FYE 1410 or FYE 1410H) for all students entering Fall 2011 and later.

**JUSTIFICATION:**

Please see #1 of the new course form submission for the Global Citizens course (FYE 2210), which is submitted concurrently with the document for Curriculum Committee approval. Note that the title of Area B is also changed; the title was approved in Summer 2010 by the System as part of the approval process for developing student learning outcomes for each area of the core.

**A Kennerly/Hale motion to approve this core curriculum revision was passed unanimously.**
XIII. COLLEGE OF EDUCATION

Revised Program
Revised Policies and Procedures for Field Experiences, Internships and Clinical Experience for Initial Teacher Preparation

JUSTIFICATION:
Language is being clarified in the official policies and procedures for field experiences, internships and clinical experience for initial teacher preparation. In the section regarding Repeating or Extending the experience, "Withdraw without academic penalty," is being added to the third bulleted item.

A Chamblee/Yocco motion to approve this program revision was passed unanimously.

XIV. COLLEGE OF HEALTH AND HUMAN SCIENCES

➢ Department of Health and Kinesiology
New Courses

NTFS 4630 - Cultural Foods
This course explores the relationships among food and nutrition, traditions, culture, religion, history, and beliefs. In addition, the course will cover factors that affect the food supply, such as farming, climate and weather, food production, industrialization, economics, politics, and globalization. It also introduces current food and nutrition related issues, such as sustainability, fair trade, local farming, farm-to-table, organic and natural foods, the slow food movement, food safety in the food supply chain, and global and domestic hunger. Finally, it includes a student-focused component that will examine and compare personal heritage, immigration, family dynamics, and personal food, nutrition, and health beliefs within the larger global context. 3 credit hours.

JUSTIFICATION:
The Cultural Foods course will be an upper division elective course within the Nutrition & Food Science (NTFS) minor program, increasing the number of electives offered in the minor to four, thereby allowing students to more easily complete the NTFS minor requirements. In addition, the Cultural Foods course provides internationally-relevant content. We plan to seek subsequent approval with the International Studies Committee for this course to be approved as one that will provide significant international content.

KINS 4195S - International Studies Abroad in Health and Kinesiology
This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience. Prerequisites: Junior or Senior Status. 3-9 credit hours.

JUSTIFICATION:
Consistent with the mission of Georgia Southern University, KINS 4195S: International Studies Abroad in Health and Kinesiology will serve as an elective within the Department of Health and Kinesiology to provide undergraduate students with "transcultural experiences". In particular, this course will serve as an option for students in BS programs both within and outside of the department (exs.- Nutrition and Food Science, Hotel and Restaurant Management, Recreation and Sport Management) to obtain the Significant International Content course required for graduation (pending annual International Studies Committee approval of each individual Study Abroad program.)

NTFS 4195S - International Studies Abroad in Health and Kinesiology
This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad.
Classroom instruction will be combined with on-site experiences to provide a realistic learning experience. Prerequisites: Junior or Senior Status. 3-9 credit hours.

JUSTIFICATION:
Consistent with the mission of Georgia Southern University, NTFS 4195S: International Studies Abroad in Health and Kinesiology will serve as an elective within the Department of Health and Kinesiology to provide undergraduate students with "transcultural experiences". In particular, this course will serve as an option for students in BS programs both within and outside of the department (exs.- Nutrition and Food Science, Hotel and Restaurant Management, Recreation and Sport Management) to obtain the Significant International Content course required for graduation (pending annual International Studies Committee approval of each individual Study Abroad program.)

A Kennerly/Hale motion to approve these new courses was passed unanimously.

Course Deletions
HLTH 3133 - Health Promotion Program Planning
HLTH 4619 - Senior Seminar in Health Behavior

JUSTIFICATION:
For HLTH 4619, we are proposing the Health Behavior Program be deleted. This class is for students in that program only. HLTH 3133 was separated into two classes last year. Now we need to delete this course.

A Hale/Harter motion to approve these course deletions was passed unanimously.

Course Revisions
FROM: HLTH 5195S - International Studies Abroad in Health and Kinesiology
Not cross-listed.
TO: HLTH 4195S - International Studies Abroad in Health and Kinesiology
Cross-listed with KINS/NTFS 4195S.

JUSTIFICATION:
A course revision form is submitted to document and obtain approval to cross-list this course with NTFS 4195S and KINS 4195S.

FROM: HLTH 3230 - Community Health
Prerequisites: HLTH 2130 and HLTH 3131 or permission of instructor.
TO: HLTH 3230 - Community Health
Prerequisite: A minimum grade of "C" in HLTH 2130 or permission of instructor.

JUSTIFICATION:
Last year we made significant changes to this program - this change was overlooked.

FROM: HLTH 3134 - Research Methods and Evaluation
Prerequisite: HLTH 3133.
TO: HLTH 4134 - Research Methods and Evaluation
Prerequisite: A minimum grade of "C" in HLTH 4132 or permission of instructor.

JUSTIFICATION:
In the course sequence, this course is a senior level course. We would like for the course number to reflect that. The prerequisite change will better prepare students for this course.

A Smith/Garno motion to approve these course revisions was passed unanimously.

New or Revised Programs
B.S.H.S. Health Education and Promotion
JUSTIFICATION:
Change reflects a change in number for one of the courses.

B.S. Nutrition and Food Science
JUSTIFICATION:
The Department of Health and Kinesiology has revised a course number in HLTH that is in this program. This revision changes the course number.

Community Health Minor
JUSTIFICATION:
Significant changes were made to the major last year. This revision reflects parallel changes to the minor.

Nutrition and Food Science Minor
JUSTIFICATION:
Greater numbers of students can be serviced in the NTFS minor by inclusion of more courses.

B.S.H.S. Health Behavior
JUSTIFICATION:
We want to delete this program. We are no longer accepting majors or offering classes that fulfill this program.

Health Behavior Minor
JUSTIFICATION:
We are proposing to delete the Health Behavior major - so, we need to delete this minor.

Health Informatics Second Discipline Concentration
JUSTIFICATION:
Course Substitution necessary because HLTH 3133 has been deleted.

A Smith/Yocco motion to approve these program revisions was passed unanimously.

Department of Hospitality, Tourism and Family and Consumer Sciences
Course Revisions
FROM: RECR 3235 - Introduction to Natural and Cultural Resource Management
TO: RECR 3235 - Outdoor Recreation Management
JUSTIFICATION:
This course revision is to change the name of RECR 3235 from Introduction to Natural and Cultural Resource Management to Outdoor Recreation Management. This title change reflects content taught in the course and current trends in the field of Outdoor Recreation.

FROM: RECR 3335 - Dynamics of Tourism
TO: RECR 3335 - Introduction to Tourism Management
JUSTIFICATION:
This course revision is to change the name of RECR 3335 from Dynamics of Tourism to Introduction to Tourism Management. This title change reflects the introductory nature of the content taught in the course and highlights the course as the first in the sequence of Tourism courses.

FROM: RECR 3530 - Attraction and Tourism Management Consortium
TO: RECR 3530 - Attraction and Tourism Management Field School
JUSTIFICATION:
This course revision is to change the name of RECR 3530 from Attraction and Tourism Management Consortium to Attraction and Tourism Management Field
School. This title change more accurately reflects the nature of the field-based activities provided in the course.

FROM: RECR 4230 - Resource Management and Interpretation  
TO: RECR 4230 - Environmental Education and Interpretation  

JUSTIFICATION:
This course revision is to change the name of RECR 4230 from Resource Management and Interpretation to Environmental Education and Interpretation. This title change reflects content taught in the course and current trends in the field of Outdoor Recreation.

A McLean/Smith motion to approve these course revisions was passed unanimously.

New or Revised Programs  
B.S. Recreation  

JUSTIFICATION:
Although the current emphasis title of Natural and Cultural Resource Management represents components of the content taught in this emphasis area, it is not representative of all student learning in this area. A more broad title, such as Outdoor Recreation, encompasses the content taught in the area, represents current trends in the field, and will be more recognized by students.

Reflected in the accompanying revised program page from the catalog are three course title changes. These course titles were changed to more accurately reflect content taught in the courses and current trends in the field.

Recreation and Tourism Management Minor  

JUSTIFICATION:
Reflected in the accompanying revised program page from the catalog are three course title changes. These course titles were changed to more accurately reflect content taught in the courses and current trends in the field.

A Chamblee/Kennerly motion to approve these program revisions was passed unanimously.

▸ School of Nursing  
Revised Program  
B.S.N. Nursing  

JUSTIFICATION:
BSN progression policy is revised to be consistent with the policies adopted in the School of Nursing.

A Garno/Smith motion to approve this program revision was passed unanimously.

XV. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY  
▸ Department of Biology  
New Courses  
BIOL 5443 - Flora of Georgia  
A taxonomic/biosystematic approach to the study of Georgia’s plants. Primary emphasis is on vascular plants (ferns and seed plants), including methods of plant analysis, identification, classification, collection and preservation. Students will also learn how to recognize some non-vascular plants in Georgia’s ecosystems. Field trips are required on some Saturdays. Graduate students are given extra assignments not required of undergraduates. Prerequisites: A minimum grade of “C” in BIOL 3535 or permission of instructor. 4 credit hours.
JUSTIFICATION:
The Flora of Georgia course is a biology elective that has been taught several times as a special topics course. It is one of three plant courses offered in the Department of Biology and addresses content critical for students interested in the biology of plants and plant identification. As a special topics course, it has maintained a high enrollment of undergraduate and graduate students.

BIOL 5644 - Insect Ecology
Examines the basic principles of ecology, as they directly relate to insects. The ecology of insects will be investigated at the level of individuals, populations, communities and ecosystems. Emphasis will be placed on how insects interact with, and have evolved unique adaptations to their abiotic and biotic environment. Graduate students will be given an extra assignment that is not required of undergraduates. Prerequisites: A minimum grade of “C” in BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130. 4 credit hours.

JUSTIFICATION:
BIOL 5644 Insect Ecology is a biology elective course. There has been a great deal of interest, both from students and faculty, in having an Insect Ecology course for undergraduate and graduate students. Insect Ecology will focus on the basic and applied ecology of insects, so students better understand the role different insect species play in community functioning. This course will provide useful skills for students desiring careers in such diverse fields as: academia, agricultural production, government (USDA, DNR), and pest management.

A McLean/Chamblee motion to approve these new courses was passed unanimously.

Course Deletions
BIOL 3341 - Nonvascular Plants
BIOL 3343 - Wood Plants of the Southeast

JUSTIFICATION:
Neither course has been offered in over 15 years. The content of BIOL 3343 focuses on identification of woody plants, and this content is now covered in the new course, Flora of Georgia (BIOL 5443). With current staffing and course needs, neither of these courses (BIOL 3341 or BIOL 3343) has a prospect of being taught in the foreseeable future.

A Yocco/Harter motion to approve these course deletions was passed unanimously.

> Department of Chemistry

Course Revisions
FROM: CHEM 3441 - Physical Chemistry I
Prerequisites: A minimum grade of “C” in CHEM 2031, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

TO: CHEM 3441 - Chemical Kinetics & Thermodynamics
Prerequisites: A minimum grade of “C” in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

JUSTIFICATION:
The two physical chemistry courses (CHEM 3441 and CHEM 3442) are being de-coupled to make it easier for students to take the courses in either order. The titles are being changed to better-reflect the course content and the independent nature of the two courses. The pre-requisites were changed to correct for the fact that CHEM 2031 has been replaced by CHEM 2030 (this was over-looked during the course number change for that course).

FROM: CHEM 3442 - Physical Chemistry II
Prerequisites: A minimum grade of “C” in CHEM 2031, CHEM 2242, PHYS 2212, PHYS 1114, and either CHEM 3441 or CHEM 3541.

TO: CHEM 3442 - Introduction to Quantum Chemistry
Prerequisites: A minimum grade of “C” in CHEM 2030, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114

JUSTIFICATION:
The two physical chemistry courses (CHEM 3441 and CHEM 3442) are being de-coupled to make it easier for students to take the courses in either order. The titles are being changed to better-reflect the course content and the independent nature of the two courses. The pre-requisites were changed to correct for the fact that CHEM 2031 has been replaced by CHEM 2030, and also for the fact that CHEM 3441 (Physical Chemistry I) is no longer being required as a pre-requisite. However, the math content (MATH 2242) that is a pre-requisite for CHEM 3441 is still needed to succeed in this course so it is now being listed as a pre-requisite here as well.

A Chablee/McLean motion to approve these course revisions was passed unanimously.

Program Revisions
B.A. Chemistry
JUSTIFICATION:
This form accompanies the Physical Chemistry I (CHEM 3441) course revision form. Since the title of this course was changed, this should be reflected on the attached program page.

B.A. Chemistry (Concentration in Biochemistry)
JUSTIFICATION:
This form accompanies the Physical Chemistry I (CHEM 3441) course revision form. Since the title of this course was changed, this should be reflected on the attached program page.

B.S. Chemistry
JUSTIFICATION:
This form accompanies the Physical Chemistry I and II (CHEM 3441 and CHEM 3442) course revision forms. The titles of those courses changed, as reflected in the attached program page.

B.S. Chemistry (Concentration in Biochemistry)
JUSTIFICATION:
This form accompanies the Physical Chemistry I and II (CHEM 3441 and CHEM 3442) course revision forms. The titles of those courses changed, as reflected in the attached program page.

A McLean/Yocco motion to approve these program revisions was passed unanimously.

➤ Department of Geology and Geography
New Course
GEOG 5330 - Population Geography
This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world’s population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. 3 credit hours.
This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world’s population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. The course will augment the current upper division offerings in both the Bachelor of Arts and the Bachelor of Science programs in Geography. In addition, the interdisciplinary nature of the course will help make this course attractive to a wide range of students, including non-geography majors.

A McLean/Yocco motion to approve this new course was passed unanimously.

Department of Mathematical Sciences

New Courses

MATH 4630 - Game Theory
This course is designed to introduce students to the foundations of game theory and its applications. Students will use reasoning skills to deal with concepts of games, networks, economic development, and warfare. Prerequisites: A minimum grade of “C” in MATH 2331 and MATH 2130 or MATH 2332. 3 credit hours.

JUSTIFICATION:
Game theory is a formal, mathematical discipline that studies situations of competition and cooperation as well as applications of those concepts. Applications range from strategic questions in warfare to understanding competition, from social problems of fair distribution to behavior of animals in competitive situations, from parlor games to political voting systems and many others. Applicability of game theory and the fact that its theoretical concepts and methods are accessible to juniors and/or seniors of various majors justifies the need for the course.

MATH 4825H - Honors Research
Independent research under the guidance of a faculty member in the Department of Mathematical Sciences for mathematics majors in the University Honors Program. Students must complete four credit hours over two semesters to complete the honors requirements. Prerequisites: Junior level or above; good standing in the University Honors Program. 2 credit hours.

JUSTIFICATION:
This course is being developed to meet the needs of mathematics majors in the University Honors Program. Students will complete this course as part of their graduation requirements within the University Honors Program. In doing so, students graduate with the designation of "Honors in Mathematics". The course is repeatable for credit and must be taken twice.

MATH 4929H - Honors Thesis
Written and oral presentation of results of research conducted in MATH 4825H (Honors Research). Honors thesis must follow the guidelines adopted by the University Honors Program. This course is required for mathematics majors in the University Honors Program. Prerequisites: A minimum grade of “C” in MATH 4825H and junior level or above; good standing in the University Honors Program.

JUSTIFICATION:
This course is being developed to meet the needs of mathematics majors in the University Honors Program. Students will complete this course as part of their
graduation requirements within the University Honors Program. In doing so, students graduate with the designation of "Honors in Mathematics".

A McLean/Smith motion to approve these new courses was passed unanimously.

Revised Programs

B.S. in Mathematics

JUSTIFICATION:
Revisions are being made to degree programs in the Department of Mathematical Sciences to provide opportunities for mathematics majors in the University Honors Program to earn the designation of graduation with Honors in Mathematics. These changes have been coordinated with the Director of the University Honors Program and align with honors requirements for other majors in the Allen E. Paulson College of Science and Technology. In addition, another elective course for mathematics majors has been added.

B.S. Mathematics

JUSTIFICATION:
Revisions are being made to degree programs in the Department of Mathematical Sciences to provide opportunities for mathematics majors in the University Honors Program to earn the designation of graduation with Honors in Mathematics. These changes have been coordinated with the Director of the University Honors Program and align with honors requirements for other majors in the Allen E. Paulson College of Science and Technology. In addition, an additional elective course for mathematics majors has been added.

A Smith/Hale motion to approve these program revisions was passed unanimously.

- Department of Mechanical and Electrical Engineering

Course Deletions

TEET 3246 - RF Amplifier Design
TEET 4237 - Fiber Optic Communications

JUSTIFICATION:
TEET 4237 and TEET 3246 were not offered in the last five years and there is no plan to offer these courses in the future.

TMET 4123 - Vibrations

JUSTIFICATION:
TMET 4123 is replaced by new course TMET 5133. Hence TMET 4123 is no longer needed.

A Hale/Harter motion to approve these course deletions was passed unanimously.

Course Revisions

FROM: ENGR 2431 - Creative Decisions and Design
Hours not variable.

TO: ENGR 2431 - Creative Decisions and Design
Hours variable.

JUSTIFICATION:
Due to the large number of students who are required to take this course as well as the limited availability of faculty resources, it is necessary to modify the format of the course to allow for a large lecture section and multiple lab sessions. With the instructions provided by the registrar's office the item number 7 has been changed to "0 or ..." to allow for multiple labs.
FROM: **TEET 2143 - Circuit Analysis I**  
Prerequisite: TENS 2146.

TO: **TEET 2143 - Circuit Analysis I**  
Prerequisite: A minimum grade of “C” in TENS 2146.

**JUSTIFICATION:**  
Students need to have stronger foundations in the knowledge and understanding of basic electrical devices in order to be better prepared and successful in more advanced courses in the EET program, specially in Circuit Analysis and Electronics.

FROM: **TEET 2443 - Microcontrollers**  
Prerequisite: TEET 2441.

TO: **TEET 2443 - Microcontrollers**  
Prerequisite: A minimum grade of “C” in TEET 2441.

**JUSTIFICATION:**  
Students need to have stronger knowledge in digital circuits in order to be better prepared and successful in more advanced courses in the EET program, especially in Microcontrollers and the Senior Project.

FROM: **TEET 3145 - Circuit Analysis II**  
Prerequisites: TEET 2143 and MATH 2242.

TO: **TEET 3145 - Circuit Analysis II**  
Prerequisite: A minimum grade of “C” in TEET 2143 and MATH 2242.

**JUSTIFICATION:**  
Students need to have a stronger foundation in the knowledge and understanding of circuit analysis in order to be better prepared and successful in more advanced courses in the EET program, especially in advanced Circuit Analysis and Electronics.

FROM: **TENS 2135 - Thermodynamics**  
Prerequisite: MATH 1441.

TO: **TENS 2135 - Thermodynamics**  
Prerequisite: MATH 2442.

**JUSTIFICATION:**  
Students have shown over the past couple of years, that they are not adequately prepared for the mathematical requirements in the course. The introduction of integrations in MATH 1441 is insufficient. Therefore, the prerequisite for TENS 2135 should be higher level of Calculus which is MATH 2242.

FROM: **TENS 2137 - Engineering Economy**  
Prerequisite: MATH 1111.

TO: **TENS 2137 - Engineering Economy**  
Prerequisites: MATH 1113 or prior or concurrent enrollment in MATH 1441.

**JUSTIFICATION:**  
The prerequisite for TENS 2137 needs to be changed from MATH 1111 to MATH 1113 in light of the fact that students taking TENS 2137 are expected to have a working background of Pre-Calculus instead of college algebra. Student who can skip MATH 1113 and starts with MATH 1441 instead, can concurrently enroll in TENS 2137.

FROM: **TENS 2143 - Strength of Materials**  
Prerequisites: TENS 2141 or MATH 1441.

TO: **TENS 2143 - Strength of Materials**
Prerequisites: TENS 2141 or ENGR 2231 and MATH 1441.

JUSTIFICATION:
ENGR 2231 needs to be added as a pre-requisite for TENS 2143. ENGR 2231 will serve as an alternative to the current pre-requisite TENS 2141 in view of the similarity in the course content and skill-set taught in the two courses.

FROM: TENS 2144 - Fluid Mechanics
Prerequisites: TENS 2141 and MATH 1441.
TO: TENS 2144 - Fluid Mechanics
Prerequisites: TENS 2141 or ENGR 2231 and MATH 1441.
JUSTIFICATION:
ENGR 2231 needs to be added as a pre-requisite for TENS 2144. ENGR 2231 will serve as an alternative to the current pre-requisite TENS 2141 in view of the similarity in the course content and skill-set taught in the two courses.

FROM: TMET 2128 - Solid Modeling and Analysis
Prerequisites: ENGR 1133 and TMFG 2522.
TO: TMET 2128 - Solid Modeling and Analysis
Prerequisite: ENGR 1133.
JUSTIFICATION:
TMFG 2522 does not exist anymore. Therefore, it needs to be deleted as Prerequisite.

FROM: TMET 2521 - Introduction to Mechatronics
Prerequisites: TENS 2146 and prior or concurrent enrollment in TENS 2143.
TO: TMET 2521 - Introduction to Mechatronics
Prerequisites: TENS 2146 and prior or concurrent enrollment in TENS 2143 and PHYS 2212 or PHYS 1112.
JUSTIFICATION:
In addition to the current prerequisites, students need to have background in Physics II (either Cal based Physics 2212 or Trig based PHYS 1112).

FROM: TMET 3130 - Mechanism Design
Kinematic analysis and design of the basic machine components and an introduction to mechanism synthesis and analysis. Extensive use of commercial mechanism analysis software. Lab Hours.
TO: TMET 3130 - Mechanism Design
Kinematic analysis and synthesis of the basic mechanism will be covered in this course. Emphasis will be given to slider crank mechanism, four-bar linkage, gear trains and cams. Dynamics of Machineries will be introduced. No Lab Hours.
JUSTIFICATION:
The course has been upgraded from applied kinematics to advanced and applied kinematics and kinetics. The breadth of the course has been expanded significantly. Hence, there will not be enough room for extensive use of commercial mechanism software. The software, however, will be introduced as an integral part of the lecture. So, no separate lab time will be required for this course.

FROM: TMET 3135 - Machine Design
Principles of mechanical design, the design of machine elements with consideration given to strength requirements, fatigue, material properties and modes of failure. Computer applications are stressed.
TO: TMET 3135 - Machine Design
Advanced topics from Mechanics of Materials, such as, stress and strain matrix, column, thick walled pressure vessels, interference fits, curved beams and
contact stresses will be covered. Modes of failures including both static and
dynamic failure theories will be introduced.

JUSTIFICATION:
The course has been upgraded to expand its breadth. Some of the advanced
topics from mechanics of materials are introduced in the course.

FROM: TMET 3136 - Machine Component Design
Principles of mechanical design, the design of machine elements with
consideration given to strength requirements, fatigue, material properties and
modes of failure. Computer applications are stressed.

TO: TMET 3136 - Machine Component Design
Detailed design of Machine Components such as transmission shafts, keys,
couplings, bearings, springs, gears, clutches, brakes and fasteners will be
covered.

JUSTIFICATION:
The course has been upgraded to expand its breadth. Also, the topics are
arranged based on the coverage sequence.

FROM: TMET 3232 - Thermodynamics II
Prerequisites: TENS 2135, TENS 2144, and prior or concurrent enrollment in CHEM 1145.

TO: TMET 3232 - Thermodynamics II
Prerequisites: TENS 2135, TENS 2144, and prior or concurrent enrollment in CHEM 1147.

JUSTIFICATION:
The prerequisite for TMET 3232 needs to be changed from CHEM 1145 to
CHEM 1147, since the MET program requirement has changed from CHEM
1145 to CHEM 1147.

FROM: TMET 3233 - Heat Transfer
Prerequisites: TENS 2135 and MATH 2242.

TO: TMET 3233 - Heat Transfer
Prerequisite: TENS 2135.

JUSTIFICATION:
Redundancy of the prerequisite MATH 2242 in the curriculum. MATH 2242 pre-
requisite is being changed to a pre-requisite of TENS 2135 which is a pre-
requisite of this course.

FROM: TMET 3711 - MET Seminar I
Students are introduced to numerical methods and problem solving skills
essential to solving applied engineering problems. Concepts will be presented in
an introductory seminar period, and the remaining time will be used by students
to solve related applied engineering problems in the laboratory.

TO: TMET 3711 - MET Seminar I
Students are introduced to numerical methods and problem solving skills
essential to solving applied engineering problems. Concepts will be presented in
an introductory seminar period, and the remaining time will be used by students
to solve related applied engineering problems in the laboratory. Course content
will benefit students in the completion of senior-level technical electives.

JUSTIFICATION:
Expanding on the description and purpose of the course.

FROM: TMET 3712 - MET Seminar II
Students are introduced to topics essential for improving performance on the
Fundamentals of Engineering Exam. Topics such as engineering economy,
ethics, and global citizenship are reinforced, while topics such as electrical
devices, mechanics, energy science, and numerical methods are reviewed.
TO: TMET 3712 - MET Seminar II
Students are introduced to topics essential for improving performance on the Fundamentals of Engineering Exam. Topics such as engineering economy, ethics, and global citizenship are reinforced, while topics such as electrical devices, mechanics, energy science, and numerical methods are reviewed. Seminar activities will draw upon technical knowledge from all junior or 3000-level program specific courses.

JUSTIFICATION:
Clarifying the purpose and content of the course.

FROM: TMET 5136 - Mechanical Controls
Prerequisites: TMET 2128 and TMET 3130 or permission of instructor.

TO: TMET 5136 - Mechanical Controls
Prerequisites: TMET 2521 and TMET 3130 or permission of instructor.

JUSTIFICATION:
Correcting prerequisite error in the current catalog.

A Hale/Maudlin motion to approve these course revisions was passed unanimously.

New or Revised Programs
B.S. Mechanical Engineering Technology (Emphasis in Materials Processing and Engineering Management)

JUSTIFICATION:
There is not enough student interest in the Materials Processing and Engineering Management emphasis under Mechanical Engineering Technology program. So, this emphasis is being eliminated.

B.S. Mechanical Engineering Technology (Emphasis in Mechatronics)

JUSTIFICATION:
There is not enough student interest in Mechatronics emphasis under Mechanical Engineering Technology Program. So, this emphasis is being eliminated.

B.S. Mechanical Engineering Technology

JUSTIFICATION:
College credits can be offered for high school pre-engineering program Project Lead The Way’s (PLTW) Introduction to Engineering Design (IED) class as a possible substitution for ENGR 1133 (Engineering Graphics) at the MET program level.

Project Lead the Way Inc. (PLTW), a national non profit organization, has developed a Pre-Engineering program that promotes STEM education in the school systems across the country. The program offers a hands-on, project-based approach to learning that prepares students for their college degrees and incorporates mathematics, science, technical skills, verbal, written and visual communication skills, team work, leadership skills and project management ability. At least one higher level institution from almost all fifty states are affiliate members of PLTW. Georgia Southern became the affiliate university of PLTW in the state of Georgia in 2006. Currently it provides summer teacher training sessions for the high school PLTW teachers, yearly conference for high school guidance counselors, PLTW certification for Georgia PLTW schools and promotes professional development for school teachers. The summer training courses that are offered here at Georgia Southern are the basic level PLTW Engineering courses: Introduction to Engineering Design (IED), Principle of Engineering (POE) and Digital Electronics (DE). Different affiliate institutions across the country offer college credits for the students who have successfully
completed the PLTW classes at their high schools. The list includes University of South Carolina, Eastern Michigan University, RIT and Old Dominion University at Virginia. For example, University of South Carolina accepts credit for DE as Intro to Electrical Engineering, IED as Introduction to Engineering Graphics and Visualization and POE as Introduction to Engineering. Old Dominion University at Virginia offers credits for two of the PLTW courses, the first one as their Engineering Fundamental I and the second one as Engineering Fundamental II. Eastern Michigan university offers nine credits towards their four year degree for the three basic PLTW courses. As a part of the agreement with PLTW, the MET program at Georgia Southern proposes to offer college credits for the high school students who successfully complete the PLTW courses with some conditions: (1) students have to score at least an overall 80% (B grade) for the entire course, (2) student have to score 70% and above on the college credit part of the final exam, and (3) approval from the PLTW affiliate director faculty member at Georgia Southern.

Also note that the MEEE department has proposed to drop two specializations within the MET degree. Hence, the former "General" specialization will be the only MET degree and the term "General" should be omitted.

B.S. Electrical Engineering Technology

JUSTIFICATION:

TEET 4237 was not offered in the last five years and there is no plan to offer this course in the future. It should be deleted from the program page.

A McLean/Yocco motion to approve these program revisions was passed unanimously.

Informational Items: The following three engineering program proposals have been submitted to the Board of Regents.

B.S. Civil Engineering
B.S. Electrical Engineering
B.S. Mechanical Engineering

These items are for information only.

➢ Department of Military Science

New or Revised Programs

Military Science Minor

JUSTIFICATION:

The following two main changes are proposed for the Military Science Minor:

1. Due to the Army’s commissioning requirements stating that all cadets must successfully pass an American Military History course, we recommend that MSCI 4890 (American Military History), be accepted in lieu of HIST 3230 (American Military History).

2. To ensure that every student fully participates in the training and leading requirements incumbent of all future officers and leaders, a paragraph is added at the bottom of the section to further clarify these specific requirements.

Military Science Minor (Non-Degree)

JUSTIFICATION:

Since the information related to the Military Science Minor is actually presented in two separate sections of the catalog, this form is submitted to simply make sure that the information pieces presented in the two sections are identical. As noted, the form for the Military Science Minor was presented earlier in the COST Agenda.
Military Science Second Discipline Concentration

JUSTIFICATION:

It is the mission of the Military Science Department to recruit, retain, and commission officers into the United States Army. Due to the stringent requirements that all candidates must meet in order to commission (medical, security background checks, and physical fitness) we no longer have a need to keep Military Science as a second discipline concentration due to budgetary constraints and the requirement to outfit every cadet and screen candidates in accordance with Army regulations. The Military Science Minor open to all cadets who successfully complete the program satisfies the intent of our mission. Therefore, Military Science as a second discipline concentration is no longer necessary.

A Smith/Yocco motion to approve these program revisions was passed unanimously.

Department of Physics

Course Revisions

FROM: ASTR 3131 - Optics
Prerequisites: PHYS 2211 or PHYS 1111; and PHYS 2212 or PHYS 1112.

TO: ASTR 3131 - Optics
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM: PHYS 2212 - Principles of Physics II
Prerequisite: PHYS 2211.

TO: PHYS 2212 - Principles of Physics II
Prerequisite: A minimum grade of “C” in PHYS 2211.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I (PHYS 2211) with a minimum grade of C before entering into Principles of Physics II (PHYS 2212).

FROM: PHYS 3130 - Sound Waves and Acoustics
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO: PHYS 3130 - Sound Waves and Acoustics
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM: PHYS 3131 - Optics
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO: PHYS 3131 - Optics
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM: PHYS 3149 - Methods of Theoretical Physics
Prerequisites: PHYS 2211 and PHYS 2212 and prior or concurrent enrollment in MATH 3230.

TO: PHYS 3149 - Methods of Theoretical Physics
Prerequisites: Prior or concurrent enrollment in MATH 3230 and a minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses.

FROM: PHYS 3536 - Modern Physics I
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO: PHYS 3536 - Modern Physics I
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM: PHYS 3542 - Analog Electronics
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO: PHYS 3542 - Analog Electronics
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM: PHYS 4232 - Properties of Materials
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO: PHYS 4232 - Properties of Materials
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.
FROM:  PHYS 4332 - Principles of Lasers  
Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO:  PHYS 4332 - Principles of Lasers  
Prerequisites: A minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:  
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM:  PHYS 5151 - Classical Mechanics  
Prerequisites: Prior or concurrent enrollment in MATH 3230 and PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO:  PHYS 5151 - Classical Mechanics  
Prerequisites: Prior or concurrent enrollment in MATH 3230 and a minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:  
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

FROM:  PHYS 5530 - Thermal Physics  
Prerequisites: Prior or concurrent enrollment in MATH 2243 and PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

TO:  PHYS 5530 - Thermal Physics  
Prerequisites: Prior or concurrent enrollment in MATH 2243 and a minimum grade of “C” in PHYS 2211 and PHYS 2212 or permission of instructor.

JUSTIFICATION:  
The faculty in the Physics Department desire for students to complete Principles of Physics I and II (PHYS 2211 and 2212) with a minimum grade of C before entering into upper level physics courses. Since most students take the PHYS 2211/2212 sequence, we have removed the PHYS 1111/1112 sequence as possible prerequisites and added “or permission of instructor” instead.

A McLean/Hale motion to approve these course revisions was passed unanimously.

XVI. OTHER BUSINESS

- Dr. Shahnam Navaee updated the committee on the status of the engineering items to come through in February.
- Dr. Greg Chamblee congratulates all of the COST departments/personnel involved in completing the engineering curriculum on a job well done.

XVII. ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Smith motion to adjourn the meeting at 4:05 p.m. passed unanimously.

Respectfully Submitted,

Page 72
University Athletic Committee

UNIVERSITY ATHLETICS COMMITTEE
October 29, 2010

The meeting was called to order at 9:00 AM by Tony Barilla, Chair.

Members and Visitors Present


Introduction of Guest by Sam Baker:

Tom Melton Strength and Conditioning Head Coach:

- On average 1,200 student-athletes work out at Iron Works in a week. The strength and conditioning staff focuses on teaching not only proper weight training but also nutrition. The goal is to teach healthy life skills through proper nutrition and training. Weekly a diet history is reviewed with each student-athlete. Rebecca Black, Health & Kinesiology instructor has been very helpful. NCAA is very stringent on the supplements given to student-athletes, but the use of approved products is very beneficial to the student-athlete.

Approval of Minutes

- The minutes of the meeting for September 24, 2010 were unanimously approved.

Financial Update

Jeff Blythe:

- Football revenue - will meet budget once the Navy guarantee arrives.
- Expenses – continue monitoring.

Schedule Approvals

Cathy Beene:
Distributed Indoor/Outdoor Track and Field 2010-2011 schedule. Asking for an exception for the team traveling within 3 days of final exams. The team will compete on Saturday, December 4 and return that night. The schedule is in compliance with institutional guidelines and NCAA Bylaws. The schedule was approved.

Athletics Update

Sam Baker:

- Appreciate Tom Melton providing the update on the Strength and Conditioning program. Nutrition has become a large part of training.
- The tragic death of the Notre Dame student filmer has made everyone more aware of safety issues. Talked with Roger Inman and Brandy Clouse to make sure Athletics is taking steps to ensure safety.
- Keith Roughton recently traveled to another institution as a member of the NCAA Peer Review Team. This experience will benefit the department with the upcoming certification.
- The Athletic Hall of Fame banquet is tonight and there will be a half-time presentation at the game tomorrow. Paul Johnson and Greg Hill will be inducted along with Tara Chaisson Epps, Pat Douglas, Stacey Scheible, Jeff Shireman, and Britta Wilms.
- The football game contract has been cancelled with North Dakota State for 2011. Gained the ability to secure a sixth home game which is important to the program.
- Football lost tough games to Chattanooga and Wofford.
- Both soccer programs are finishing their seasons.
- Volleyball had one of their most exciting matches ever against Furman last night. They now have 19 wins. Next Friday night they have a game against The Citadel. Men’s basketball has an exhibition game immediately after the volleyball match. Saturday football plays App. State and volleyball plays College of Charleston that night.
- Attended the Southern Conference meeting in Spartanburg, SC on October 26th and 27th.

NCAA Representative Update

Chris Geyerman:

- Attended the Southern Conference meeting in Spartanburg, SC on October 26th and 27th.
- The Executive Committee nominated conference representatives to NCAA committees for which there were vacancies.
- FAR's discussed drug testing, institutional PE requirements, and “My Playbook” which is a drug and alcohol prevention program.

Athletic Foundation Report

John Mulhern:
The annual campaign has ended.
Now exploring opportunities for year-end giving.

New Business

• None.

Old Business

• Next meeting is scheduled for November 19 at 9:00 AM.

The meeting was adjourned at 9:27 AM

Respectfully submitted,

Lanell VanLandingham
Senior Administrative Secretary
Department of Athletics

UNIVERSITY ATHLETICS COMMITTEE
November 19, 2010

The meeting was called to order at 9:00 AM by Tony Barilla, Chair.

Members and Visitors Present


Introduction of Guest by Sam Baker:

Brent Jones, Director of Eagle Sports Marketing:

• Technology is a big part of a college student's life today. Marketing is always trying to find new ways to communicate with students. At events we ask the students and public, “Do you want to know more about Georgia Southern Athletics.” We utilize the Athletics web site, Facebook and Twitter. Gus’ facebook now has over 5,000 fans. Created a viral video with GUS showing GUS getting ready for the “BLUE OUT” game and it became an instant hit online and via other media mediums including being played in its entirety on a news channel in Savannah. I played college sports so I understand the student-athlete in all sports wanting to be marketed and promoted.

Approval of Minutes
• The minutes of the meeting for October 29, 2010 were unanimously approved.

Financial Update

Sam Baker:

• Revenue is continuing to meet budget. Football gate receipts for ASU were over $180K. Basketball season tickets are on budget from years past.

• We will continue to monitor expenses. All the fall sports have done an outstanding job with their travel budgets. In the next month, spring scholarships will hit our budget and we will have a better idea of where we stand.

Schedule Approvals

Sam Baker:

• Distributed updated approved 2010-11 softball schedule for informational purposes only. A tournament was added in March at Knoxville, TN.

Athletics Update

Sam Baker:

• Appreciate Brent Jones providing the update on Eagle Sports Marketing. The committee meets the coaches and wanted to expose the committee to some of the support staff members. Wanted SAAB President, Caroline Bevellaard to speak but she was unavailable.

• The Athletic Foundation Committee met this week. In reading minutes from the August meeting I had stated it would be great if we could have a football season that gave us the possibility of once again being in the playoffs. If we beat Furman on Saturday the possibility is there. Coach Monken has done a great job. After the loss to Samford everyone was down but at the Appalachian State game the crowd was excited and that atmosphere will help with recruiting.

• Men’s basketball is up and running. Senior Willie Powers knee injury hurts. The team is young and needs to play under control but we’re excited with the talent on this team.

• Women’s basketball hosts Alabama tonight. They played well in their opener at Georgia. I think they will have a great season.

• We decided to make a change in women’s soccer head coach. There are currently 45 applicants and expect several more to apply before the deadline next Friday. Georgia Southern is an attractive institution to candidates and the Southern Conference is a competitive league.

• By the time we meet again in January it will almost be time for baseball. There will be a limited amount of home basketball games left for the students to attend once they return in mid January.

• We appreciate all the assistance Dr. Core and Dr. Keel has given to Athletics. Dr. Keel attends many events in all sports.
The Southern Conference is encouraging the Presidents of each institution to work together with each other. Also encouraging academics to work together and have visiting professors from Conference institutions.

NCAA Representative Update

Chris Geyerman:

- None.

Athletic Foundation Report

John Mulhern:

- Working on year end.
- Frank Hook is retiring from the Alumni office. He will join the Athletic Foundation on a part-time basis.

New Business

- 

Old Business

- Next meeting is scheduled for November 19 at 9:00 AM.

The meeting was adjourned at 9:27 AM

Respectfully submitted,

Lanell VanLandingham
Senior Administrative Secretary
Department of Athletics
Faculty Senate Librarian’s Report, March 22, 2011

A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

Academic Standards Committee
Chair: Stuart Tedders (JPHCOPH)

Elections Committee
Chair: Patricia Humphrey, Senate Librarian (COST)

Faculty Development Committee
Chair: Yasar Bodur (COE)

Minutes of the Faculty Development Committee Meeting
February 21, 2011, 12:15 PM
CET Conference Room
Present: Yasar Bodur (chair), Alice Hall, John O’Malley, John Barkoulas, ChunShan Zhao, Janice Walker, Brian Bossack, Alan Altany, Patricia Hendrix

1. Yasar Bodur thanked all the members for coming to the meeting and sending their evaluations for summer faculty development award applications in advance, and reviewed the meeting agenda. The main purpose of the meeting was to discuss the applications for the summer awards and awards for excellence in contributions to instruction.

2. Patricia Hendrix distributed a summary sheet with all the applications and the ratings. Before discussing the proposals, the committee discussed how to allocate the funds for the next school year. 9,000 dollars will be allocated for awards for excellent in contributions to instruction, 12,000 dollars will be allocated for summer awards for faculty development, and the remaining 80,000 will be allocated for the remaining professional travel and development of instruction awards.

3. Next, the committee discussed the applications for the summer awards for faculty development. The committee decided to fund the four highest scoring proposals. This resulted in funding 4 of the 31 proposals received by the committee.

4. After Summer awards for faculty development were finalized, the committee discussed the notebooks submitted for awards for excellence in contributions to instruction. Yasar Bodur tallied all committee members’ ratings of all the candidates and presented the results. Based on the collective ratings, the top two scorers were selected for this award after a short discussion.

5. Next, the committee discussed the tasks ahead. Applications for Early Fall travel are due March 18, 2011. After all the applications have been received, Patricia Hendrix will place
them on share point for committee members to review. The committee will review the application before April 1, 2011 and meet on April 1, 2011 to discuss the applications and to determine the awardees. Meeting was adjourned at about 1:30.

Respectfully submitted by
Yasar Bodur, Chair

Faculty Research Committee
Chair: Caren Town (CLASS)

Georgia Southern University Faculty Research Committee
February 2, 2011– 12:25 PM

Minutes

I. The Faculty Research Committee was called to order at 12:25 p.m. February 2, 2011 by the Committee Chair, Dr. Caren Town.

II. The committee approved the agenda as read.

III. The committee approved the minutes from the January 19, 2011 meeting.

IV. Roll Call
   A. Present
      i. Caren Town – CLASS
      ii. Hyo-Joo Han – CIT
      iii. Jackie Eastman – COBA
      iv. Teri Ann Melton - COE
      v. Marvin Goss – Library
      vi. Ele Haynes – Research Compliance
      vii. Norman Schmidt – COST
      viii. Debbie Shaver – ORSSP
      ix. Karl Peace – JPHCOPH
   B. Absent
      i. Elaine Marshall – CHHS

V. Award for Excellence in Research and Scholarly Pursuits Applications
   A. The committee revisited the 5 semi-finalists’ applications for the excellence in Research and Scholarly Pursuits award.
   B. Dr. Karl Peace recused himself from the discussion and vote on the Excellence award candidates to eliminate any potential conflict of interest, based upon his nomination of one of the candidates prior to being appointed to the committee by the Dean of JPHCOPH.
C. Committee members discussed the merits of all 5 applicants. By show-of-hands vote the pool was narrowed to 3 applicants.

D. The committee discussed the varied merits of the 3 final candidates and arrived at two award winners and one runner up who will serve if one of the finalists can no longer serve.

E. The committee was reminded that the names of the award winners should be kept confidential until Commencement, when the Provost will make the official award announcement.

F. The Committee Chair will deliver the winners’ names to the Provost.

G. Calendar dates are entered on the SharePoint Site.
   i. 2/9/11 - 12:30 PM – Cancelled
   ii. 2/23/11 - 12:30 PM – Funding Presentations
   iii. 3/2/11 - 12:30 PM – Funding Presentations
   iv. 3/9/11 - 12:30 PM – TBD - Program Review and Guideline Updates

Adjourned 1:35 p.m

Georgia Southern University Faculty Research Committee
February 23, 2011 – 12:25 PM

Minutes

VI. The Faculty Research Committee was called to order at 12:25 p.m. February 23, 2011 by the Committee Chair, Dr. Caren Town.

VII. The committee approved the agenda as read.

VIII. The committee approved the minutes from the February 2, 2011 meeting.

IX. Roll Call
   A. Present
      i. Caren Town – CLASS
      ii. Hyo-Joo Han – CIT
      iii. Jackie Eastman – COBA
      iv. Elaine Marshall – CHHS
      v. Teri Ann Melton - COE
      vi. Marvin Goss – Library
      vii. Ele Haynes – Research Compliance
      viii. Norman Schmidt – COST
      ix. Karl Peace – JPHCOPH

   B. Absent
      i. Jackie Eastman – COBA
      ii. Debbie Shaver – ORSSP

X. Funding application review
A. The committee began presentations on funding applications. Each application was read by 3 committee members who provided reviews based upon the funding guidelines. 10 applications were presented at this meeting. The remaining applications were deferred to our next meeting.

B. Calendar dates are entered on the SharePoint Site.
   i. 3/2/11 - 12:30 PM – Funding Presentations
   ii. 3/9/11 - 12:30 PM – TBD - Program Review and Guideline Updates

XI. Adjourned 1:35 p.m.

Faculty Service Committee
Chair: Mary Marwitz (CLASS)

The Faculty Service Committee met on Thursday, February 24, 2011, to consider the applications for cycle 2 of the Faculty Service Awards. Attending were Mary Marwitz, chair and faculty senate representative; Don Armel, CLASS; Jonathan Harwell, Library; Billur Kaymakcalan, COST; Russell Kent, COBA; Robert Lake, COE; Stuart Tedder, JPHCOPH; Brent Wolfe, CHHS. Also present was Kathy Albertson, Provost’s Office. Not attending: Aimao Zhang, CIT. In this competition, the committee reviewed 4 award proposals requesting total support of $10,324.05. and funded $2,960 in awards.

The committee also reviewed applications for the Excellence in Service Awards, and submitted two names to the Provost.

Because funds remained unallocated, the committee elected to initiate a third round of proposals, deadline March 21.

Submitted by Mary Marwitz

Faculty Welfare Committee
Chair: Sonya Huber Humes (CLASS)

Library Committee
Chair: Greg Harwood (CLASS)

Graduate Committee
Chair: Bob Ferneckes (LIB)

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – February 10, 2011
Present: Dr. Deborah Allen, CHHS; Dr. Richard Flynn, CLASS; Dr. Ednilson Bernandes, COBA; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Bill Yang, COBA; Dr. Yasar Bodur, COE; Dr. Simone Charles, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Charles Champ [Alternate for Dr. Risa Cohen], COST; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Toby Ziglar, Graduate Admissions; Dr. Deborah Thomas, COE; Dr. Frank Goforth, COST; Dr. Christine Ludowise, CLASS; Dr. Thomas Case, CIT/COBA; Dr. Kevin Elder, CIT/COBA; Dr. Rodney Thomas, COBA; Dr. Shahnam Navae, COST; Dr. Jeanne Akridge, COBA

Absent: Dr. John Dyer, CIT; Dr. Risa Cohen, COST; Dr. Elanie Marshall, CHHS; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Michele McGibony, COST

I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, February 10, 2011 at 8:00 AM.

II. APPROVAL OF AGENDA
Dr. Deborah Allen made a motion to approve the agenda as written. A second was made by Mr. Jonathan Harwell. The motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Charles Patterson provided an update on the following initiatives:
- COGS will be sending out communications to Deans, Associate Deans, Program Directors, Chairs/Coordinators, and graduate faculty regarding the Averitt Award. COGS will be accepting nominations of graduate students in two categories: Excellence in Research and Excellence in Instruction. The prizes for each category will include a $1,000 cash prize and a Crystal Eagle Trophy. These awards will be presented at Honor’s Day. Information will be posted on the front page of the COGS website. Deadline is February 25 at 5:00 pm.
- Status of the graduate scholarships will be covered under old business. Dr. Patterson stated he received a note from the Provost regarding the Student Learning Outcomes. He stated he would be working with the Provost to make sure the outcomes are written into the program approval and program review documents. This will provide a level of visibility for the Provost. Dr. Fernekes stated some actions will be made on the Graduate Committee’s part to revise curriculum forms to meet the SACS requirements under the new Provost.

IV. NEW BUSINESS
A. Jiann-Ping Hsu College of Public Health

Dr. Charles Hardy presented the following agenda item for the Jiann-Ping Hsu College of Public Health

Course Revision Proposal:
PUBH 7991 - Public Health Capstone Research Project – Changing Catalog Description

JUSTIFICATION:
Completion of this Capstone Research Project requires many hours of work. Making this change enables students and faculty to demonstrate the effort they put into this requirement without altering the curriculum plan for the degree.
MOTION: Dr. Richard Flynn made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Allen. The motion to approve the Course Revision was passed.

B. College of Science and Technology

Dr. Shahnam Navaee presented the agenda items for the College of Science and Technology.

Department of Mechanical and Electrical Engineering

Electrical Engineering Program

New Courses:

EENG 5090G - Selected Topics in Electrical Engineering
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with the knowledge of contemporary or emerging engineering topics not offered by the MSAE program.

EENG 5132G - Industrial Electronics
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in Industrial Electronics.

EENG 5242G - Electrical Distribution Systems
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in power systems.

EENG 5341G - Robotic Systems Design
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in robotic systems.

EENG 5342G - Computer System Design
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in computer systems.

EENG 5431G - Control Systems
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in control systems.

EENG 5432G - Programmable Logic Controllers
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with electronic control systems specialization.

EENG 5532G - Wireless Communication
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in wireless communications.

EENG 5540G - Communication Systems
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in communication systems.

EENG 5541G - Digital Communications
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with concentration in digital communication systems.

EENG 5891G - Special Problems in Electrical Engineering
JUSTIFICATION:
This is an elective course for the Master of Science in Applied Engineering to provide students with the skills to solve problems associated with specialized engineering applications not currently offered by the MSAE program.

**Mechanical Engineering Program**

**New Courses:**
MENG 5090G – Selected Topics in Mechanical Engineering
JUSTIFICATION:
This course will serve for provisional offerings or occasional offerings topic at the 5000-level. The proposed elective course will be an elective course for the MSAE program. This course is considered essential to offer flexibility to MSAE curriculum.

MENG 5135G – Vibration and Preventive Maintenance
JUSTIFICATION:
The proposed elective course will be an elective course for the MSAE program.

MENG 5136G – Introduction to Finite Element Analysis
JUSTIFICATION:
The proposed elective course will be an elective course for the MSAE program.

MENG 5137G – Mechanical System Design
JUSTIFICATION:
This proposed course will serve as elective for MSAE program.

MENG 5231G – Tribology and Reliability
JUSTIFICATION:
The proposed course will serve as an elective for the MSAE program.

MENG 5232G – Intermediate Thermodynamics
JUSTIFICATION:
The proposed course will serve as an elective course for the MSAE Program.

MENG 5234G – Heating, Ventilating, and Air Conditioning
JUSTIFICATION:
The proposed course will serve as an elective for the MSAE program.

MENG 5235G – Combustion
JUSTIFICATION:
The proposed course will serve as an elective for the MSAE program.

MENG 5331G – Automation and Computer Integrated Manufacturing Systems
JUSTIFICATION:
The proposed course will serve as an elective for the MSAE program.

MENG 5536G – Mechanical Controls
JUSTIFICATION:
The proposed course will serve as an elective course for MSAE Program.

MENG 5891G – Special Problems in Mechanical Engineering
JUSTIFICATION:
The proposed elective course will be an elective course for the MSAE program.

Revised Courses:
TMAE 5133G – Production Planning and Facilities Design
JUSTIFICATION:
MENG 3333 has replaced TMET 3431.

TMAE 5139G – Renewable Energy
JUSTIFICATION:
MENG 5232 has replaced TMET 3232.

Dr. Flynn asked for clarification on the new courses listed for the Electrical Engineering Program. Dr. Navaee stated these changes were mostly driven to change the numbers in the catalog listed as Engineering Technology to Electrical Engineering. Dr. Goforth stated the 5000G courses already existed on the technology side, but they are getting rid of the technology and keeping engineering.

Mr. Harwell stated the library has not been able to provide recent technical papers from the Society of Automotive Engineers due to licensing restrictions that prevent interlibrary loans, but which are in high demand; and asked if COST thinks this will cause a problem for the program. Dr. Navaee stated this is not a current problem, but the college may need to address this in the future.

Dr. Navaee stated he submitted some minor editorial changes to COGS regarding section 6 of the new course forms for EENG 5090G and MENG 5090G.

MOTION: Dr. Richard Flynn made a motion to approve the agenda items submitted by the College of Science and Technology, with the understanding that the editorial changes would be made to EENG 5090G and MENG 5090G. A second was made by Dr. Ednilson Bernardes. The motion to approve the New Courses and Course Revisions was passed.

The Revised New Course pages are below.

Georgia Southern University
New Course Form

Subject: EENG
Number: 5090G
Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.
   This is an elective course for the Master of Science in Applied Engineering to provide students with the knowledge of contemporary or emerging engineering topics not offered by the MSAE program.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.
   Some components of the proposed course are currently covered in the TEET 4090 (Selected Topics in EE) course offered in the Electrical Engineering Technology program that will be replaced EENG 5090 in time.
3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {e.g., Teacher Education Committee (TEC)}?
   The course is designed to meet SACS requirements. Approval by other governing bodies is not required.

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.
   The course objectives and student learning outcomes will be determined under the same guidelines used in other EENG courses depending on the selected topics being covered.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at [link])
   (a) Briefly describe how student learning will be assessed.
   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.
      (a) Student learning will be assessed typically through homework, written reports, quizzes, and examinations when applicable. Assessment of any final activities, projects, or examinations will be carried out according to established assessment practices.
      (b) Graduate students will additionally complete an independent research project which involves a written and oral presentation not required from the undergraduate students taking EENG 5090.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.
   Course Content Outline:
   Topics will be determined by the faculty member offering the course.
   Methodology:
   Teaching methods include the use of “smart” classroom to conduct lectures and presentations, as well as hands-on interactive projects and activities performed as deemed appropriate to the course.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.
   No additional resources will be required.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)
   N/A

(Please complete curriculum form which follows)
New Course Form

To: Undergraduate Committee

Date: 2/10/11

☑ Graduate Committee

Submitted: 12/22

Term: 201108

Code:

College Code: 15 - COST  |  Department Code: 1506  |  Department: MEEE

1. Subject: EENG  |  Number: 5090G

2. Full Course Title for Catalog: Selected Topics in Electrical Engineering
   Abbreviated Course Title (max 30 characters): Selected Topics in EE
   (Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? No
   If Yes, please list the cross-listed courses below.
   Subject:  |  Number:  

   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? Yes
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

   Low  |  High
   (Must Be Completed) | (Only for variable hours)

6. Credit Hours: 1 To 4
   Billing Hours: 1 To 4
   Lecture/Seminar Contact Hours: 1 To 3
   Lab Contact Hours: 0 To 3
   Will multiple labs be offered for each lecture section? Sometimes
   Other Contact Hours: Drop-Down
   Total Contact Hours: 1 To 6
   (Low)  |  (High)
   Ratio of Contact Hours to Credit Hours: 1 : 1 6 : 4

7. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. Additional Fees: No  If yes, amount: ______

9. Level: S2-Masters Drop-down Drop-down

10. Grade Mode: N = Normal Drop-down Drop-down
    (Default)
11. **Schedule Type:**

   * **B = Lecture/Supervised Lab**
   * **A = Lecture (default)**
   * **E = Supervised Lab**

   (Default)

   *Schedule Type must match Lecture, Lab, or Other Hour Type (#6)*
<table>
<thead>
<tr>
<th>COURSE PREREQUISITE(S)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
<td></td>
</tr>
</tbody>
</table>

Additional prerequisite(s): As determined by the instructor.

Are prerequisites to be enforced at Registration? Yes

<table>
<thead>
<tr>
<th>COURSE CO-REQUISITE(S)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: _____ Number: _____</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
<td></td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
<td></td>
</tr>
</tbody>
</table>

Additional co-requisite(s): 

Are co-requisites to be enforced at Registration? Drop-down

<table>
<thead>
<tr>
<th>CATALOG DESCRIPTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in this course will have the opportunity to study selected topics in Electrical Engineering not currently offered by the program. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level.</td>
<td></td>
</tr>
</tbody>
</table>
Georgia Southern University  
New Course Form

Subject: MENG  
Number: 5090G

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.
   This course will serve for provisional offerings or occasional offerings topic at the 5000-level. The proposed elective course will be an elective course for the MSAE program. This course is considered essential to offer flexibility to MSAE curriculum.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.
   None.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC))}?
   N/A

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.
   Specific goals, objectives and student learning outcome will be determined based on the selected topic to be covered in the course.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://coqs.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20Dual%20Listed%20Courses%20-%20final%20200809.pdf )
   (a) Briefly describe how student learning will be assessed.
   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.
      (a) While the assessment procedures will vary depending on the topics chosen, assessment will typically be through homework, laboratory reports, quizzes, and written and/or practical examinations when applicable. Assessment of any final activities, projects, or examinations will be carried out as stipulated by applicable accreditation guidelines and recognized assessment practices.
      (b) Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.
   Course Content Outline:
   Topics will be determined by the faculty member developing the course pertaining to the selected topic to be presented.

   Methodology:
To be determined by the faculty member based on the selected topics. Traditional lecture and laboratory instruction will be utilized in this course including use of the whiteboard and PowerPoint slides, laboratory demonstrations, as well as hands-on interactive projects and activities performed during labs when appropriate.

7. **University Resources Statement:** Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit’s plan to garner these resources.
   No additional resources will be required.

8. **Fee Explanation (when appropriate):** If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)
   N/A

   *(Please complete curriculum form which follows)*
Georgia Southern University
New Course Form

To: ☐ Undergraduate Committee  (Date Format: 99/99/99) UC/GC Meeting
Date: 2/10/11
☒ Graduate Committee  (Date Format: 99/99/99) Date
Submitted:  12/22
Term:  201108
Code:  1419
College Code:  15 - COST  Department Code:  1506  Department:  MEEE

1. Subject:  MENG  Number:  5090G

2. Full Course Title for Catalog:  Selected Topics in Mechanical Engineering
Abbreviated Course Title (max 30 characters):  Selected Topics in ME
(Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? No
   If Yes, please list the cross-listed courses below.
   Subject:  Number:  
   Subject:  Number:  
   Subject:  Number:  

   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? Yes
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

   Low High
   (Must Be Completed) (Only for variable hours)

6. Credit Hours:  
   Billing Hours:  
   Lecture/Seminar Contact Hours:  
   Lab Contact Hours:  
   Will multiple labs be offered for each lecture section? Drop-Down
   Other Contact Hours:  Drop-Down
   Total Contact Hours:  
   Ratio of Contact Hours to Credit Hours:  1 : 1  9 : 3

7. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. Additional Fees: No If yes, amount: 

9. Level:  S2-Masters Drop-down Drop-down

10. Grade Mode:  N = Normal Drop-down Drop-down Drop-down
    (Default)

Georgia Southern University
To: Undergraduate Committee
Date: 2/10/11
Submitted:  12/22
Term:  201108
Code:  1419
College Code:  15 - COST  Department Code:  1506  Department:  MEEE

1. Subject:  MENG  Number:  5090G

2. Full Course Title for Catalog:  Selected Topics in Mechanical Engineering
Abbreviated Course Title (max 30 characters):  Selected Topics in ME
(Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? No
   If Yes, please list the cross-listed courses below.
   Subject:  Number:  
   Subject:  Number:  
   Subject:  Number:  

   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? Yes
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

   Low High
   (Must Be Completed) (Only for variable hours)

6. Credit Hours:  
   Billing Hours:  
   Lecture/Seminar Contact Hours:  
   Lab Contact Hours:  
   Will multiple labs be offered for each lecture section? Drop-Down
   Other Contact Hours:  Drop-Down
   Total Contact Hours:  
   Ratio of Contact Hours to Credit Hours:  1 : 1  9 : 3

7. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

8. Additional Fees: No If yes, amount: 

9. Level:  S2-Masters Drop-down Drop-down

10. Grade Mode:  N = Normal Drop-down Drop-down Drop-down
    (Default)
11. Schedule Type:  

B = Lecture/Supervised Lab  
A = Lecture (default)  
E = Supervised Lab  

(Default)

*Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *
New Course—Page Two

<table>
<thead>
<tr>
<th>COURSE PREREQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____ Concurrent: No Minimum Grade: D</td>
</tr>
<tr>
<td>Additional prerequisite(s): Graduate Standing and Permission of Instructor.</td>
</tr>
<tr>
<td>Are prerequisites to be enforced at Registration? Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE CO-REQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: _____ Number: _____</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
</tr>
<tr>
<td>And Subject: _____ Number: _____</td>
</tr>
<tr>
<td>Additional co-requisite(s):</td>
</tr>
<tr>
<td>Are co-requisites to be enforced at Registration? Drop-down</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATALOG DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides for study of Mechanical Engineering course topics not generally offered by the program. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete.</td>
</tr>
</tbody>
</table>

C. College of Liberal Arts and Social Sciences

Dr. Eric Kartchner presented the agenda item for the Department of Foreign Languages.

Department of Foreign Languages
Course Revisions:
FREN – various
JUSTIFICATION:
We have noticed that in the course descriptions on Wings, some of the French course descriptions lack the phrase, "Conducted in French." It was our intention to include this phrase in all the courses 3000 and above. Our inspection of the Catalog reveals that the phrase should be added to the following courses: 7091, 7130, 7131, 7132, 7230, 7231, 7233, 7234, 7330, 7530

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Allen. The motion to approve the Course Revision was passed.

D. College of Business Administration

Dr. Rodney Thomas presented the agenda items for the College of Business Administration.

PhD. Logistics/Supply Chain Management
New Course:
CISM 9630 - Information Systems Theories and Research
JUSTIFICATION:
Information Systems Theories and Research will be a required course in the Ph.D. in Logistics & SCM for students completing the IS concentration. This course will provide doctoral students with an overview of major information systems theories and models, research methodologies employed by information systems researchers, and current research topics in information systems. The course is intended to provide students the foundational knowledge of the information systems discipline needed to perform cross-disciplinary research between IS and other disciplines such as Logistics/SCM.

CISM 9632 - Enterprise Information Systems Theory and Practice
JUSTIFICATION:
Enterprise Information Systems Theory & Practice will be a required course in the Ph.D. in Logistics & SCM for students completing the IS concentration.

MKTG 9674 - Global Marketing Theory and Application
JUSTIFICATION:
Concentration course for Ph.D. in Logistics/Supply Chain Management

MKTG 9675 - Professional Sales and Sales Management
JUSTIFICATION:
Concentration course for Ph.D. in Logistics/Supply Chain Management

Course Revision:
DSCI 7331 - Business Research Methods
JUSTIFICATION:
Changing the Subject will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

DSCI 7332 - Applied Multivariate Methods for Business Research
JUSTIFICATION:
Changing the Subject will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

Pre-requisite changing due to the course changing.

DSCI 7333 - Advanced Multivariate Methods for Business
JUSTIFICATION:
Changing the Subject will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

Pre-requisites changing due to course changing.

DSCI 7334 - Qualitative Research Methods in Business
JUSTIFICATION:
Changing the Subject will improve logical compatibility and reduce confusion with other courses in the college's doctoral plan of study. It will also improve consistency with university course numbering system.

Pre-requisites changing due to course changing.

MKTG 9672 - Product and Pricing Seminar
JUSTIFICATION:
Renaming course will better reflect course content.
MKTG 9673 - Market Analysis  
**JUSTIFICATION:**
Renaming of course to better reflect content.

MGNT 9631 - Procurement and Sourcing Strategy
**JUSTIFICATION:**
Since the Ph.D. program is in logistics and supply chain management, the production/provision/make processes in supply chains should be emphasized in this course as they relate to the fields of logistics and supply chain management. This will be a course in the Ph.D core curriculum to provide operations and supply chain management exposure to all Ph.D. students.

**Revised Program:**  
Business Administration, Ph.D., Logistics/Supply Chain Management  
**JUSTIFICATION:**
Changes made to the Program of Study are due to the course changes (Title, Subject, Number, etc.) or for new courses that were added. The change made to the Admission Requirements would allow the advisory council to have the ability to offer admittance in exceptional cases where students did not have a GMAT score but rather a GRE, but had fulfilled other requirements. The changes made to the Coursework area establishes the grounds for elimination, should the need arise, to meet with other similar programs across the university.

Dr. Diebolt stated he had been talking with Dr. Bill Wells regarding the admissions requirements for the Ph.D. Logistics/Supply Chain Management Program Revisions and asked if the following wording would be changed:

1) The last sentence under the sixth bullet of admissions requirements should read: “International students that have a degree from a regionally accredited US college or university may have this requirement waived;”
2) Delete the line “or for exceptional cases where the GRE will be considered, the score must be above a 1200” on the second set of bullets, bullet number two.

Dr. Thomas stated he would take these recommendations back to Dr. Stephen Rutner and will submit the revised program pages to COGS.

Dr. Diebolt mentioned that COGS needs to be included in the appeal process for the Ph.D. program. He also stated prior to the meeting there were some minor editorial changes made to the Program of Study area of the Ph.D. Logistics Program catalog page to adjust the hours needed for the program.

**MOTION:** Dr. Simone Charles made a motion to approve the agenda items submitted by the College of Business Administration, with the understanding that the editorial changes be made to the Ph.D. Logistics/Supply Chain Management Program Revision pages. A second was made by Dr. Bernardes. The motion to approve the New Courses, Course Revisions and Revised Program was passed.

The Revised Program pages are below:
Current Name of Program (ex., B.S. Mathematics): PhD Logistics/Supply Chain Management

Proposed New or Revised Name of Program (ex., B.S. Mathematics):

(Regents’ format can be found at: http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml)

1. Consistent with goals of: (check all that apply)
   - ☒ Accreditation
   - ☒ College
   - ☒ Department
   - ☒ State/Regional Needs
   - ☐ University Strategic Plan

2. Type: ☐ New Preliminary Proposal (Attach in Regents’ required format)
   OR ☐ Formal Proposal (Attach in Regents’ required format)
   OR ☒ Revision to Existing Program (Attach in Regents’ required format)
   OR ☐ Other Program Proposals or Revisions that do not require Regents’ approval

3. Proposal for: Drop-down Other:

4. Degree: Drop-down Other:

5. Total Credit Hours Required:

6. Is this a change in credits (for Revisions only)? ☐ Yes ☐ No

7. Target Group of Students:

8. Additional Resources Needed: (check all that apply)
   - ☐ Computer Needs
   - ☐ Distributed Learning Support
   - ☐ Equipment
   - ☐ Facilities
   - ☐ Faculty
   - ☐ Library Resources
   - ☐ Staff Support
   - ☐ Other

9. A New or Revised Catalog Program Page must be attached.
   NOTE: For Revised Catalog Program Pages:
   • Refer to Sample Program Revisions for layout format.
   • Deletions should be in BOLD with a strikethrough.
   • Additions should be in BOLD ITALICS.

10. Provide the Justification/Rationale for New or Revised Programs.
    Changes made to the Program of Study are due to the course changes (Title, Subject, Number, etc.)
    or for new courses that were added. The change made to the Admission Requirements would allow
    the advisory council to have the ability to offer admittance in exceptional cases where students did
    not have a GMAT score but rather a GRE, but had fulfilled other requirements. The changes made to
    the Coursework area establishes the grounds for elimination, should the need arise, to meet with
    other similar programs across the university.
BUSINESS ADMINISTRATION
Ph.D., 60 HOURS
(Logistics/Supply Chain Management)

Advising: College of Business Administration, Dr. S. M. Rutner, P.O. Box 8154, Statesboro, GA 30460-8154, or (912) 478-5655 2464, srutner@georgiasouthern.edu, Fax: (912) 478-1523.

Program Mission Statement
The program’s intended outcomes are to provide students with:
1. Advanced understanding of the core areas of study within the field of supply chain management, including logistics and transportation
2. Advanced knowledge, skills, and values in at least one of the core areas (operations management, marketing, or information systems) for specialized roles within supply chain management
3. Advanced analytical and assessment skills
4. Advanced capability to develop, conduct, and manage applied research streams
5. Ethical decision-making and integrity
6. Professional and personal responsibility
7. Understanding of, and respect for, persons from diverse cultural, socioeconomic, educational, and professional backgrounds
8. Commitment to improving the economy, employment levels and competitiveness of the state of Georgia

Admission Requirements
Applicants to the PhD program must submit the following:
- Completed online graduate application form (http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm)
- $50 application fee
- Official transcript(s) from colleges and universities attended, showing courses completed, grades earned, dates, and degree(s) awarded.
- Three letters of recommendation. At least one letter must be from a graduate school faculty member.
- Official scores from the GMAT or GRE taken in the last five years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action will be taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable for final admission decisions. The GRE will only be considered in exceptional cases.
- All international applicants, including resident and nonresident aliens, whose native language is not English, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. International students that have a degree from a regionally accredited US college or university may have this requirement waived.
- Statement of purpose that includes a description of professional goals and a rationale for how the Ph.D. program will further the student's career objectives.
- A current resume that includes, as a minimum, all academic programs completed, employment history, and any professional certifications or other significant achievements and honors.
- Applicants whose submitted application packages merit closer consideration may be asked to participate in an interview and/or submit additional information before a final decision is reached concerning their acceptance.

Acceptance decisions will be made, subject to budgetary constraints, first within the College of Business Administration and ultimately at the College of Graduate Studies. After reviewing application materials, the Program Director may accept applicants who meet all of the following conditions:
- Successfully completed BBA or MBA from an AACSB-accredited program; a MBA is strongly preferred
- Scored above 50th percentile at least a 550 on most recent the GMAT or, for exceptional cases where the GRE exam will be considered, the score must be above a 1200
- If English is not the applicant's native language, scored above 80 percentile on TOEFL

The Program Director will submit all remaining applications, along with his/her recommendations, to the COBA Graduate Curriculum & Programs PhD Advisory Committee for their decision. Once a decision has been made within the College of
Business Administration, the Program Director will forward all applications to the College of Graduate Studies for final disposition.

Accepted applicants who have not completed an AACSB-accredited MBA or an appropriately-accredited Master’s Degree in a field closely related to Logistics/Supply Chain Management must may be required to complete all specified prerequisite courses (or courses determined by the Program Director to be equivalent) with grades of “C” or better before taking appropriate doctoral-level courses.

Applicants who wish to apply for a graduate assistantship must also complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

Program Requirements

Graduate Transient / Transfer Credit:
The College of Business Administration accepts graduate transient / transfer credit only from AACSB accredited programs. A maximum of two courses not to exceed six (6) semester hours may be considered for graduate transient / transfer credit.

Coursework:
Students will be required to complete the courses specified in the Program of Study shown below with grades an overall GPA of “B” 3.0 or better. One time only, a student may receive a grade of “C”, but will be required to re-take the course and earn a “B” or better and will also have to obtain at least one A in order to still achieve a cumulative GPA of 3.0 by the time they've completed their coursework. More than one “C” or any grade lower than a “C” will be grounds for elimination from the program. Any prerequisite courses must be completed within one calendar year of the student’s acceptance into the program. All required coursework (i.e. core, research, and concentration courses) must be completed within three years of the time the student enters the program or completes prerequisite coursework, whichever is later. (Students in violation of policies on grades or time limits may submit a written appeal to the COBA Graduate Curriculum and Programs PhD Advisory Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.)

Practicum:
The program requires three semester hours of teaching/research practicum, designed to prepare students for a career in the academy or in industry. Those pursuing an academic career will have a teaching-focused practicum. Those preferring a career in industry will focus on procedures for identifying problems and recommending solutions centered on industry issues. The Program Director will specify the timing and nature of activities to be accomplished for each student, in consideration of their career aspirations. At the completion of each practicum, the student will submit a self-assessment to the Program Director. The Director will solicit feedback from faculty or industry members in a position to observe the student’s performance. The Director will synthesize these inputs as a basis for written feedback to the student, specifying both strengths and areas needing improvement. This feedback will include recommended development activities for each area needing improvement.

Comprehensive examinations:
Students will be required to pass one or more comprehensive examinations covering all coursework specified in the Program of Study before they may begin any dissertation activities (to include formation of the committee). The Program Director will be responsible for the creation, administration, and evaluation of these exams, although he/she may delegate associated tasks to other faculty members. At the discretion of the Program Director, all coursework may be covered by a single comprehensive exam or up to three separate exams may be given for the categories of core courses, research courses, and concentration courses, as differentiated in the Program of Study. Comprehensive exams may include both written and oral components and will be evaluated on a Pass/Fail basis. The Program Director will notify students in writing of whether they have passed and, if not, what areas require further study. Students may re-take any comprehensive exam once, if needed. Failure to pass any comprehensive exam after two attempts will result in termination of the student’s enrollment in the program. When a student has completed all required comprehensive exams, he/she will be considered a candidate for the Ph.D.

Dissertation:
Following successful completion of all required comprehensive exams, candidates will formulate an appropriate dissertation topic that is likely to produce high-quality research publications. The candidate will then contact potential committee members to ascertain their suitability and willingness to serve on a
the candidate must conduct a formal defense of the completed dissertation. The Committee chair will notify the candidate in writing of whether the final defense was successful and what additional actions the Committee requires (to include the possibility of another defense). The candidate is responsible for submitting completed dissertations in the format and numbers required by the policies of the College of Business Administration and the Jack N. Averitt College of Graduate Studies.

Time Limits:

- Completion of all prerequisite coursework must be completed no later than one year from acceptance into program.
- Completion of all required coursework beyond prerequisites (i.e., core, research, and concentration courses) must be completed no later than three years from acceptance into program or completion of prerequisite coursework, whichever is later.
- Successful completion of comprehensive exam(s) must be completed no later than two semesters from completion of required coursework.
- Approval of dissertation topic & and committee must be completed no later than two semesters from completion of comprehensive exams.
- Successful defense of dissertation proposal must be completed no later than two semesters from topic/committee approval or three semesters from completion of comprehensive exams, whichever is sooner.
- Successful final defense of dissertation must be completed no later than two years from successful proposal defense.
- Satisfaction of all requirements for submission of completed dissertation must be completed no later than one semester from successful final dissertation defense.
- Completion of all program requirements, to include coursework, practicum, and dissertation must be completed no later than seven years from beginning of required coursework beyond prerequisites.

NOTES:

1. Students in violation of policies on grades or time limits may submit a written appeal to the COBA Curriculum and Programs Committee PhD Advisory Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.
2. Enrollment and participation are expected to be continuous from a student’s acceptance into the program. A student who needs to be excused from enrollment for one semester due to unusual circumstances should submit a written request and explanation to the Program Director. The Director may grant one such excusal, but anything more will require consideration by the COBA Graduate Curriculum and Programs Committee.

Annual Reviews:

At the conclusion of each spring semester, the Program Director will solicit feedback from all faculty who’ve had any significant professional interaction with any of the program’s students during the preceding year. Combining this feedback with his/her direct observations, the Director will accomplish a written review of each student’s performance during the preceding year. The review will culminate with a recommendation as to whether the student should be retained in the program. Students will be given the option of offering a written response within three work days. If, after considering any written response, the Program Director still believes a student should be eliminated from the program, he/she will submit the recommendation (with all supporting materials) for a decision by the COBA Graduate Curriculum and Programs PhD Advisory Committee.
Committee. At the same time, the Director will submit key data for all students enrolled in the program to that committee for review. As a minimum, the data for each student will include a list of all courses taken, all grades earned, and the start and completion date for each major stage of the program, i.e. prerequisite coursework, required coursework, comprehensive exams, dissertation topic/committee approval, proposal defense, final defense, and submission of completed dissertation. Based on this data, the Director will ask the committee to consider the elimination of all students in violation of any program policy on grades or time limits, including any appeals submitted by those students.

Program of Study: Ph.D. in Logistics/Supply Chain Management Degree
A student admitted to the College of Graduate Studies as a prospective candidate for the Ph.D. in Logistics/Supply Chain Management degree must present evidence of satisfactory completion (a grade of "C" or better) of the following "Prerequisite" course content in Business Administration or take the graduate equivalents:

Prerequisites

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISM 7330 - Information Technology Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGNT 7331 - Managerial Decision Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>MGNT 7430 - Management of Operations for a Competitive Advantage (3)</td>
<td></td>
</tr>
<tr>
<td>MKTG 7431 - Strategic Marketing Management (3)</td>
<td></td>
</tr>
<tr>
<td>LOGT 9131 - Introduction to Logistics and Transportation (3)</td>
<td></td>
</tr>
<tr>
<td>LOGT 9632 - Logistics and Transportation Modeling (3)</td>
<td></td>
</tr>
<tr>
<td>LOGT 9633 - Logistics Literature and Research Criticism (3)</td>
<td></td>
</tr>
<tr>
<td>LOGT 9634 - Current Supply Chain Thought (3)</td>
<td></td>
</tr>
<tr>
<td>MGNT 9631 - Operations, Procurement and Sourcing Strategy (3)</td>
<td></td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 9031 - Seminar on Scientific Method, Theory and Philosophy of Science (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7332 BUSA 9331 - Business Research Methods (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7332 BUSA 9332 - Applied Multivariate Methods for Business Research (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7333 BUSA 9333 - Advanced Multivariate Methods for Business (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7334 BUSA 9334 - Qualitative Research Methods in Business (3)</td>
<td></td>
</tr>
</tbody>
</table>

Research Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 7331 BUSA 9331 - Business Research Methods (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7332 BUSA 9332 - Applied Multivariate Methods for Business Research (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7333 BUSA 9333 - Advanced Multivariate Methods for Business (3)</td>
<td></td>
</tr>
<tr>
<td>DSCI 7334 BUSA 9334 - Qualitative Research Methods in Business (3)</td>
<td></td>
</tr>
</tbody>
</table>

Research and Teaching Practicum

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOGT 9737 - Logistics and Transportation Teaching Practicum (3)</td>
<td></td>
</tr>
<tr>
<td>LOGT 9999 - Dissertation (3, repeated for a minimum of 18 total hours)</td>
<td></td>
</tr>
</tbody>
</table>

Supply Chain Management SCM Concentration Areas

The required hours may be taken from the courses specified for one of the following concentration areas or by some combination of courses from more than one area, with the approval of the Program Director.

Information Systems

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISM 7331 - Enterprise Systems Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>CISM 7336 9630 - Enterprise Information Systems Theories and Research (3)</td>
<td></td>
</tr>
<tr>
<td>CISM 9631 - Seminar in Supply Chain Information Systems (3)</td>
<td></td>
</tr>
<tr>
<td>CISM 9632 – Enterprise Information Systems Theories and Practice (3)</td>
<td></td>
</tr>
</tbody>
</table>

Operations Management

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGNT 9661 - Readings in Total Quality Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGNT 9662 - Production Planning (3)</td>
<td></td>
</tr>
<tr>
<td>MGNT 9663 - Inventory Control Systems (3)</td>
<td></td>
</tr>
</tbody>
</table>

Marketing

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 9671 - Promotion Seminar (3)</td>
<td></td>
</tr>
<tr>
<td>MKTG 9672 - Marketing Strategy Product and Pricing Seminar (3)</td>
<td></td>
</tr>
<tr>
<td>MKTG 9673 - Buyer Behavior Market Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>MKTG 9674 - Global Marketing Theory and Application (3)</td>
<td></td>
</tr>
<tr>
<td>MKTG 9675 - Professional Sales and Sales Management (3)</td>
<td></td>
</tr>
</tbody>
</table>

V. OLD BUSINESS

A. Scholarships Sub-Committee - Dr. Diebolt stated the G. Lane and Christine S. Van Tassell and Katie and Tanner Miller/Van Tassell Family graduate scholarships need to be awarded.
The scholarship applications will be shared electronically through the Graduate Committee SharePoint site. Ad-hoc member will be called as needed to review applications. Discussions of applicants will take place via email and the sub-committee will meet in person if needed.

VI. ANNOUNCEMENTS – Dr. Patterson announced that the Graduate Research Symposium is March 31, 2011 and there will be a number of events taking place that week for graduate students. Details of the events will be sent out by COGS. A call for symposium judges will also be sent out soon. Dr. Patterson stated he will be meeting with representatives from COE, CLASS, and CHHS to discuss ways of incorporating online presentations and alternatives to poster presentations for the symposium; however, COGS will need cooperation from the colleges to make this a success.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 10, 2011 at 8:25 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 28, 2011 by electronic vote of Committee

Undergraduate Committee
Chair: Ron MacKinnon (CIT)

UNDERGRADUATE COMMITTEE MINUTES FEBRUARY 8, 2011 3:30 P.M. INFORMATION TECHNOLOGY, ROOM 3214

I. CALL TO ORDER
Present: Dr. Amao Zhang, Dr. Chuck Harter, Ms. Debra Skinner, Dr. Dena Hale, Dr. Jacob Warren, Dr. Julie Maudlin, Ms. Lisa Smith, Ms. Lisa Yocco, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Mr. Todd Hall, Dr. Kathy Albertson, Ms. Ann Evans, Ms. Christian Gibson
Visitors: Ms. Candice Griffith, Dr. Chris Kadlec, Dr. Christine Ludowise, Dr. Eric Kartchner, Dr. Kevin Elder, Dr. Peggy Hargis, Dr. Shahnam Navaee, Ms. Sonya Huber
Absent with Alternate in attendance: Dr. Melissa Garno
Absent: Ms. Amy Boyett, Dr. Don Stallings, Dr. Greg Chamblee, Dr. Jim Stephens, Dr. Laura Valeri

Dr. Ron MacKinnon called the meeting to order at 3:34 p.m.

II. APPROVAL OF AGENDA
A Yocco/Maudlin motion to approve the agenda was passed unanimously.
III. COLLEGE OF INFORMATION TECHNOLOGY

New Course

IT 4433 - Information Storage and Management
This course covers modern storage infrastructure technology and management including: challenges and solutions for data storage and data management, intelligent storage systems, storage networking, backup, recovery, and archive, business continuity and disaster recovery, security and virtualization, managing and monitoring the storage infrastructure. Best practices for security policies of cloud resources including permissions, privileges and storage management are analyzed and performed. Prerequisites: A minimum grade of “C” in CISM 3134 and IT 2333. 3 credit hours.

JUSTIFICATION:
The course was offered as IT 5090 for three semesters as an elective course and has been well received. It was crossed referenced as CS/CI 5090 and IT 5090 Summer 2008 as it was first delivered with total enrollment of 9. It was subsequently offered as an elective Spring 2009 and Spring 2010 with enrollments of 16 and 12 respectively. The course is being added as an optional course in the network specialization in the IT program. A Yocco/Kennerly motion to approve this new course was passed unanimously.

Course Revisions

FROM: IT 4234 - Network Operating Environments
Provides a study of functions and structures of network operating systems. Emphasis will be placed on the management of files, processes, memory, and input/output devices of major network operating systems such as UNIX, LINUX, Novell NetWare, and Windows 2000 Server.

TO: IT 4234 - Datacenter Management
This course covers datacenter infrastructure and management including technologies such as: virtualization, networking, server consolidation, green IT computing, and network storage configurations. Using virtualized platforms (hypervisors), various server, networking and infrastructure configurations are deployed, analyzed and managed. A number of server operating systems are deployed, administered and managed via remote locations. Best practices for security policies of cloud resources including permissions, privileges and server management are analyzed and performed.

JUSTIFICATION:
Because of the highly dynamic nature of the IT field, it is necessary to update the focus of the course and reflect the changing nature of the content in the title. Datacenter management is an accurate title because it matches the current and long-term focus of the class.

FROM: WBIT 4602 - IT Strategy, Design, and Development
Students will gain an understanding of the complexities of IT systems development and will demonstrate effective strategies commonly used by IT professionals. The course will include surveys of security issues, Internet technologies, web development software, e-commerce models, purchase and payment systems, interfaces with business systems, legal issues, international issues, and marketing and promotion of information technology systems. Students will develop prototypical systems. Prerequisites: A minimum grade of “C” in WBIT 3111, WBIT 3200, WBIT 3600, and WBIT 4120.

TO: WBIT 4602 - IT Strategy Seminar
Students will participate in research and discussion on a current or emerging topic in the discipline of Information Technology. A term paper on the topic (or
related subtopic) is required. A designated faculty member from the Consortium will select the topic in advance based on his/her expertise and lead the seminar. Prerequisite: Senior standing.

JUSTIFICATION:
Because of the dynamic, ever-changing nature of the IT field, it has become necessary to update the content included in this course. The revised course name and description are in keeping with the changes prescribed by the consortium of universities which participate in the web BSIT program. The change was approved by the Operating Board of the WebBSIT program to better reflect the content of the course.

A Zhang/Hale motion to approve these course revisions was passed unanimously.

New or Revised Programs

B.S.I.T. Information Technology
JUSTIFICATION:
Updating the program listing to be consistent with course name revisions.

B.S.I.T. Information Technology (WebBSIT)
JUSTIFICATION:
Updating the program listing to be consistent with course name revision.

Information Systems/Information Technology (IS/IT) Minor
JUSTIFICATION:
To provide non-IT majors access to IT curriculum for further specialization.

Multimedia Communication Minor
JUSTIFICATION:
Course name changed by faculty of Communication Arts and needs to be reflected in appropriate programs in which the course is included.

Web Media Minor
JUSTIFICATION:
Course name changed by faculty of Communication Arts and needs to be reflected in appropriate programs in which the course is included.

A Hale/Zhang motion to approve these program revisions was passed unanimously.

IV. COLLEGE OF BUSINESS ADMINISTRATION

Course Revision
FROM: MGMT 4236 - New Venture Planning
Prerequisites: A minimum grade of “C” in MGMT 3234 and MKTG 3131.
TO: MGMT 4236 - New Venture Planning
Prerequisite: A minimum grade of “C” in MGMT 3130.
JUSTIFICATION:
The change to the course is required due to a new program proposal for a minor in entrepreneurship and small business. The changes will enable students on the minor to take the course and avoid 'hidden' prerequisites.

A Hale/Harter motion to approve this course revision was passed unanimously.

New or Revised Program

Entrepreneurship and Small Business Management Minor
JUSTIFICATION:
Over 40% of students nationally report considering starting a business at some point in their career and around 3% of the student population are actively involved in starting or managing their own businesses while at the University. Many of these students are non-business majors, such as, students in hospitality, construction management, computer and information technology and engineering. In the past students outside of COBA have had difficulty accessing courses that would support their interest in starting a business while taking a major in a non-business subject. The purpose of this minor is to draw together four existing entrepreneurship and small business courses in order to make them available to students beyond the Management major. The prerequisites associated with these courses have recently been reduced in order to increase access and the resources required to provide this minor already exist.

A Hale/Harter motion to approve this program revision was passed unanimously.

v. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➤ Center for Africana Studies
   Course Revision
   FROM: AAST 5435 - The Rural South
   TO: AAST 5435 - The South in American Culture
   JUSTIFICATION:
   We are changing the title to better reflect course content.

   A Kennerly/Yocco motion to approve this course revision was passed unanimously.

   Program Revision
   Africana Studies Interdisciplinary Minor
   JUSTIFICATION:
   Changing a course title.

   A Kennerly/Yocco motion to approve this program revision was passed unanimously.

➤ Center for American Studies
   Course Revision
   FROM: AMST 5435 - The Rural South
   TO: AMST 5435 - The South in American Culture
   JUSTIFICATION:
   We are changing the title to better reflect course content.

   A Kennerly/Yocco motion to approve this course revision was passed unanimously.

   Program Revision
   American Studies Interdisciplinary Minor
   JUSTIFICATION:
   Changing a course title.

   A Kennerly/Yocco motion to approve this program revision was passed unanimously.

➤ Department of Art
   Course Deletion
   ART 3431 - Digital Photography
   JUSTIFICATION:
   Course no longer taught, replaced with ART 1335 Photographic Imaging I.

   A Kennerly/Yocco motion to approve this course deletion was passed unanimously.
Course Reactivation
ART 3335 - Photography III
JUSTIFICATION:
Change in course emphasis from analog darkroom photography to digital photography technical instruction.

A Kennerly/Yocco motion to approve this course reactivation was passed unanimously.

Course Revisions
FROM: ART 1335 - Photography I
This is a studio course that explores fundamentals in techniques and applications of the photographic medium within the context of art. Students learn the use of the 35mm camera, exposure, meter, black and white film processing, printing, and the use of the camera as a means of personal creative self-expression. 2 lecture contact hours, 3 lab contact hours.

TO: ART 1335 - Photographic Imaging I
This is a studio course that explores fundamentals techniques and applications of the photographic medium within the context of art. Students learn to use the digital camera and employ Photoshop, as a tool for developing personal creative self-expression, and ways in which to think and see in new ways. Students are critiqued on the basis of technical proficiency, aesthetic accomplishment and conceptual development. 3 lecture contact hours, 2 lab contact hours.

JUSTIFICATION:
Change in course emphasis from analog darkroom photography to digital photography technical instruction. Change in lecture/lab hours due to studio-based lab requirement.

FROM: ART 2335 - Photography II
This is a studio course that explores the use of the 35mm camera and black and white processing to creatively express ideas and emotions. Emphasis is on the continued development of technique and personal aesthetic. 2 lecture contact hours, 3 lab contact hours.

TO: ART 2335 - Photographic Imaging II
This is a studio course that explores the use of digital photography and Photoshop to creatively express ideas. Emphasis is on the continued development of technique and personal aesthetic. Students will analyze the writings and dogmas of historical and contemporary photo-historians and scholars to further develop their understanding of the medium. 3 lecture contact hours, 2 lab contact hours.

JUSTIFICATION:
Change in course emphasis from analog darkroom photography to digital photography technical instruction. Change in lecture/lab hours due to studio-based lab requirement.

FROM: ART 3335 - Photography III
A studio course that explores a variety of photographic methods to achieve an advanced level of personal expression and an understanding of aesthetics. Prerequisite: ART 2335. 2 lecture contact hours, 3 lab contact hours.

TO: ART 3335 - Photographic Imaging III
This is a studio course in which the student explores the use of the digital camera and elements of Photoshop to use as tools for personal creative expression and development of the artist's vision. Students will question and evaluate the role of photography in contemporary society and discuss our role and responsibilities as
image-makers. Prerequisite: A minimum grade of “C” in ART 2335. 3 lecture
contact hours, 2 lab contact hours.

JUSTIFICATION:
Change in course emphasis from analog darkroom photography to digital
photography technical instruction. Change in lecture/lab hours due to studio-
based lab requirements, schedule type, prerequisites.

A Kennerly/Yocco motion to approve these course revisions was passed unanimously.

Program Revisions

Art (Studio/Graphic Design) Minor

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

Art (Studio) Minor

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

B.A. Art, Concentration in Art History

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

B.A. Art, Concentration in Studio

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

B.F.A. Art, Concentration in 2D Studio

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

B.F.A. Art, Concentration in 3D Studio

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

B.F.A. Art, Concentration in Graphic Design

JUSTIFICATION:
Title change in photography course. Change in course emphasis from analog
darkroom photography to digital photography technical instruction.

A Kennerly/Yocco motion to approve these program revisions was passed unanimously.

➤ Department of Foreign Languages

Course Revisions

FROM: FORL 3131 - Greek and Latin Vocabulary
Cross-listed with LING 3131.

TO: FORL 3131 - Greek and Latin Vocabulary
No Cross-listing.

JUSTIFICATION:
Since this course has not been offered in many years, Writing and Linguistics wants to delete the LING crosslisting and delete the course from LING minor program pages.

FROM: FORL 3533 - Introduction to Language
Cross-listed with LING/ANTH 3533.
TO: FORL 3533 - Introduction to Language
Cross-listed with LING 3533.
JUSTIFICATION: ANTH 3533 is being deleted but LING/FORL 3533 should remain the same.

FROM: FREN - various
TO: FREN - various
Keep current catalog description, add “Conducted in French” at end.
JUSTIFICATION: We have noticed that in the course descriptions on Wings, some of the French course descriptions lack the phrase, "Conducted in French." It was our intention to include this phrase in all the courses 3000 and above. Our inspection of the Catalog reveals that the phrase should be added to the following courses: 3030, 3130, 3132, 3134, 3195, 4330

FROM: SPAN 3335 - Spanish American Culture
TO: SPAN 3335 - Conversation, Composition, Culture: South America
JUSTIFICATION: Title change recognizes the emphasis placed on speaking and writing; also focuses the content on South America vs. Spanish America.

FROM: SPAN 3336 - Mexican Culture
TO: SPAN 3336 - Conversation, Composition, Culture: Mexico and Central America
JUSTIFICATION: Title change recognizes the emphasis placed on speaking and writing.

FROM: SPAN 3337 - Caribbean Culture
TO: SPAN 3337 - Conversation, Composition, Culture: The Caribbean
JUSTIFICATION: Title change recognizes the emphasis placed on speaking and writing.

FROM: SPAN 3338 - Peninsular Culture
TO: SPAN 3338 - Conversation, Composition, Culture: Spain
JUSTIFICATION: Title change recognizes the emphasis placed on speaking and writing.

FROM: SPAN 3339 - U.S. Latino Culture
TO: SPAN 3339 - Conversation, Composition, Culture: Latino USA
JUSTIFICATION: Title change recognizes the emphasis placed on speaking and writing.

A Kennerly/Harter motion to approve these course revisions was passed unanimously.
Chris Caplinger is submitting a proposal to replace IDS 2210 with a new course called FYE 1410: Global Citizens, for all students who begin Fall 2011 or later. It will be on the January Undergraduate Curriculum Committee agenda.

Foreign Language Minor
JUSTIFICATION:
We currently only have specific foreign language minors in Spanish, French, German, and Japanese. Currently the Registrar allows students to satisfy a degree requirement for a minor by taking 15 upper-division hours in a language other than these, but the minor is not actually posted to the transcript. This proposed Foreign Language Minor would allow the minor to be posted to the transcript.

A Kennerly/Hale motion to approve these program revisions was passed unanimously.

➢ Department of Psychology
New Course
PSYC 3534 - Psychology of Language
An introduction focusing on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Prerequisite: A minimum grade of "C" in PSYC 1101, LING 3533, LING 3630, or permission of instructor. 3 credit hours. Cross-listed with LING 3534.

JUSTIFICATION:
The topic is a key one in both Linguistics and Psychology and generally in the study of language, thought, learning, the brain, and human communication and identity. It is therefore a suitable course for humanities and social sciences and thus for the College of Liberal Arts and Social Sciences. It specifically fills a need for more electives in the Psychology major related to Cognitive Psychology and Social Psychology, and for courses in Writing and Linguistics for study of social and cognitive aspects of language relating to learning and construction of thought, identity, and culture through language.

A Kennerly/Maudlin motion to approve this new course was passed unanimously.

➢ Department of Sociology and Anthropology
New Courses
ANTH 3431 - Linguistic Anthropology
This course introduces students to the anthropological study of language including the structural and cultural aspects of language. Students will learn to analyze the intersections between language, culture and world view as well as the basic methods used by anthropologists for collecting linguistic data in unwritten languages. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in ANTH 1102. 3 credit hours.

JUSTIFICATION:
This course, Linguistic Anthropology, will be required for the major, and will replace ANTH 3533 (Introduction to Language). ANTH 3533 is cross-listed with FORL and LING, and the content varied depending on which department was teaching it. Because the new course, ANTH 3431, is required for our major, it should properly be reconfigured as an anthropology course taught by a linguistic anthropologist within our department.

SOCI 3435 - Environmental Sociology
This course focuses on the interconnectedness of human societies and the natural environment and explores contemporary (and often controversial) environmental issues. Prerequisite: SOCI 1101. 3 credit hours.

JUSTIFICATION:
This is a new elective offering within our major.

A Hale/Harter motion to approve these new courses was passed unanimously.

Course Deletions
ANTH 3533 - Introduction to Language
ANTH 5438 - Social Issues of International Development and Change
SOCI 5438 - Social Issues of International Development and Change
JUSTIFICATION:
SOCI/ANTH/INTS 5438 has not been taught in 5 years. ANTH 3533 -- We are deleting our cross-listing of the course.

A Maudlin/Kennerly motion to approve these course deletions was passed unanimously.

Course Reactivation
SOCI 3335 - Social Change
JUSTIFICATION:
This course was deleted after not having been taught for 5 years. We now have a faculty member who is qualified and interested in teaching this course.

A Hale/Yocco motion to approve this course reactivation was passed unanimously.

Course Revisions
FROM: ANTH 4630 - Capstone Seminar in Anthropology
Prerequisites: A minimum grade of "C" in ANTH 2131, ANTH 3131, ANTH 3331, and ANTH 3533.
TO: ANTH 4630 - Capstone Seminar in Anthropology
Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in ANTH 2131, ANTH 3131, ANTH 3331, and ANTH 3431.
JUSTIFICATION:
We deleted ANTH 3533, which was a prerequisite and/or co-requisite. We are creating a new course (ANTH 3431) and it will become a prerequisite and/or co-requisite.

FROM: ANTH 5435 - The Rural South
TO: ANTH 5435 - The South in American Culture
JUSTIFICATION:
We are changing the title to better reflect course content.

FROM: ANTH 5631 - Anthropology of Language and Gender
Prerequisites: A minimum grade of "C" in ANTH 1102 and prior or concurrent enrollment with a minimum grade of "C" in ANTH 3331 and ANTH 3533.
TO: ANTH 5631 - Anthropology of Language and Gender
Prerequisites: A minimum grade of "C" in ANTH 1102 and prior or concurrent enrollment with a minimum grade of "C" in ANTH 3331 and ANTH 3431 or ANTH 3533.
JUSTIFICATION:
We are deleting ANTH 3533 and replacing it with ANTH 3431. Students who have already taken ANTH 3533 will have met the prerequisite, but students as of the 2011 - 2012 academic year will need to take ANTH 3431 instead. Therefore
either of these courses will meet the prerequisite. Once students who have taken ANTH 3533 have cycled out, we will drop that as a prerequisite.

FROM: SOCI 4790 - Field Instruction
TO: SOCI 4790 - Internship
JUSTIFICATION:
The change in title will better reflect students' experiences.

FROM: SOCI 5435 - The Rural South
TO: SOCI 5435 - The South in American Culture
JUSTIFICATION:
We are changing the title to better reflect course content.

A Harter/Kennerly motion to approve these course revisions was passed unanimously.

New or Revised Program Revisions
Anthropology Minor
JUSTIFICATION:
We need to change the wording for the requirements for the anthropology minor to reflect our acceptance of the following as a course that can be taken to meet requirements for the minor: the 2000-level course ANTH 2131, Biological Anthropology, which was changed from a 3000 to a 2000-level course in 2009 to accommodate our new 4000-level Capstone course.

B.A. Anthropology
JUSTIFICATION:
Due to adding another anthropology course in our area F (courses appropriate to Major) in 2009, we need to change the selected courses section from 9 - 15 hours to 6 - 12 hours so that the total will add up to the 18 hours required in that section. We are deleting ANTH 3533 and replacing it with a new course, ANTH 3431. Under Advisement, we need to change 45 hours to 30 hours per new college policy. We also changed the title of the Rural South course.

B.A. Sociology
JUSTIFICATION:
We are deleting the BA in Sociology because of a low graduation rate.

B.S. Sociology
JUSTIFICATION:
The BS in Sociology has been reconfigured to incorporate the needs of those students who otherwise would have opted for a BA.

Sociology Minor
JUSTIFICATION:
We want to broaden students’ range of course options.

A Hall/Hale motion to approve these program revisions was passed unanimously.

Department of Writing and Linguistics
New Courses
LING 2430 - Essential Grammar for Successful Writing
Offers review and reinforcement of grammar, punctuation, and rules of writing used in both academics and the professions. Challenges students to learn grammar and punctuation well enough that they feel confident with their language skills. Emphasizes
paragraph and essay-level writing through drafting, revision, and editing. 3 credit hours. Cross-listed with WRIT 2430.

**JUSTIFICATION:**
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course offering reviews grammatical concepts for students needing this knowledge.

**LING 3534 - Psychology of Language**
An introduction focusing on the psychological mechanisms underlying the acquisition and use of language from cognitive and social psychological perspectives. Prerequisite: A minimum grade of "C" in PSYC 1101, LING 3533, LING 3630, or permission of instructor. 3 credit hours. Cross-listed with PSYC 3534.

**JUSTIFICATION:**
The topic is a key one in both Linguistics and Psychology and generally in the study of language, thought, learning, the brain, and human communication and identity. It is therefore a suitable course for humanities and social sciences and thus for the College of Liberal Arts and Social Sciences. It specifically fills a need for more electives in the Psychology major related to Cognitive Psychology and Social Psychology, and for courses in Writing and Linguistics for study of social and cognitive aspects of language relating to learning and construction of thought, identity, and culture through language.

**WRIT 2430 - Essential Grammar for Successful Writing**
Offers review and reinforcement of grammar, punctuation, and rules of writing used in both academics and the professions. Challenges students to learn grammar and punctuation well enough that they feel confident with their language skills. Emphasizes paragraph and essay-level writing through drafting, revision, and editing. 3 credit hours. Cross-listed with LING 2430.

**JUSTIFICATION:**
Grammatical competency is now required of many majors for program admission (Communication Arts) or certification (Georgia Educators). No current course offering reviews grammatical concepts for students needing this knowledge.

**WRIT 3133 - Tutoring Writing**
Focuses on the theory and practice of tutoring writing in writing centers and other educational settings. Course topics include tutoring ethics, effective tutoring strategies, analyzing student texts, addressing disciplinary discourses and conventions, and recognizing diverse student needs. Prerequisite: A minimum grade of "B" in ENGL 1101 or ENGL 1160. Corequisite: ENGL 1102.

**JUSTIFICATION:**
This is a course that will contribute to the Writing and Linguistics major and give students training in tutoring writing one-on-one. Students who plan to become teachers will benefit from the enhanced training in rhetorical analysis this course provides. Students who take this course will also be eligible to apply for positions as writing tutors in the University Writing Center.

*A Hale/Smith motion to approve these new courses was passed unanimously.*

**Course Deletion**
**LING 3131 - Greek and Latin Vocabulary**

**JUSTIFICATION:**
This course has not been offered for many years and does not fit well with the reconfigured BA in Writing and Linguistics. LING 3131 is being deleted from the
LING minor, the LING interdisciplinary minor, the LING interdisciplinary concentration, and the program page for the B.A. in Writing and Linguistics. According to the 2010-11 catalog, these are the only programs where this course is listed.

A Kennerly/Harter motion to approve this course deletion was passed unanimously.

Course Revisions
FROM: LING 3030 - Selected Topics in Linguistics
Prerequisites: None.
TO: LING 3030 - Selected Topics in Linguistics
Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.
JUSTIFICATION:
Bring prerequisites for this course in line with other prerequisites for analogous courses in same department.

FROM: LING 3030S - Selected Topics in Linguistics
Prerequisites: None.
TO: LING 3030S - Selected Topics in Linguistics
Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.
JUSTIFICATION:
Bring prerequisites for this course in line with other prerequisites for analogous courses in same department.

FROM: LING 3533 - Introduction to Language
Cross-listed with ANTH/FORL 3533.
TO: LING 3533 - Introduction to Language
Cross-listed with FORL 3533.
JUSTIFICATION:
ANTH 3533 is being deleted but LING/FORL 3533 should remain the same.

FROM: WRIT 2133 - Forms in Creative Writing
A workshop course that focuses on the writing of a specific creative form or genre. The form being studied and practiced varies, but may include Science Fiction and Fantasy; Spiritual Autobiography; Humor and Satire; Prose Poetry, Horror, and additional forms not covered in other creative writing courses.
TO: WRIT 2133 - Forms in Writing
This course focuses on the writing of a specific form or genre. The form being studied and practiced varies, but may include creative, academic, professional and/or technical forms.
JUSTIFICATION:
Changes made to address needs of altered B.A. in Writing & Linguistics effective Fall 2010.

FROM: WRIT 3232 - Document Creation for Professional and Technical Writers
Overviews theories of document creation, including human perception, psychology of color, and principles of design as they relate to needs of professional and technical writers. Students will learn to apply these theories by producing technical documents and projects which incorporate the principles of visual communication and usability.
TO: WRIT 3232 - Document Creation for Writers
This course overviews theories of document creation, including human perception, psychology of color, and principles of design as they relate to needs of writers. Students will learn to apply these theories by producing documents and projects that incorporate the principles of visual communication and usability.
JUSTIFICATION:
The course title and course description are being revised so that they will better fit with recent changes to the Writing and Linguistics BA.

FROM: WRIT 3233 - Professional and Technical Editing
Encompasses the ideas of editing as a professional writing skill, with a focus on the job of a technical editor. Emphasizes proofreading skills and the manipulation of documents from inception through presentation as finished products. Layout, document design, and contemporary production processes are also emphasized.

TO: WRIT 3233 - Professional Editing
This course encompasses the ideas of editing as a professional writing skill, with a focus on the job of an editor. Emphasizes proofreading skills and the manipulation of documents from inception through presentation as finished products. Layout, document design, and contemporary production processes are also emphasized.

JUSTIFICATION:
The course title and course description are being revised so that they will better fit with recent changes to the Writing and Linguistics BA.

FROM: WRIT 3234 - Research Methods for Professional and Technical Writers
Introduction to quantitative and qualitative research designs in professional and technical communication. Intensive study of planning and research designs including primary (surveys, interviews, experiments, questionnaires, field research, etc.) and secondary research tools (i.e., Internet, print sources, bibliographies).

TO: WRIT 3234 - Research Methods for Writers
Introduction to quantitative and qualitative research designs for writers. Intensive study of planning and research designs including primary (surveys, interviews, experiments, questionnaires, field research, etc.) and secondary research tools (i.e., Internet, print sources, bibliographies).

JUSTIFICATION:
The course title and course description are being revised so that they will better fit with recent changes to the Writing and Linguistics BA.

A Hale/Harter motion to approve these course revisions was passed unanimously.

New or Revised Program Revisions
B.A. Writing and Linguistics
JUSTIFICATION:
The changes to the program page are necessary because of the revision of several courses to fit the reconfigured B.A. that was approved in January 2010 and to reflect new courses that are being added.

Linguistics Interdisciplinary Concentration
JUSTIFICATION:
Flesh out area in catalog to fit standard displayed by other interdisciplinary concentrations and adding “Psychology of Language.”

Linguistics Interdisciplinary Minor
JUSTIFICATION:
Cleaning up errors in catalog, adding the course "Psychology of Language," and deleting the course "Greek and Latin Vocabulary." Change in contact information.

Linguistics Minor
JUSTIFICATION:
Cleaning up errors in catalog, adding "Psychology of Language," and deleting the course "Greek and Latin Vocabulary." Addition of contact information.

Professional and Technical Writing Minor

JUSTIFICATION:
Students can currently earn a minor in Writing & Linguistics. A minor in Professional and Technical Writing will focus on those specific courses offered by Writing & Linguistics and nicely complement any degree program.

Technical Writing Second Discipline Concentration

JUSTIFICATION:
Course title changes for three Writing and Linguistics courses need to be reflected in the catalog for the Second Discipline Concentration in Technical Writing. In addition, there is a new course to be added to the electives. The "G" designations need to be dropped since it is an undergraduate degree program.

A Kennerly/Maudlin motion to approve these program revisions was passed unanimously.

Center for International Studies
New or Revised Program Revisions
Latin American Studies Concentration

JUSTIFICATION:
Course names in Spanish have changed. The change here updates the titles to reflect the changes.

Latin American Studies Minor

JUSTIFICATION:
Course names in Spanish have changed. The change here updates the titles to reflect the changes.

A Smith/Hale motion to approve these program revisions was passed unanimously.

VI. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Department of Construction Management and Civil Engineering

New Courses
CENG 2231 - Surveying
Principles of the level, theodolite, electronic distance measurement (EDM), total station and global positioning systems, taping, note keeping, coordinate geometry, control surveys, triangulation, trilateration, plane coordinate systems, azimuth and topographic mapping. Laboratory includes use of level, theodolite, EDM, total station, GPS, traverse closure, level net closure, topographic mapping, measuring distances and heights using coordinate geometry calculations. Prerequisite: A minimum grade of "C" in MATH 1113. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 3131 - Environmental Pollution
Review of the role of the EPA in environmental protection. Basic hydrology of catchments will be covered. Topics to be included are: Causes, estimation and control of storm water; Surface water, groundwater, air and noise pollution, plus control methodology; Principles of solid waste systems, and hazardous waste control; Standard EPA approved laboratory tests to evaluate environmental
pollution; Stream sanitation and DO sag curve; Computer programs to trace movement and concentration of pollutants in rivers, estuaries, and aquifers, plus aquifer rehabilitation using injection and pumped wells. Prerequisite: A minimum grade of "C" in CHEM 1147. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 3133 - Transportation Systems
Overview of transportation engineering with respect to traffic operation and transportation planning, including mainly highway. Emphasis on design and traffic control devices with considerations of economy, safety, and environment. Laboratory involves data measurement and analysis techniques associated with transportation engineering using probability. Prerequisites: A minimum grade of "C" in CENG 2231 and prior or concurrent enrollment in MATH 3337. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 3135 - Project Cost Analysis, Planning and Management
This course focuses on the cost estimating process related to the site work and highway construction industry, and examines construction drawings and specifications documents as they relate to cost estimation process. The course also covers key aspects of project planning, scheduling and management. Topics include: bid documents, estimating process, cost of labor and equipment, handling and transporting materials, earthwork and excavation, computerized estimating, techniques for economy studies of multiple alternatives, project scheduling, project management, and safety. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CENG 2234 and Junior or Senior standing in CET or CE. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 3234 - Civil Engineering Materials
Introduction to materials science and basic engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt binder and asphalt concrete, wood, and masonry. Experiment preparation and field trip to nearby plants are required. Written and oral communication skills are an important part of this course. Prerequisites: A minimum grade of "C" in ENGR 3233 and prior or concurrent enrollment in MATH 3337. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 3242 - Structural Analysis
Introduction to types of structures and loads. Analysis of statically determinate and indeterminate structures by classical and other methods. The types of structures covered include beams, plane trusses, and plane frames. Topics include external and internal reactions, deflections, moving loads and influence lines, approximate methods (including portal method and cantilever method), classical slope-deflection and moment distribution methods, and an introduction to matrix method. Computational laboratory activities in support of instruction, including use of industry-standard structural analysis software. Prerequisites: MATH 2243 and a minimum grade of "C" in ENGR 1133, ENGR 1731, ENGR 3233, and MATH 2331. Corequisite: MATH 3230. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.
CENG 3311 - Fluid Mechanics Lab
The laboratory includes measurement of water properties including specific weight and dynamic viscosity, use of the Bernoulli equation, pressure measurement, flow rate measurement on a pipe, open channel flow, calibration of flow-measuring, head loss in piping systems, and characteristics of centrifugal pumps. Corequisite: ENGR 3235. 1 credit hour.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4131 - Structural Steel Design
Course includes characteristics of structural steel; Introduction to AISC Load and Resistance Factor Design (LRFD) specifications; design of tension members, columns, beams, beam-columns, and connections. Prerequisites: A minimum grade of “C” in CENG 3242 and prior or concurrent enrollment in MATH 3337. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4132 - Water-Wastewater Treatment
The course includes sources and characteristics of water and wastewater, principles of design for units and processes in water and wastewater treatment plants, treatment standards, standard laboratory tests used to control the operation of water and wastewater treatment plants. Field trips to water and wastewater treatment plants are incorporated into the course when appropriate. The course also includes computer program design of water treatment units. Prerequisites: A minimum grade of “C” in CENG 3131, CENG 3311, and ENGR 3235. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4133 - Water Supply Systems
The course includes parameters, equations and procedures for the design of wastewater and storm water collection systems; parameters, equations and procedures for the design of water distribution systems, pumps, pump curves, pumping stations, sizing storage tanks and wetwells; design of wastewater and stormwater collection systems; rainfall-runoff computations; Hardy-Cross method for pipe networks; and design of culverts, drop structures, sheet flow, and use of computer programs for unlined channel design. Prerequisites: A minimum grade of “C” in CENG 3131, CENG 3311, and ENGR 3235. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4134 - Reinforced Concrete Design
Course covers characteristics of concrete materials; introduction to ACI Building Code requirements for reinforced concrete; strength design of slabs, beams, columns and footings. Prerequisites: A minimum grade of "C" in CENG 3242 and prior or concurrent enrollment in MATH 3337. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4135 - Highway Design
A synthetic approach to highway design mainly including geometric and pavement structural design, based on considerations of geometric controls, structural requirements, drainage needs, properties of pavement materials and
economy. Prerequisites: A minimum grade of "C" in CENG 2231, CENG 3133, and CENG 3234. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4136 - Soil Mechanics and Foundations
Introduction to soil mechanics, including the mechanical and physical properties of soils and the relation to soil action in problems of engineering such as soil composition, index properties, classification, exploration, compaction, permeability and seepage, stress distribution, consolidation, settlement, shear strength, bearing capacity, lateral earth pressure. Foundation design will also be briefly introduced. Prerequisites: A minimum grade of "C" in ENGR 1731 and ENGR 3233. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4437 - Senior Project
Designed to be the culmination of the undergraduate civil engineering education, the course draws together diverse elements of the Civil Engineering curriculum to provide integrating experience and to develop competence in focusing both technical and nontechnical skills in solving problems. The senior project course involves design and analysis of a new or modified civil engineering project or system with demonstrated feasibility. Prerequisites: A minimum grade of "C" in CENG 4131 and CENG 4134, or CENG 4132 and CENG 4133, or CENG 4135 and CENG 4136. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Civil Engineering Program.

CENG 4890 - Special Problems in Civil Engineering
This course provides for specialized study in the area of Civil Engineering not otherwise covered by the CE program. Prerequisite: As determined by the instructor. 1-4 credit hours.

JUSTIFICATION:
This is an elective course for the Civil Engineering program to provide students with specialized study not otherwise covered in the student's program.

A Yocco/Smith motion to approve these new courses was passed unanimously.

New or Revised Program
B.S.C.E. Civil Engineering
JUSTIFICATION:
The Civil Engineering Program will greatly benefit the region by preparing qualified Civil Engineering graduates. The Program will help the State of Georgia and the nation overcome the serious shortage of engineering graduates.

The proposed catalog page and the suggested chronology for the new Civil Engineering Program are provided on the following pages. The CE program has been approved by the Board of Regents.

A Yocco/Smith motion to approve this program revision was passed unanimously.

Department of Mechanical and Electrical Engineering
New Courses
EENG 1110 - Electrical Measurements
Introduction to the basic skills to build and test electric circuits using standard lab equipment including analog and digital instruments such as multimeters,
oscilloscopes, dual power supplies, and function generators. Simulation tools are also introduced in this course to verify experimental results. Corequisite: MATH 1441 or as approved by instructor. 1 credit hour.

JUSTIFICATION:
This is a required course for the Electrical Engineering program to provide students with hands-on laboratory experience.

EENG 2111 - Circuit Analysis Lab
Laboratory experimentations to enhance the student understanding of analytical principles developed in ENGR 2334 (Circuit Analysis) emphasizing the use of filters and operational amplifiers. Circuits are built and tested including the use of simulation tools to verify experimental results. Prerequisite: A minimum grade of "C" in EENG 1110 or as approved by instructor. Corequisite: ENGR 2334 or as approved by instructor. 1 credit hour.

JUSTIFICATION:
This course is required for Electrical Engineering program to provide students with laboratory experience in circuit analysis.

EENG 2230 - Electromagnetic Fields
A study of electromagnetic fields theory and applications including Coulomb's law, Gauss' law, Ampere's law, Maxwell's equations, boundary conditions, uniform plane, wave propagation, and transmission line theories applied to engineering in power systems, satellites, and wireless communications. Prerequisites: A minimum grade of "C" in MATH 3230 and PHYS 2212 or permission of instructor. 3 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with the concepts of electromagnetic fields in engineering applications.

EENG 3140 - Electronics I
A study of the characteristics and applications of semi-conductor devices with emphasis on diodes and transistors including rectifiers, amplifiers, and power supplies. The course also includes laboratory activities in support of instruction. Prerequisites: A minimum grade of "C" in EENG 2111 and ENGR 2334 or permission of instructor. 4 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to introduce students to the fundamentals of electronics.

EENG 3141 - Electronics II
A continuation of EENG 3140 (Electronics I) covering solid state devices including FET and BJT, small signal amplifiers, power amplifiers, tuned amplifiers, multistage amplifiers, feedback amplifiers, operational amplifiers, oscillators, and regulated power supplies. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 3140 or permission of instructor. 4 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with advanced training in electronic devices.

EENG 3241 - Electric Machines
The concepts of electric machines and their operation characteristics are covered with emphasis on different types of DC/AC motors and generators including single-phase and three-phase transformers. The course also includes laboratory activities in support of instruction. Prerequisites: A minimum grade of "C" in EENG 2230 and ENGR 2334 or permission of instructor. 4 credit hours.
JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with background in Electric Machines.

EENG 3340 - Microcontrollers
Fundamental concepts of address, data, and control are covered including microcontroller architecture, memory, peripheral devices, and interfacing. Students will apply programming skills learned to operate different types of microprocessors. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in ENGR 2323 or permission of instructor. 4 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with training in Microcontrollers.

EENG 3430 - Linear Systems
The mathematical foundations and modeling techniques to solve linear systems are covered in this course. Topics include vectors and matrices, eigenvalues and eigenvectors, Fourier series, Fourier transform, Laplace transform, and Z-transform. Several engineering applications in control and communication systems are provided. Prerequisites: A minimum grade of "C" in ENGR 2334 and MATH 3230 or permission of instructor. 3 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with basic knowledge of linear systems.

EENG 4610 - Senior Project I
This course is the first sequence of a capstone project with emphasis on project design and development under physical constraints. Topics covered include tasks scheduling, project management, and consideration of ethical or societal issues. Students are required to conduct research and start basic project design under the direction of a faculty advisor. Prerequisites: A minimum grade of "C" in EENG 3141 and EENG 3340 or permission of instructor. 1 credit hour.

JUSTIFICATION:
This is a required course for Electrical Engineering program as the first sequence of the capstone senior project.

EENG 4621 - Senior Project II
In this second sequence of the senior capstone project, students will start the implementation process of their projects including CAE/CAD software development, program writing, printed circuit board fabrication, systems testing, and performance evaluation. Course requirements include weekly progress reports, oral presentations, a comprehensive final report, and a final project demonstration. Prerequisite: A minimum grade of "C" in EENG 4610 or permission of instructor. 2 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program as the last sequence of the capstone senior project.

EENG 4890 - Directed Study in Electrical Engineering
An individualized study involving research and applications pertaining to Electrical Engineering. Prerequisite: Prior study plan as approved by instructor. 1-3 credit hours.

JUSTIFICATION:
This is an elective course for Electrical Engineering program to provide the student with a topic of study under the supervision of a faulty member. This course is considered essential to offer flexibility to EE curriculum.

**EENG 5090 - Selected Topics in Electrical Engineering**
Students in this course will have the opportunity to study selected topics in Electrical Engineering not currently offered by the program. Prerequisite: As determined by the instructor. 1-4 credit hours.

**JUSTIFICATION:**
This is an elective course for Electrical Engineering program to provide students with the knowledge of contemporary or emerging engineering topics not offered by the program. This course is considered essential to offer flexibility to EE curriculum.

**EENG 5132 - Industrial Electronics**
A coverage of the concepts of power electronics and converters including the use of thyristors, triacs, timers, logic control circuits, optical devices, and sensors. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 3141 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
This is an elective course for Electrical Engineering program to provide students with concentration in Industrial Electronics.

**EENG 5242 - Electrical Distribution Systems**
Introduction to conventional power systems is covered including generation, transmission, and distribution with emphasis on power flow and parameters affecting the transfer of energy over the transmission lines. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 3241 or permission of instructor. 4 credit hours.

**JUSTIFICATION:**
This is an elective course for Electrical Engineering program to provide students with concentration in power systems.

**EENG 5341 - Robotic Systems Design**
The basic elements of robotics are introduced with emphasis on mobile robots and applications. Topics include coordinate transformations, sensors, path planning, kinematics, effectors, and control. Students will work in teams to design and build increasingly complex robotic systems. The course also includes laboratory activities in support of instruction. Prerequisites: A minimum grade of "C" in EENG 3141, EENG 3340, and EENG 5431 or permission of instructor. 4 credit hours.

**JUSTIFICATION:**
This is an elective course for the Electrical Engineering program to provide students with concentration in robotic systems.

**EENG 5342 - Computer System Design**
Digital computers with emphasis on design and simulation are covered including instruction set design, processor implementation, pipelining, cache design, memory hierarchy, and input/output. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 3340 or permission of instructor. 4 credit hours.

**JUSTIFICATION:**
This is an elective course for Electrical Engineering program to provide students with concentration in computer systems.
EENG 5431 - Control Systems
Introduction to classical control theory and applications is presented with emphasis on feedback and its properties including the concept of stability, stability margins, and the different tools that can be used to analyze the system properties. Students will develop a working knowledge of the basic elements of linear control techniques. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 3430 or permission of instructor. 3 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with concentration in control systems.

EENG 5432 - Programmable Logic Controllers
Topics covered include sequential programmable logic controllers (PLC's) with emphasis on ladder diagrams, input/output devices, networking, and programming design through advanced functions. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in ENGR 2334 or permission of instructor. 3 credit hours.

JUSTIFICATION:
This is an elective course for Electrical Engineering program to provide students with electronic control systems specialization.

EENG 5532 - Wireless Communication
The concepts and techniques of wireless communication systems are covered in this course including propagation channels, communication link analysis, transceivers, signal processing, and multiple access schemes. Prerequisites: A minimum grade of "C" in EENG 2230 and EENG 5540 or permission of instructor. 3 credit hours.

JUSTIFICATION:
This is an elective course for Electrical Engineering program to provide students with concentration in communication systems.

EENG 5540 - Communication Systems
The theory and principles of communication systems are presented in this course. Topics covered include AM and FM modulations, transmission and reception, noise and random processes, pulse modulation, and digital transmission techniques. Laboratory emphasizes modeling and simulation using MATLAB programming. Prerequisites: A minimum grade of "C" in EENG 3140, ENGR 2341, and MATH 3337 or permission of instructor. 4 credit hours.

JUSTIFICATION:
This is a required course for Electrical Engineering program to provide students with concentration in communication systems.

EENG 5541 - Digital Communications
Theory and applications of digital communications systems are covered. Topics include ASK, FSK, DPSK, QAM, signaling over AWGN, band-limited and fading channels, inter-symbol interference, and error-correction codes. The course also includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in EENG 5540 or permission of instructor. 4 credit hours.

JUSTIFICATION:
This is an elective course for Electrical Engineering program to provide students with concentration in Digital Communications.

EENG 5891 - Special Problems in Electrical Engineering
This course provides for specialized study in the area of Electrical Engineering not currently offered by the program. Prerequisite: As determined by the instructor. 1-3 credit hours.

**JUSTIFICATION:**
This is an elective course for Electrical Engineering program to provide students with the skills to solve problems associated with a special engineering application. This course is considered essential to offer flexibility to EE curriculum.

A Yocco/Hale motion to approve these new courses was passed unanimously.

**New or Revised Program**
**B.S.E.E. Electrical Engineering**

**JUSTIFICATION:**
Given the existing Engineering Technology curricula at Georgia Southern, the proposed Electrical Engineering program can be created with neutral cost to the University System and will increase the availability of engineering careers to meet the state's need for more engineers in the southeast region of the state.

The proposed catalog page and the suggested chronology for the new Electrical Engineering program are provided on the following pages. The EE program has been approved by the Board of Regents.

A Yocco/Smith motion to approve this program revision was passed unanimously.

**New Courses**

**ENGR 3235 - Fluid Mechanics**
The course includes fundamentals of fluid statics and fluid dynamics for incompressible fluids, fluid properties, static and dynamic forces, Bernoulli's equation, pipe flow and losses, open channel flow and flow measurement. The course also includes methods, procedures and the use of equipment to measure standard fluid properties and phenomena. Prerequisite: ENGR 2231 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course is required for Civil and Mechanical Engineering Programs.

**MENG 1310 - Manufacturing Processes Lab**
This course covers hands on introduction to various manufacturing, machining and fabrication processes including welding, thread cutting, and machining using lathe and mill. 1 credit hour.

**JUSTIFICATION:**
Manufacturing Processes Lab is required in the undergraduate curriculum in the recently approved Mechanical Engineering degree program. This course provides foundational knowledge and skills that supports the applied nature of the program and is required of all Mechanical Engineering majors.

**MENG 2110 - Mechanical Engineering Case Studies in Design & Analysis**
The course includes fundamental techniques for creating, analyzing, synthesizing, and implementing design solutions to open-ended problems through team and individual efforts utilizing flexibility, adaptability, and creativity. Prerequisites: ENGR 1133 and MENG 1310 or permission of instructor. 1 credit hour.

**JUSTIFICATION:**
The proposed course is required for Mechanical Engineering program.

**MENG 2510 - Circuits Laboratory**
Basic concepts of laboratory practice and instruments in the analysis of elementary DC and AC electrical circuits will be covered in this course. 
Corequisite: ENGR 2334 or permission of instructor. 1 credit hour.

JUSTIFICATION:
It is a required course for Mechanical Engineering program.

MENG 3010 - Leveling Topics in Statistics
This course introduces the vector methods in solving Statics problems. It also covers three dimensional problems and advanced topics in friction. This is the leveling course to bridge the gap between the Statics course required for the Engineering Technology and the Engineering program. Prerequisite: TENS 2141 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who wants to tranfer from Mechanical Engineering Technology program to Mechanical Engineering program. This particular course is the bridge course in Statics between the two programs. The course can be taught in a condensed form during the regular semester.

MENG 3011 - Leveling Topics in Dynamics
This course introduces the vector methods in solving Dynamics problems. It also covers advanced topics in Dynamics, such as impulse momentum and work energy principles for bodies and three dimensional problems. This is the leveling course to bridge the gap between the Dynamics course required for the Engineering Technology and the Engineering program. Prerequisite: TENS 2142 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who wants to tranfer from Mechanical Engineering Technology program to Mechanical Engineering program. This particular course is the bridge course in Dynamics between the two programs. The course can be taught in a condensed form during the regular semester.

MENG 3012 - Leveling Topics in Mechanics of Materials
This course covers the advance topics of mechanics of materials to bridge the gap between the strength of materials required for the technology program and the mechanics of materials for the engineering program. The course will cover advanced topics, such as, double integration method for beam theory, eccentrically loaded column, theories of failures and thick pressure vessel. Prerequisite: TENS 2143 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who wants to tranfer from Mechanical Engineering Technology program to Mechanical Engineering program. This particular course is the bridge course for Strength of Materials between the two programs. The course can be taught in a condensed form during the regular semester.

MENG 3015 - Leveling Topics in Control
This course covers the basic principles of feedback control systems. Topics include analysis and design of control systems of commonly used configurations and case studies. The course additionally covers the control part of Mechatronics to bridge the gap between the Mechatronics required for the technology program and the Mechatronics in engineering program. Prerequisite: TMET 2521 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who wants to tranfer from Mechanical Engineering Technology program to Mechanical Engineering program. This particular course is the bridge course in Mechatronics between the two
programs. The course can be taught in a condensed form during the regular semester.

MENG 3016 - Leveling Topics in Energy Science
This is the leveling course to bridge the gap between the Statics course required for the Engineering Technology and the Engineering program. Extensive use of differential equations will be used to derive fluid and heat flow problems with boundary conditions for steady flow and initial conditions for unsteady flow. Prerequisite: TENS 2135, TENS 2144, and TMET 3233 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who wants to transfer from Mechanical Engineering Technology program to Mechanical Engineering program. This particular course is the bridge courses in Thermal Science area between the two programs. The course can be taught in a condensed form during the regular semester.

MENG 3122 - Solid Modeling and Analysis
The course is intended to develop a working skill in parametric solid modelling software. In addition to creating solid models, students will develop a basic proficiency in structures and thermal analysis software. Prerequisite: ENGR 1133 or permission of instructor. Corequisite: ENGR 3233. 2 credit hours.

JUSTIFICATION:
The proposed course is required for the Mechanical Engineering program.

MENG 3130 - Mechanism Design
Kinematic analysis and synthesis of the basic mechanism will be covered in the course. Emphasis will be given to slider crank mechanism, four-bar linkage, gear trains and cams. Additionally, Dynamics of Machineries will be introduced. Prerequisite: ENGR 2232 or permission of instructor. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Mechanical Engineering program.

MENG 3135 - Machine Design
Modes of failures including both static and dynamic failure theories will be introduced in the course. Detailed design of Machine Components such as transmission shafts, keys, couplings, bearings, springs, gears, clutches, brakes and fasteners will also be discussed. Prerequisites: ENGR 3233 and MENG 2110 or permission of instructor. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Mechanical Engineering program.

MENG 3233 - Heat Transfer
This course will be an introduction to basic energy transport by conduction, convection, and radiation with applications to heat exchanger, extended surfaces etc. Prerequisites: ENGR 3431 and MATH 3230 or permission of instructor. 3 credit hours.

JUSTIFICATION:
The proposed course is required for the Mechanical Engineering program.

MENG 3333 - Materials Processing Studio
The course covers the study of traditional and modern processing techniques. The course will cover applications and use of different materials and their processing, metal-casting processes end equipment, forming and shaping processes and equipment, joining processes and equipment, molding, extrusion and fabrication of polymers, and composites processing and techniques.
Laboratory includes problem solving sessions, experiments, and hands-on processing of materials. Prerequisite: MENG 3341 or permission of instructor. 3 credit hours.

JUSTIFICATION:
Materials Processing Studio is required in the undergraduate curriculum in the recently approved Mechanical Engineering degree program. This course provides foundational knowledge and skills that supports the applied nature of the program and is required of all Mechanical Engineering majors.

MENG 3341 - Materials Science Studio
The study of engineering materials such as metals, alloys, polymers, ceramics, and composites. Atomic structure and arrangement; control of the microstructure and mechanical properties, solidification, cooling curves and phase diagrams, mechanical testing, and strengthening mechanisms. Laboratory includes problem solving sessions and experiments on materials related to strengths, toughness, solidification, and metallography. Prerequisites: CHEM 1147 and ENGR 3233 or permission of instructor. 4 credit hours.

JUSTIFICATION:
Materials Science Studio is required in the undergraduate curriculum in the recently approved Mechanical Engineering degree program. This course provides foundational knowledge and skills that supports the applied nature of the program and is required of all Mechanical Engineering majors.

MENG 3430 - Engineering Economy and Project Management
The course will introduce students to basic tools of engineering economy such as; interest rates, cash flow analysis, cost benefit analysis, and depreciation analysis that are used in comparing and evaluating multiple engineering projects on the basis of quantitative monetary parameters. Students will additionally be introduced to basic quality control techniques such as quality control charts and Six Sigma techniques for assuring product quality. Prerequisites: MATH 1441 and MENG 2110 or permission of instructor. 3 credit hours.

JUSTIFICATION:
The new course entitled 'Engineering Economy and Project Management' is a required course for the newly created engineering majors namely Mechanical Engineering and Electrical Engineering.

MENG 3521 - Mechatronics Studio Laboratory
Laboratory instruction in the theory and practice of engineering measurements and their application to controlled activities. A familiarity with traditional measuring devices, and a proficiency with data acquisition packages will be developed. The packaging of results in reports and presentations will be emphasized. Corequisite: ENGR 2334 or permission of instructor. 2 credit hours.

JUSTIFICATION:
The proposed course is required for Mechanical Engineering program.

MENG 4210 - Energy Science Laboratory
The course includes laboratory activities in support of instruction in thermodynamics and heat transfer. Prerequisites: ENGR 3235, MENG 3122, MENG 3233, and MENG 3521 or permission of instructor. 1 credit hour.

JUSTIFICATION:
The proposed course is required for Mechanical Engineering program.

MENG 4612 - Mechanical Engineering Senior Seminar
Students are introduced to topics essential for improving performance on the Fundamentals of Engineering Exam. Topics such as engineering economy,
ethics, and global citizenship are reinforced, while topics such as electrical
devices, mechanics, energy science, and numerical methods are reviewed.
Prerequisite: Senior standing or permission of instructor. 1 credit hour.

**JUSTIFICATION:**
Required course for Mechanical Engineering.

**MENG 4899 - Directed Study in Mechanical Engineering**
An individualized study involving research and applications pertaining to
Mechanical Engineering. Prerequisite: Senior Standing, prior identification of a
problem or study area, and permission of instructor. 1-3 credit hours.

**JUSTIFICATION:**
This course will be used for a student to study of a 4000 level problem under the
direction of an instructor. This will serve as an elective course for the
undergraduate ME students. This course is considered essential to offer
flexibility to ME curriculum.

**MENG 5090 - Selected Topics in Mechanical Engineering**
This course provides for study of Mechanical Engineering course topics not
generally offered by the program. Prerequisite: Senior standing or permission of
instructor. 1-3 credit hours.

**JUSTIFICATION:**
This course will serve for provisional offerings or occasional offerings topic at the
5000-level. The proposed elective course will be an elective course for the ME
program. This course is considered essential to offer flexibility for the ME
curriculum.

**MENG 5135 - Vibration and Preventive Maintenance**
Free and Forced Vibration of one and multi-degree of freedom systems will be
covered. Applications of vibration analysis for preventive maintenance of
mechanical systems will be introduced. Laboratories include basic vibration
analysis and its applications. Prerequisites: MATH 3230, MENG 2521, and
MENG 3130 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course will serve as an elective for the Mechanical Engineering
program.

**MENG 5136 - Introduction to Finite Element Analysis**
This course will introduce students to the fundamentals of Finite Element
Analysis. The students will develop a working knowledge of a commercial FEA
software package and will model and analyze mechanical and thermal
engineering systems using that software. The students will additionally develop
an ability and competence in interpretation and analysis of FEA results.
Prerequisites: MENG 3122 and MENG 3135 or permission of instructor. 3 credit
hours.

**JUSTIFICATION:**
The proposed course is required for the Mechanical Engineering Program.

**MENG 5137 - Mechanical System Design**
This is a senior design course requiring that students call upon all of their
academic preparations in developing the solution of mechanical system
problems. Prerequisite: Senior standing or permission of instructor. 3 credit
hours.

**JUSTIFICATION:**
The proposed course is required for the Mechanical Engineering Program.

**MENG 5231 - Tribology and Reliability**
This is an introduction to the fundamentals and engineering applications of tribology, and of applied reliability of mechanical components and systems. Students will learn the relationships between friction, wear and lubrication, material surface and environment, and their effects on functionality of components. Students will be able to analyze and assess the effects of material properties, surface features and lubrication solutions on the friction and wear of engineering material contacts. Students will also learn fundamentals of applied reliability, and will be able to understand and model the effects of individual components and subsystems in overall reliability of engineering systems.

Prerequisites: MENG 3135, MENG 3341, and MENG 3430 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course will serve as an elective for the Mechanical Engineering program.

**MENG 5232 - Intermediate Thermodynamics**
This is the second course in thermodynamics that expands upon first and second law analysis techniques developed in the introductory Thermodynamics course. This more advanced course includes an in-depth analysis of power and refrigeration cycles and an introduction to chemical reactions and combustion processes. Prerequisites: ENGR 3235 and ENGR 3431 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course will serve as an elective course for the Mechanical Engineering Program.

**MENG 5234 - Heating, Ventilating, and Air Conditioning**
This is an introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. In this course HVAC processes are analyzed and load calculations are performed in accordance with American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) practices. Prerequisites: MENG 3233 and MENG 5232 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course will serve as an elective for the Mechanical Engineering program.

**MENG 5235 - Combustion**
This course is an introduction to the fundamentals of combustion processes, thermochemistry, chemical kinetics, simple chemical reactors, premixed and nonpremixed combustion, turbulent combustion and its practical applications including pollutant emissions. Prerequisite: MENG 5232 or permission of instructor. 3 credit hours.

**JUSTIFICATION:**
The proposed course will serve as an elective for the Mechanical Engineering program.

**MENG 5331 - Automation and Computer Integrated Manufacturing Systems**
This course will cover the fundamental concepts in manufacturing, automation, and various topics in production and control systems. These include numerical control, industrial robots, computer integrated manufacturing systems, flexible manufacturing system, and process monitoring and control. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisites: ENGR 1133, ENGR 1731, and MENG 3333 or permission of instructor. 3 credit hours.
JUSTIFICATION:
The proposed course will serve as an elective for the Mechanical Engineering program.

MENG 5536 - Mechanical Controls
An understanding of the elements of classical control theory will be developed. Students will be introduced to the concept of feedback and its properties; the concept of stability and stability margins; and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of the basics of linear control techniques. Prerequisites: MENG 3130 and MENG 3521 or permission of instructor. 3 credit hours.

JUSTIFICATION:
The proposed elective course is required for the Mechanical Engineering Program.

MENG 5891 - Special Problems in Mechanical Engineering
Individual and specialized study in the areas of mechanical engineering not otherwise covered in the students’ curriculum. Prerequisite: Senior standing, identification of a problem or study area, and permission of instructor. 1-3 credit hours.

JUSTIFICATION:
This course will serve for occasional offerings of a topic on special problem(s) at the 5000-level. The course will be an elective in the undergraduate ME students. This course is considered essential to offer flexibility to ME curriculum.

A Yocco/Smith motion to approve these new courses was passed unanimously.

Course Revisions
FROM: TMAE 5133 - Production Planning and Facilities Design
Prerequisite: TMET 3431 or permission of instructor.

TO: TMAE 5133 - Production Planning and Facilities Design
Prerequisite: MENG 3333 or permission of instructor.

JUSTIFICATION:
MENG 3333 has replaced TMET 3431.

FROM: TMAE 5139 - Renewable Energy
Prerequisites: TMET 3233 and TMET 3233 or permission of instructor.

TO: TMAE 5139 - Renewable Energy
Prerequisites: MENG 3233 and MENG 5232 or permission of instructor.

JUSTIFICATION:
MENG 5232 has replaced TMET 3232.

A Yocco/Hale motion to approve these course revisions was passed unanimously.

New or Revised Program
B.S.M.E. Mechanical Engineering

JUSTIFICATION:
The Mechanical Engineering program will greatly benefit the region by preparing qualified Mechanical Engineering graduates. The program will help the state of Georgia and the nation overcome the serious shortage of engineering graduates. The ME program has been approved by the Board of Regents.

The proposed catalog page and the suggested chronology for the new Mechanical Engineering program are provided on the following pages.

A Yocco/Smith motion to approve this program revision was passed unanimously.
VII. OTHER BUSINESS
• None

VIII. ADJOURNMENT
There being no further business to come before the committee, a Kennerly/Hale motion to adjourn the meeting at 3:57 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Summary of the Academic Advisory Council
Chair: Jean Bartels, Acting Provost

There was no January meeting and the February meeting was cancelled.

University Athletic Committee
Pat Humphrey (COST), Senate member

UNIVERSITY ATHLETICS COMMITTEE
January 25, 2011

The meeting was called to order at 4:00 PM by Tony Barilla, Chair.

Members and Visitors Present
Sam Baker, Tony Barilla, Cathy Beene, Christine Draper, Kevin Elder, Chris Geyerman, Pat Humphrey, John Luque, John Mulherin, Steve Rossi, Keith Roughton, and Fred Smith.

Approval of Minutes
• The minutes of the November 19, 2010 meeting were unanimously approved.

Financial Update
Sam Baker:
• Very fortunate that 2010 home football gate receipts exceeded budget.
• East Georgia College revenue is not in at the current time. Hopeful their enrollment numbers have grown this year as in previous years.

Schedule Approvals
Cathy Beene:

- None.

Athletics Update

Sam Baker:

- At the close of the 2010 season a decision was made to make a change in the head coach of women’s soccer program. Lindsey Vanderspiegel was hired as the new women’s soccer head coach. She comes from a very successful Hofstra program.
- Football made it to the FCS playoffs. Certainly the App State victory was the turning point in the season. Coaches are heavy into the recruiting process now. Making it to the playoffs will help with recruiting. Signing day is February 2. Football is probably signing in the neighborhood of 20-25 recruits.
- Athletics administrative staff conducted a football retreat on January 21 to discuss ticket pricing, game management, etc. for the 2011 season.
- Six home football games this year. Samford is the season opener. Coastal Carolina is the first home game.
- Updated the UAC on the much publicized NCAA playoff third round bid situation.
- Volleyball won the SoCon Championship Tournament and gained the Conference automatic qualifier to the NCAA tournament. Coach Callihan has done a great job. Excited about next year.

Introduction of Guest by Sam Baker:

Lindsey Vanderspiegel, Women’s Soccer Head Coach:

- Excited to be here. The team started their strength and conditioning program today. Focused on increasing success on the field to match the team’s academic success.

NCAA Representative Update

Chris Geyerman:

- Distributed the 2009-10 fall athletic GPA Comparison Report.
- The Volleyball team was not only the 2010 SoCon Champions but also currently tied for the department’s highest GPA.
- Nominations for the Southern Conference Scholarship award are coming up. Eight $2,000 scholarships are awarded by the Southern Conference on an annual basis.
- The next SoCon Executive Committee conference call is in February.

Athletic Foundation Report

John Mulhern:

- Gearing up for the upcoming Annual Campaign.
• Development of Capital Campaign strategy and planning is underway.

New Business

• Keith Roughton stated that the UAC will vote for Scholar Athlete of the Year at the February meeting. This year Dr. Irwin is spearheading collection of the nominations from coaches.
• Next UAC meeting is scheduled for February 22 at 4:00 PM.

Old Business

• None.

The meeting was adjourned at 4:30 PM.

Respectfully submitted,

Lanell VanLandingham
Senior Administrative Secretary
Department of Athletics
Faculty Senate Librarian’s Report, April 19, 2011

A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

Academic Standards Committee
Chair: Stuart Tedders (CHHS)

Elections Committee
Chair: Patricia Humphrey, Senate Librarian (COST)

Elections are still taking place, except for LIB and COBA. COST has had a difficult time getting individuals to volunteer. COE and CHHS haven’t gotten people to vote.

Faculty Development Committee
Chair: Yasar Bodur (COE)

Faculty Research Committee
Chair: Caren Town (CLASS)

Faculty Service Committee
Chair: Mary Marwitz (CLASS)

Members of the Faculty Service Committee responded electronically to four proposals requesting a total of $6,394, submitted in a second round of awards for the spring semester. After extensive online discussion, the committee funded four proposals for a total of $5,573.

Respectfully submitted, Mary Marwitz, chair

Faculty Welfare Committee
Chair: Joe Ruhland (COBA)

Library Committee
Chair: James Stephens (JPHCOPH)

Graduate Committee
Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – March 10, 2011

Present: Dr. Richard Flynn, CLASS; Dr. Ednilson Bernardes, COBA; Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Elanie Marshall, CHHS; Dr. Bill Yang, COBA; Dr. Yasar Bodur, COE; Dr. Michele McGibony, COST; Dr. Simone
I. CALL TO ORDER

Dr. Robert Fernekes called the meeting to order on Thursday, March 10, 2011 at 8:00 AM.

II. APPROVAL OF AGENDA

Mr. Jonathan Harwell made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

III. DEAN’S UPDATE

Dr. Charles Patterson provided an update on the following initiatives:

- Graduate Appreciation Week (GAW) is scheduled March 29-April 1; details for the events will be sent out today. The deadline for the Graduate Research Symposium is extended to March 11. Dr. Patterson will notify Deans of the time extension and ask them to encourage their students to participate. The symposium awards will be announced at a social on Friday, April 1, and there will also be a drawing for a student to win an iPad 2. Students are entered by attending each event during the week.

- Dr. Patterson has been working with the Graduate Student Organization (GSO) to build their infrastructure. He stated that he appreciates Dr. Simone Charles, from Jiann-Ping Hsu College of Public Health, for serving as the Faculty Representative.

- The new Graduate Admissions website is live and they are using Google Analytics to track what links are being visited.

- The Taskforce for Graduate Education has been meeting, but there is nothing to report at this time.

- The Averitt Awards have been awarded to students in two categories: (1) Tomas Condon in Biology for Excellence in Research and (2) Drew Keane in English for Excellence in Instruction. The prizes for each category will include a $1000 cash prize and a Crystal Eagle Trophy, and will be provided at Honor’s Day.

- Graduate Commencement is scheduled for May 13. Mr. Chris Clark, President & CEO of the Georgia Chamber of Commerce, will be the guest speaker. There will be a Doctoral Brunch/Reception held in Russell Union prior to commencement. There will be a photographer present and mock hoodings and other offerings. COGS will promote the event once everything is finalized.

- Dr. Patterson stated DegreeWorks is progressing. Mrs. Melanie Reddick is the main scribe for COGS, and she is checking the scribe for all graduate programs. Mrs. Reddick is also coordinating training for all colleges.

Dr. Patterson asked the committee to start thinking about meeting times for next year and if the current 8 AM meeting time can remain the same. Any preferences should be sent to Audie Graham.
Dr. Patterson stated SACS accreditation issues related to student learning outcomes may need to be addressed as the Graduate Committee reviews curriculum items. Dr. Charles Hardy said he also wanted to reiterate the note that was sent from Dr. Kathy Albertson that stated as an institution GSU needs to get more sophisticated in our graduate programs. Dr. Patterson stated he would be meeting with Dr. Albertson, Dr. Fernekes, and Dr. Dick Diebolt to address this issue. Dr. Fernekes said his main concern is how the Graduate Committee fits into the review of these documents.

IV. NEW BUSINESS

A. College of Science and Technology

Dr. Shahnam Navaee presented the following agenda items for the College of Science and Technology.

Department of Chemistry

New Courses:

CHEM 5331G - Advanced Organic Chemistry
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 5332G - Principles of Drug Design
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 5333G - Carbohydrate Chemistry
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 6130 - Industrial Chemistry
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 6230 - Scientific Inquiry and Ethics
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 6730 - Master of Science in Physical Science Internship
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 7130 - Sustainability in the Physical Sciences
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 7610 - Graduate Seminar
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

CHEM 7999 - Thesis
JUSTIFICATION:
Required course for the proposed Master of Science in Physical Science degree.

Course Revision:
CHEM 5243G - Environmental Chemistry
JUSTIFICATION:
The Department of Chemistry no longer requires the lab content of this course. Changing the course to a lecture-only format requires reducing the credit hours, which also necessitates the appropriate change in the course number.

**Department of Physics**

**New Courses:**

1. PHYS 6131 - Physics of Solid State Materials  
   **JUSTIFICATION:**
   This course is required for the Material & Coating Science Concentration of the proposed Master Science in Physical Science degree.

2. PHYS 6132 - Applied Optics  
   **JUSTIFICATION:**
   This course is needed for the Material & Coating Science Concentration of the proposed Master of Science in Physical Science degree.

3. PHYS 6231 - Thin-Film Coating  
   **JUSTIFICATION:**
   This course is needed for the Material and Coating Science Concentration of the proposed Master of Science in Physical Science degree.

4. PHYS 6237 - Applied Quantum Mechanics  
   **JUSTIFICATION:**
   This course is required for the Material & Coating Science Concentration of the proposed Master of Science in Physical Science degree.

5. PHYS 6730 - Master of Science in Physical Science Internship  
   **JUSTIFICATION:**
   Required course for the proposed Master of Science in Physical Science degree.

6. PHYS 7330 - Principles and Practice of Pre-clinical Drug Development  
   **JUSTIFICATION:**
   This course is a required course for the Pharmaceutical Science Concentration of the proposed Master of Science in Physical Science.

7. PHYS 7610 - Graduate Seminar  
   **JUSTIFICATION:**
   This course is required for the proposed Master of Science in Physical Science degree.

8. PHYS 7999 - Thesis  
   **JUSTIFICATION:**
   This is a required course for the proposed Master of Science in Physical Science degree.

**Departments of Chemistry & Physics**

**New Program:**

M.S. in Physical Science  
**JUSTIFICATION:**
This form accompanies the formal proposal for the Master of Science in Physical Science degree at Georgia Southern University.

**New Proposal:**

Master of Science in Physical Science (MSPS formal proposal will be submitted to the Board of Regents)

Dr. Navaee stated the following changes have been made to the MSPS program page and proposal, per Dr. Diebolt’s request:
- Admission requirements were modified to provide more information regarding foreign students, GRE, & TOEFL scores. See MSPS catalog program page - listed items #1 & 2.
- WRIT 5930 was changed to WRIT 5930G in the catalog page.
- Admission requirements were also changed in the MSPS proposal. See page 3 (listed items #1 & 2), and pages 16 & 29.

Dr. Diebolt suggested some minor changes be made to the “Thesis” section of the MSPS program page to be more constant with the ETD model. Dr. Navaee agreed to revise this section as follows:

Each Candidate for the Master of Science in Physical Science degree, thesis option, must complete a thesis on a subject approved by the graduate thesis committee. The student must complete and submit the Thesis Title and Committee Member Approval form which must be signed by the proposed committee members to the College of Graduate Studies for final approval by the graduate dean. The major professor supervises the research, directs the writing of the thesis, and approves the thesis in its final form. Prior to the final approval, the thesis is read by the thesis committee. One member, termed the second reader, has the responsibility for an intensive and rigorous criticism of the thesis, and a third member of the thesis committee has the responsibility of an “editorial reader.” Both second and third readers must report all comments to the major professor. The thesis must be defended in an oral examination before the graduate committee prior to final approval and sign-off.

The style and format for the completed thesis shall follow that prescribed by the Director for the Master of Science in Physical Science degree. Procedural steps in the preparation of the thesis are as follows:

- The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.
- The thesis must be prepared in the program approved format style and follow the Electronic Thesis and Dissertation (ETD) Student Guide to Preparation and Processing guidelines.
- Thesis submission will follow the ETD guidelines stated on the College of Graduate Studies ETD website http://academics.georgiasouthern.edu/etd/.

MOTION: Dr. Richard Flynn made a motion to approve the agenda items submitted by the College of Science and Technology, with the understanding that the editorial changes would be made to the MSPS program pages. A second was made by Dr. Michele McGibony. The motion to approve the New Courses, Course Revisions, and the New Program was passed.

Revised proposal and curriculum pages are below.
Institution: Georgia Southern University

Institutional Contact (President or Vice President for Academic Affairs): Dr. Jean Bartels, Interim Provost

Date: 27 January 2011

School/Division: Allen E. Paulson College of Science and Technology

Department: Chemistry & Physics

Departmental Contacts: Dr. John DiCesare and Dr. Mark Edwards

Name of Proposed Program/Inscription: Master of Science in Physical Science

Degree: Master of Science in Physical Science

Major: Physical Science with concentrations in Environmental Science, Pharmaceutical Science, and Materials and Coatings Science

CIP Code: 400101 Anticipated Starting Date: Jan 2012

Note

The “Executive Summary” and the developed catalog page for the proposed Master of Science in Physical Science program are provided in the following three pages. More detailed information regarding the specific of this degree program is also included in the remainder of the document, as required by the Board of Regents.
Executive Summary

The Master of Science in Physical Science

Georgia Southern University’s new Master of Science in Physical Science is a terminal professional degree that prepares graduates for the workplace by giving them real-world experience applying their knowledge of mathematics and science to projects of interest to the business, government, and nonprofit sectors. Students gain a deeper understanding of the science and mathematics used in their fields, as well as a solid grounding in business fundamentals and communications, preparing them to become leaders in the business aspects of science. Two options will be available to students: a terminal non-thesis or a terminal thesis option. The concentration areas are interdisciplinary, building on the expertise of Georgia Southern faculty in three specific areas:

- Environmental Science
- Pharmaceutical Science
- Materials and Coating Science

Overview of the Non-thesis option (36 hours)

Required Core Coursework (21 hours):
- 3 science courses (core, 9 hours)
  - Chemical industry foundation, statistics, and scientific ethics
- 3 business fundamentals courses (core, 9 hours)
  - Leadership, project management, and technical communications
- A final internship or industrial project (3 hours)

Required and Elective Coursework (15 hours):
- 3 science electives - (9 hours)
- 2 non science electives (6 hours):
  - Specific business skills such as finance, accounting, or marketing
  - Leadership skills
  - Applied statistics

Overview of the Thesis option (30 hours)

Required Core Coursework (18 hours):
- 3 science courses (core, 9 hours)
  - Identical to Non-thesis option
- 3 research courses (core, 9 hours)
  - Thesis (6 hours) and Seminar (3 hours)

Elective Coursework (12 hours):
- 4 courses within the chosen concentration (12 hours)
PHYSICAL SCIENCE
M.S., 30 HOURS THESIS TRACK
36 HOURS NON-THESIS TRACK

Total Hours: Non-Thesis Track 33 + 3 internship hours
Total Hours: Thesis Track 24 + 6 thesis hours

Advising: Department of Chemistry and Department of Physics, Georgia Southern University, P.O. Box 8064 Statesboro, GA 30460

Admission Requirements

Regular
1. BS or BA degree in chemistry or physics from an appropriate regionally accredited college or university, or an equivalent degree from a recognized foreign college or university. Official TOEFL scores (not more than two years old) required for international students.
2. A overall minimum cumulative GPA of 3.0 on a 4.0 scale.
3. Official GRE Report showing competitive subtest scores.
4. 2 Letters of Recommendation
5. Applicant’s Statement of Purpose, which must address (1) the student's preparation for graduate study, (2) the student’s goals for the graduate program, potential concentration area, and possible advisor (for thesis option), & (3) the student’s professional goals following completion of the MSPS program
6. The applicant must have the appropriate undergraduate preparation for the area of concentration. This requires meeting the general MSPS requirements and the pre-requisites listed for the particular concentration area.

Provisional
None

Non-Degree
None

Program Concentrations
The Master of Science in Physical Science degree program provides concentrations in Environmental Science, Pharmaceutical Science, or Materials and Coatings Science.

A maximum of 12 credit hours at the 5000 level are allowed for the Master of Science in Physical Science degree.

Environmental Science Concentration
Non-Thesis
Track..............................................................................................................................................................................36 Hours

Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 6730 OR PHYS 6730 – Master of Science in Physical Science Internship (3)
CISM/MGNT 7431 – Project Management (3)
MGNT 7330 – Leadership and Motivation (3)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3) OR ACCT 7134 - Financial Reporting & Analysis (3)
WRIT 5930G – Technical Writing (3)

Concentration Requirements
CHEM 5233G – Environmental Chemistry (3)
CHEM 7130 – Sustainability in the Physical Sciences (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Thesis
Track..............................................................................................................................................................................30 Hours

Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 7610 OR PHYS 7610 – Graduate Seminar (3)
CHEM 7999 OR PHYS 7999 – Thesis (6)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3)

Concentration Requirements
CHEM 5233G – Environmental Chemistry (3)
CHEM 7130 – Sustainability in the Physical Sciences (3)
Concentration Elective courses (6) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator
Pharmaceutical Science Concentration
Non-Thesis
Track......................................................................................................................................................36 Hours
Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 6730 OR PHYS 6730 – Master of Science in Physical Science Internship (3)
CISM/MGNT 7431 – Project Management (3)
MGNT 7330 – Leadership and Motivation (3)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3) OR ACCT 7134 - Financial Reporting & Analysis (3)
WRIT 5930G - Technical Writing (3)
Concentration Requirements
PHYS 7330 - Principles and Practice of Pre-clinical Drug Development (3)
Concentration Elective courses (12) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Thesis
Track......................................................................................................................................................30 Hours
Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 7610 OR PHYS 7610 – Graduate Seminar (3)
CHEM 7999 OR PHYS 7999 – Thesis (6)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3)
Concentration Requirements
PHYS 7330 - Principles and Practice of Pre-clinical Drug Development (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Material and Coatings Science Concentration
Non-Thesis
Track......................................................................................................................................................36 Hours
Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 6730 OR PHYS 6730 – Master of Science in Physical Science Internship (3)
CISM/MGNT 7431 – Project Management (3)
MGNT 7330 – Leadership and Motivation (3)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3)
WRIT 5930G – Technical Writing (3)
Concentration Requirements
PHYS 6131 – Physics of Solid State Materials (3)
PHYS 6237 – Applied Quantum Mechanics (3)
Concentration Elective courses (9) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Thesis
Track......................................................................................................................................................30 Hours
Core Requirements
CHEM 6130 – Industrial Chemistry (3)
CHEM 6230 – Scientific Inquiry and Ethics (3)
CHEM 7610 OR PHYS 7610 – Graduate Seminar (3)
CHEM 7999 OR PHYS 7999 – Thesis (6)
PUBH 6541 – Biostatistics (3) OR STAT 5531G - Statistical Methods (3)
Concentration Requirements
PHYS 6131 – Physics of Solid State Materials (3)
PHYS 6237 – Applied Quantum Mechanics (3)
Concentration Elective courses (6) at or above the 5000 level - as contracted with the faculty advisor and degree coordinator

Thesis
Each Candidate for the Master of Science in Physical Science degree, thesis option, must complete a thesis on a subject approved by the graduate thesis committee. The student must complete and submit the Thesis Title and Committee Member Approval
form which must be signed by the proposed committee members to the College of Graduate Studies for final approval by the graduate dean. The major professor supervises the research, directs the writing of the thesis, and approves the thesis in its final form. Prior to the final approval, the thesis is read by the thesis committee. One member, termed the second reader, has the responsibility for an intensive and rigorous criticism of the thesis, and a third member of the thesis committee has the responsibility of an “editorial reader.” Both second and third readers must report all comments to the major professor. The thesis must be defended in an oral examination before the graduate committee prior to final approval and sign-off.

The style and format for the completed thesis shall follow that prescribed by the Director for the Master of Science in Physical Science degree. Procedural steps in the preparation of the thesis are as follows:

- The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.
- The thesis must be prepared in the program approved format style and follow the Electronic Thesis and Dissertation (ETD) Student Guide to Preparation and Processing guidelines.
- Thesis submission will follow the ETD guidelines stated on the College of Graduate Studies ETD website http://academics.georgiasouthern.edu/etd/.

1. **Program Description and Objectives:**
   a. **Objectives of the program**
   b. **Needs the program will meet**
   c. **Brief explanation of how the program is to be delivered**
   d. **Prioritization within the institution’s strategic plan**

a. **Objectives of the program**

Georgia Southern University proposes a new Master of Science in Physical Science (MSPS) consisting of two options: a terminal non-thesis or a terminal thesis option. The focus of the program will be a terminal graduate degree that prepares students for the workplace by giving them real-world experience in applying their knowledge of mathematics and science to projects of interest to business and industry. Students completing the proposed program earn a degree that enables them to integrate information and concepts across different scientific and technical disciplines with business needs. Students will be able to apply specialized knowledge from chemistry, industrial technology, mathematics and physics to solve problems that are critical to future growth of local business and industry. Additionally, students will be able to work effectively with people who possess various educational and experiential backgrounds. These individuals can gain a deeper understanding of the science and mathematics used in their fields, as well as attain a solid foundation in business fundamentals and communications, preparing them to become leaders in business and science arenas. Students completing the terminal Master of Science in Physical Science degree will gain in-depth knowledge in one of three concentration areas and defend a research-based thesis in their area of specialty. The three concentration areas available are Environmental Science, Pharmaceutical Science, and Materials and Coating Science.

The vision for the new Master’s degree at Georgia Southern University’s Allen E. Paulson College of Science and Technology is to provide an interdisciplinary perspective on the intermingling of science fields with business skills, providing students with a unique background for tackling the demands of a 21st Century workplace. This new Master’s degree will meet the needs of the region by producing graduates with enhanced skill sets suitable for employment as project managers, environmental scientists, and commercial or business development scientists. The new degree is a terminal professional degree that prepares students for the workplace by giving them a real-world experience applying their knowledge of science and mathematics to projects...
of interest in the business, government, and nonprofit sectors. The key deliverables of this program are to establish a new sustainable graduate degree based on the interdisciplinary fields of chemistry, physics, and business in the College, and to support the economic development of regional industry by increasing the available workforce trained in both science and business. The goals of the new program at Georgia Southern University are to provide students with:

1) a broad-based understanding of the chemistry and physics, underlying specific concentration areas through core courses,
2) a deeper level understanding of the applicability of science to business problems through a real-world summer internship or project,
3) a spectrum of highly skilled training in the students’ interest area through elective courses.

Upon completing the requirements of this program, students will:

1) demonstrate a broad knowledge of physics, chemistry, statistics and the interdisciplinary science in their concentration area
2) demonstrate analytical and organization skills to deal with large quantities of data, evidence, clues and be able to generate testable hypothesis for problem solving
3) demonstrate good project management skills from initiation to completion, including information searching, strategic planning, problem solving, and drawing conclusions
4) demonstrate skills in communications of technical information, management, and team work.

b. Needs the program will meet.

The Master of Science in Physical Science degree is intended to support the economic development of regional industries from northern Florida to southern South Carolina, a geographic area currently underserved by existing programs. While several universities in the region offer biological or life science related Master’s degrees, none presently offer a graduate level degree to support the chemical or physical sciences, nor is there a program specifically designed to offer a broad-based science Master’s degree. The new MSPS degree option will have three primary concentration areas, reflecting the primary needs of the region. The concentration areas are interdisciplinary, building on the expertise of Georgia Southern faculty in the following specific areas: environmental science, pharmaceutical science, and materials and coatings science. These areas nicely meld existing expertise of the faculty in the Chemistry and Physics Departments, and build on the existing infrastructure of the existing graduate programs in the College. Currently neither of the two departments offers graduate degree programs.

c. Brief explanation of how the program is to be delivered.

The proposed degree program will be delivered in a format using a combination of face-to-face courses and online courses. It is anticipated that all of the required courses and many of the elective courses will be available as either an online only
course, or an online complement of a traditional face-to-face course. Therefore, it will be possible for a student to graduate from the program taking only online courses.

d. Prioritization within the institution’s strategic plan.

Georgia Southern University has set a goal of raising the proportion of graduate students to 20% of the total enrollment (up from the present 14%). This composition will better reflect the University’s evolving position in the region as a Doctoral/Research University. While enrollment in existing programs is being expanded, it is recognized that this target cannot be achieved without adding new programs. As the location of the University in Statesboro does not lend itself to large enrollments in face-to-face professional degree programs, many of the new programs will utilize an online format to reach a broader regional audience, which also circumvents on-campus classroom space limitations. The proposed MSPS will include an online format to broadly reach into industries across the state.

Currently across its eight academic departments, the College of Science and Technology (COST) has only three graduate programs in the following areas: biology, mathematical science, and applied engineering. The majority of faculty in the Departments of Chemistry and Physics are members of the Graduate Faculty, and their qualifications have them well positioned to add a graduate program to their current loads. The addition of the MSPS will allow the College to achieve a key goal within its strategic plan, to develop targeted educational programs to meet the needs of industries and corporations through the state and surrounding region. Meeting this goal will boost the region’s capacity for rapid economic development.

2. **Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline.**

The Master of Science in Physical Science degree will prepare students for careers in applied chemistry, applied physics, and engineering businesses and industries. Particularly for the non-thesis track, emphasis is placed on blending core knowledge and applied skills in physics and chemistry with an understanding of business and an internship experience. This degree fits the University mission by “bridging theory with practice and extending the learning environment beyond the classroom” via internships or project-based experiences as expressed in the University’s mission statement.

Recent hiring trends in chemistry and physics show that students who graduate with undergraduate degrees in these disciplines follow diverse career paths (such as computer programming or pharmaceutical sales). The degree will give students interested in industrial and business careers an opportunity to become familiar with other possible careers available to them beyond the traditional careers for which they were trained as undergraduates.

The non-thesis track, designed to meet criteria for certification as a Professional Science Master’s degree, is a growing trend in the terminal Master’s field and as such has a national organization, the National Professional Science Master Association (www.sciencemasters.com), initially sponsored by the Alfred P. Sloan Foundation. Additionally, the National Science Foundation (NSF) has recognized the benefits and needs of such programs and has recently began an initiative to fund the formation of this type of programs.
3. **Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.**

This proposal, developing a new graduate program in a college with a significant proportion of underrepresented minority students, provides a new opportunity for these students to continue their education in STEM fields and acquire critically important skills necessary to succeed in a business environment. The new degree program outlined will satisfy a need in a wide geographic region of the Southeast that currently has no comparable program. The combination of a research focused internship to solve a well-crafted, business-oriented problem provides students with the ability to use their knowledge and skills in a workplace setting as well as experience the intensity and excitement of real world problem solving. As the program grows, the key learnings in developing and implementing this new degree will be disseminated through presentations and publications in appropriate venues. In addition, this proposal serves to enhance the ties between the university and local and regional businesses. This improved relationship has several benefits, including the ability of faculty to interact with businesses in problem solving and research, the ability of students to explore the work-related opportunities through internships and co-op experiences, and the ability of the businesses to better meet their hiring needs.

This degree is intended to support the economic development of regional industries from northern Florida to southern South Carolina, a geographic area currently underserved by existing programs. While several universities in the region offer biological or life science related Masters degrees, none presently offer a program specifically designed to offer a broad-based professional science Master’s degree. The new degree program will have three interdisciplinary concentration areas, building on the expertise of Georgia Southern faculty in these areas: environmental science, pharmaceutical science, and materials and coatings science. These areas nicely meld existing expertise of the faculty in the Chemistry and Physics Departments, neither of which currently offer graduate degrees, and build on the existing infrastructure of the existing graduate programs in the College.

**Needs Assessment:**

A needs-based survey was administered to a group of Georgia-based industries and the COST Industrial Advisory Board in 2009. Twenty of 35 surveys were returned (a 57% response rate). Key skills noted as essential for employees included the ability to work with people of many different backgrounds (culturally, educationally, and technically), effective communication of highly technical information to others, ability to work as a team member, well developed problem solving and critical thinking skills, and maturity. Specific general skills that should be included in the program that were requested by the companies surveyed included communications and teamwork skills like conflict management, and a general knowledge of how businesses function (management of organizational behavior). Technical skills desired included statistics, project management, and introductory intellectual property. Based on the surveys, the environmental science concentration area was of the most interest; material science focused on inorganic materials and coatings was of interest to a select few companies. Two respondents ranked the pharmaceutical area highly (5, “essential to hire” on the Likert scale portion of the survey); this response was attributed to the lack of
pharmaceutical industry in the immediate local area, where the needs survey was principally based; the two respondents are willing to support students in internships. An emphasis in pharmaceutical science meets the interests of potential students as well as providing incentive for future economic growth in a new market sector for this area. A strong majority of respondents (70%) indicated that a fully online degree would be of most interest to their employees. The numbers of students who would participate, estimated from the current employees, ranged from none to 125; the larger figures represented estimates from nationally-based companies assuming that employees in non-local sites would also be interested in this program if offered online.

As the only provider of these degrees in this regional area, Georgia Southern University will benefit from increased enrollments and increased visibility as a provider of well-trained highly skilled employees. The relationships built as a result of the internships and research projects will continue to enhance the reputation of the university as forward thinking and responsive to the needs of the region. The program is unique for several reasons: the breadth of concentration areas to be offered, the focus on matching needs of the regional employers with skill sets in future employees, and the interdisciplinary nature of the concentration areas. Over 35% of the industrial respondents indicated that this degree would meet more of their future hiring needs. This degree also provides an opportunity for continued growth of the Chemistry and Physics Departments through the introduction of a new graduate degree.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The program does not anticipate the need of any extra expenditure beyond those currently anticipated due to the growth of the University and College. At start-up, sufficient science courses exist within the Departments of Chemistry and Physics to initiate the program. Arrangements have already been made for students in the program to enroll in existing non-science graduate courses taught by departments outside of the College of Science and Technology, specifically the College of Business Administration and the Jiann-Ping Hsu College of Public Health. The library currently subscribes to sufficient journals in the area of chemistry and physics for the program and recently acquired online access to the ScienceDirect Environmental Sciences Database. Either track for the MSPS degree (thesis or non-thesis options) will be able to utilize the existing equipment and laboratories housed in the Chemistry and Physics Departments.

Students enrolling in the program will be traditional on campus or online students. It is anticipated that the online students will be full paying students with many having the support of employer tuition benefit programs. On campus students will be either full paying or receive graduate teaching assistantships (GAs). Currently the Departments of Chemistry and Physics rely on a significant number of temporary faculty positions to teach the laboratories associated with courses, as neither department has an existing graduate program. The use of GAs to teach these laboratories instead of temporary faculty would allow these departments to cover more laboratory sections for the same costs.
The courses required for the program will either be online versions of existing courses or other totally new courses. Existing faculty will be able to teach the new offered courses through efficient scheduling of elective courses within the departments. No additional resources are needed beyond those that are currently anticipated due to the growth in undergraduate student population for the new Masters program’s first comprehensive program review.

5. **Curriculum:** List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.
   a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.
   b. Append course descriptions for all courses (existing and new courses).
   c. When describing required or elective courses, list all course prerequisites.
   d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.
   e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.
   f. Indicate ways in which the proposed program is consistent with national standards.
   g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.
   h. Indicate the adequacy of core offerings to support the new program.

Georgia Southern University’s Master of Science in Physical Science is a terminal professional degree that prepares graduates for the workplace by giving them real-world experience applying their knowledge of mathematics and science to projects of interest to the business, government, and nonprofit sectors. Students gain a deeper understanding of the science and mathematics used in their fields, as well as a solid grounding in business fundamentals and communications, preparing them to become leaders in the business aspects of science. Two options will be available to students: a terminal non-thesis or a terminal thesis option. The concentration areas are interdisciplinary, building on the expertise of Georgia Southern faculty in three specific areas:

- Environmental Science
- Pharmaceutical Science
- Materials and Coating Science

Details of the curriculum, including Course numbers, titles, and catalog descriptions, can be found in Appendix A.

**Overview of the Non-thesis option (36 hours)**

Required Core Coursework (21 hours):
- 3 science courses (core, 9 hours)
o Chemical industry foundation, statistics, and scientific ethics

- 3 business fundamentals courses (core, 9 hours)
  o leadership, project management, and technical communications

- A final internship or industrial project (3 hours)
  o in a real working environment with timely goals and deliverables
  o application of knowledge to a relevant business problem
  o oral and written presentation of results

**Required and Elective Coursework (15 hours):**

- 3 science electives (to deepen knowledge in one of the concentration areas) - (9 hours)
- 2 non science electives (6 hours):
  o specific business skills such as finance, accounting, or marketing
  o leadership skills
  o applied statistics

The new degree will build on the successful undergraduate and graduate programs in the college. The new degree will have two primary components: required core coursework and electives specific to the concentration area chosen by the student. The required core is comprised of three science courses (industrial chemistry, statistics, and scientific ethics), and three business fundamentals courses (leadership, project management, and technical communications). There will be three interdisciplinary concentration areas from which students may choose: environmental science, pharmaceutical science, and material and coatings science.

In the environmental science concentration area, students will gain in-depth understanding of issues facing the environmental scientist and community. Emphasis areas include public policy and law, environmental science, and chemistry in regulated environments. In the pharmaceutical science concentration area, students will prepare for careers in the pharmaceutical industry. Emphasis areas include design and synthesis of pharmaceutical materials, regulations and policy of new drug development, and the process of submitting new pharmaceutical intermediates. The concentration area in material sciences focuses on modern materials science. Emphasis areas include material science, coatings, optics, and solid state materials.

Each concentration area has specific science electives from which a student may choose depending on her or his interest area. The non science electives are common for all concentration areas. Students will have at least one additional required science class and select two science electives (chosen to deepen knowledge in one of the three concentration areas) and two non science electives. One of the non science electives will be a course in financial reporting and analysis. In addition, students will be required to complete a final internship or industrial project, including both oral and written presentation of results. Substitution of appropriate electives not listed in the curriculum must be approved by the faculty advisory committee.

A typical student matriculating in the Fall Semester will follow one of the paths indicated in the table below. Online courses are denoted with (*).
### Table 1: Georgia Southern MSPS: Curriculum Flowchart - Environmental Science Concentration

<table>
<thead>
<tr>
<th>Year 1: MSPS</th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (9 CH)</th>
<th>Summer Semester (3 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHEM 6130 Industrial Chemistry*</td>
<td><strong>ELECTIVE</strong> <strong>STAT 7231 Design of Experiments (recommended)</strong></td>
<td>CHEM or PHYS 6730 MSPS Internship</td>
</tr>
<tr>
<td></td>
<td>PUBH 6541 Biostatistics OR <strong>STAT 5331G Statistical Methods OR ACCT 7134 Financial Reporting &amp; Analysis</strong></td>
<td><strong>WRIT 5930G Technical Writing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 6230 Scientific Inquiry and Ethics*</td>
<td><strong>CHEM 5233G Environmental Chemistry</strong>*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (6 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ELECTIVE</strong></td>
<td><strong>CHEM 7130 Sustainability in the Physical Sciences</strong>*</td>
</tr>
<tr>
<td></td>
<td>CISM/MGNT 7431 Project Management*</td>
<td>MGNT 7330 Leadership and Motivation</td>
</tr>
<tr>
<td></td>
<td><strong>ELECTIVE ACCT 7134 Financial Analysis</strong>* (strongly recommended)</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2: Georgia Southern MSPS: Curriculum Flowchart - Pharmaceutical Science Concentration

<table>
<thead>
<tr>
<th>Year 1: MSPS</th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (9 CH)</th>
<th>Summer Semester (3 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHEM 6130 Industrial Chemistry*</td>
<td><strong>ELECTIVE</strong> <strong>STAT 7231 Design of Experiments (recommended)</strong></td>
<td>CHEM or PHYS 6730 MSPS Internship</td>
</tr>
<tr>
<td></td>
<td>PUBH 6541 Biostatistics OR <strong>STAT 5331G Statistical Methods OR ACCT 7134 Financial Reporting &amp; Analysis</strong></td>
<td><strong>WRIT 5930G Technical Writing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 6230 Scientific Inquiry and Ethics*</td>
<td><strong>ELECTIVE</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (6 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ELECTIVE ACCT 7134 Financial Reporting and</strong></td>
<td><strong>PHYS 7330 Principles and Practice of Pre-clinical Drug</strong></td>
</tr>
</tbody>
</table>

17 | Page
Table 3: Georgia Southern MSPS: Curriculum Flowchart - Materials and Coatings Concentration

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (9 CH)</th>
<th>Summer Semester (3 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6130 Industrial Chemistry*</td>
<td>ELECTIVE STAT 7231 Design of Experiments (recommended)</td>
<td>CHEM or PHYS 6730 MSPS Internship</td>
<td></td>
</tr>
<tr>
<td>PUBH 6541 Biostatistics OR STAT 5331G Statistical Methods OR ACCT 7134 Financial Reporting &amp; Analysis</td>
<td>WRIT 5930G Technical Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 6230 Scientific Inquiry and Ethics*</td>
<td>PHYS 6237 Applied Quantum Mechanics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester (9 CH)</th>
<th>Spring Semester (6 CH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE ACCT 7134 Financial Analysis* (strongly recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISM/MGNT 7431 Project Management*</td>
<td>MGNT 7330 Leadership and Motivation</td>
<td></td>
</tr>
<tr>
<td>PHYS 6131 Physics of Solid State Materials</td>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Students will progress through the core portion of the curriculum as a cohort, providing opportunities to establish professional networks with other students as well as creating a team environment comparable to one student will encounter in the workplace. Faculty involved in the curriculum will have options for cyber-enabled learning, online and hybrid courses, and traditional face to face modes of instruction for their courses, and will be expected to collaborate in the development of new materials as needs evolve. Local, regional, and global considerations for the core and the electives will be emphasized as part of each course. Students will be required to enroll in a course focused on scientific and business ethics, where case studies, role playing, and other forms of active learning will imbue the student with an appreciation for the multitude of ethical issues in the scientific and business world. Industrial partners will be volunteers from the existing industrial advisory board or other local employers.

Career development and training are available through a well staffed career development center at Georgia Southern University. Resume writing, interviewing
(including videotaped mock interviews), career fairs, employment options, and other services are available; staff from the career center will be invited to courses as appropriate to work with students.

The curriculum requirements are a total of 11 courses (33 semester hours of course work) plus at least one internship or industrial project experience (equivalent to 3 semester hours). Students are expected to be full time students; completion of this degree will require two years or five semesters (inclusive of one summer) of study. The courses required consist of a core curriculum in science and non science courses (6 courses/18 credit hours) plus electives appropriate for the concentration area chosen (5 courses/15 credit hours). An internship or industrial project is required; this internship or project must be equivalent to 10 weeks or 3 credit hours and will typically be carried out during the summer following the first year of enrollment in the program. Students must also pass a cumulative written and oral exam, as well as present their work from their internship or industrial project.

**Core curriculum**

The core curriculum will strengthen the science background of the student and provide the needed foundation in critical business skills. The science core courses will be (1) an overview of the chemical industry from petrochemicals to pharmaceuticals and will include an overview of intellectual property issues and record keeping in a regulated environment (2) statistical methods, including a focus on data analysis with commonly used software packages, and (3) a scientific methods and ethics course, focusing on ethics of scientific research.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6130</td>
<td>Industrial Chemistry</td>
<td>Existing Course</td>
</tr>
<tr>
<td>PUBH 6541 or</td>
<td>Biostatistics</td>
<td>Existing Course</td>
</tr>
<tr>
<td>STAT 5531G or</td>
<td>Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>ACCT 7134</td>
<td>Financial Reporting &amp; Analysis</td>
<td></td>
</tr>
<tr>
<td>CHEM 6230</td>
<td>Scientific Inquiry and Ethics</td>
<td>New Course</td>
</tr>
</tbody>
</table>

The core curriculum will also include three business fundamentals courses, focused on critical skills identified from the needs assessment survey.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIISM/MGNT 7431</td>
<td>Project Management</td>
<td>Existing Course</td>
</tr>
<tr>
<td>MGMT 7330</td>
<td>Leadership and Motivation</td>
<td>Existing Course</td>
</tr>
<tr>
<td>WRIT 5930G</td>
<td>Technical Writing</td>
<td>New Course</td>
</tr>
</tbody>
</table>
**Environmental Science Concentration**
For the environmental science concentration area, students will gain an in-depth understanding of issues facing the environmental scientist and community. Emphasis areas include public policy and law, environmental science, and chemistry in regulated environments. Two required courses and one elective class make up the technical portion of the concentration area; students may choose courses from Table 6 below; other courses may be substituted with appropriate approval.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 5233G</td>
<td>Environmental Chemistry (REQUIRED)</td>
<td>Existing Course</td>
</tr>
<tr>
<td>CHEM 7130</td>
<td>Sustainability in the Physical Sciences (REQUIRED)</td>
<td>New Course</td>
</tr>
<tr>
<td>TSEC 5336G</td>
<td>Environmental Law</td>
<td>Existing Course</td>
</tr>
<tr>
<td>PBAD/POLS 7337</td>
<td>Environmental Management &amp; Policy</td>
<td>Existing Course</td>
</tr>
<tr>
<td>TSEC 5334G</td>
<td>Hazardous Waste Management</td>
<td>Existing Course</td>
</tr>
<tr>
<td>CHEM 7230</td>
<td>Analytical Chemistry in Regulated Environments</td>
<td>New Course</td>
</tr>
<tr>
<td>CHEM 7030</td>
<td>Special Topics</td>
<td>New Course</td>
</tr>
</tbody>
</table>

**Pharmaceutical Science Concentration**
For the pharmaceutical science concentration area, students will prepare for careers in the pharmaceutical industry. Emphasis areas include design and synthesis of pharmaceutical materials, regulations and policy of new drug development, and the process of submitting new pharmaceutical intermediates. One required and two elective courses make up the technical portion of the concentration area; students may choose courses from the list in Table 7; other courses may be substituted with appropriate approval.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 7330</td>
<td>Principles and Practice of Pre-clinical Drug Development (REQUIRED)</td>
<td>New Course</td>
</tr>
<tr>
<td>BIOS 7431</td>
<td>Statistical Issues in Drug Development</td>
<td>Existing Course</td>
</tr>
<tr>
<td>CHEM 5332G</td>
<td>Principles of Drug Design</td>
<td>Existing Course</td>
</tr>
<tr>
<td>CHEM 5333G</td>
<td>Carbohydrate Chemistry</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>
Material and Coatings Science Concentration
The material and coatings science concentration area will prepare students for a variety of careers in the general chemical industry. This concentration area will initially focus on solid-state material science, but is planned to ultimately include a focus in coatings, adhesives, and polymeric new materials. For this area, students will be required to take two required courses and select one elective (see Table 8).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing or New</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 6237</td>
<td>Applied Quantum Mechanics (REQUIRED)</td>
<td>New Course</td>
</tr>
<tr>
<td>PHYS 6131</td>
<td>Physics of Solid State Materials (REQUIRED)</td>
<td>New Course</td>
</tr>
<tr>
<td>PHYS 6132</td>
<td>Applied Optics</td>
<td>Existing Course</td>
</tr>
<tr>
<td>PHYS 6231</td>
<td>Thin-Film Coatings</td>
<td>New Course</td>
</tr>
<tr>
<td>CHEM 7130</td>
<td>Sustainability in the Physical Sciences</td>
<td>New Course</td>
</tr>
<tr>
<td>CHEM 7430</td>
<td>Materials Chemistry</td>
<td>New Course</td>
</tr>
<tr>
<td>CHEM 7030</td>
<td>Special Topics</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

In addition, students will be expected to select 2 additional electives from an extensive list of options, intended to provide grounding in other essential skills needed to be successful in the workplace. The elective list in the appendix covers the most highly desired elective offerings based inputs from on the needs survey. A number of electives from the existing MBA program are also available for students. Additional electives may be substituted with appropriate approvals. Annual reviews of the program may highlight commonly requested electives either from students or industrial partners that should be added to the list.

Overview of the Thesis option (30 hours)
Required Core Coursework (18 hours):
- 3 science courses (core, 9 hours)
  - Identical to Non-thesis option
- 3 research courses (core, 9 hours)
  - Thesis (6 hours) and Seminar (3 hours)

Elective Coursework (12 hours):
- 4 courses within the chosen concentration (12 hours)
The second option for the new degree will also build on the successful undergraduate and graduate programs in the college and is very similar to the non-thesis option. Students who elect to complete the Master of Science in Physical Science program under a thesis option will also choose one of the three concentration areas and will enroll in the same three Core science classes as students in the non-thesis track. The major difference for the thesis option curriculum is the replacement of 15 non-science hours (9 hours of business fundamentals courses in the core and 6 hours of non-science electives) with 12 hours of science courses (3 hours of seminar (PHYS/CHEM 7610), and 6 hours of thesis (PHYS/CHEM 7999), and one extra elective (3 hours in the chosen concentration) and the replacement of the final internship or industrial project (3 hours) with a written thesis document which must be defended. This curriculum requires a total of 24 hours of coursework and a research thesis (6 hours). The purpose of the thesis option is to introduce some flexibility into the MSPS program to serve students who are (or become) unsure of their future career path so that they have another path to the degree.

6. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

- BS or BA degree in chemistry or physics from an appropriate regionally accredited college or university, or an equivalent degree from a recognized foreign college or university. Official TOEFL scores (not more than two years old) required for international students.
- Overall minimum GPA = 3.0 on a 4.0 scale
- Official GRE Report showing competitive subtest scores
- 2 Letters of Recommendation
- Applicant’s Statement of Purpose, which must address (1) the student’s preparation for graduate study, (2) the student’s goals for the graduate program, potential concentration area, and possible advisor (for thesis option), & (3) the student’s professional goals following completion of the MSPS program
- The applicant must have the appropriate undergraduate preparation for the area of concentration. This requires meeting the general MSPS requirements and the pre-requisites listed for the particular concentration area.

7. Availability of assistantships (if applicable).

Students enrolling in the program will be traditional on-campus or online students. It is anticipated that the online students will be full paying students with many having the support of employer tuition benefit programs. On-campus students will be either full paying or receive graduate teaching assistantships (GA) by applying for the limited number of competitive GAs administrated through the Graduate College. Currently the Departments of Chemistry and Physics rely on a significant number of temporary faculty positions to teach the laboratories associated with courses, as neither department has an existing graduate program. The use of GAs to teach these laboratories instead of temporary faculty would allow these departments to cover more
laboratory sections for the same costs. Therefore, the new Master of Science in Physical Science program is not requesting assistantships to support this program. Instead the Chemistry and Physics Departments anticipate the ability to offer assistantships in the future by reallocation of instructional resources.

8. **Student learning outcomes and other associated outcomes of the proposed program.**

   The overarching goal of the new Master’s program is to prepare students with a combination of focused training in a growing scientific field with highly-valued business skills conducive to meeting the needs of a 21st Century workforce in this regional area. The key deliverables of this program are to establish a new sustainable graduate degree based on the interdisciplinary fields of chemistry, physics, and business in the College, and to support the economic development of regional industry by increasing the available workforce trained in both science and business skills. The goals of the Master of Science in Physical Science Program at Georgia Southern University are to provide students with

   1) a broad-based understanding of the chemistry and physics underlying specific concentration areas through core courses

   2) a deeper level understanding of the applicability of science to business problems through a real-world summer internship or project

   3) a spectrum of highly skilled training in their interest area through elective courses

   At the time of completion of the requirements of this program students will

   1) demonstrate a broad knowledge of physics, chemistry, statistics and the interdisciplinary science in their concentration area

   2) demonstrate analytical and organization skills to deal with large quantities of data, evidence, clues and be able to generate testable hypothesis for problem solving

   3) demonstrate good project management skills from initiation to completion, including information searching, strategic planning, problem solving, and drawing conclusions

   4) demonstrate skills in communications of technical information, management, and team work

---

**Performance Assessment / Project Evaluation**

The purpose of assessment is to improve the Master of Science in Physical Science program to effectively meet the professional needs of the students and their potential employers, and to evaluate and update specific objectives of the program. Assessment of the program will periodically evaluate how well the core courses, elective courses, internship and other activities fit the program mission and goals. The achievement of long- and short-term goals will be evaluated using a variety of measurement tools. There will be two types of assessments: an external, objective-based evaluation from industrial partners and an internal, outcome-based evaluation from faculty and students. The assessments will be given biannually in the first three
years of the program and annually afterward. There are four steps in the assessment program:

1) **Assessment documentation:** Based on the program mission and goals, the program oversight team will develop questionnaires, evaluation forms, and any special requirements for external or internal (faculty and student) evaluation. The documentation will be finalized with the Georgia Southern University graduate school office to meet the mission and goals of the University. Independent consultant(s) will also be used for objective review and comments.

2) **Data collection:** Reviewers include program faculty, students, and advisors/managers from industry who will evaluate the program to their best of their knowledge by completing the questionnaires and evaluation forms. Data will also be collected from student performance on course work, projects, presentations, team work and information from graduate school administration (GPA, GRE) at the time of admission.

3) **Data analysis and assessment report:** Data will be objectively analyzed and a report will be prepared by the program oversight team. A summative and formative annual report will be circulated to representatives of the departments, college, and graduate school and to independent consultant for comments. The report will identify strengths and weaknesses, recommend implementation of suggestions and improvements, and provide an overall evaluation of the program.

4) **Implementation:** The program oversight team will review suggestions from each evaluation report annually and draw conclusions on how best to improve the current program. An implementation plan including proposed actions will be submitted to the principal decision makers within the college, department and graduate school. The proposed plan changes will be implemented after a final review with appropriate parties upon finalizing recommendations.

**Measurement tools**

Measurement tools, focused on knowledge-based and skill-based objectives, will be used to evaluate how well the objectives have been achieved during the evaluation period of the program. The principle tools to be used will be

1) Pre- and post-test results from each core course (knowledge-based)

2) Course presentations will be videotaped and electively reviewed by other program faculty (skill-based)

3) Final projects will be evaluated by faculty and classmates in course work (knowledge-based)

4) Internship projects will be evaluated during the summer internship by the industrial partner and the faculty advisor (skill-based)

5) Thesis defense (for thesis option)

**9. Administration of the program:**
a. Indicate where the program will be housed within the academic units of the institution.
b. Describe the administration of the program inclusive of coordination & responsibility.

The new program will be housed within the College of Science & Technology and the Departments of Chemistry and Physics. The proposed program will be administered by a graduate director (initially from the Chemistry department) who will be a full-time tenure-track faculty member. The director will chair the graduate committee, which is responsible for determining the acceptance of graduates into the program and for coordinating administrative and curriculum changes to the program. The graduate committee consists of three tenure track graduate faculty members (one member each from Chemistry and Physics plus the committee chair).

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for Masters degrees is 36-semester credit hours).

Not applicable

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

Not applicable as there are no accreditation bodies specific for Chemistry or Physics graduate programs. However, the non-thesis track, the Professional Science Master degree, is a growing trend in the terminal Master’s field and as such has a national organization, the National Professional Science Master Association (www.sciencemasters.com), initially sponsored by the Alfred P. Sloan Foundation. Our non-thesis program has been modeled to meet the criteria for membership into this organization. Once the program has been approved, we will submit an application to become a member of the National Professional Science Master Association.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Enrollment in the Master of Science in Physical Science degree program is initially projected at five students (spring 2012), increasing by five each year until reaching approximately a steady-state of 20 new students enrolling each year (see Table 9). This projection results in a total enrollment of five students the first year, 15 students the second year, 25 students the third year, and 35 in the fourth year. After that, it is expected that enrollment will increase by 5 students until leveling out at 40 total students in the fall of 2016. Enrollments will be cohort-based.

Table 9: Enrollment Projections: MSPS Program

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second</th>
<th>Third Year</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Projections: MSPS Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. ENROLLMENT PROJECTIONS

Student Majors

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shifted from other programs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New to the institution</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Continuing majors</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total Majors</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Current Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Edwards</td>
<td>Professor &amp; Chair</td>
<td>Ph.D.</td>
<td>B.S., M.A.</td>
<td>Physics</td>
<td>3 contact hours/semester</td>
</tr>
<tr>
<td>Cleon Dean</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Delena Gatch</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Clayton Heller</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics/Astronomy</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Jim Higdon</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics/Astronomy</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Sarah Higdon</td>
<td>Lecturer</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics/Astronomy</td>
<td>15 contact hours/semester</td>
</tr>
<tr>
<td>Li Ma</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics/Chemistry</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Xiao-jun Wang</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Jing-Yuan Zhang</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Physics</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>John DiCesare</td>
<td>Professor &amp; Chair</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>3 contact hours/semester</td>
</tr>
<tr>
<td>Karelle Aiken</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Shannon Davis</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Laura Frost</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Biochemistry</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Michael Hurst</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>B.S.</td>
<td>Biochemistry</td>
<td>9-12 contact hours/semester</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Field</td>
<td>Contact Hours/semester</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
<td>--------</td>
<td>---------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Brian Koehler</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>David Kreller</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>James LoBue</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Allison Long</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Michele McGibony</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Biochemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Mohammed Abid</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Jeffery Orvis</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Norman Schmidt</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Dontarie Stallings</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Biochemistry</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Christine Whitlock</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Chemistry</td>
<td>9-12</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of how workload will be impacted by the new program:**

There will not be any changes in the current workload assignments of faculty. Existing faculty will be able to teach the new offered courses through efficient scheduling of elective courses within the departments.

**Expected responsibilities in the program:**

The faculty will be expected to teach a graduate course in one of the concentration areas on a rotational basis, maintain currency in online content and presentation where appropriate and interact with the graduate students by serving as advisors for the industrial internship/project for the non-thesis MSPS students and as thesis advisors for the thesis option students.

Total Number of Faculty: **24**

b. *If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.*

This new program can be administered and taught with the existing faculty in the Departments of Chemistry and Physics by efficient scheduling of elective courses within the departments.

**14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget**

a. *Provide a narrative that explains how current institutional resources will be expended*
specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution’s projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

The projections detailed in the table below are derived by considering the number of new courses that need to be offered and the number of students who will enroll in the program. The main emphasis of our new program is to establish a non-thesis Professional Science Masters degree that combines graduate level science and business courses. The non-science courses were chosen from existing graduate courses taught at Georgia Southern in consultation with appropriate departmental Chairs and college Deans as to not cause the need to add any additional sections of these courses or changes in personnel usage based on our projected enrollment. Therefore the numbers corresponding to current institutional resources are based on changes in the departments of Chemistry and Physics. The proposed program will require the development of 11 new courses in addition to the revamping of several senior level existing undergraduate courses to include suitable graduate level content (a fairly simple process as most of these courses are already equivalent to graduate courses at other universities). The number of courses taught in any given year will be much lower as not all courses will be taught every year. In any given year, the maximum number of new course load to the departments of Chemistry and Physics will be four courses a semester and most semesters will be lower. Therefore the cost of the program in terms of redirection of existing resources is based on the maximum number of four new courses a semester.

This new program can be administered and taught with the existing faculty in the Departments of Chemistry and Physics by efficient scheduling of elective courses within the departments and by combining several 1000 level sections of an intro-course into one larger section. The Chemistry department is equipped to offer three additional courses each semester by converting existing upper-level elective courses that have traditionally coupled a 3-contact hour lecture with a 3-contact hour lab into a 3-contact hour lecture only course. The coupled lecture/lab upper-level elective courses are fairly unique in a chemistry program and were developed out of necessity. Up until seven years ago, the Chemistry department did not have adequate research laboratories to conduct undergraduate research for the vast majority of our majors. Therefore, in order for our undergraduates to obtain exposure to advanced instrumentation and techniques, laboratories were coupled to the upper level elective lecture courses. Over the last 7 years, the Chemistry department has now gained the capacity to offer all of our graduates the opportunity to participate in undergraduate research and therefore no longer need to have all of our elective courses have a lab component. The Chemistry department currently offers four upper-level elective courses each semester to satisfy the needs of our large number of majors (over 500 undergraduate majors). Therefore we plan to convert three of these lecture lab courses each semester into lecture-only courses that will allow us to redirect the teaching load of the labs into three new graduate courses each semester. The Physics department plans to combine four
sections of a 1000 level course into one section, thereby allowing them to redirect the teaching load of the combined sections into two new graduate courses, one taught each semester. The above reassignment will result in the ability of the departments of Chemistry and Physics to offer four new courses each semester as needed. Georgia Southern University will not submit a request for new funds as part of its budget request.

The projected number of students to enroll into the new MSPS program is based on a conservative estimate of five students in the first year and then increasing the number of new students to the program by 5 students each year until 20 students are achieved. It is estimated that any loss of students will be offset by increases in estimated number of new students. The main recruitment pool of students for the initial years of the program will be the undergraduates enrolled in the Georgia Southern chemistry and physics programs. Each year the combined number of graduates from both of these programs is about 50 students, sufficient to fully populate this program. Many of these students have expressed an interest in remaining for a graduate degree if one was available. The expenditures are revenue neutral, as they will result from redirecting existing faculty teaching load as described in the above paragraphs and are based on the cost of a full time faculty member to teach a course (9% of his/her academic year salary, or approximately $5,625 per course plus benefits). The projected revenues are based on the number of students in the program each enrolling in 9 credit hours a semester at $250 per credit hour.

<table>
<thead>
<tr>
<th>I. ENROLLMENT PROJECTIONS</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New to the institution</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Continuing majors</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td><strong>5</strong></td>
<td><strong>15</strong></td>
<td><strong>25</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td>Course Sections Satisfying Program Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously existing</td>
<td>6</td>
<td>11</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>(3 non-sci)</td>
<td>3 non-sci</td>
<td>6 non-sci</td>
<td>6 non-sci</td>
<td>6 non-sci</td>
</tr>
<tr>
<td>New</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Program Course Sections</strong></td>
<td>8</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>(3 non-sci)</td>
<td>3 non-sci</td>
<td>6 non-sci</td>
<td>6 non-sci</td>
<td>6 non-sci</td>
</tr>
<tr>
<td>Credit Hours Generated by Those Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing course enrollments*</td>
<td>78</td>
<td>180</td>
<td>450</td>
<td>630</td>
</tr>
<tr>
<td>New course enrollments*</td>
<td>12</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>90</strong></td>
<td><strong>270</strong></td>
<td><strong>450</strong></td>
<td><strong>630</strong></td>
</tr>
<tr>
<td>*Note: these courses will also have undergraduate students enrolled that will increase the credit hours generated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEGREES AWARDED</strong></td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>


### II. EXPENDITURES

<table>
<thead>
<tr>
<th>Personnel – reassigned or existing positions</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$18,750</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$45,000</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits (Salary*17.93%)</td>
<td>$3,362</td>
<td>$8,068</td>
<td>$8,068</td>
<td>$8,068</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td>$22,112</td>
<td>$53,068</td>
<td>$53,068</td>
<td>$53,068</td>
</tr>
</tbody>
</table>

#### EXPENDITURES (Continued)

<table>
<thead>
<tr>
<th>Personnel – new positions</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other personnel costs</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Total New Personnel Costs | $0         | $0         | $0         | $0         |

#### Start-up Costs (one-time expenses)

<table>
<thead>
<tr>
<th>Library/learning resources</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Facilities: construction or major renovation</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
</table>

| Total One-time Costs | $0         | $0         | $0         | $0         |

#### Operating Costs (recurring costs – base budget)

<table>
<thead>
<tr>
<th>Supplies/Expenses</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/learning resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Recurring Costs | $1,000     | $1,000     | $1,000     | $1,000     |

| GRAND TOTAL COSTS    | $23,112    | $54,068    | $54,068    | $54,068    |

### III. REVENUE SOURCES

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
<th>EFT Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation of existing funds</td>
<td>$22,112</td>
<td>$53,068</td>
<td>$53,068</td>
<td>$53,068</td>
</tr>
<tr>
<td>New student workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Tuition ($250/credit hr)</td>
<td>$22,500</td>
<td>$67,500</td>
<td>$112,500</td>
<td>$157,500</td>
</tr>
<tr>
<td>Federal funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New state allocation requested for budget hearing

Nature of Funds
Base budget
One-time funds

| GRAND TOTAL REVENUES | $44,612 | $120,568 | $165,568 | $210,568 |

Facilities Information for New Academic Programs

Proposed Location for the Program: Departments of Chemistry and Physics

Floor area required for the program (gross and net square feet): 70,000 sq feet (net)

The departments of Chemistry and Physics currently occupy approximately 70,000 sq. feet of lecture, lab and office space located in the Nursing/Chemistry and Mathematics/Physics buildings. This space is sufficient to accommodate the requested degree program.

Type of spaces required:
- Number of classrooms: 10
- Number of labs (Research/teaching): 40
- Number of offices: 22
- Other spaces

Place an “X” beside the appropriate selection:

__X_____ Existing facility will be used as is (70,000 sq. feet):

_______ Existing facility will require modification (area square footage):

Projected renovation cost:
Estimated relocation cost:
Total funding required:
Source of Funding:

_______ Construction of new facilities will be required (area square footage):

Estimated construction cost:
Estimated total project cost:
Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.
No impacts on parking, power, HVAC, etc.

Other comments:

Note: A system office Facilities Project Manager (through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

APPENDIX A

Executive Summary and Curriculum Details

Executive Summary

The Master of Science in Physical Science

Georgia Southern University’s Master of Science in Physical Science is a terminal professional degree that prepares graduates for the workplace by giving them real-world experience applying their knowledge of mathematics and science to projects of interest to the business, government, and nonprofit sectors. Students gain a deeper understanding of the science and mathematics used in their fields, as well as a solid grounding in business fundamentals and communications, preparing them to become leaders in the business aspects of science. Two options will be available to students: a terminal, non-thesis or a terminal, thesis option. The concentration areas are
interdisciplinary, building on the expertise of Georgia Southern faculty in three specific areas:

- Environmental Science
- Pharmaceutical Science
- Materials and Coating Science

**Overview of the Non-thesis option (36 hours)**

**Required Core Coursework (21 hours):**

- 3 science courses (core, 9 hours)
  - Chemical industry foundation, statistics, and scientific ethics
- 3 business fundamentals courses (core, 9 hours)
  - Leadership, project management, and technical communications
- A final internship or industrial project (3 hours)
  - In a real working environment with timely goals and deliverables
  - Application of knowledge to a relevant business problem
  - Oral and written presentation of results

**Required and Elective Coursework (15 hours):**

- 3 science electives (to deepen knowledge in one of the concentration areas) - (9 hours)
- 2 non science electives (6 hours):
  - Specific business skills such as finance, accounting, or marketing
  - Leadership skills
  - Applied statistics

**Overview of the Thesis option (30 hours)**

**Required Core Coursework (18 hours):**

- 3 science courses (core, 9 hours)
  - Identical to Non-thesis option
- 3 research courses (core, 9 hours)
  - Thesis (6 hours) and Seminar (3 hours)

**Elective Coursework (12 hours):**

- 4 courses within the chosen concentration (12 hours)

**Admission Requirements**

- BS or BA degree in chemistry or physics from an appropriate regionally accredited college or university, or an equivalent degree from a recognized foreign college or university. Official TOEFL scores (not more than two years old) required for international students.
- Overall minimum GPA = 3.0 on a 4.0 scale
- Official GRE Report showing competitive subtest scores
- 2 Letters of Recommendation
• Applicant’s Statement of Purpose, which must address (1) the student's preparation for graduate study, (2) the student’s goals for the graduate program, potential concentration area, and possible advisor & (3) the student’s professional goals following completion of the program

• The applicant must have the appropriate undergraduate preparation for the area of concentration. This requires meeting the general MSPS requirements and the pre-requisites listed for the particular concentration area.

Curriculum Requirements
Requirements:
Non-thesis option: 12 courses (36 credit hours of course work) including one internship or industrial project experience (equivalent to 3 credit hours).

Thesis option: 10 courses (30 credit hours of course work) plus a research thesis describing work performed in collaboration with chemistry or physics graduate faculty, and both oral and written presentations of the results.

Students are expected to be full time students; completion of this degree will require 2 years or 5 semesters of study.

A maximum of 12 credit hours at the 5000 level are allowed.
Curriculum Details

ACCT 7134 (ONLINE)
Financial Reporting and Analysis: 3-0-3
This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm’s own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models.

ACCT 7230 (ONLINE)
Accounting for Executives: 3-0-3
A study of management accounting and control information. This course shows how to make pricing and product mix decisions, how to improve existing activities and processes, how to measure performance in decentralized operating units, and how to align organizational activities with long-term strategic objectives, both in a domestic and international setting.

BIOS 7231
Clinical Trials Methodology: 3-0-3
Students are introduced to regulatory, scientific, statistical and practical aspects of methods inherent in design, monitoring and analyzing clinical trials. Clinical trials in many areas of drug development are presented, discussed and critiqued. Prerequisite: A minimum grade of “C” in PUBH 6541.

BIOS 7431
Statistical Issues in Drug Development: 3-0-3
Major statistical issues in the federal regulation of drug research and clinical development will be studied. Specifically, summarization, analysis and monitoring of adverse experiences, two treatment crossover designs, active control equivalence studies, optimization in clinical trials and combination drug development, dosing in the elderly, intention to treat in clinical trials, and dual control groups in rodent carcinogenicity studies will be studied. Prerequisites: BIOS 6331 and BIOS 6332 or equivalent.

BUSA 7130 (ONLINE)
International Business: 3-0-3
This course presents fundamental considerations for managers of international trade operations, providing students with the experience of simulating the business of exporting. Prerequisites: Graduate standing and the completion of the MBA core or permission of the COBA Director of Graduate Studies for non-MBA students.

CHEM 5233G (ONLINE)
Environmental Chemistry: 3-0-3
A survey of the current environmental issues and the underlying chemistry associated with them, including stratospheric chemistry, air pollution, global climate change, toxic organic chemicals, natural water systems, soil chemistry, and energy production. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of “C” in CHEM 2242 and CHEM 3342, or equivalent.

CHEM 5331G (ONLINE)
Advanced Organic Chemistry: 3-0-3
A course designed to build upon the knowledge gained in CHEM 3341 (Organic I) and CHEM 3342 (Organic II). Topics covered may include considerations of structural and mechanistic organic chemistry, synthetic organic chemistry and bioorganic chemistry.

CHEM 5332G (ONLINE)
Principles of Drug Design: 3-0-3
A course designed to introduce the chemistry of drug design and development, as well as drug actions and their impacts on society. Topics include drug discovery, receptor site theory, neurotransmitters, pharmacokinetics, federal drug laws, drugs in sports and individual courses of drugs.
CHEM 5333G (ONLINE)
Carbohydrate Chemistry 3-0-3
This course provides students with an introduction to the chemistry of carbohydrates. Carbohydrates are found in all organisms and serve various functions including energy/nutrition and cell-to-cell communications. Carbohydrate chemistry is an interdisciplinary field of study incorporating organic chemistry, analytical chemistry, and biochemistry. Topics include structural aspects, stereochemistry, synthesis, conformational analysis, polysaccharides, and vaccine development.

CHEM 6130 (ONLINE)
Industrial Chemistry 3-0-3
This course will provide an overview of the petrochemical and basic chemical industry. Topics to be covered will be the origin and manufacture of basic petroleum feedstocks; polymers and plastics; green chemistry, pharmaceuticals, and nuclear chemistry. Intellectual property issues (basics of patent law, invention disclosures, trademarks, trade secrets) that practicing scientists should know will be addressed. Proper documentation of research and use and keeping of laboratory notebooks for regulated industries will also be explored. The impact of these industries on the economy of the United States, risk assessment, and cost/benefit analyses are also addressed.

CHEM 6230 (ONLINE) - New course to be developed
Scientific Inquiry and Ethics 3-0-3
This course will provide an overview of methods and philosophy of scientific inquiry and ethics of scientific research. Extensive use of case studies, analysis of research misconduct cases, and role playing will be used. An overview of the basic principles of scientific inquiry will be provided.

CHEM or PHYS 6730 - New courses to be developed
Master of Science in Physical Science Internship 3-0-3
This 10 week internship will provide the student an opportunity to apply skills and knowledge to solve a real world business problem. A problem with specific timelines and constraints will be developed in collaboration with industrial partners which is relevant to the particular concentration area the student has chosen; the internship may be carried out in the work environment at the industrial partner location or at the University. Typically this internship class will be taken the summer after the completion of the first year of study.

CHEM 7130 (ONLINE) - New course to be developed
Sustainability in the Physical Sciences 3-0-3
This course will focus on the 12 Principles of Green Chemistry and Engineering. Case studies, analysis of sustainability trends and common practices, and future research will be covered. Lifecycle analysis, current best practices in sustainability, the triple bottom line, social impacts of sustainability, and other topics will be discussed.

CHEM 7230 (ONLINE) - New course to be developed
Analytical Chemistry in a Regulated Environment 3-0-3
This course is designed to introduce major analytical instruments and their application in regulated environments such as FDA, EPA, OECD and the pharmaceutical industry, or forensic science. The concept of good laboratory practices (GLP) will be introduced. Major analytical methods used for product physical/chemical characterization, quality control, purity/impurity testing, and potency testing are introduced. Practices on instrument Installation Qualification/Operational Qualification/Performance Qualification (IQ/OQ/PQ) and maintenance as well as analytical method validation are included. The GLP regulations Code of Federal Regulations Title 21 part 58 from the FDA and FIFRA in 40 CFR Part 160 and for TSCA in 40 CFR Part 792 from EPA will be introduced. Practices are covering development of Standard Operating Procedures (SOPs) from topics of personnel, facility, and equipment to the quality assurance unit.

CHEM 7430
Materials Chemistry 3-0-3
This course will cover applied polymer science, analysis of polymeric materials, processing equipment, and the chemistry of polymers.
CISM 7330
Information Technology Management: 3-0-3
Designed to enable the manager to effectively utilize and manage information technology in the applied business environment. The course focuses on the managerial, not the technical aspects of information management. No prior technical expertise is required. Relevant readings and cases are used to apply the concepts and techniques presented in the course. Prerequisites: Graduate standing and the completion of the MBA prerequisites, or permission of the Director of COBA Graduate Studies for non-MBA students.

CISM/ MGNT 7431 (ONLINE)
Project Management: 3-0-3
This course focuses on the principles and processes of project management using a systematic approach to problem solving. The project management body of knowledge areas (PMBOK) is covered, along with project management life cycle in addition to traditional project management (e.g., efficiency of the project, operational performance, planning, meeting time and budget goals). This course will give special emphasis to the management of implementation projects relevant to the students’ majors, e.g., Enterprise Resource Planning (ERP) for Information Systems students or Total Quality Management (TQM) for Management students. Students are also taught how to use computer software to facilitate project management, and obtaining project management certification is emphasized. Prerequisites: A minimum grade of "B" in CISM 7330, graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. Prior completion of CISM 7331 is recommended.

MGNT 7330
Leadership and Motivation: 3-0-3 (ONLINE)
A study of leadership and motivation. This course provides an overview of existing theories and models of leadership and motivation. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power, and influence in organizational life. Special emphasis is placed on leadership for change. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

PBAD/POLS 7337
Environmental Management and Policy: 3-0-3
An overview of environmental and natural resource management in the United States. Particular attention will be paid to issues of regional importance, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

PHYS 6131 – New course to be developed
Physics of Solid State Materials 3-0-3
Introduction to the physical properties of solids. Topics may include: Periodic structure and symmetry of crystals, diffraction, reciprocal lattice, chemical bonding, lattice dynamics, phonons, thermal properties, free electron gas, model of metals, Bloch theorem and band structure, nearly free electron approximation, tight binding method, Fermi surface, semiconductors, electrons, holes, impurities, optical properties, excitons, and magnetism. Prerequisites: PHYS 3536, MATH 2242

PHYS 6132 – New course to be developed
Applied Optics 3-0-3
This course offers an introduction to laboratory optics, optical principles, and optical devices and systems. This course covers a wide range of topics, including: polarization properties of light, reflection and refraction, coherence and interference, Fraunhofer and Fresnel diffraction, holography, imaging and transforming properties of lenses, spatial filtering, two-lens coherent optical processor, optical properties of materials, lasers, electro-optic, acousto-optic and liquid-crystal light modulators, optical detectors, optical waveguides and fiber-optic communication systems. Students engage in extensive oral and written communication exercises. Prerequisites: PHYS 3536, MATH 2242

PHYS 6231 – New course to be developed
Thin-Film Coatings (Developed in collaboration with Viracon staff) 3-0-3
This course will cover the physics and chemistry of conductive coatings applied to dielectric substrates such as float glass. Topics considered will include thermal and optical properties of multilayer metallic coatings and coating manufacturing techniques such as sputtering.
PHYS 6237 (ONLINE) - New course to be developed

Applied Quantum Mechanics: 3-0-3

This course is designed to review Schrodinger's theory of quantum mechanics for application in modern devices and systems. Topics covered are quantum statistics, multi-electron atoms, molecules, one and two dimensional systems, and the neon particle system. Calculation techniques introduced are matrix diagonalization, perturbation theory, and variational methods. Also, time-dependent perturbation theory as applied to optical absorption, nonlinear optical properties of materials will be discussed.

PHYS 7330 (ONLINE) - New course to be developed

Principles and Practice of Pre-clinical Drug Development 3-0-3

This course is designed to introduce the key issues and aspects of developing a new small molecule or biological drug. The course focuses on the guidelines from regulatory agencies such as the FDA on the types of data required for the Investigational New Drug (IND) application. Major issues in Pharmacology, Toxicology, Safety Pharmacology, Pharmacokinetics and Chemistry, Manufacturing and Control (CMC) sections of the IND submission are described. Practices cover examples of laboratory animal efficacy models, pharmacokinetics models, toxicity study protocols, master batch record generation and the concepts of Good Laboratory Practice (GLP)/Good Manufacturing Practices (GMP). Particularly, in GLP/GMP portion of the course Code of Federal Regulations Title 21 part 58, 210 and 211 will be introduced. Key issues in quality control of active ingredients, drug substance and drug product as well as in-process control will be discussed. Practices covering development of Standard Operating Procedures (SOPs) and generation of study protocols/reports, master-batch records, and certificates of analysis are provided. The GLP portion of the course describes key requirements including personnel, facility, equipment and the quality assurance unit. Interdisciplinary aspects are provided by faculty members who have experience in managing new drug pre-clinical development from bench-top to IND submission. Invited guests from industry and regulatory agencies are also expected to participate.

PUBH 6541

Biostatistics: 3-0-3

This course examines statistics in public health and related health sciences, including sampling, probability, basic discrete and continuous distributions, descriptive statistics, hypotheses testing, confidence intervals, categorical data analysis, regression, and correlation. Emphasis will be on the development of critical thinking skills and health data analysis applications with computer software.

STAT 5531G

Statistical Methods I: 3-0-3

This is the first of a two course sequence in applied statistics. The material covered will provide an introduction to statistical concepts and terminology while focusing on descriptive and inferential methods of data analysis. Topics include descriptive statistics, parameter estimation, tests of significance, confidence intervals, analysis of variance, simple linear regression and correlation. Both parametric and nonparametric methods are presented for the analysis of central tendency, variability, proportions and categorical data. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of “C” in MATH 3337.

STAT 7231

Design of Experiments I: 3-0-3

Various statistically designed experiments are introduced including randomized blocks designs, Latin squares, incomplete block designs, factorial and fractional factorial designs with and without confounding and nested designs. Prerequisite: STAT 5531.

STAT 7234

Statistical Process Control: 3-0-3

Philosophy of statistical process control is studied along with SPC techniques of control charts, process-capability, designed experiments and acceptance sampling. Prerequisite: STAT 5531.

TMAE 7430

Industrial Case Study Analysis: 3-0-3

The systems approach and case study format are utilized for the resolution of current technical management problems of various industries. Problem solving methods are presented, discussed, and utilized in student activities.
TMAE 7431
Advanced Quality Control: 3-0-3
A study of modern philosophies, methodologies, and technologies for quality control and improvement with emphasis on total quality management, statistical process control, quality improvement methods and acceptance sampling.

TSEC 5334G
Hazardous Waste Management: 3-0-3
A study of hazardous waste substances as they are created by various industries and their proper management by combining planning, organizing, and controlling techniques with a knowledge of generating, storing, transporting, treating, recycling and disposing of hazardous materials. Issues of environmental impact, regulatory compliance, ethics, and program management are discussed from a technical management perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: One chemistry course or permission of instructor.

TSEC 5336G
Environmental Law: 3-0-3
A course designed to provide an introduction and overview (for those without legal or specific scientific training) of the system through which our nation attempts to preserve the environment. The U.S. legal system, national, and international environmental policy is reviewed. Emphasis is placed on the control of air quality, water quality, toxic substances, and hazardous releases as it relates to environmental regulation of industry. Graduate students will be required to complete an additional project or assignment in addition to the undergraduate course requirements.

WRIT 5930G
Technical Writing 3-0-3
A new class based on two existing undergraduate courses (WRIT 2130 & 3130). Teaches students to improve written, oral, and visual communication by requiring assignments relevant to their proposed professions. The focus is on the type of communication required by the scientific and engineering discourse communities. Prepares students from all disciplines to be effective communicators in their chosen professions. Students learn to write and prepare a variety of documents, including memos, letters, reports, proposals, critical studies, and recommendations. Prerequisite: A minimum grade of “C” in ENGL 1102.

B. College of Liberal Arts and Social Sciences
Dr. Johnathan O'Neill presented the agenda item for the Department of History.

Dr. Trenton Davis presented the agenda items for the Department of Political Science.

Department of History
New Course:
HIST 5030G - Selected Topics in History
JUSTIFICATION:
This course is needed to offer a graduate elective course in Selected Topics in History for students taking courses on-campus. This course will also have an undergraduate section.

Department of Political Science
New Courses:
PBAD 8131 - Survey of Public Administration for the In-Career Professional
JUSTIFICATION:
This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management as they relate to the basic theoretical components of public administration and their practical application, principally because it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body. This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide
students with best practices in Public and Nonprofit Management, as evidenced by the fact that it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

PBAD 8132 - Theory and Practice of Public and Nonprofit Management
JUSTIFICATION:
This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management, as evidenced by the fact that it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

PBAD 8133 - Human Resource Management for the In-Career Professional
JUSTIFICATION:
This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management as they relate to Human Resource Management, principally because it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

PBAD 8134 - Ethics of Administration for the In-Career Professional
JUSTIFICATION:
This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management as they relate to organizational ethics, principally because it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

PBAD 8135 - Theory and Practice of Public and Nonprofit Budgeting
JUSTIFICATION:
This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management as they relate to fundamentals of budgeting principally because it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

New Program:
Certificate in Public and Nonprofit Management (followed by Certificate Notification Form)
JUSTIFICATION:
The purpose of Georgia Southern University's Graduate Certificate in Public and Nonprofit Management is to allow working professionals with careers in the public or nonprofit sectors (or current graduate students in a related field of study) to expand their educational background and to enhance their knowledge in the area of professional management. The graduate certificate is designed to extend students' understanding of theory and practice in the field of public and nonprofit sector management.

Through a specialized series of courses offered online, individuals will enhance their knowledge, skills, and abilities in the following areas:
- Basic conceptions and trends regarding the theory and practice of public administration.
- Personal standards of conduct, including social justice and whistle blowing.
- Fundamental nature of human resource management.
- Application of budget theories and financial management techniques.
Dr. Patterson suggested that the student learning outcomes should be more defined in the HIST 5030G and PBAD 8133 new courses. There was a discussion on how these outcomes should be defined. Dr. O’Neill and Dr. Davis agreed to provide more detail of learning outcomes in their course proposals.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences, with the understanding that the detailed student learning outcomes be included in the HIST 5030G and PBAD 8133 new courses. A second was made by Dr. Delores Liston. The motion to approve the New Courses and New Program was passed.

Revised new course forms are below.

<table>
<thead>
<tr>
<th>Georgia Southern University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Course Form</strong></td>
</tr>
</tbody>
</table>

---

Subject: HIST 5030G

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. **Need for the Course:** Identify the need for the course; for example, required for the major, for certification, elective, etc.
   This course is needed to offer a graduate elective course in Selected Topics in History for students taking courses on-campus. This course will also have an undergraduate section.

2. **Similarity with existing course:** Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.
   No duplication exists

3. **Accreditation/Licensure approval:** Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {(e.g., Teacher Education Committee (TEC)}?
   This course meets the desired requirements for the appropriate accreditation bodies. The Department of History has secured the appropriate approval of all on-campus governing bodies.

4. **Course Goals/Objectives:** Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.
   Students taking a graduate special topics course will learn material above and beyond the courses regularly offered in the History Graduate Program. The intent of the special topics course is to expose students to topics and ideas that they might not encounter in their prescribed coursework in the program.

   In addition, there are four desired learning outcomes for students earning the MA in History:

   1) Students will demonstrate ability to present and support extended oral arguments about important ideas and concepts of history. This implies the ability to:
      • Discuss diverse time periods, peoples, situations, and societies;
      • Perceive past events and issues in an appropriate historical context;
      • Comprehend the interplay of change and continuity;
• Grasp the complexities of historical causation.
• Effectively communicate historical arguments to non-specialists.

2) Students will develop skills in both the mechanics and structure of writing to effectively and skillfully present historical research and argumentation. This implies the ability to:
• Write clearly and effectively about complex ideas;
• Effectively use narrative to tell important stories;
• Follow proper rules of grammar and syntax;
• Use proper Turabian (Chicago Style) forms of citation.

3) Students will construct original historical arguments based upon competent research in primary materials and present these arguments effectively in a final Thesis or Non-Thesis Project. This implies the ability to:
• Work successfully in archives and other repositories of primary materials;
• Construct convincing interpretations based upon secondary and primary sources and place those interpretations within the historiography of the subject;
• Present historical interpretations and arguments in a well-organized, readable, and logical manner;
• Complete a thesis or other project that reflects the best practices of historians.

4) Students will demonstrate orally an understanding of the historiography and theory relevant to a thesis or non-thesis project research, and an ability to place work within those historiographical and theoretical frameworks as shown by a Thesis or Non-Thesis Project. This implies the ability to:
• Explain clearly the process or framework used to reach conclusions;
• Place conclusions within a larger historical and historiographical context;
• Defend conclusions reasonably when challenged;
• Consider openly new points of view.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://cogs.georgiasouthern.edu/download/forms/GraduateFacultyForms/Policy%20on%20DualListed%20Courses%20-%20final%20100809.pdf)
   (a) Briefly describe how student learning will be assessed.
   (b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.

This course will cover selected topics whose specific assessment procedures may be different each time the course is taught. Students will complete readings and written assignments. Graduate students will be given an extra assignment(s) determined by the instructor that undergraduates will not be required to do.

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.
   Topics may vary and textbooks will be selected accordingly. Methodology will include lectures, reading assignments, individual or group assignments.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit’s plan to garner these resources.
   Resources have been allocated. There are many faculty members throughout the university who are qualified to teach the course.
8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)

No additional fees are required.

(Please complete curriculum form which follows)
Georgia Southern University

New Course Form

To: Undergraduate Committee  (Date Format: 99/99/99) UC/GC Meeting
Date: 3/10/11  (Date Format: 99/99/99) Date
☑ Graduate Committee  (Term Format: 200608) Proposed Effective
Submitted: 2/2

Term: 201108
Code:
College Code: 12 - CLASS  Department Code: 1209  Department: History

1. Subject: HIST  Number: 5030G

2. Full Course Title for Catalog: Selected Topics in History
Abbreviated Course Title (max 30 characters):
(Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? Yes
   If Yes, please list the cross-listed courses below.
   Subject: HIST  Number: 5030
   Subject:  Number: 
   Subject:  Number: 
   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? No
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must Be Completed)</td>
<td>(Only for variable hours)</td>
</tr>
</tbody>
</table>

6. Credit Hours: 3 Drop-Down
   Billing Hours: 3 Drop-Down
   Lecture/Seminar Contact Hours: 3 Drop-Down
   Lab Contact Hours: Drop-Down
   Will multiple labs be offered for each lecture section? Drop-Down
   Other Contact Hours: Drop-Down
   Total Contact Hours: 3 Drop-Down
   Ratio of Contact Hours to Credit Hours: 3 : 3

7. Repeatable for Credit: Yes
   (“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

8. Additional Fees: No  If yes, amount: _____

9. Level: S2-Masters Drop-down

10. Grade Mode: N = Normal Drop-down
    (Default)

11. Schedule Type: A = Lecture Drop-down
    Drop-down Drop-down
(Default)

*Schedule Type must match Lecture, Lab, or Other Hour Type (#6)*
### PROPOSED COURSE PREREQUISITE(S)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Number:</th>
<th>Concurrent:</th>
<th>Minimum Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td>No</td>
<td>D</td>
</tr>
</tbody>
</table>

Additional prerequisite(s):

Are prerequisites to be enforced at Registration? Drop-down

### PROPOSED COURSE CO-REQUISITE(S)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
</tbody>
</table>

Additional co-requisite(s):

Are co-requisites to be enforced at Registration? Drop-down

### PROPOSED CATALOG DESCRIPTION

Topics will vary with individual professor. Graduate students will be given an extra assignment(s) determined by the instructor that undergraduates will not be required to do.
Subject: PBAD
Number: 8133

Answers to all the following questions must be submitted. Limit total responses to two pages.

1. Need for the Course: Identify the need for the course; for example, required for the major, for certification, elective, etc.
   This is one of the five courses required of in-career professional students who wish to earn a Certificate in Public and Nonprofit Management. This course is necessary to provide students with best practices in Public and Nonprofit Management, as they relate to Human Resource Management, principally because it represents a core component of public administration, as prescribed by the National Association of Public Affairs and Administration, the program's accrediting body.

2. Similarity with existing course: Include a clear statement indicating that a thorough examination has been made of other departments/units/colleges and discuss to what extent this course duplicates or overlaps existing course(s). If course duplication occurs, provide a justification for a similar course and a description of dialogues that have occurred with the department(s) where the duplication exists.
   The proposed course is designed as part of a new certificate program in Public and Nonprofit Management. While the proposed course exhibits similarities to PBAD 7430, the content is specifically distinct in the following ways. First, the course readings, exercises, materials, and assignments will be designed specifically for in-service career professions, and will not be as appropriate for pre-service students. For this reason, courses will focus more heavily on theory and its manifestation in organizational life than PBAD 7430, which places students in simulated environments. Second, the material for this course is specifically tailored for online delivery. Again, this method is particularly appropriate for in-service students who, unlike pre-service students, do not need to rely on in-class simulations and other classroom activities to apply principles learned in the course to administrative environments. Instead, they can utilize their own referent organization. For example, students in PBAD 7430 are taught the fundamentals of developing a job posting and position description, whereas students in the proposed course will be expected to have previous experience with these fundamentals. Third, the course content is designed to be delivered in a period of eight weeks as opposed to a traditional sixteen week semester. Moreover, from a practical perspective, having a separate course guarantees that students can differentiate between the two classes; underscoring the important differences between the courses and avoiding confusion regarding their course eligibility. Additionally, because this certificate program will be a part of the program's overall accreditation, maintaining distinct courses will enhance the ease with which both the certificate program and the existing MPA program can be evaluated independently. Thus, due to the work experience of these exclusively in-service students, the compressed time frame of the course, course materials, accreditation concerns, and other practical concerns, the program faculty believe a new and distinct course that is exclusive to the MPA Executive Certificate Program is warranted.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies? Has the proposing unit secured the appropriate approval of all on-campus governing bodies {e.g., Teacher Education Committee (TEC)}?
   Yes, the proposed course will be taught in accordance with the National Association of Schools of Public Affairs and Administration (NASPAA), the accrediting body for the MPA Program.

4. Course Goals/Objectives: Clearly outline the objectives of the proposed course. Describe the student learning outcomes that are expected from this course.
This course will cover topics including: the origins of public sector personnel, merit selection, models of compensation, job analysis, job design, job evaluation, employee selection, employee motivation, performance appraisal, labor relations, and training. Intermingled with these foci will be some consideration of administrative ethics, affirmative action, comparable worth, and sexual harassment.

1) Students can identify the role and functions of the human resource manager in a public and nonprofit organizational setting.
2) Through an appreciation of the historical and political evolution of public human resource management, students can apply important personnel reforms within an organizational setting.
3) Students can effectively manage the major components of a personnel system within an organizational setting.
4) Students can explain the major functions of human resource planning, position classification, and employee selection and compensation systems.
5) Students can identify both theory and practice as it pertains to effectively motivating and managing personnel.
6) Students can describe the major components of affirmative action, prohibited practices, diversity, and equal employment opportunity (EEO) in the context of human resource management.
7) Students can describe as well as apply to an organizational setting existing jurisprudence in the areas of sexual harassment and employee disability.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at [link])

(a) Briefly describe how student learning will be assessed.
(b) If a dual-listed course, differentiate expectations for graduate students and undergraduate students in terms of concrete measurable outcomes.

This proposed course, as with all courses being proposed for this certificate program, will be delivered through fully online instruction. Components of that online assessment may include writing assignments, discussion postings, exams, and field exercises requiring written reports. The courses will be designed using templates and best practices provided by the Center for Online Learning at Georgia Southern University: [link].

6. Course Content Outline: Provide a list of topics covered by the course, methodology used to deliver material, and typical materials (e.g., texts) used within the course.

Typical materials for the course will include a combination of textbooks and journal articles, chosen to ensure students can apply the appropriate theory to their own practical experiences. The course content will be delivered through online instruction and will include the following topics:

1) Explore the role and functions of the human resource manager.
2) Examine the historical and political evolution of public human resource management.
3) Explain the relationship of human resource planning, classification, selection and pay systems.
4) Describe affirmative action, prohibited practices, diversity, and EEO in the context of public human resource management.
5) Discuss the importance of ethics in public human resource management.
6) Apply theory and research on human resource management to the day-to-day working of real organization.

7. University Resources Statement: Provide information concerning what university resources will be required for this course. Do we currently have faculty trained and available to teach this course? Does the university have equipment/technology/software/etc. required? Does the
institution have the library resources needed by the instructor or by students taking this class? If insufficient resources currently exist to teach this course, please indicate what is needed and the unit's plan to garner these resources.
Both the MPA Program and the University have the necessary resources for this course; the technology is available for the course to be delivered online.

8. Fee Explanation (when appropriate): If the proposed course requires an additional fee, explain what it is and how the fee will be used. (Implementation of a special course fee must be approved per university policy.)
N/A

(Please complete curriculum form which follows)
1. Subject: PBAD  Number: 8133

2. Full Course Title for Catalog: Human Resource Management for the In-Career Professional
Abbreviated Course Title (max 30 characters): HR Management
(Only abbreviate if Full Course Title is MORE than 30 characters)

3. Will this course be cross-listed with other courses? No
   If Yes, please list the cross-listed courses below.
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   Subject: _____  Number: _____
   **A New Course Form or Course Revision Form MUST be submitted for each cross-listed course. Forms will not be accepted by the Recording Secretary unless forms for all cross-listed courses are submitted from each College**

4. Will this course be listed on any program page(s)? Yes
   If yes, a Revised Program Form must be submitted for each program on which the course is listed. Please contact other Department(s)/College(s) to inform them of the New Course so they can submit revisions if necessary.

5. Does this new course affect another Department or College? No
   If yes, please contact the affected Department(s)/College(s) to inform them of the course revision so they can submit revisions if necessary. The signature page MUST be signed by Dean of College affected.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Billing Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Lecture/Seminar Contact Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Lab Contact Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Will multiple labs be offered for each lecture section?</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Other Contact Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Total Contact Hours:</td>
<td>Drop-Down</td>
</tr>
<tr>
<td>Ratio of Contact Hours to Credit Hours:</td>
<td>( \frac{3}{3} )</td>
</tr>
</tbody>
</table>

6. Repeatable for Credit: No
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

7. Additional Fees: No  If yes, amount: _____

8. Level: S2-Masters  Drop-down  Drop-down

9. Grade Mode: N = Normal  Drop-down  Drop-down  Drop-down
   (Default)

10. Schedule Type: M = Asynchronous Instruction  Drop-down  Drop-down  Drop-down
(Default)

*Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *
New Course-Page Two

<table>
<thead>
<tr>
<th>PROPOSED</th>
<th>COURSE PREREQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: PBAD  Number: 8131  Concurrent: No  Minimum Grade: B</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:  Concurrent: No  Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:  Concurrent: No  Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:  Concurrent: No  Minimum Grade: D</td>
<td></td>
</tr>
<tr>
<td>Additional prerequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Are prerequisites to be enforced at Registration? Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPOSED</th>
<th>COURSE CO-REQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:  Number:</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:</td>
<td></td>
</tr>
<tr>
<td>And Subject:  Number:</td>
<td></td>
</tr>
<tr>
<td>Additional co-requisite(s):</td>
<td></td>
</tr>
<tr>
<td>Are co-requisites to be enforced at Registration? Drop-down</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPOSED</th>
<th>CATALOG DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is a required component of the Certificate in Public and Nonprofit Management. The course provides in-career professionals with an examination of the functions of human resource management and the challenges it faces in American government and society.</td>
<td></td>
</tr>
</tbody>
</table>

C. College of Education

Dr. Yasar Bodur presented the following agenda item for the College of Education.

New/Revised Program:
M.Ed. in Teaching and Learning

JUSTIFICATION:

MOTION: Dr. Ednilson Bernardes made a motion to approve the agenda item submitted by the College of Education. A second was made by Dr. McGibony. The motion to approve the New/Revised Program was passed.

D. College of Business Administration

Dr. Diebolt presented the following information item for the College of Business Administration.

Information Item:
Full-time/Part-time Enrollment Classification for MS-Applied Economics
April 13, 2012

To:       Godfrey Gibbison  
From:     J. R. Diebolt  
Subject: Full-time/Part-time Enrollment Classification for Ms-Applied Economics

This is to approve the proposed change in full-time/part-time enrollment classification. Based upon the approval, six (6) credit hours will be classified as full-time enrollment and three (3) credit hours will be classified as half-time enrollment for fall or spring semesters. Three (3) credits hours will be classified as full-time enrollment for summer.

This approval will be provided as information to the upcoming Graduate Committee. The Financial Aid Office Director will be informed of this decision for implementation at the earliest possible time for those students seeking financial aid.

There is no reason that you would have to be present to discuss this at the Graduate Committee meeting unless you wished to be present.

Cc:        Ron Shiffler, Dean  
           Bill Wells, Associate Dean  
           Connie Murphey, Director, Financial Aid  
           Donna Fisher, Program Director
MEMORANDUM

DATE: March 7, 2011
FROM: Godfrey Gibbison
TO: Charles Patterson
RE: Full-time & Part-time Enrollment Status for MS-Applied Economics

The MS in Applied Economics was originally proposed as a traditional on-campus graduate degree program with a full-time course load of 9 credit hours. In 2008 the Board of Regents granted permission for the program to be delivered as a fully online program. The program is currently being delivered as a fully online program. Once the program started it became clear that students who are attracted to the program in this format are working adults (average age 35 years) with full-time employment. As a result we encouraged students to register for no more than 6 credit hours as a full-time course load, and 3 credit hours as a part-time course load, in order to increase the chance that students will be successful. In addition, 3 credit hours is considered full-time enrollment for the summer semester. This was a response to the difficulties students experienced in the first summer the program was offered. The 9-week (long) summer semester did not give students sufficient time to succeed in 6 credit hours.
This model has worked well for the program, the faculty and students. Therefore, to ensure the continued success of the program, I would like to petition the College of Graduate Studies to reduce the MS Applied Economics Program to 6 credit hours for full-time enrollment and 3 credit hours for part-time enrollment.

There was significant discussion on the full-time/part-time enrollment policies for individual programs. Concern was raised by some of the committee members of what the impact would be by having different enrollment policies.

Mr. Wayne Smith stated the Registrar’s Office needs to be notified of these policy changes because they affect financial aid and loans. Dr. Patterson stated official communication will be sent to the Registrar’s Office.

No action was needed for the Information Item.

V. OLD BUSINESS

A. Scholarships Sub-Committee – Dr. Patterson thanked the Sub-Committee for reviewing the candidates for the G. Lane and Christine S. Van Tassell Graduate Scholarship and the Katie and Tanner Miller/Van Tassell Family Graduate Scholarship. He stated the scholarships have been awarded and will be recognized during Honor’s Day.

VI. ANNOUNCEMENTS

Dr. Patterson stated eight additional scholarships have been funded by the Jack N. and Addie D. Averitt Foundation in the amount of $1000 each. These scholarships will be available to students in the History and Social Sciences graduate programs. Dr. Patterson stated he gave the College of Liberal Arts and Social Sciences’ Dean the discretion of using these scholarships to recruit new students. Dr. Christine Ludowise stated a call was sent out to Program Directors for them to submit nominations and letters of support. Dr. Ludowise stated a committee will review candidates and the recipients will be announced. Dr. Patterson said this request will be sent out annually through the College of Graduate Studies.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 10, 2011 at 8:47 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved March 28, 2011 by electronic vote of Committee Members

Undergraduate Committee
Chair: Ron MacKinnon (CIT)
I. CALL TO ORDER

- **Present:** Dr. Bruce McLean, Dr. Cheryl Aasheim, Dr. Chuck Harter, Dr. Dena Hale, Dr. Jacob Warren, Dr. Julie Maudlin, Dr. Laura Valeri, Ms. Lisa Smith, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Todd Hall, Dr. Kathy Albertson, Ms. Ann Evans, Ms. Christian Gibson
- **Visitors:** Dr. Christine Ludowise, Dr. Johnathan O'Neill, Dr. Shahnam Navaee
- **Absent with Alternate in attendance:** Dr. Aimao Zhang, Ms. Lisa Yocco
- **Absent:** Ms. Amy Boyett, Ms. Debra Skinner, Dr. Don Stallings, Dr. Greg Chamblee, Dr. Jim Stephens

*Dr. Ron MacKinnon called the meeting to order at 3:35 p.m.*

II. APPROVAL OF AGENDA

*A Maudlin/Smith motion to approve the agenda was passed unanimously.*

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **Department of Communication Arts**
  - **Selected Topics Announcements**
  - **JOUR 3030 - Sports Journalism**
    - **JUSTIFICATION:**
      The form and approach of reporting on sports is unique and distinct from that which pertains to the coverage of more traditional news venues, thus it is beneficial to offer this course at this time to augment student learning and meet student demand.
  - **PRCA 3030 - Social Media for Public Relations**
    - **JUSTIFICATION:**
      To better prepare students for contemporary PR practice, students will explore emerging social media technologies and study their ethical applications. Students will examine these technologies from a theoretical perspective by reading scholarly research and writings from PR professionals, and will learn how to use and author content for such online PR tools. Topics will include: social media and Web 2.0, blogs, wikis, podcasts, RSS feeds, viral video, social bookmarking, social media news releases, and other emerging web technologies.

*Selected Topics Announcements are for information only.*

- **Department of History**
  - **New Courses**
    - **HIST 3030H - Honors Selected Topics in History**
      - This course is designated for Honor Students. Course topics will vary with individual professor. 3 credit hours.
      - **JUSTIFICATION:**
        Serves students in the Honors program with a designated upper-division course for them.
    - **HIST 5030 - Selected Topics in History**
      - Topics will vary with individual professor. Graduate students will be given an extra assignment (s) determined by the instructor that undergraduates will not be required to do.
JUSTIFICATION:
This course is needed to offer a higher level-division elective course in Selected Topics in History for students taking courses on-campus. This course will also have a graduate section when applicable. 3 credit hours.

A Smith/Garno motion to approve these new courses was passed unanimously.
IV. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➢ Department of Biology
Revised Program
Environmental Sustainability Interdisciplinary Concentration

JUSTIFICATION:
Since CHEM 5243 (a 4 credit hour course) is proposed to change to CHEM 5233 (a 3 credit hour course), this change must be reflected in the program page for the Environmental Sustainability Concentration.

A Warren/Valeri motion to approve this program revision was passed unanimously.

➢ Department of Chemistry
Course Revisions

FROM: CHEM 4331 - Advanced Organic Chemistry
Schedule Type: Lecture. Prerequisite: CHEM 3342.

TO: CHEM 5331 - Advanced Organic Chemistry
Schedule Type: Lecture or Asynchronous. Prerequisite: A minimum grade of "C" in CHEM 3342.

JUSTIFICATION:
This course is one of the upper-level chemistry electives used by chemistry majors in our undergraduate program to complete their BA and BS degrees. The course is proposed to change to a 5000 level course to allow the graduate students in the Pharmaceutical Concentration of the Master of Science in Physical Science program to also enroll in the course (new course form for the graduate course is submitted separately). The course schedule type was changed to also allow this course to possibly be offered using distance learning technology. Additionally, a minimum grade of "C" should be required for the course prerequisite (CHEM 3342).

FROM: CHEM 4332 - Principles of Drug Design
Schedule Type: Lecture.

TO: CHEM 5332 - Principles of Drug Design
Schedule Type: Lecture or Asynchronous.

JUSTIFICATION:
This course is one of the upper-level chemistry electives used by chemistry majors in our undergraduate program to complete their BA and BS degrees. The course is proposed to change to a 5000 level course to allow the graduate students in the Pharmaceutical Concentration of the Master of Science in Physical Science program to also enroll in the course (new course form for the graduate course is submitted separately). The course schedule type was changed to also allow this course to possibly be offered using distance learning technology.

FROM: CHEM 4333 - Carbohydrate Chemistry
Schedule Type: Lecture.

TO: CHEM 5333 - Carbohydrate Chemistry
Schedule Type: Lecture or Asynchronous.

JUSTIFICATION:
This course is one of the upper-level chemistry electives used by chemistry majors in our undergraduate program to complete their BA and BS degrees. The course is proposed to change to a 5000 level course to allow the graduate students in the Pharmaceutical Concentration of the Master of Science in Physical Science program to also enroll in the course (new course form for the graduate course is submitted separately). The course schedule type was
changed to also allow this course to possibly be offered using distance learning technology.

**FROM:** CHEM 5243 - Environmental Chemistry  
4 credit hours. Schedule Type: Lecture, Lab, Supervised Lab.

**TO:** CHEM 5233 - Environmental Chemistry  
3 credit hours. Schedule Type: Lecture or Asynchronous.

**JUSTIFICATION:**  
The Department of Chemistry no longer requires the lab content of this course. Changing the course to a lecture-only format requires reducing the credit hours, which also necessitates the appropriate change in the course number. The course schedule type was changed to also allow this course to possibly be offered using distance learning technology.

*A McLean/Garno motion to approve these course revisions was passed unanimously.*
Program Revisions

B.A. Chemistry
JUSTIFICATION:
This form accompanies the Environmental Chemistry (CHEM 5243), Advanced Organic Chemistry (CHEM 4331), Principles of Drug Design (CHEM 4332), and Carbohydrate Chemistry (CHEM 4333) course revision forms. The program page was changed to reflect the new course numbers for these courses.

B.A. Chemistry (Concentration in Biochemistry)
JUSTIFICATION:
This form accompanies the Environmental Chemistry (CHEM 5243), Advanced Organic Chemistry (CHEM 4331), Principles of Drug Design (CHEM 4332), and Carbohydrate Chemistry (CHEM 4333) course revision forms. The program page was changed to reflect the new course numbers for these courses.

B.S. Chemistry
JUSTIFICATION:
This form accompanies the Environmental Chemistry (CHEM 5243), Advanced Organic Chemistry (CHEM 4331), Principles of Drug Design (CHEM 4332), and Carbohydrate Chemistry (CHEM 4333) course revision forms. The program page was changed to reflect the new course numbers for these courses.

B.S. Chemistry (Concentration in Biochemistry)
JUSTIFICATION:
This form accompanies the Environmental Chemistry (CHEM 5243), Advanced Organic Chemistry (CHEM 4331), Principles of Drug Design (CHEM 4332), and Carbohydrate Chemistry (CHEM 4333) course revision forms. The program page was changed to reflect the new course numbers for these courses.

A Harter/Warren motion to approve these program revisions was passed unanimously.

Department of Construction Management & Civil Engineering
New Course
CENG 3011 - Leveling Topics in Surveying
This is a leveling course to bridge the gap between the Surveying course required for the Civil Engineering Technology and the Civil Engineering program. It includes methods for analysis and presentation of surveying and positioning data, as well as, a comprehensive field surveying project which involves the use of level, total station, and GPS. Prerequisites: A minimum grade of "C" in TCET 2241 and MATH 1441. 1 credit hour.

JUSTIFICATION:
The leveling courses are for the students who want to transfer from Civil Engineering Technology program to Civil Engineering program. This particular course is the bridge course in Surveying between the two programs.

A McLean/Garno motion to approve this new course was passed unanimously.

V. OTHER BUSINESS
- Dr. Kathy Albertson inquired about next year’s UGC meeting calendar.

VI. ADJOURNMENT
There being no further business to come before the committee, a McLean/Garno motion to adjourn the meeting at 3:43 p.m. passed unanimously.
University Athletic Committee
Chair: Tony Barilla (COBA)

UNIVERSITY ATHLETICS COMMITTEE
February 22, 2011

The meeting was called to order at 4:00 PM by Tony Barilla, Chair.

Members and Visitors Present

Sam Baker, Barry Balleck, Tony Barilla, Cathy Beene, Jeff Blythe, Dr. Ron Core, Christine Draper, Kevin Elder, Chris Geyerman, Pat Humphrey, Ed Mills, John Luque, Steve Rossi, Keith Roughton, Lucus Stuckey, Demetrius Smith and Fred Smith.

Introduction of Guest by Sam Baker:

Caroline Bevillard, Student-Athlete Advisory Board (SAAB), President:
- The SAAB is composed of student-athletes from each sport. The main focus of the SAAB is to serve as a liaison between the student-athletes and the athletic department administration. Each team has a community service project for the year. Meetings are held monthly. The group also has been involved in community service efforts such as Relay for Life, Haiti Relief, Food Bank, and Habitat for Humanity. The group is involved with NCAA Certification pre-planning.

Approval of Minutes

- The minutes of the January 25, 2011 meeting were unanimously approved.

Financial Update

Jeff Blythe:
- Revenue is looking good. East Georgia College athletic student fees have been received. Football gate receipts exceeded budget. Eagle Sports Marketing Director, Brent Jones has done an outstanding job and has created $400,000 in Marketing revenue.
- Meeting with the head coaches this week and going over each sport’s budget.

Schedule Approvals

Cathy Beene:
• Cathy Beene: Men’s Soccer spring schedule was approved via email. Volleyball spring and fall schedules, Men’s soccer fall schedule, and Women’s soccer spring and fall schedules were distributed. All schedules are in compliance with NCAA and university policies. All schedules were approved.

Athletics Update

Sam Baker:

• Football had a good signing period. Adding another layer of talented student-athletes.
• Glad Caroline Bevillard had the opportunity to update the UAC on the work of the SAAB.
• Currently serving as an interim member of the SoCon Scholar Athlete Committee.
• Baseball vs. Georgia Tech today at 6:00 PM and tomorrow at 4:00 PM.
• Excited for Coach Young and the team on their win against The Citadel last Saturday.
• Women’s basketball has had a lot of injuries this year but was able to beat Appalachian State last night in Boone, NC.
• Men’s and women’s basketball play their last home games on Saturday. It will be Senior Day for each team.
• SoCon Indoor Track Championship is this weekend.
• SoCon Men’s and Women’s Basketball Tournament is next weekend.
• Baseball got off to a great start. The beautiful weather has helped bring in large crowds.

NCAA Representative Update

Chris Geyerman:

• Ali Beavers (women’s tennis), Jake Ware (golf), and Chris Rogers (football) have been nominated for the Southern Conference Scholarship awards. Eight $2,000 scholarships are awarded by the Southern Conference on an annual basis.
• SoCon FAR Executive Committee met and approved the athletic directors’ recommendations for cost containment efforts in the next fiscal year.

Athletic Foundation Report

Lucas Stuckey:

• Starting on the 2011 Annual Campaign.
• Recently announced football parking changes to take effect in 2011.
New Business

- Voted on the men’s and women’s Scholar Athlete of the Year. The Female Scholar Athlete of the Year is Caroline Bevillard (Swimming) and the Male Scholar Athlete of the Year is Chris Rogers (Football). They will be recognized at Honors Day on April 6 and the Scholar Athlete Awards Banquet on April 11 at Nessmith-Lane Performing Arts Ballroom.

- Next UAC meeting is scheduled for March 29 at 4:00 PM.

Old Business

- None.

The meeting was adjourned at 4:34 PM.

Respectfully submitted,

Lanell VanLandingham
Senior Administrative Secretary
Department of Athletics

Summary of the Academic Advisory Council
Chair: Jean Bartels, Acting Provost

Academic Advisory Council/ Deans’ Council Meeting
March 22, 2011
9:00 a.m.

Dr. Bartels announced that the SACS 5th Year Interim Report would be sent out at the end of the week. A QEP Oversight Committee has been charged; a General Education Council has also been established. Both of these committees will continue the work begun with the Interim Report to ensure that the university meets its expectations for student learning. The General Education Council will have a direct connection with Faculty Senate to ensure that these two committees are faculty-driven.

Admissions reported that the new SAT minimum of 1010 will be the fall requirement. The targeted number of new freshmen is 2900 plus an EIP population of 520-550.

Registrar’s Office reported Honors Day will be April 6; classes are not required to be cancelled this year. Spring Commencement will have separate graduate and undergraduate ceremonies. Enrollment information was given; a request was made to have parallel registration date rather than parallel calendar date to help deans. DegreeWorks is finishing testing training March 29 & 30. “Go live” is schedules for mid-September with advisors going first. Students are scheduled to “go live” Spring 2012.
Office of Strategic Research & Analysis gave updates on the NSSE and FSSE surveys now going on. USG is funding the NSSE (student survey); assessment support items are housed on OSRA's website. Deans were asked to remind Chairs of Comprehensive Program Review that many instructions on the Fact Book page have been updated and provide links to VPAA’s website as well to accommodate reporting. There is also a Request Form link available. Meeting adjourned.
Faculty Senate Librarian’s Report
June 2011

No committees other than Graduate and Undergraduate had minutes submitted. Those two committee minutes are below.

--Pat Humphrey, Senate Librarian

GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – April 14, 2011

Present: Dr. Delores Liston, COE; Dr. Robert Vogel, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Yasar Bodur, COE; Dr. Robert Fernekes, Library; Dr. Melissa Garno, CHHS [Alternate for Dr. Deborah Allen]; Dr. Jennie Dilworth, CHHS [Alternate for Dr. Elaine Marshall]; Dr. Jonathan Bryant, CLASS [Alternate for Dr. Richard Flynn]; Dr. Charlie Hardy, Dean, JPHCOPH, [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar; Dr. Deborah Thomas, COE; Dr. Toby Ziglar, Graduate Admissions; Dr. Laura Stambaugh, CLASS; Dr. Phyllis Dallas, CLASS; Dr. Christine Ludowise, CLASS; Dr. Jackson Rainer, CLASS; Dr. Sandra Peacock, CLASS; Dr. Kari Brisolara, JPHCOPH; Dr. Cassandra Arroyo, JPHCOPH; Dr. Shahnam Navaee, COST

Absent: Dr. Deborah Allen, CHHS; Dr. John Dyer, CIT; Dr. Richard Flynn, CLASS; Dr. Ednilson Bernardes, COBA; Dr. Risa Cohen, COST; Dr. Elaine Marshall, CHHS; Dr. Ardian Greca, CIT; Dr. Pat Walker, CLASS; Dr. Bill Yang, COBA; Dr. Michele McGibony, COST; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, April 14, 2011 at 8:00 AM.

II. APPROVAL OF AGENDA
Mr. Jonathan Harwell made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Charles Patterson stated there were 107 participated in the March 31 Graduate Research Symposium. He said the Graduate Student Organization hosted socials and professional development activities during Graduate Appreciation Week, March 29-April 1.

Dr. Fernekes requested that the Graduate Committee give full support to student research. He stated that Eagle Scholar, Georgia Southern University’s Institutional Repository, can be used to archive student research for future access and collaboration, and Mr. Harwell (Library) can also upload files that posters are created from. [http://eaglescholar.georgiasouthern.edu:8080/jspui/]

IV. NEW BUSINESS
A. College of Science and Technology
   Dr. Shahnam Navaee presented the following agenda items for the College of Science and Technology.

   Department of Biology
   Course Deletion
BIOL 5449G - Vertebrate Paleobiology
JUSTIFICATION:
This course has not been offered in the Department of Biology in over 10 years. The biology faculty member with the expertise to teach it has retired, and there is no plan to rehire in this area. The expertise to teach paleobiology courses is currently in the Geology Department. There is little prospect that this course will be taught in Biology in the foreseeable future.

Department of Mechanical and Electrical Engineering
New Courses
MENG 5138G - Composite Material: Manufacturing, Analysis, and Design
JUSTIFICATION:
The proposed elective course will be an elective course for the MS program in the area of Mechanical Engineering for the increasing application of advanced engineering materials in the automobile, aerospace and bio-medical industry.

MENG 5236G - Computational Fluid Dynamics
JUSTIFICATION:
Computational Fluid Dynamics (CFD) is a design tool that has been developed over the past few decades. This tool is continually evolving as the understanding of the physical and chemical phenomena underlying CFD theory improves. Presently, CFD is being increasingly employed by many industries, either to reduce manufacturing design cycles or to provide an insight into existing technologies so that they may be analyzed and improved. The proposed course will serve as an elective for the Mechanical Engineering program to provide more opportunities for the graduates.

TMAE 7434 - Product Lifecycle Analysis
JUSTIFICATION:
The new course entitled "Product Lifecycle Analysis" will be used as an elective for the Engineering Management Concentration of the MSAE program. This course will serve as a valuable addition to the EM curriculum in terms of not only enriching its content but also making our students more competitive and attractive in the marketplace. A cursory look at the current recruitment trends in Industrial Engineering will reveal that an increasing number of organizations including Cummins Engines, Caterpillar, Gulfstream, Timken, Xerox etc are hiring an ever greater number of engineers with specific skills related to product lifecycle analysis and design. Similarly, product lifecycle analysis is an emerging field of research with opportunities for graduate level research. Several prominent universities across the United States are conducting important research in this field. Thus, inclusion of this course will benefit our graduate students whether they are interested in industrial practice or in higher level research at the Doctoral level and beyond. Finally, any Engineering Management curriculum would be incomplete without a course in Product Lifecycle analysis.

Revised Program
Master of Science in Applied Engineering
JUSTIFICATION:
Department name has been changed. A newly developed courses (MENG 5136G) is approved to replace TMET 5134G. Also, since STAT 6130 was deleted, it is removed as one of the possible choices that can be taken in the core requirements of the non-thesis track of the Mechatronics concentration. Additionally, the procedural steps for preparation of thesis was modified with the recommendation from the COGS.

Dr. Fernekes asked Dr. Navaee who enters information into WEAVE. Dr. Navaee stated various people enter the information in their college, including Department Chairs.

Dr. Fernekes announced that he invited Dr. Stephen Zerwas, AVP for Institutional Effectiveness, to attend the meeting, and then turned the floor over to Dr. Zerwas. Dr. Zerwas distributed two handouts and provided a short description for each. (See handouts below.) Dr. Zerwas stated that these forms provided context for relating and mapping course and program outcomes when new courses are proposed, and courses are revised or deleted.
Dr. Fernekes stated training for WEAVE is available. There was additional discussion how course and program information could be provided from WEAVE, and this will be worked out.

Dr. Jonathan Bryant stated he was concerned with the Graduate Committee members assessing the curriculum forms. He said colleges are experts on their college programs and they are not familiar with different college’s curriculum.

The committee agreed that the mechanics of incorporating WEAVE information needs to be worked out so that the process will run smoothly. The committee will take information provided by Dr. Zerwas back to their colleges for further review. No motion was made to alter the curriculum forms, and discussion will be resumed in the Fall semester.

Considerations for Course Approval
Identify how each course outcome is related to academic program outcomes.

<table>
<thead>
<tr>
<th>Proposed Course Outcomes</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcome 1</td>
</tr>
<tr>
<td>Course Outcome 1</td>
<td>Intro</td>
</tr>
<tr>
<td>Course Outcome 2</td>
<td>Intro</td>
</tr>
<tr>
<td>Course Outcome 3</td>
<td></td>
</tr>
<tr>
<td>Course Outcome 4</td>
<td></td>
</tr>
<tr>
<td>Course Outcome 5</td>
<td></td>
</tr>
<tr>
<td>Course Outcome 6</td>
<td>Intro</td>
</tr>
</tbody>
</table>

Identify relationship of course to existing curriculum.

<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outcome 1</td>
</tr>
<tr>
<td>Course A</td>
<td>Intro</td>
</tr>
<tr>
<td>Course B</td>
<td>Intro</td>
</tr>
<tr>
<td>Course C</td>
<td></td>
</tr>
<tr>
<td>Course D</td>
<td></td>
</tr>
<tr>
<td>Course E</td>
<td>Intro</td>
</tr>
<tr>
<td>Proposed Course</td>
<td>Intro</td>
</tr>
</tbody>
</table>

Examining a course from this perspective clarifies the relationship between the course and the program curriculum.

Is it necessary to have a new course to address each professional standard and program outcome, or is it possible to address professional standards and outcomes within the existing curriculum?

Accrediting agencies have the expectation that institutions accurately describe university level outcomes for their programs, gather evidence of program outcome achievement, and utilize that evidence to improve student learning. Agencies operate under the expectation that graduate level courses are not
simply MORE. The expectation is that there is a **qualitative** rather than a **quantitative** difference in what is expected.

Course approval is intended to ensure that individual courses meet the needs of the program curriculum. Program review is intended to ensure that the program curriculum is continuing to function as designed and approved.

WEAVEonline has been selected as the institutional application to document institutional effectiveness and academic outcomes. All program outcomes should be documented within WEAVE. The Office of Institutional Effectiveness will assist any unit in refining program outcomes and course outcomes or in simplifying reporting approaches in WEAVE. Additional functionality is available in WEAVE on request.

Please contact assessment@georgiasouthern.edu for assistance.

### Required IE - Strategic Planning Documentation

- Institutional Effectiveness
- Strategic Planning
- Strategic Planning & Institutional Effectiveness

- Mission
- Goals
- Strategic Plans
- Objectives
- Document Repository
- Findings
- Measures
Dr. Dick Diebolt stated the student learning outcomes and assessment are presented in the College of Science and Technology’s submissions.

MOTION: Dr. Robert Vogel made a motion to approve the agenda items submitted by the College of Science and Technology. A second was made by Dr. Jonathan Bryant. The motion to approve the Course Deletion, New Courses, and the Revised Program was passed.

B. College of Health and Human Sciences

Dr. Melissa Garno presented the agenda items for the College of Health and Human Sciences.

School of Nursing:

New Course:
NURS 8234 Nursing Education Cognate Capstone

JUSTIFICATION:
The DNP program provides a 9 credit nursing education elective cognate. This 4th course is optional to complete a nursing education certificate of 12 credits. This course is not required for the DNP degree. This course is designed to complete a series of courses for a new post-MSN nursing education certificate using the current 8231, 8232, 8233 courses.

Selected Topics:
NURS 7090 Selected Topics: International Research Application I

JUSTIFICATION:
Implementation of research methods through supervised research activities with a focus on health disparities in vulnerable populations in international settings.
NURS 7090 Selected Topics: International Research Application II

JUSTIFICATION:
This course provides a cultural immersion in an international country with a focus on the research study of health conditions and health disparities, leadership in research, and an exploration of the health care system and health issues in the host country. Analysis and evaluation of the international research experience are integral to reflective practice and dissemination of results.

New Program:
Nurse Educator Certificate
BOR Documentation for Nurse Educator Certificate

JUSTIFICATION:
There is a current national nursing faculty shortage. This certificate will prepare MSN nurses with a foundation in nursing education for preparation to teach.

MSN, Change in Admission Information
JUSTIFICATION:
Update needed in program information.

DPN, Course title change in program page
JUSTIFICATION:
1) Course name change was approved Spring 2009 but Program Approval was not submitted for catalog change. 2) Clarification in program description and accreditation information.

Dr. Diebolt asked if the GPA issue had been resolved on the Post-MSN Nurse Educator Certificate program curriculum form. Dr. Donna Hodnicki revised the curriculum form to state “A student admitted Non-Degree to the Post-MSN Nurse Educator Certificate option must have an overall 3.0 GPA, with the limit of one “C” allowed”. The forms were submitted to the recording secretary prior to the meeting.

MOTION: Dr. Jennie Dilworth made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the revised Post-MSN Nurse Educator Certificate program curriculum form be included in the amended agenda. A second was made by Dr. Bryant. The motion to approve the New Course and New Programs was passed. No action was required for the Selected Topics items.

Revised new program forms are below.
Georgia Southern University

Proposed New or Revised Programs

Current Name of Program (ex., B.S. Mathematics):

Proposed New or Revised Name of Program (ex., B.S. Mathematics): Nurse Educator Certificate

(Regents’ format can be found at: http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml)

1. Consistent with goals of: (check all that apply)
   - Accreditation
   - College
   - Department
   - State/Regional Needs
   - University Strategic Plan

2. Type:
   - New Preliminary Proposal (Attach in Regents’ required format)
   - Formal Proposal (Attach in Regents’ required format)
   - Revision to Existing Program (Attach in Regents’ required format)
   - Other Program Proposals or Revisions that do not require Regents’ approval

3. Proposal for: Graduate Certificate

4. Degree: Drop-down

5. Total Credit Hours Required: 12

6. Is this a change in credits (for Revisions only)? Yes No

7. Target Group of Students: Post-MSN nurses

8. Additional Resources Needed: (check all that apply)
   - Computer Needs
   - Distributed Learning Support
   - Equipment
   - Facilities
   - Faculty
   - Library Resources
   - Staff Support
   - Other None

9. A New or Revised Catalog Program Page must be attached.
   NOTE: For Revised Catalog Program Pages:
   - Refer to Sample Program Revisions for layout format.
   - Deletions should be in **BOLD** with a strikethrough.
   - Additions should be in **BOLD ITALICS**.

10. Provide the Justification/Rationale for New or Revised Programs.
There is a current national nursing faculty shortage. This certificate will prepare MSN nurses with a foundation in nursing education for preparation to teach.
POST-MSN NURSE EDUCATOR CERTIFICATE (NEC)

12 HOURS

Student Learning Outcomes
1. Incorporate educational theoretical perspectives, instructional design and assessment, and pedagogy of instruction in classroom, clinical, and laboratory areas.
2. Create a learning environment for nursing students that promotes the development of the core values of the profession.
3. Employ effective communication and technology within the diverse educational environment.
4. Demonstrate role responsibility and accountability in professional endeavors.

Admission Cycle
All admission application materials for both the College of Graduate Studies (COGS) and the Graduate Nursing Program for this nursing education certificate must be received by April 1st for admission consideration into the summer semester cohort. Phone interviews with individuals under consideration will be conducted prior to admission.

Admission Criteria
1. Master’s degree in Nursing from a college accredited by the appropriate accrediting association. The MAT or GRE is not required for admission.
2. Minimum graduate GPA of 3.0 (on 4.0 scale)
3. Current RN license in state of residence.
4. Pre-admission interview by nursing faculty (by phone, electronic media or in person).
5. Submission/completion of:
   a. College of Graduate Studies application (on-line)
   b. School of Nursing graduate application (on-line)
6. Proof of current malpractice liability insurance
7. Must have the capability to fully utilize and interact within the on-line course delivery format of the institution.

Specific Admission Policies
The Nursing Education certificate student will be admitted in Non-degree status and ineligible to enroll in other graduate courses unless admitted to that program. Only grades of “B” or better earned in the NEC are eligible for application to the nursing doctorate if the individual is later admitted to the degree program.

Progression Policy
A student admitted Non-Degree to the Post-MSN Nurse Educator Certificate option must have an overall 3.0 GPA, with a limit of one “C” allowed, in the required courses to earn the certificate. Students will become academically ineligible to continue course work if a grade of “D”, “F”, or “WF” is earned in any of the nursing education courses. Students must also meet any applicable College of Graduate Studies progression policies.

Transfer Credit
No transfer credits will be applied to the nurse educator certificate.

Grade Requirements and Applicability to DNP Degree
The minimum acceptable grade to meet the certificate requirement is a “C.” Students who complete the NURS 8231, 8232, and 8233 courses in the certificate program with a “B” or better could apply them to the DNP degree cognate elective requirement if accepted into the DNP program.

Program of Study

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 8231 - Theoretical Perspectives of Teaching and Learning in Nursing Education (3)</td>
<td></td>
</tr>
<tr>
<td>NURS 8232 - Instructional Design and Assessment in Nursing Education (3)</td>
<td></td>
</tr>
<tr>
<td>NURS 8233 - Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing (3)</td>
<td></td>
</tr>
<tr>
<td>NURS 8234 - Nurse Educator Capstone (3)</td>
<td></td>
</tr>
</tbody>
</table>
C. College of Liberal Arts and Social Sciences

Dr. Laura Stambaugh presented the agenda item for the Department of Music.

Dr. Jackson Rainer presented the agenda items for the Department of Psychology.

Dr. Christine Ludowise presented the agenda items for the Department of Writing and Linguistics.

Dr. Sandra Peacock presented the agenda item for the Women’s and Gender Studies Program.

Department of Music
Selected Topics Announcement
MUSC 7891 - Music and the Brain

JUSTIFICATION:
The area of ‘music cognition’ is a relatively new area that has been receiving quite a bit of attention in mainstream media, educational publications, and through various fields of research in higher education. Previously, this area was termed ‘music psychology’. It includes how people perceive and understand music as well as how music affects the brain.

Students who successfully complete this course will come away with specific strategies to manage performance anxiety, improve their musical practice, improve their sightreading skills, and improve memory for memorizing music in performance. They will be able to identify the primary areas of the brain involved in music learning and performance. In addition, they will have an understanding of how music learning impacts brain changes that affect other cognitive skills like reading. Students from the music education emphasis will learn strategies to improve their K-12 instruction. Performance majors will find various aspects of their performance preparation process and actual performance enhanced by understanding gained through this course.

This course will cross departmental boundaries of instrumentalists and vocalists, as well as performers and teachers. Many graduate courses are quite specialized and appeal to a small number of students. The nature of this course should encourage a broad enrollment. In addition, it will place the Georgia Southern Music Department among leading universities that offer graduate work in Music Cognition.

Department of Psychology
New Courses
PSYC 9711 - Pre-Doctoral Internship I

JUSTIFICATION:
This course is required for APA accreditation.

PSYC 9712 - Pre-Doctoral Internship II

JUSTIFICATION:
This course is required for APA accreditation.

PSYC 9713 - Pre-Doctoral Internship III

JUSTIFICATION:
This course is required for APA accreditation.

Department of Writing and Linguistics
New Courses
LING 6131 - Applied Phonology

JUSTIFICATION:
This is a required course in the new online graduate certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics, a collaboration between COE and the Department of Writing & Linguistics in CLASS.

LING 6133 - Applied English Grammar
JUSTIFICATION:
The course is a required area in the new online graduate certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics, a collaboration between COE and the Department of Writing & Linguistics in CLASS.

LING 6231 - Language, Nation, and Globalization
JUSTIFICATION:
This is a required course in the new online graduate certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics, a collaboration between COE and the Department of Writing & Linguistics in CLASS.

LING 6233 - Teaching English Internationally
JUSTIFICATION:
The course is a required area in the new online graduate certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics, a collaboration between COE and the Department of Writing & Linguistics in CLASS.

New Program
Graduate Certificate in Teaching English to Speakers of Other Languages(TESOL)/Applied Linguistics (followed by Certificate Notification Form)
JUSTIFICATION:
The Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics provides exclusively online instruction in methods of Teaching English to Speakers of Other Languages, in the structure of the English language, on the English language in its domestic and international social and cultural contexts, and in applied linguistic analysis. It is designed to add to the training of graduates with bachelor degrees and to enhance the training of graduate students with an education, language, or arts and social sciences emphasis as well as current and retired teaching professionals. The goal is for graduates to be able to enter the fields of applied linguistics and of teaching English as an additional language domestically and abroad. It aims to qualify its graduates in particular in teaching English as a second or foreign language to a variety of types of learners - including adults - in U.S. and international contexts, including in two- and four-year institutions, government and non-government organizations, and private enterprises. It facilitates external certification in TESOL for its graduates and provides a gateway for further graduate studies in TESOL or applied linguistics leading to Master's and Doctorate degrees. The Certificate connects foundations from the fields of education and linguistics to produce a program that fits in smoothly with national and international standards.

Women's and Gender Studies Program
New Course
WGST 7431 - Independent Study in Women’s and Gender Studies
JUSTIFICATION:
Individual graduate students are currently unable to register for many graduate level courses, and this course would allow them to fulfill interest in WGST without adding to course offerings.

Dr. Diebolt asked why there are three Psychology internship courses, instead of just one. Dr. Ludowise stated for tracking purposes the college thought it would be easier to track the student's progression.

Mr. Wayne Smith asked if the internship courses had been discussed with the Financial Aid Office. Dr. Ludowise said yes and the courses will be considered as full time.
Dr. Diebolt asked if the Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics would have the online tuition rate and if it would be available to international students? Dr. Ludowise replied yes to both questions.

MOTION: Dr. Bryant made a motion to approve the agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Yasar Bodur. The motion to approve the New Courses and New Program was passed. No motion was needed for the Selected Topics Announcement.

D. Jiann-Ping Hsu College of Public Health

Dr. Kari Brisolara presented the following DRPH agenda items for the Jiann-Ping Hsu College of Public Health.

Dr. Cassandra Arroyo presented the following MPH agenda items for the Jiann-Ping Hsu College of Public Health.

New Course Form:
BIOS 6541 - Biostatistics for Biostatistics & Epidemiology Majors
JUSTIFICATION:
This course is required for MPH Biostatistics and Epidemiology majors. It has been developed as a response to Biostatistics and Epidemiology faculty and students as well as off-campus practicum site supervisors’ feedback from prior students’ experiences in the workforce.

PUBH 9630 - Public Health Doctoral Seminar
JUSTIFICATION:
This course is designed to prepare the students for beginning dissertation work including forming their committee and deciding upon a research focus.

Course Revision:
BIOS 6331 - Regression Analysis in Biostatistics - Prerequisite
JUSTIFICATION:
Prerequisite change needed. BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors is required for MPH Biostatistics and Epidemiology majors.

BIOS 6531 - Categorical Data Analysis - Prerequisite
JUSTIFICATION:
Prerequisite change needed. BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors is required for MPH Biostatistics and Epidemiology majors.

BIOS 7231 - Clinical Trials Methodology - Prerequisite
JUSTIFICATION:
Prerequisite change needed. BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors is required for MPH Biostatistics and Epidemiology majors.

EPID 7133 - Epidemiological Research Methods I - Prerequisite
JUSTIFICATION:
Prerequisite change needed. BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors is required for MPH Biostatistics and Epidemiology majors.

EPID 7135 - Epidemiology of Infectious Disease - Prerequisite
JUSTIFICATION:
Prerequisite change needed. BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors is required for MPH Biostatistics and Epidemiology majors.

PUBH 8132 - Environmental and Occupational Health - Adding Corequisite: PUBH 8134
JUSTIFICATION:
To ensure competencies are adequately addressed and are being built simultaneously. To ensure DrPH students take coursework in the correct sequence.

PUBH 8134 - Health Economics, Policy and the Political Process - Adding Corequisite: PUBH 8132
JUSTIFICATION:
To ensure competencies are adequately addressed and are being built simultaneously. To ensure DrPH students take coursework in the correct sequence.

PUBH 9132 - Community Based Research in Public Health - Adding Prerequisites: PUBH 8132 and PUBH 8134. Adding Corequisite: PUBH 9135
JUSTIFICATION:
To ensure competencies are adequately addressed and are being built simultaneously. To ensure DrPH students take coursework in the correct sequence.

PUBH 9135 - Public Health Funding and Grantsmanship - Adding Prerequisites: PUBH 8132 and PUBH 8134. Adding Corequisite: PUBH 9132
JUSTIFICATION:
To ensure competencies are adequately addressed and are being built simultaneously. To ensure DrPH students take coursework in the correct sequence.

PUBH 9790 - Doctoral Preceptorship in Public Health - Changing credit hours from 6 to 3 and revising catalog description
JUSTIFICATION:
Based upon recommendations given by our accrediting body, CEPH, we are changing the contact and credit hours to be equivalent to those contact/credit hours noted at the MPH level.

Program Revision:
MPH Biostatistics
JUSTIFICATION:
The revision requested allows the addition of BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors, required for MPH Biostatistics and Epidemiology majors. This course has been developed as a response to Biostatistics and Epidemiology faculty and students as well as off-campus practicum site supervisors’ feedback from prior students’ experiences in the workforce.

MPH Epidemiology - Replacing existing course PUBH 6541 for new course BIOS 6541
JUSTIFICATION:
The revision requested allows the addition of BIOS 6541 Biostatistics for Biostatistics and Epidemiology Majors, required for MPH Biostatistics and Epidemiology majors. This course has been developed as a response to Biostatistics and Epidemiology faculty and students as well as off-campus practicum site supervisors’ feedback from prior students’ experiences in the workforce.

Dr.P.H. Biostatistics
JUSTIFICATION:
The revisions requested allow for the addition of PUBH 9630 the Public Health Doctoral Seminar course designed to prepare the students for beginning dissertation work including forming their committee and deciding upon a research focus. There has also been a reduction in the number of credit hours for the Public Health Preceptorship (PUBH 9790) which leaves an additional 3 credit hours of coursework to obtain the required 63 total credits for the DrPH degree.

Dr.P.H. Community Health Behavior and Education
JUSTIFICATION:
The revisions requested allow for the addition of PUBH 9630 the Public Health Doctoral Seminar course designed to prepare the students for beginning dissertation work including forming their committee and deciding upon a research focus. There has also been a reduction in the number of credit hours for the Public Health Preceptorship (PUBH 9790) which leaves an additional 3 credit hours of coursework to obtain the required 63 total credits for the DrPH degree.
Dr.P.H. Public Health Leadership - Adding new course in Course Requirements (PUBH 9630, and changing PUBH 9790 credit hours to 3)

JUSTIFICATION:
The revisions requested allow for the addition of PUBH 9630 the Public Health Doctoral Seminar course designed to prepare the students for beginning dissertation work including forming their committee and deciding upon a research focus. There has also been a reduction in the number of credit hours for the Public Health Preceptorship (PUBH 9790) which leaves an additional 3 credit hours of coursework to obtain the required 63 total credits for the DrPH degree.

MOTION: Dr. Bryant made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Dilworth. The motion to approve the New Courses, Course Revisions, and Program Revisions was passed.

E. College of Education

Dr. Deborah Thomas presented the following agenda items for the College of Education.

Department of Leadership, Technology, and Human Development

New Courses:
ITEC 8136 Field Experience in Online Teaching and Learning
JUSTIFICATION:
Required course for Online Teaching Endorsement

ITEC 8838 Field-Based Research in School Library Media
JUSTIFICATION:
Required for School Library media Specialist Concentration in the Ed.S. program in Instructional Technology

Course Revisions:
ITEC 8134 Theories and Models of Instructional Design
JUSTIFICATION:
Revise #10 Level:
This course is required for the Online Teaching Endorsement. The level was changed so that it meets the requirements set for the Online Teaching Endorsement Program of Study. The Online Teaching Endorsement can be added at any level; MEd, EdS, or EdD.

ITEC 8135 Pedagogy of Online Learning
JUSTIFICATION:
Revise #10 Level:
This course is required for the Online Teaching Endorsement. The level was changed so that it meets the requirements set for the Online Teaching Endorsement Program of Study. The Online Teaching Endorsement can be added at any level; MEd, EdS, or EdD.

ITEC 8839 Field-Based Research in Instructional Technology
JUSTIFICATION:
This course was updated to reflect the new standards that have been adopted for the reinstated EdS in Instructional technology.

New or Revised Programs:
M.Ed. in Instructional Technology
JUSTIFICATION:
This is a revision of the Masters of Education (M.Ed.) degree program in Instructional Technology. The only change in the program is the delineation of two concentrations areas from Certification/Non-Certification to School Library Media Specialist and Instructional Technology. The revision is necessary to bring the degree program into alignment with the new state certification requirements that go into effect during the 2011/2012 academic year.
Ed.S. in Instructional Technology
JUSTIFICATION:
This is a revision of the Educational Specialist (Ed.S.) degree program in Instructional Technology. The only change in the program is the delineation of two concentrations areas. The revision is necessary to bring the degree program into alignment with the new state certification requirements that go into effect during the 2011 - 2012 academic year.

Online Teaching and Learning Endorsement
JUSTIFICATION:
The Online Teaching and Learning Endorsement is designed to prepare K-12 teachers to teach in a virtual school environment. The Georgia Professional Standards Commission has established the Georgia Framework for Teaching which includes the Technology Principle as one of six principles to guide the development of quality teachers. The Technology Principle states that "technology facilitates teaching, learning, community building, and resource acquisition." (http://www.gapsc.com/EducatorPreparation/GorgiaFramework.asp). The proposed endorsement would allow certified teachers to acquire the pedagogical skills and understandings to teach in a K-12 virtual school environment. Virtual schools provide opportunities for K-12 students across the state equal access to a broad range of curriculum. The Online Teaching and Learning Endorsement will help prepare 21st century teachers for Georgia.

Department of Teaching and Learning
Course Deletions:
BEED 7090 Selected Topics in Business Education
TCED 7131 Organizing and Implementing Programs in Technology Education
TCED 7132 Designs for Technology Teachers
TCED 7630 Seminar in Technology Education
TCED 8131 Philosophy of Technology Education
TCED 8132 Administration and Supervision of Technology Education
JUSTIFICATION:
The BEED 7090 is no longer needed since we now have an ESED 7090 that we use for special topics courses. The TCED courses are being deleted because we no longer offer the M.Ed. in Technology Education program.

Revised Programs:
M.Ed. in Accomplished Teaching
JUSTIFICATION:
The name of the program is being changed to include the certification field (used by the Professional Standards Commission) for which candidates completing the degree program will qualify. The new name will also be used by the cooperating institutions (Valdosta State University and Columbus State University).

M.Ed. in Teaching and Learning - Concentration One, Middle Grades Education
JUSTIFICATION:
A statement is being added to the Middle Grades Education concentration area that indicates candidates must complete their two concentrations in areas in which they currently hold certification in order to receive a Georgia certificate upgrade.

The footnote sentence regarding the Middle Grades Education capstone course is deleted since the course is offered in different semesters rather than always in fall.

Also, the word “current” is being added in the admission requirement regarding MAT or GRE test scores.

Ed.S. in Teaching and Learning
JUSTIFICATION:
Update the emphasis areas as follows:  (1) Delete "Instructional Technology" as an emphasis area since students can pursue the newly approved Ed.S. in Instructional Technology beginning summer 2011.  (2) Change "Reading Education" to "Literacy Education" so the name of the emphasis area is inline with the name change at the master's level which was approved by Graduate Committee in November 2010.  (3) Change the term "Emphasis Area" to "Concentration Area" and require that a concentration area be completed due to the recent PSC rule change for certificate upgrades which requires completion of a concentration.  Concentration areas must be shown on a candidate's transcript.  (4) Add the notation regarding two certification areas required for the Middle Grades Education Concentration.

Dr. Thomas stated the College of Education (COE) will need to submit revisions to the Ed.S. in Teaching and Learning program forms, to accommodate PSC changes.  Dr. Thomas said she would submit the revisions to the College of Graduate Studies (COGS).

Dr. Diebolt asked if student's admission status would have to be changed.  Dr. Thomas said COE will need to identify the students who will not meet the deadline and have their status' updated.  This information will need to be included on transcripts.  Dr. Diebolt said COGS will work with COE to ensure students information is correct.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the College of Education, with the understanding that the revised Ed.S. in Teaching and Learning curriculum pages be submitted to COGS and included on the amended agenda.  A second was made by Dr. Dilworth.  The motion to approve the New Courses, Course Revisions, Course Deletions, and New/Revised Programs was passed.

Revised program curriculum pages are below.

---

Georgia Southern University

**Proposed New or Revised Programs**

<table>
<thead>
<tr>
<th>To:</th>
<th>Undergraduate Committee</th>
<th>Graduate Committee</th>
</tr>
</thead>
</table>

**UC/GC Meeting Date:** 4/14/11  
**UC/GC Date Submitted:** 4/14/11  
**Proposed Effective Term:** 201108  
**CIP Code:**

| College Code: | 14 - COE | Department Code: | 1404 | Department: | T&L |

**Current Name of Program (ex., B.S. Mathematics):** Ed.S. in Teaching and Learning

**Proposed New or Revised Name of Program (ex., B.S. Mathematics):** same

*(Regents’ format can be found at: [http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml](http://www.usg.edu/academics/handbook/section2/2.03/2.03.02.phtml))*

1. **Consistent with goals of: (check all that apply)**  
   - Accreditation  
   - College  
   - Department  
   - State/Regional Needs  
   - University Strategic Plan

2. **Type:**
   - New Preliminary Proposal (Attach in Regents’ required format)  
   - Formal Proposal (Attach in Regents’ required format)  
   - Revision to Existing Program (Attach in Regents’ required format)
OR
☑ Other Program Proposals or Revisions that do not require Regents’ approval

3. Proposal for: Graduate Major

4. Degree: EDS

5. Total Credit Hours Required: 33

6. Is this a change in credits (for Revisions only)? ☐ Yes ☑ No

7. Target Group of Students: students pursuing the Ed.S. in Teaching and Learning

8. Additional Resources Needed: (check all that apply)

☐ Computer Needs ☐ Distributed Learning Support ☐ Equipment ☐ Facilities

☐ Faculty ☐ Library Resources ☐ Staff Support

☐ Other

9. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:

• Refer to Sample Program Revisions for layout format.
• Deletions should be in BOLD with a strikethrough.
• Additions should be in BOLD ITALICS.

10. Provide the Justification/Rationale for New or Revised Programs.

Update the emphasis areas as follows: (1) Delete "Instructional Technology" as an emphasis area since students can pursue the newly approved Ed.S. in Instructional Technology beginning summer 2011. (2) Change "Reading Education" to "Literacy Education" so the name of the emphasis area is inline with the name change at the master's level which was approved by Graduate Committee in November 2010. (3) Change the term "Emphasis Area" to "Concentration Area" and require that a concentration area be completed due to the recent PSC rule change for certificate upgrades which requires completion of a concentration. Concentration areas must be shown on a candidate's transcript. (4) List all of the concentration areas for the degree.
TEACHING AND LEARNING
Ed.S., 33 HOURS

Advising: Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, Statesboro, GA 30460, (912) 478-1268, lamontag@georgiasouthern.edu, FAX: (912) 478-0026, http://coe.georgiasouthern.edu/tandl/

Admission Requirements

Regular
1. Complete requirements for a Master’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Five Certificate in one of the following fields: Art, Early Childhood Education, Foreign Languages, Health/PE, Music, Special Education, Middle Grades, Instructional Technology, Reading, a Secondary Education program area, or a related educational field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report of scores on the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Applicants with a Georgia Southern University graduate degree showing a GPA of 3.5 or higher within the previous seven (7) years may exempt the GRE test requirement.
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional
Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework:
EDUR 7130 Educational Research (3)
EDUF 7130 Learning Theories and Applications (3)

Research Sequence Requirements .................................................................................................................. 9 Hours
EDUR 8131 - Educational Statistics I (3)
*EDUR 8434 - Field-Based Educational Research (3)
**ESED 8839 - Seminar and Field Study (3)

Major Requirements ....................................................................................................................................... 15 Hours
#ESED 8130 - Research on Current Trends and Issues (3)
+ESED 8131 - Teacher Leadership (3)
+ESED 8132 - Curriculum and Instruction (3)
ITEC 8231 - Transforming Learning with Technology (3)
ESED 5233G – Applied Linguistics: ESOL (3)
++Emphasis Area (or) Electives
 Concentration Area ........................................................................................................................................ 9 Hours

OTHER PROGRAM REQUIREMENTS
• Successful completion of the Ed.S. Comprehensive Exit Assessment; involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based action research paper
• Must successfully complete assessments identified at each program transition point

*Prerequisites: EDUR 8131, ESED 8130, ESED 8131, ESED 8132, ITEC 8231
**Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8131, ESED 8132, ITEC 8231
#Must be taken during the first 9 hours; Prerequisite: Admission into the Ed.S. in Teaching and Learning
+Prerequisite: ESED 8130 or concurrently enrolled.
++Candidates may must select an emphasis or a concentration from one of the following areas: Art Education, Biology Education, Business Education, Chemistry Education, Early Childhood Education, Economics Education, English Education, Foreign Language Education, Geography Education, Health and Physical Education, History Education, Instructional Technology, Literacy Education, Mathematics Education, Middle Grades Education-Language Arts, Middle Grades Education-Mathematics, Middle Grades Education-Social Studies, Middle Grades Education-Science, Middle Grades Education-Reading, Music Education, Reading Education, Physics Education, Political Science Education, Science Education, Science (Broad Field), Social Science Education, Special Education Adapted Education, or Special Education General Curriculum. An emphasis area is not required. Note: Concentrations must be in a candidate’s current certification field(s) in order to receive a Georgia certificate upgrade.
V. OLD BUSINESS - There was no old business to discuss.

VI. ANNOUNCEMENTS
Dr. Fernekes thanked the Graduate Committee, the College of Graduate Studies, and the Provost Office for their support.

VII. ADJOURNMENT
There being no further business, the meeting was adjourned on April 14, 2011 at 9:05 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved May 13, 2011 by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE

MINUTES
(Global Citizens for USG BOR)
APRIL 25, 2011

VIA EMAIL

I. VICE PRESIDENT FOR ACADEMIC AFFAIRS

➢ First-Year Experience

Course Revisions

FROM: FYE 1410 - Global Citizens

Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

TO: FYE 1410 - Global Citizens

Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students explain factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local problems. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

JUSTIFICATION:
The USG Council on General Education rejected inclusion of FYE 1410 into the core curriculum at its April 15 meeting. Feedback from Dr. Virginia Michelich, Associate Vice Chancellor for Student Achievement and liaison to the Council on General Education, was that the outcomes were not collegiate level. The changes above have been made in consultation with Dr. Michelich.
and are designed to meet the Council’s objections. They have been unanimously approved by Georgia Southern’s seven-member student learning outcome committee for the course.

**FROM: FYE 1410H - Global Citizens**
Graduates in all fields face many challenges in today’s world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

**TO: FYE 1410H - Global Citizens**
Graduates in all fields face many challenges in today’s world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students explain factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local problems. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

**JUSTIFICATION:**
The USG Council on General Education rejected inclusion of FYE 1410 into the core curriculum at its April 15 meeting. Feedback from Dr. Virginia Michelich, Associate Vice Chancellor for Student Achievement and liaison to the Council on General Education, was that the outcomes were not collegiate level. The changes above have been made in consultation with Dr. Michelich and are designed to meet the Council’s objections. They have been unanimously approved by Georgia Southern’s seven-member student learning outcome committee for the course.

*These course revisions were approved unanimously via email.*

Respectfully Submitted,

Caroline D. James
Recording Secretary
Librarian’s Report
September 19, 2011

- Academic Standards, Chair Stuart Tedders (2010-2011)

April 14, 2011 meeting
Present at this meeting were Christine Draper (COE), Scott Kersey (COST), David Lowder (LIB), Teri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), John O’Malley (CIT), Wayne Smith (Registrar’s Office), Stuart Tedders (COPH), Russ Toal (CHHS), Janice Walker (CLASS), Tifani Pool (Registrar’s Office), Chris Caplinger (FYE), Kathy Albertson (Provost Office). Not present at the April 14th meeting were John King (COBA), Lisa Smith (LIB), Timothy Teeter (CLASS), Danette Wood (CHHS), Rob Yarbrough (COST), Aminao Zhang (CIT).

A total of 13 student appeals were received by the Registrar’s Office. Of the 13 appeals received, 28 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. Additional academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. For this meeting, no appeals met this criterion. The committee reviewed all 13 appeals and only 4 appeals were approved by the academic standards committee. Among those denied by the committee, 4 students submitted appeals to the Dean of their respective college. Among this group, 2 appeals were approved by the Dean of the College and 2 appeals were denied.

May 19, 2011 meeting
Present at this meeting were Christine Draper (COE), John King (COBA), Teri Melton (COE), John O’Malley (CIT), Wayne Smith (Registrar’s Office), Stuart Tedders (COPH), (COST), Aminao Zhang (CIT). Not present at the May 19th meeting were Scott Kersey (COST), David Lowder (LIB), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), Lisa Smith (LIB), Timothy Teeter (CLASS), Russ Toal (CHHS), Janice Walker (CLASS), Danette Wood (CHHS), Rob Yarbrough.

A total of 114 student appeals were received by the Registrar’s Office. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. Additional academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. Among these appeals, 88 students met these criteria so they were automatically granted an appeal by the Registrar’s Office. The committee actually reviewed 26 appeals and only 3 appeals were granted. Among those appeals denied by the committee, 7 students submitted appeals to the Dean of their respective college. Of these subsequent appeals, 3 were approved by the Dean of the College and 4 students were denied.

May 23, 2011 meeting
Present at this meeting were Christine Draper (COE), John King (COBA), David Lowder (LIB), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Stuart Tedders (COPH), (COST), Timothy Teeter (CLASS), Janice Walker (CLASS). Not present at the May 23rd meeting were Scott Kersey (COST), Teri Melton (COE), John O’Malley (CIT), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), Russ Toal (CHHS), Danette Wood (CHHS), Rob Yarbrough (COST), Aminao Zhang (CIT).

A total of 36 student appeals were received by the Registrar’s Office. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. Additional
academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. For this meeting, 8 appeals met this criterion and appeals for these students were automatically approved. The committee actually reviewed 28 appeals and only 1 appeal was approved by the academic standards committee. Among those denied by the committee, 10 students submitted appeals to the Dean of their respective college. Among this group, 3 appeals were approved by the Dean of the College and 7 appeals were denied.

June 24, 2011 meeting
Present at this meeting were Christine Draper (COE), Scott Kersey (COST), David Lowder (LIB), Teri Melton (COE), John O’Malley (CIT), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Janice Walker (CLASS). Not present at the June 24th meeting were John King (COBA), John O’Malley (CIT), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), Stuart Tedders (COPH), Timothy Teeter (CLASS), Russ Toal (COPH), Danette Wood (CHHS), Rob Yarbrough (COST), Aminao Zhang (CIT).
A total of 40 student appeals were received by the Registrar’s Office. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. Additional academic standards committee policy states that students earning a 2.0 GPA or better for the previous two semesters are automatically readmitted. For this meeting, 5 appeals met this criterion and appeals for these students were automatically approved. The committee actually reviewed 35 appeals and only 3 appeals were approved by the academic standards committee. Among those denied by the committee, 9 students submitted appeals to the Dean of their respective college. Among this group, 2 appeals were approved by the Dean of the College and 7 appeals were denied.
Respectfully submitted,
Stuart H. Tedders, PhD
Chair, Academic Standards Committee

- Faculty Development, Chair Yasar Bodur
  No report
- Faculty Research, Chair Fred Mynard
  No report
- Faculty Service, Chair Mary Marwitz
  No report
- Faculty Welfare, Chair Joe Ruhland (2010-2011)
  No Report
- Graduate, Chair Bob Fernekes (2010-2011)
  Had first meeting of semester today at 8:00am.
- Library, Chair Greg Harwood
  No report
- Undergraduate, Chair Ron MacKinnon (2010-2011)
  No Report
A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

- **Academic Standards**  
  Chair: Stuart Tedders (CHHS)  
  No report

- **Faculty Development**  
  Chair: Michelle Reidel (COE)

  Faculty Development Committee  
  Meeting Notes  
  August 31st, 2011  
  3:00-4:00 pm

*All committee members were present.*

1. The committee met at the CTLS and began with meeting with brief introductions as there are a number of new committee members this year.
2. Michelle provided committee members with hard copies of the rubrics for the faculty travel grants and the development of instruction grants. Reviewing the rubrics provided opportunity for committee members to discuss the review process. Yasar, Brian, Janice and John each served on the FDC last year and shared their insights about the review process. Points raised during the discussion included the following:
   a. There should be no identification of the faculty applying for funds in the proposal.
   b. Expected outcomes for development of instruction grants should include students and department.
   c. Pay close attention to the point levels on the rubrics.
   d. Partial funding is an option.
   e. Look for cost sharing in the budgets.
   f. Funds cannot be utilized to renew membership in professional organizations or for travel visas.
3. The committee reviewed the budget and discussed how funds should be allocated for fall, spring and summer travel grants and fall development of instruction grants. Patricia had previously provided the budge to Michelle and she shared with the committee the total remaining funds in the FDC budget is $62,326.48. After some discussion the committee decided to allocate approximately $20000 for fall and spring travel as well as development of instruction grants.
4. Committee members reviewed the upcoming deadlines for proposal submissions and discussed timelines for proposal reviews, submission of reviews to Patricia and the next meeting. It was agreed that committee members would return their ratings to Patricia by Monday October 3rd to provide time for her to compile all ratings onto a single spreadsheet. At the next meeting on Wednesday October 5th the committee would review ratings and make decisions about the allocations of funds to faculty.
5. The meeting ended at approximately 4 pm.
Faculty Research  
Chair: Fred Mynard (CLASS)  
No report

Faculty Service  
Chair: Mary Marwitz (CLASS)  
The Faculty Service Committee met on Sept. 21 to determine procedures for the year; Deadlines for applications are Oct. 7 for Cycle 1 Service Proposals and Nov. 11 for Excellence in Service Awards. The committee will meet on October 20 to determine funding allocations.

Faculty Welfare  
Chair: Joe Ruhland (COBA)  
No Report

Graduate Committee  
Chair: Bob Fernekes (LIB)

GRADUATE COMMITTEE MINUTES  
Chair: Dr. Robert Fernekes  
Graduate Committee Meeting Date – September 8, 2011

Present: Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COST; Dr. Simone Charles, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Thomas Buckley, CHHS; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Mikelle Calhoun, COBA; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Josh Vest, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Jill Lockwood, COBA [Alternate for Dr. Ednilson Bernardes]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Mrs. Naronda Wright, Graduate Admissions; Dr. Christine Ludowise, CLASS; Dr. Stephen Rossi, CHHS; Dr. Stephen Zerwas, AVP Institutional Effectiveness

Absent: Dr. Dan Czech, CHHS; Dr. Ednilson Bernardes, COBA

I. CALL TO ORDER  
Dr. Robert Fernekes called the meeting to order on Thursday, September 8, 2011 at 8:00 AM.

II. APPROVAL OF AGENDA  
Dr. Dick Diebolt stated the College of Education requested the M.A.T. in Teaching and Learning, Spanish Concentration, be pulled from the agenda. Dr. Caren Town made a motion to approve the agenda as written, with the understanding that the M.A.T. Program Revision be omitted. A second was made by Dr. Richard Flynn and the motion to approve the agenda was passed.

III. ELECTION OF GRADUATE COMMITTEE CHAIR  
Dr. Fernekes distributed a handout with Section 12, 13, and 14 of the Faculty Senate Bylaws for the committee members to review before beginning the election. He then opened the floor for nominations. Mr. Jonathan Harwell nominated Dr. Fernekes and Dr. Ming Fang He nominated Dr. Yasar Bodur. After tallying the results of a ballot vote Dr. Fernekes was elected (8-6) to serve as Chair for the 2011-2012 Graduate Committee meetings.

IV. DEAN’S UPDATE  
Dr. Charles Patterson stated Dr. Clara Krug contacted him to request that the Graduate Committee Standing Committee section of the Faculty Senate Bylaws be revised to incorporate a Graduate Student Ex-Officio position. Dr. Patterson will be meeting with the Graduate Student Organization (GSO) on Tuesday, September 13, to hold elections to have a student serve in this role. He would like to engage the graduate student more by having them serve on the Scholarship Sub-Committee. Dr. Patterson will share results of election with the Graduate
Committee at the next meeting. Dr. Patterson said he would also like to incorporate the Associate Dean of the
College of Graduate Studies and the Institutional Effectiveness Ex-Officio positions in the revised Bylaws.

Dr. Patterson stated Dr. Fernekes has been working with Dr. Krug to incorporate these changes in the Bylaws.
Dr. Fernekes said once the motion to revise the Bylaws is complete, it will be distributed electronically to the
committee members for their review/approval. The motion will be included on the October Faculty Senate agenda
for approval.

Dr. Fernekes said Dr. Stephen Zerwas has been invited to attend the Graduate Committee meetings as the Ex-
Officio for Institutional Effectiveness.

V. APPROVAL OF 2011-2012 GRADUATE COMMITTEE MEETING SCHEDULE

Dr. Flynn made a motion to approve the 2011-2012 Graduate Committee meeting schedule. A second was made
by Dr. Town and the motion to approve the schedule was passed.

VI. NEW BUSINESS

A. Vice President for Academic Affairs

Dr. Christine Ludowise presented the agenda item for the Vice President for Academic Affairs.

Course Deletion
INTS 5438G – Social Issues of International Development and Change
JUSTIFICATION:
Request to delete INTS 5438G - Social Issues of Intentional Development and Change. This course has not
been taught in a number of years and there are no plans to teach it in the future.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Vice President for Academic
Affairs. A second was made by Dr. Town. The motion to approve the Course Deletion was passed.

B. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Curriculum, Foundations, and Reading
Course Revision:
EDUR 8132 Educational Statistics II

JUSTIFICATION:
Minimum grade of B in EDUR 8131 (prerequisite course) is now required because students who have
earned a C in prerequisite course have not been successful in this more advanced course.

Department of Teaching and Learning

Course Deletion(s)
BEED 5130G - Cooperative Vocational Education
JUSTIFICATION:
These courses are no longer required in the MAT in Business Education or the M.Ed. in Teaching and
Learning: Business Education. The course content has been integrated into the business education
methods courses.

New or Revised Program(s)
M.Ed., Teaching and Learning
JUSTIFICATION:
The current M.Ed. in Teaching and Learning: Early Childhood Program is delivered online except for one
course. We have recently redesigned that course—ECED 7430 Advanced Science Methods—to an online
course. Now that all the courses are delivered online, we are requesting to designate the program as a full-
online program. We continue to receive requests from our candidates to deliver the program as a fully-online
program.
Dr. Daniel Gleason asked for clarification of the grade change in the Course Revision EDUR 8132. Dr. He explained if a student scores a C in the EDUR 8132 the student will not be able to register for the second statistics course. Dr. Bodur added if the student does not plan to take the second statistics course the student will still be able to count the C towards their program.

Regarding the proposal to move the Med- Early Childhood program to a fully online delivery, Dr. Diebolt asked if all students admitted to the program currently would be charged the online tuition rate beginning the program BOR approval term or if there was a plan to permit students currently admitted to finish out the program under the standard tuition rate. Dr. Thomas Koballa stated the online rate will be assessed based on the student’s enrollment date into the program and that currently admitted students be given a time frame to complete the program under that standard tuition rate. However students admitted to the program effective the BOR approval term would be assessed the online tuition rate. Dr. Diebolt suggested that the COE develop a memo to state the term deadline by which currently admitted students in the program would have to complete the program under the standard tuition rate. This recommendation will be submitted to President’s Cabinet for consideration and action. Dr. Diebolt also suggested that this document also be shared with offices of the Registrar, Bursar and the Provost. Dr. Linderholm agreed and stated the COE would create a document to explain the online rate for the different scenarios. Dr. Diebolt also suggested that a communication plan be developed to communicate any program changes to the currently admitted students.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Bodur. The motion to approve the Course Revision, Course Deletion, and Revised Program was passed.
Beginning Fall, 2012, the following tuition policy will be in place for students enrolled in the M.Ed. Teaching Learning: Early Childhood Program. If approved by the BOR, this will be a fully online program beginning Fall 2012. Students entering the program Fall, 2012, will be charged an online tuition premium. Students who entered the program prior to that will be given until Summer, 2015, to complete the program without being charged the online tuition premium.

The College of Education will send an email to all students currently in the program and students who enter the program Spring or Summer, 2012, to inform them that the program is moving to a fully online format and they will have through Summer, 2015, to finish their program without being charged the online tuition premium.

C. Jack N. Averitt College of Graduate Studies

Dr. Dick Diebolt presented the information items for the College of Graduate Studies.

Information Items:
MPA Program Hour Requirements
Border County Waiver

No action was needed for the Information Items.
Memo

To: Wayne Smith, Ann Evans, Caroline James
From: Charles Patterson, VP or Research & Dean, College of Graduate Studies
CC: Richard Pacelle, Trenton Davis
Date: 6/1/2011
Re: MPA Program Hour Requirements

Wayne, Ann and Caroline:

This is to approve listing the MPA credit hour requirement at 39 in the 2011-2012 graduate catalog.

The increased hour requirement to 39 from 36 was approved by the BOR May, 2010. However, due to an oversight the increased program hour requirement proposal was not resubmitted to the Graduate Committee once the university received the approval from the BOR.

Since there is not a scheduled Graduate Committee meeting this summer, this action will be presented as information to the Graduate Committee at the first Fall 2011 meeting.
July 18, 2011

Mr. Wayne E. Smith
Associate Registrar, Operations
Office of the Registrar
Georgia Southern University
P. O. Box 8092
Statesboro, GA 30460-8092

Dear Mr. Smith:

We are in receipt of your email dated Monday, July 11, 2011, in which you requested approval of a border county waiver for students taking graduate classes in Augusta, Georgia from Aiken County, South Carolina.

This waiver is approved with the following stipulations, effective fall semester 2011:

1. Border county out-of-state tuition waiver is to persons who are in the Georgia Southern University EdD program in Educational Administration, and who live in Aiken County, South Carolina.
2. The Border County waiver is only for those Aiken County residents admitted to this specific program and attending the Augusta State University location.

Please let me know if you have any questions regarding this matter.

Sincerely,

Dr. Steve Wrigley
Executive Vice Chancellor

cc: Mr. John Brown
    Ms. Tonya Lam

"Creating A More Educated Georgia"
www.usg.edu
D. Program Reviews Due Spring 2012

Dr. Fernekes presented the list of Graduate Program Reviews as an information item.

Information Item: 11 Graduate Programs  No action was needed for the Information Item.

Academic Graduate Programs Due Review in Spring 2012

Georgia Southern University developed the following cycle for comprehensive program review in compliance with Board of Regents policy, § 3.6.3, Comprehensive Academic Program Review (http://www.usg.edu/policymanual/section3/policy/3.6_creation_and_elimination_of_academic_programs/#p3.6.3_comprehensive_academic_program_review).

<table>
<thead>
<tr>
<th>College</th>
<th>Degree</th>
<th>Major</th>
<th>Graduate Program Director</th>
<th>Last Date of Program Review</th>
<th>Date of Next Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business Administration</td>
<td>MS</td>
<td>Applied Economics</td>
<td>Dr. Donna Fisher</td>
<td>New Program Effective 08/07</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Health and Human Sciences</td>
<td>MS</td>
<td>Kinesiology</td>
<td>Dr. Jim McMillan</td>
<td>2001-02</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Nurse Practitioner</td>
<td>Dr. Deborah Allen</td>
<td>2002-03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Clinical Nurse Specialist</td>
<td>Dr. Deborah Allen</td>
<td>2002-03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DNP</td>
<td>Nurse Practitioner</td>
<td>Dr. Deborah Allen</td>
<td>New Program Effective 8/08</td>
<td>2011-12</td>
</tr>
<tr>
<td>Jiann-Ping Hsu College of Public Health</td>
<td>MPH</td>
<td>Public Health</td>
<td>Mrs. Sarah Peterson</td>
<td>2001-02</td>
<td>2011-12</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>MA</td>
<td>English</td>
<td>Dr. Caren Town</td>
<td>2001-02</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Social Science</td>
<td>Dr. Ted Brimeyer</td>
<td>Redesignated Program Effective 1/05</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Spanish</td>
<td>Dr. David Alley</td>
<td>Redesignated Program Effective 11/04</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>PsyD</td>
<td>Clinical Psychology</td>
<td>Dr. Jack Rainer</td>
<td>New Program Effective 4/06</td>
<td>2011-12</td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>MS</td>
<td>Biology</td>
<td>Dr. Lance McBrayer</td>
<td>2005-06</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
Dr. Fernekes said the Graduate Committee will commence its review of graduate self-study program reports starting in February 2012. The program self-study reports will first be reviewed internally by the Graduate Program Director/Department Chair and the College Dean before review by the Graduate Committee. The Graduate Committee will prepare a two page report of each program self-study. Dr. Fernekes stated if anyone knows who is serving on the self-study committees in their Colleges to email him the information.

Candace Griffith stated the Board of Regents (BOR) requires Georgia Southern University (GSU) to post the assessments on the GSU website, and then the BOR will pick and choose from the list to conduct their reviews. Training sessions are being offered to anyone whose program is undergoing a review. The Office of Institutional Effectiveness is also providing information to assist in the review process.

Dr. Jill Lockwood said she would like to see some type of oversight to ensure the reviews are being done. Ms. Griffith stated she will send follow up emails regarding assessments to remind Program Directors of the review.

Dr. He stated as our institution moves to a higher level the way the program reviews are conducted should change to allow an outside program reviewer to come in and complete an assessment, instead of the current internal review process.

VII. OLD BUSINESS - There was no old business to discuss.

VIII. ANNOUNCEMENTS - There were no announcements.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 8, 2011 at 9:00 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Motion: Include in the Bylaws of the Faculty Senate (110.04), Article IV, Section 13:

Voting membership of the Graduate Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the library and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the SEC appointee of that unit at meetings. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, the Dean of Graduate Studies, the Associate Dean of Graduate Studies, and a representative from the Office of Institutional Effectiveness ....

Rationale: The first change recognizes the role of both senators and senate alternates and increases the number of elected faculty alternates per unit from one to two. This change facilitates each unit's representation at Graduate Committee meetings and having a quorum since the alternates are capable of attending meetings in the absence of the elected faculty member of that unit or the SEC appointee of that unit. The second change adds the Associate Dean of Graduate Studies and a representative from the Office of Institutional Effectiveness as non-voting members. This change codifies the current practice of the Graduate Committee since the Associate Dean of Graduate Studies and a representative from the Office of Institutional Effectiveness have been regularly attending Graduate Committee meetings.

Submitted 10/3/2011
By Bob Fernekees on behalf of the Graduate Committee.
I. CALL TO ORDER
- Present: Dr. Adrian Dardner, Dr. Bruce McLean, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Dr. Jacob Warren, Ms. Jessica Minihan, Dr. Julie Maudlin, Dr. Mary Hazeldine, Dr. Melissa Gamo, Dr. Patrick Wheaton, Dr. Rebecca Kennerly, Dr. Ron MacKinnon, Dr. Sabrina Ross, Dr. Kathy Albertson, Ms. Ann Evans, Ms. Caroline James, Ms. Christina Belge
- Visitors: Ms. Candace Griffith, Dr. Chris Kadlec, Dr. Christine Ludowise, Dr. Darin Van Tassell, Dr. Deborah Thomas, Dr. Judith Longfield, Dr. Laura Valeri, Dr. Shahnam Navaee
- Absent with Alternate in attendance: Ms. Lisa Yocco
- Absent: Dr. Chuck Harter

Dr. Ron MacKinnon called the meeting to order at 3:30 p.m.

II. BRIEF ORIENTATION ON PROGRAM REVIEWS
Ms. Candace Griffith and Dr. Judith Longfield gave a brief orientation on program reviews. Dr. Julie Maudlin mentioned that she was very knowledgeable about rubrics.

III. WELCOME AND INTRODUCTIONS
Dr. Ron MacKinnon introduced himself, and then asked each person to give their name and the college or division they represent.

IV. ORIENTATION
Dr. Ron MacKinnon gave a brief explanation about the Undergraduate Committee.

V. ELECTION OF NEW CHAIR
Dr. Ron MacKinnon asked for nominations from the members. Dr. Rebecca Kennerly nominated Dr. Ron MacKinnon. There were no other nominations. A unanimous vote was passed to nominate Dr. Ron MacKinnon as chair. Dr. Ron MacKinnon conducted the remainder of the meeting.

VI. APPROVAL OF AGENDA
A Wheaton/McLean motion to approve the agenda was passed unanimously.

VII. VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Darin Van Tassell presented the following agenda item for the Vice President for Academic Affairs.

- Enrichment Program
  Course Deletion(s)
  ENPR 1220 - Enrichment Program
  ENPR 1220H - Enrichment Program (Honors)
  ENPR 3220 - Honors Seminar
  ENPR 3220H - Honors Seminar

JUSTIFICATION:
The Enrichment Program courses (ENPR) are listed in the Catalog and active in Banner, but have not been taught since 2002.
A Wheaton/Warren motion to approve these course deletions was passed unanimously.

- **International Studies**
  
  **New Course(s)**
  
  **INTS 3430 - International Security Affairs**
  Provides an examination of an array of international security concepts and dynamics including features and aspects of both state and individual security. The course addresses applicable actors, institutions, processes, theories and prominent international issues. Upon completion of the course, students will be able to identify and discuss an assortment of issues pertinent to state and individual security threats and policies. 3 credit hours

  **JUSTIFICATION:**
  INTS 3430 International Security Affairs provides an examination of an array of international security concepts and dynamics including features and aspects of both state and individual security. The course serves as one of the major courses that can be selected by students to fulfill the “War and Peace Studies” or the “Society, Cultures, and Tradition” Topical Emphasis requirements (Area F) for the B.A. in International Studies. (Students select one of three Topical Emphasis Areas and select a total of five courses from a list of possible courses to fulfill that emphasis. This course serves as one of those courses).

  **INTS 3530 - Identity and Nationalism**
  An examination of the theories behind nationalism and its influence on identity construction. Consideration will be given to the political, social, cultural, and historical contexts affecting the existence of the nation, and its role within the contemporary globalized world. The course also places an emphasis on the special relationship between the nation and the state. 3 credit hours.

  **JUSTIFICATION:**
  Needed to offer an upper-division 3-credit hour elective course for students completing the Topical/Area Emphasis portion of the International Studies major, the International Studies minor, or towards completing the European Union Studies certificate program. This course serves as one of the major courses that can be selected by students to fulfill the "War and Peace Studies" or "Society, Cultures, and Traditions" Topical Emphasis for the B.A. in International Studies. (Students select one of three Topical Emphases and select a total of five courses from a list of possible courses to fulfill that emphasis.)
  It also serves as one of the courses to fulfill requirements for both the minor in International Studies and the EU Studies Certificate program.
  International Studies faculty (Ms. Danielle Smith) and History faculty (Dr. John Steinberg) are qualified to teach this course.

A Garno/McLean motion to approve these new courses was passed unanimously.

**Course Revision(s)**

**FROM:** INTS 3130/3130S - Contemporary World Cultures
Prerequisite: INTS 2130 is recommended.

**TO:** INTS 3130/3130S - Contemporary World Cultures
Prerequisite: INTS 2130.

**JUSTIFICATION:**
We are proposing to change the prerequisite from INTS 2130 is recommended to INTS 2130 is required in the Catalog Description. INTS 2130 Intro to International Studies introduces students to a variety of approaches to international studies in the social sciences and the different disciplines and the humanities and how they connect with one another. Students are exposed to different regions and different disciplines throughout the course. This proposed prerequisite requiring INTS 2130 is justified so that students will be better prepared for the upper-level required course, INTS 3130 Contemporary World Cultures.
FROM: INTS 3230/3230S - Global Issues
Prerequisite: None.
TO: INTS 3230/3230S - Global Issues
Prerequisite: INTS 2130.

JUSTIFICATION:
Prerequisite is requested because students need the introductory scope course in the field in order to be successful in the upper division coursework. The introductory course, INTS 2130 Intro to International Studies introduces students to a variety of approaches to international studies in the social sciences and the different disciplines and the humanities and how they connect with one another. Students are exposed to different regions and different disciplines throughout the course. This proposed prerequisite to require INTS 2130 is justified so that students are better prepared for the upper level required course, INTS 3230 Global Issues. We want the students to have a foundation in the subject and INTS 2130 Intro to International Studies provides this goal.

A Maudlin/Gardiner motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Significant International Content Courses
JUSTIFICATION:
Request to delete from the International Studies Significant International Content courses, ANTH 4333 Comparative Social Organization. This course was deleted in 2009 and we are requesting that it be deleted from the Significant International Content list of courses.

International Studies Interdisciplinary Minor
JUSTIFICATION:
Upon review of the interdisciplinary minor in International Studies program it was determined that we needed to add INTS 2130 Intro to International Studies as a prerequisite to the minor since we are also requesting the prerequisite to INTS 3130 and INTS 3230. The course content covered in this lower level INTS 2130 course introduces students to a variety of approaches to international studies in the social sciences, different disciplines and the humanities and how they connect with one another. Also, students are exposed to different regions and different disciplines throughout this course. The proposed prerequisite will familiarize and better prepare students for the upper-level required courses, INTS 3130 Contemporary World Cultures and INTS 3230 Global Issues.

A Garno/Wheaton motion to approve these program revisions was passed unanimously.

VIII. COLLEGE OF EDUCATION
Dr. Deborah Thomas presented the following agenda items for the College of Education.

- Department of Teaching and Learning
  Course Deletion(s)
  BEED 5130 - Cooperative Vocational Education
  JUSTIFICATION:
  This course is no longer required in the MAT in Business Education or the M.Ed. in Teaching and Learning: Business Education. The course content has been integrated into the business education methods courses.

A Maudlin/Wheaton motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
B.S.Ed., Special Education
JUSTIFICATION:
Course needs to be required to ensure that students have the necessary prerequisites for a math concentration in Special Education.
M.A.T. Advising for Students Interested in Teaching with a Business Degree

JUSTIFICATION:
This update of the MAT advising information in the Undergraduate Catalog is needed since the BEED 5130 course is not required for teacher certification and the course is being deleted from Catalog.

A Maudlin/Wheaton motion to approve these program revisions was passed unanimously.

IX. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

➢ Department of Chemistry

Selected Topics Announcement(s)
CHEM 3090 - Biological Chemistry II

JUSTIFICATION:
Description: Examines the structure and function of biological membranes, as well as additional metabolic pathways not covered in CHEM 5541, including the degradation and biosynthesis of lipids and amino acids. In addition, the course will examine nucleic acid chemistry, including DNA replication, transcription, recombinant DNA technology and related topics. Prerequisite: A minimum grade of "C" in CHEM 5541 (Biochemistry I).

Justification: This course is being developed in order to offer the lecture content of Biochemistry II to non-major students who do not need the associated lab skills required in the full (4 credit hour) CHEM 5542 Biochemistry II course.

Selected Topics Announcements are for information only.

X. OTHER BUSINESS

• Dr. Kathy Albertson asked when the updated curriculum forms/instructions would be uploaded to the web. Ms. Caroline James stated that the forms/instructions had been modified and sent to Dr. Christine Ludowise and Dr. Shahnam Navaee to proof. The forms/instructions should be uploaded to the web within a week. Ms. Caroline James will send an email when the new forms/instructions are available.

XI. ADJOURNMENT

There being no further business to come before the committee, a Wheaton/Allen motion to adjourn the meeting at 4:04 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary

Motion: Include in the Bylaws of the Faculty Senate, Section 10:

Voting members of the Undergraduate Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the library and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the SEC appointee of that unit at meetings. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, and the SGA President or SGA Vice President of Academic Affairs. The chair shall be a senator elected by the voting members of the committee.

An alternate on the Undergraduate Committee may substitute for either an elected member of the Undergraduate Committee or a member of the Undergraduate Committee appointed by the SEC.

This has been the practice for some time.
Faculty Senate Librarian’s Report, October 4, 2011
Respectfully Submitted
Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

- **Academic Standards**
  Chair: Rob Yarbrough (COST)
  
  Academic Standards Committee Minutes
  August 11, 2011, 2:00PM
  Present at the August 11th meeting were: Christine Draper (COE), John King (COBA), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Stuart Tedders (COPH), Timothy Teeter (CLASS), Russ Toal (CHHS), Janice Walker (CLASS), Danette Wood (CHHS).

  Not present at the August 11th meeting were: Scott Kersey (COST), David Lowder (LIB), Teri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), John O’Malley (CIT), Rob Yarbrough (COST), Aminao Zhang (CIT).

  A total of 60 student appeals were received by the Registrar’s Office. Of the 60 appeals received, 6 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 6 students are automatically granted an appeal by the Registrar’s Office. The committee actually reviewed 52 appeals and only 8 appeals were approved by the academic standards committee. Among those 44 appeals denied by the committee, 23 students submitted appeals to the Deans of their respective colleges. Among this group, 3 appeals were approved by the Dean of the College and 20 appeals were denied.

  Respectfully Submitted,
  Rob Yarbrough
  Chair, Academic Standards Committee

Academic Standards Committee Minutes
August 15, 2011, 2:00PM
Present at the August 15th meeting were: Tony Barilla (COBA), Yasar Bodur (COE), Christine Draper (COE), Lori Gwinett (Library), John King (COBA), Bill Levernier (COBA), David Lowder (LIB), John O’Malley (CIT), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Diana Sturges (CHHS), Stuart Tedders (COPH), Timothy Teeter (CLASS), Russ Toal (CHHS), Janice Walker (CLASS), Rob Yarbrough (COST), Aminao Zhang (CIT).

Not present at the August 15th meeting were: Jennie Dilworth (CHHS), Scott Kersey (COST), Teri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), Danette Wood (CHHS), Chun Zhao (COST).

A total of 12 student appeals were received by the Registrar’s Office. Of the 12 appeals received, 2 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these students are automatically granted an appeal by the Registrar’s Office. The committee actually reviewed 10 appeals and only 2 appeals were approved by the academic standards committee. Among those 8 appeals denied by the committee, 3 students submitted appeals the Deans of their respective colleges. Among this group, 3 appeals were approved by the Dean of the College and 20 appeals were denied.

The meeting was adjourned at 2:45PM.
Respectfully Submitted,
Rob Yarbrough
Chair, Academic Standards Committee
Present at the August 17th meeting were: Yasar Bodur (COE), Jennie Dilworth (CHHS), Lori Gwinett (LIB), Scott Kersey (COST), John King (COBA), Bill Levernier (COBA), David Lowder (LIB), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Diana Sturges (CHHS), Stuart Tedders (COPH), Timothy Teeter (CLASS), Russ Toal (CHHS), Danette Wood (CHHS), Rob Yarbrough (COST).

Not present at the August 17th meeting were: Christine Draper (COE), Teri Melton (COE), Lowell Mooney (COBA), Connie Murphey (Fin. Aid), John O’Malley (CIT), Janice Walker (CLASS), Aminao Zhang (CIT), Chun Zhao (COST).

1. A total of 22 student appeals were received by the Registrar’s Office. Of the 22 appeals received, 2 students were less than 10 quality points away from a 2.0 GPA. According to current academic standards committee policy, these 2 students are automatically granted an appeal by the Registrar’s Office. The committee actually reviewed 18 appeals and only 2 appeals were approved by the academic standards committee. Among those 16 appeals denied by the committee, 11 students submitted appeals to the Deans of their respective colleges. Among this group, 2 appeals were approved and 8 were denied by the Dean of the College. The committee is still awaiting the response from the Dean for 1 student appeal.

2. After a motion from Stuart Tedders (COPH), the committee unanimously elected Rob Yarbrough (COST) Chair of the committee for the 2011-2012 academic year.

The meeting was adjourned at 2:45PM.
Respectfully Submitted,
Rob Yarbrough
Chair, Academic Standards Committee

- **Faculty Development**
  Chair: Michelle Reidel (COE)
  No Report

- **Faculty Research**
  Chair: Fred Mynard (CLASS)

Georgia Southern University Faculty Research Committee

October 4, 2011 – 2:00 PM

Minutes

I. The Faculty Research Committee was called to order at 2:00 p.m. October 4, 2011 by the Committee Chair, Dr. Frederic Mynard.

II. The committee approved the agenda as read.

III. Roll Call
A. Present
   i. Frederic Mynard - Chair
   ii. Melanie Stone – CLASS
B. Absent
   i. Karl Peace – JPHCOPH

IV. Welcome (Chair)
   A. Dr. Frederic Mynard introduced himself and invited the committee members to introduce themselves and the area they represent.

V. SharePoint and Website Tour
   A. Ele Haynes gave a brief tour of the committee sharepoint site. The site contains committee assignments, minutes and agenda items as well as calendar reminders.

   https://sharepoint.georgiasouthern.edu/vpr/research/frc/default.aspx

   B. The Website contains the guidelines for the existing internally funded opportunities funded by the faculty research committee and the office of the Vice President for Research.

   http://www.georgiasouthern.edu/research/orssp/pre-award_institutional_funding.html

VI. Calendaring of meetings
   A. Tuesday 2 – 4 PM meeting time excludes Dr. Karl Peace from the meetings. He has supplied his list of available meeting times. These times conflict with other committee member teaching schedules

   B. The chair will contact Dr. Peace to see if one of the following times will work with his schedule.
      i. Monday 7:40 AM
      ii. Wednesday 7:40 AM
      iii. Tuesday 5 PM (Note: this time was identified as in conflict with 2 teaching schedules after the meeting close)
      iv. Thursday 5 PM

VII. Committee Work

   A. Award for Excellence in Research and Creative Scholarly Activity
      i. Committee members will review the Award Guidelines available on the FRC website at

   http://www.georgiasouthern.edu/research/orssp/pre-award_faculty_research_committee_Excellence.html

      ii. Nomination letters are posted to the sharepoint site heading Excellence Review Uploads – 2011-12.

      iii. The nomination letters will be updated to encourage all nominated faculty to upload as much of their application material as possible in electronic format.

      iv. Faculty have been reminded to send in nominations through email to all faculty. Two reminders have been sent. One in September and one in the beginning of October. 6 nominations have been made to date.

      v. Deadlines
         1. October 21, 2011— Nominations submitted to ORSSP
         2. December 16, 2011 – Application deadline

   B. Faculty Research Internal Award
      i. Committee members will review internal award guidelines for the January meeting.
ii. Deadlines
   1. January 24, 2012 – Applications submitted to ORSSP

C. Publication Fund
   i. Committee members will consult with faculty in their colleges to gauge the needs for
      publication assistance and the effectiveness of the current structure of the fund. Input
      will be returned to the next meeting for discussion of this funding program.
   ii. The publication fund will follow the current guideline for this year.

D. Limited Submission Funding
   i. There are occasions where external funding opportunities limit the number of
      applications from a single institution. In such cases, the faculty research committee
      members may be asked to serve on a task force to review submissions to select the
      representative that will be submitted on behalf of GSU.

VIII. Supplemental Funding
A. The committee received supplemental funding in the budget for 2011-2012 (FY12). The
   additional funds will be recurring in next year’s budget. The committee will look at strategic
   ways to use these funds in this fiscal year separately from next year to accommodate time
   constraints.
B. Committee members discussed the merits of several possible programs to enhance research
   effectiveness and strategic return.
   i. Sponsor Collaboration Travel Support Program
      1. Guideline draft available on SharePoint. This is a cost-shared venture
   ii. Grant Writing Workshop
      1. The committee was supportive of a grant writing workshop. A workshop that
         includes a mentoring component was preferred. E.g., grant writing and
         mentoring program hosted by CUR in 2010.
         a. Debbie Shaver will explore existing opportunities and report back to the
            committee.
   iii. Smaller Seed Funding Competition was rejected because the mechanics of hosting
       another competition for this year would limit the ability of the committee to manage the
       workload in a timely fashion and the ability of faculty to effectively use the funds.
   iv. Summer Stipend Program was tabled for discussion. There is no mechanism to fund
       summer stipends for the 2011-2012 academic cycle. The program will be revisited as a
       possibility for next year's funding. Dr. Mynard will post a draft guideline for the program
       to the SharePoint site for discussion at our next meeting.

IX. Adjourned 3:20 p.m.
A. Calendar dates
   i. October 21, 2011—Excellence Nominations deadline
   ii. December 16, 2011 – Excellence Application deadline
   iii. January 24, 2012 – Internal Seed Applications deadline

- **Faculty Service**
  Chair: Mary Marwitz (CLASS)
  No Report

- **Faculty Welfare**
  Chair: Joe Ruhland (COBA)
  No Report
GRADUATE COMMITTEE MINUTES
Chair: Dr. Robert Fernekes
Graduate Committee Meeting Date – October 13, 2011

Present:
Dr. Hsiang-Jui Kung, CIT; Dr. Richard Flynn, CLASS; Dr. Daniel Gleason, COST; Dr. Simone Charles, JPHCOPH; Mr. Jonathan Harwell, Library; Dr. Thomas Buckley, CHHS; Dr. Camille Rogers, CIT; Dr. Caren Town, CLASS; Dr. Mikelle Calhoun, COBA; Dr. Yasar Bodur, COE; Dr. Goran Lesaja, COST; Dr. Josh Vest, JPHCOPH; Dr. Robert Fernekes, Library; Dr. Hsiu-Lien Lu, COE [Alternate for Dr. Ming Fang He]; Dr. Deborah Allen, CHHS [Alternate for Dr. Dan Czech]; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests:
Ms. Candace Griffith, VPAA; Dr. Tracy Linderholm, COE; Mr. Wayne Smith, Registrar’s Office; Dr. Christine Ludowise, CLASS; Mrs. Melanie Reddick, COGS; Ms. Olivia Howard, GSO Representative; Mrs. Theresa Thornburg, CLASS

Absent:
Dr. Dan Czech, CHHS; Dr. Ednilson Bernardes, COBA; Dr. Ming Fang He, COE

I. CALL TO ORDER
Dr. Robert Fernekes called the meeting to order on Thursday, October, 13, 2011 at 8:00 AM.

II. APPROVAL OF AGENDA
Dr. Camille Rogers made a motion to approve the agenda as written. A second was made by Dr. Caren Town and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Charles Patterson provided an update on the following initiatives:

- Renovations to Veazey Hall will be complete at the end of the month. The College of Graduate Studies (COGS) and Graduate Admissions will be relocating to the first floor of Veazey Hall and may be unavailable at times during the week of October 31.
- Erica Colbert will be joining Graduate Admissions on November 1. She will work with Naronda Wright in processing applicant’s paperwork.
- Candidate interviews for the Director of Graduate Admissions will take place during the week of October 31. COGS will be contacting some graduate stakeholders to sit in on interviews.
- Marla Bruner joined COGS in September as the Director for Graduate Student Services. She is responsible for handling internal communications with graduate education stakeholders, processing of graduate assistantships, coordinating graduate student events, COGS liaison to the Graduate Student Organization (GSO) and managing other current student processes/needs.
- Naronda Wright will provide an update on Verification of Lawful Presence during the next meeting.
- The Eagles on Migration (EOM) Program is an initiative of Graduate Admissions. COGS will split the cost of paired recruitment travel (representatives traveling to promote two or more programs), by co-funding the cost of recruitment travel (transportation costs and per diems) for group travel, up to $500 per single recruitment trip or $750 per multiple-institution recruitment trip. More information can be found on the COGS website: http://cogs.georgiasouthern.edu/about/eaglemigration

IV. NEW BUSINESS

A. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Teaching and Learning
Course Deletions:
BEED 7090 Selected Topics in Business Education
ESED 7231 Foreign Language Curriculum
ESED 7232 Foreign Language Methods
MSED 5530G Using Calculators and Manipulatives to Teach Mathematics

JUSTIFICATION:
ESED 7231 and 7232 are no longer needed since we no longer have an M.Ed. in Foreign Language Education. The BEED course is no longer needed since we don't have a BSED in Business Education. MSED 5530G has not been offered in a number of years. The course is no longer needed as part of the M.Ed. or Ed.S. programs.

Course Revisions:

MSED 8530 Foundations of Teaching Grades 4-12 Mathematics
JUSTIFICATION:
The course, as it is currently designed, no longer needs MSED 7535 as a prerequisite.

COE Associate Dean for Graduate Education and Research
Revised Program Information for Catalog:
Endorsements

JUSTIFICATION:
Update Graduate Catalog regarding available endorsement programs and the admission process. The revisions add the "Online Teaching and Learning" endorsement (approved by GC on 4/14/11) to the list of available endorsement programs and states that an admission application through the Graduate Admissions Office is required. Formal admission to an endorsement program is needed so that COE can track these students and gather data for reports on these programs.

Dr. Dick Diebolt asked if the College of Education has received the program codes from the Registrar’s Office for the Endorsements. Dr. Linderholm confirmed the College has received the codes.

Dr. Thomas Koballa stated he wanted to make the Graduate Committee aware of some recent changes from the Professional Standards Committee, regarding certificates. He stated the College of Education will be submitting a number of program revisions to rename programs, but the body of the programs will not change. He stated the program revisions may be ready by the January Graduate Committee meeting.

Dr. Diebolt asked if there will be any impact if course BEED 7090, ESED 7231, ESED 7232, and MSED 5530G are deleted. Dr. Linderholm and Dr. Yasar Bodur stated there will not be any type of impact if these courses are deleted.

MOTION: Dr. Bodur made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Richard Flynn. The motion to approve the Course Deletions, Course Revision, and the Revised Program Information for Endorsements was passed.

B. College of Liberal Arts and Social Sciences

Dr. Christine Ludowise presented the agenda items for the College of Liberal Arts and Social Sciences.

Department of Music
Program Revision:
Master of Music
JUSTIFICATION:
MUSC 5230G, MUSC 7233, MUSC 7234, and MUSC 7632 were deleted from the curriculum in 2010. We are cleaning up the catalog copy in order to avoid misleading students regarding degree requirements and available courses.

Department of Sociology and Anthropology
Course Deletions:
SOCI 5438G - Social Issues of International Development and Change
ANTH 5438G - Social Issues of International Development and Change
JUSTIFICATION:
The undergraduate sections were deleted in 2010-2011. The department will not offer the graduate sections separately.
MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Town. The motion to approve the Program Revision and Course Deletions was passed.

C. Scholarships Sub-Committee

Dr. Diebolt stated the 2011-2012 College of Graduate Studies’ scholarships need to be awarded. He said there are a number of scholarship applications under review, and asked for four volunteers from the Graduate Committee to serve on the 2011-2012 Scholarship Sub-Committee. He stated the fifth sub-committee member would be Mrs. Olivia Howard, the Graduate Student Organization Representative. The following members/alternates agreed to serve on the sub-committee: Dr. Rogers, Dr. Town, Dr. Deborah Allen, and Dr. Hsiu-Lien Lu. Dr. Flynn made a motion to approve the volunteers for the 2011-2012 Scholarship Sub-Committee. A second was made by Dr. Bodur. The motion to approve the Scholarship Sub-Committee members was passed.

D. Inter-University Consortium for Political and Social Research (ICPSR) and the Center for Research Libraries

Dr. Fernekes stated Georgia Southern University has a membership with the Inter-University Consortium for Political and Social Research (ICPSR) and the Center for Research Libraries (CRL). He distributed three handouts for the committee to review. The first handout explained what the ICPSR is and described resources that are provided through the consortium. The second handout depicts the interrelationship of Quantitative Literacy components. He encouraged the committee members to share the information with their departments, as it applies. The third handout had information on the CRL.

The handouts are below.
About ICPSR

An international consortium of about 700 academic institutions and research organizations, ICPSR provides leadership and training in data access, curation, and methods of analysis for the social science research community.

ICPSR maintains a data archive of more than 500,000 files of research in the social sciences. It hosts 16 specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields.

ICPSR's educational activities include the Summer Program in Quantitative Methods of Social Research, a comprehensive curriculum of intensive courses in research design, statistics, data analysis, and social methodology. ICPSR also leads several initiatives that encourage use of data in teaching, particularly for undergraduate instruction.

ICPSR-sponsored research focuses on the emerging challenges of digital curation and data science. ICPSR researchers also examine substantive issues related to our collections, with an emphasis on historical demography and the environment.

ICPSR receives grants from a number of government agencies and private foundations.

ICPSR is a unit within the Institute for Social Research at the University of Michigan and maintains its office in Ann Arbor. (more)

Topic Classifications

I. Census Enumerations
II. Community and Urban Studies
III. Conflict, Aggression, Violence, Wars
IV. Economic Behavior and Attitudes
V. Education
VI. Elites and Leadership
VII. Geography and Environment
VIII. Government Structures, Policies, and Capabilities
IX. Health Care and Facilities
X. Instructional Packages
XI. International Systems
XII. Legal Systems
XIII. Legislative and Deliberative Bodies
XIV. Mass Political Behavior and Attitudes
XV. Organizational Behavior
XVI. Social Indicators
XVII. Social Institutions and Behavior
XVIII. Publication-Related Archive
XIX. External Data Resources

Mission Statement

ICPSR provides leadership and training in data access, curation, and methods of analysis for a diverse and expanding social science research community.
Core Programs

Summer Program in Quantitative Methods of Social Research

The Summer Program provides training in research methodology. The program's breadth and the high quality of instruction have made it the preeminent forum for training in the tools of quantitative analysis. Instruction integrates hand-on data analysis with the theoretical and practical problems that arise in actual social science research.

The Summer Program takes place from early June to late August at the University of Michigan in Ann Arbor. It centers around two four-week sessions. Many shorter three- and five-day courses are offered as well.

You can learn more about the Summer Program, or visit the Summer Program site.

Online Learning Center

The Online Learning Center offers Data-Driven Learning Guides that supplement undergraduate social science coursework with learning exercises using actual ICPSR data. They cover 42 subject areas in political science, sociology, and social psychology. They can be completed by the student or used for classroom demonstrations.

The guides are aimed at students in introductory and lower-level social science courses. They introduce basic concepts in quantitative analysis and demonstrate the process of analyzing data. Students do not need a background in statistics to use the guides. The subjects and structure of the guides were chosen to reflect the syllabi of the textbooks commonly used for introductory courses in the social sciences.

TeachingWithData.org

This portal provides access to resources to help faculty incorporate quantitative literacy into social science classes.

Analyze Data Online

Users can perform online data analysis on our Web site without downloading files. ICPSR currently offers online analysis components for selected data collections using Survey Documentation Analysis (SDA).

Search for Data with SDA

- View SDA studies

Please note that although most online analysis components are freely available to the general public, a few online analysis components are available only to ICPSR members.

Online data analysis allows users to:

- Search for variables of interest in a dataset
- Review frequencies or summary statistics of key variables to determine what further analyses are appropriate
- Review frequencies or summary statistics for missing data
- Produce simple summary statistics for reports
- Create statistical tables and charts from raw data
- Create a subset of cases or variables from a large collection to save time and storage space when downloading to a personal computer
- Browse the electronic codebook
Quantitative Literacy
ICPSR

www.icpsr.umich.edu

Grants
Research
Publish

Graduate Research

Instruction Modules
http://goo.gl/YnZ72

Bibliography of Data-Related Literature
http://goo.gl/WFp4c
About CRL

The Center for Research Libraries (CRL) is an international consortium of university, college, and independent research libraries. Founded in 1949, CRL supports advanced research and teaching in the humanities, sciences, and social sciences by preserving and making available to scholars the primary source material critical to those disciplines.

We acquire and preserve newspapers, journals, documents, archives, and other traditional and digital resources from a global network of sources. Most of the materials acquired are from outside the United States, and many are from the emerging regions of the world: Africa, the Middle East, Southeast Asia, South Asia, and Latin America.

We enable institutions to provide students, faculty, and other researchers liberal access to these rich source materials through interlibrary loan and electronic delivery. CRL loan and electronic delivery services are designed to support major research projects, the production of scholarly monographs and studies, dissertations, and graduate and advanced undergraduate seminars.

Membership in CRL also permits librarians, specialists, and scholars at the member institution to participate in building this shared CRL corpus of research materials through the purchase proposal and demand purchase programs. Participation in these programs and in CRL collection Webinars and Global Resources Forums enables librarians to benefit from the enormous pool of collection-related expertise and knowledge available in the CRL community. Collection specialists at major U.S. and Canadian research institutions such as Harvard, Yale, Princeton, the University of Chicago, the University of California, McGill University, and the University of Toronto participate in these CRL programs.

CRL is based in Chicago and governed by a Board of Directors drawn from the research and higher education communities.
The Center for Research Libraries (CRL) is...

...an international community of academic and independent research libraries dedicated to the preservation of the historical, scientific, and cultural record.

...a rich and diverse corpus of almost 5 million rarely-held books, journals, pamphlets, newspapers, and other primary source materials from all regions of the globe.

...an acquisitions cooperative that for more than 60 years has been building and maintaining shared collections of source materials for original scholarly research.

Original scholarly research and the creation of new knowledge depend upon a rich and diverse corpus of source materials. CRL preserves and makes available to researchers a wide range of information resources and primary materials. Many of these materials are hard to obtain and hence are not commonly held, even by the largest university research libraries.

The many forms of recorded knowledge and historical evidence available from CRL include:

- NEWSPAPERS—the largest circulating collection in North America, with more than 16,000 titles in print and microform.
- DOCTORAL DISSERTATIONS—800,000 titles from universities outside the U.S. and Canada.
- GOVERNMENT DOCUMENTS AND PUBLICATIONS—including census reports, legislative journals, official gazettes, and archival collections.
- JOURNALS—several thousand titles in English and more than 30,000 in other languages, including current and historic science journals, and technology, industrial, and trade journals.

CRL holdings support topical and analytical studies across regions and disciplines, providing data and primary evidence for a range of interests, including:

- THE HISTORY OF SCIENCE AND TECHNOLOGY
- LAW AND GOVERNMENT
- ENVIRONMENTAL AND PHYSICAL SCIENCES
- ECONOMICS, TRADE, AND FINANCE
- IMMIGRATION AND POPULATION STUDIES
- INTERNATIONAL DIPLOMACY
- CULTURAL STUDIES
V. OLD BUSINESS

A. Program Review – Dr. Fernekes stated he would like to ensure that the names of the individuals involved in the self-studies are shared with the Office of Institutional Effectiveness (IE). Please submit this information so that the faculty will be granted access to their program’s self-study information on the University website.

B. Motion to Update Graduate Committee Section of Faculty Senate Bylaws - Dr. Fernekes stated a motion will be brought to the Faculty Senate during the October 24th meeting. Per the rationale that was submitted in a memo from Provost Ted Moore to President Brooks Keel, "The first change recognizes the role of both senators and senate alternates and increases the number of elected faculty alternates per unit from one to two. This change facilitates each unit’s representation at Graduate Committee meetings and having a quorum since the alternates are capable of attending meetings in the absence of the elected faculty member of that unit or the SEC appointee of that unit. The second change adds the Associate Dean of Graduate Studies and a representative from the Office of Institutional Effectiveness as non-voting members. This change codifies the current practice of the Graduate Committee since the Associate Dean of Graduate Studies and a representative from the Office of Institutional Effectiveness have been regularly attending Graduate Committee meetings."

VI. ANNOUNCEMENTS – Dr. Fernekes reminded everyone to attend the Eagle Techxpo on Friday, October 14th, from 9 am – 4 pm in the College of Information Technology Atrium. He also announced the Center for Teaching, Learning and Scholarship will be hosting the annual SoTL Symposium of the South on Friday, October 14th, from 9 am – 4 pm.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 13, 2011 at 8:28 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved November 2, 2011 by electronic vote of Committee
## Library Committee
Chair: Greg Harwood (CLASS)

<table>
<thead>
<tr>
<th>Total FTE</th>
<th>12-month enrollment</th>
<th>Librarians &amp; Other Prof. Staff per 1000 FTE students</th>
<th>Total staff per 1,000 FTE students</th>
<th>Total Library Expenditures per FTE students</th>
<th>Hours Open-Typical Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Southern University</td>
<td>16,645</td>
<td>1.14</td>
<td>4.16</td>
<td>$278.00</td>
<td>143</td>
</tr>
<tr>
<td>Ball State Univ./IN</td>
<td>19,448</td>
<td>2.42</td>
<td>7.87</td>
<td>$434.88</td>
<td>120</td>
</tr>
<tr>
<td>Central Michigan Univ./MI</td>
<td>23,183</td>
<td>1.37</td>
<td>4.15</td>
<td>$361.59</td>
<td>98</td>
</tr>
<tr>
<td>Cleveland State/OH</td>
<td>12,898</td>
<td>2.71</td>
<td>5.5</td>
<td>$407.40</td>
<td>84</td>
</tr>
<tr>
<td>East Carolina Univ/NC</td>
<td>24,866</td>
<td>2.15</td>
<td>8.49</td>
<td>$662.55</td>
<td>110</td>
</tr>
<tr>
<td>East Tenn State/TN</td>
<td>12,254</td>
<td>1.71</td>
<td>5.71</td>
<td>$327.45</td>
<td>87</td>
</tr>
<tr>
<td>Florida Agric &amp; Mech Univ./FL</td>
<td>11,354</td>
<td>2.99</td>
<td>8.54</td>
<td>$596.39</td>
<td>100</td>
</tr>
<tr>
<td>Idaho State Univ/ID</td>
<td>09,304</td>
<td>1.61</td>
<td>4.94</td>
<td>$444.41</td>
<td>97</td>
</tr>
<tr>
<td>Illinois State Univ/IL</td>
<td>18,899</td>
<td>2.06</td>
<td>5.66</td>
<td>$481.36</td>
<td>110</td>
</tr>
<tr>
<td>Indiana State Univ/IN</td>
<td>09,258</td>
<td>2.27</td>
<td>10.16</td>
<td>$567.55</td>
<td>109</td>
</tr>
<tr>
<td>Ind Univ of Penn-Main Campus/PA</td>
<td>13,316</td>
<td>1.50</td>
<td>5.73</td>
<td>$348.31</td>
<td>103</td>
</tr>
<tr>
<td>Louisiana Tech Univ/LA</td>
<td>08,908</td>
<td>1.57</td>
<td>5.61</td>
<td>$294.05</td>
<td>90</td>
</tr>
<tr>
<td>Morgan State Univ/MD</td>
<td>06,083</td>
<td>1.40</td>
<td>4.44</td>
<td>$478.36</td>
<td>88</td>
</tr>
<tr>
<td>Oakland Univ/MI</td>
<td>14,861</td>
<td>1.41</td>
<td>3.14</td>
<td>$313.10</td>
<td>99</td>
</tr>
<tr>
<td>Portland State Univ/OR</td>
<td>20,483</td>
<td>1.61</td>
<td>4.55</td>
<td>$389.15</td>
<td>94</td>
</tr>
<tr>
<td>SC State Univ/SC</td>
<td>04,582</td>
<td>1.53</td>
<td>7.73</td>
<td>$229.45</td>
<td>84</td>
</tr>
<tr>
<td>Tenn State Univ/TN</td>
<td>07,147</td>
<td>2.80</td>
<td>6.15</td>
<td>$502.72</td>
<td>92</td>
</tr>
<tr>
<td>Texas A&amp;M Univ/Commerce, TX</td>
<td>06,893</td>
<td>2.76</td>
<td>11.11</td>
<td>$420.94</td>
<td>95</td>
</tr>
<tr>
<td>Texas A&amp;M Univ/Knoxville, TX</td>
<td>06,133</td>
<td>2.45</td>
<td>6.77</td>
<td>$361.55</td>
<td>97</td>
</tr>
<tr>
<td>Texas Woman's Univ/TX</td>
<td>10,212</td>
<td>2.25</td>
<td>5.88</td>
<td>$426.68</td>
<td>99</td>
</tr>
<tr>
<td>The Univ of West Florida/FL</td>
<td>08,655</td>
<td>1.62</td>
<td>5.66</td>
<td>$318.66</td>
<td>83</td>
</tr>
<tr>
<td>Univ of Arkansas at Little Rock/AR</td>
<td>08,609</td>
<td>1.51</td>
<td>4.65</td>
<td>$409.75</td>
<td>87</td>
</tr>
<tr>
<td>Univ of Mass-Boston/MA</td>
<td>10,903</td>
<td>1.74</td>
<td>4.22</td>
<td>$404.70</td>
<td>81</td>
</tr>
<tr>
<td>Univ of Mass-Lowell/MA</td>
<td>09,455</td>
<td>2.42</td>
<td>5.8</td>
<td>$516.45</td>
<td>114</td>
</tr>
<tr>
<td>Univ of NC at Charlotte/NC</td>
<td>20,251</td>
<td>1.58</td>
<td>5.38</td>
<td>$533.34</td>
<td>134</td>
</tr>
<tr>
<td>Univ of Northern Colorado/CO</td>
<td>11,224</td>
<td>1.69</td>
<td>5.55</td>
<td>$493.92</td>
<td>97</td>
</tr>
<tr>
<td>Univ of South Dakota/SD</td>
<td>07,106</td>
<td>1.81</td>
<td>5.58</td>
<td>$460.90</td>
<td>119</td>
</tr>
</tbody>
</table>

## LIBRARY AVERAGES:

<table>
<thead>
<tr>
<th>Librarians &amp; Other Prof. Staff per 1000 FTE students</th>
<th>Total Library Expenditures per FTE students</th>
<th>Total Library Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Southern University</td>
<td>1.14</td>
<td>$278.00</td>
</tr>
<tr>
<td>Kennesaw State Univ/GA</td>
<td>1.57</td>
<td>$191.85</td>
</tr>
<tr>
<td>University of Georgia/GA</td>
<td>2.21</td>
<td>$673.86</td>
</tr>
<tr>
<td>University of West Georgia/GA</td>
<td>1.30</td>
<td>$289.08</td>
</tr>
<tr>
<td>Valdosta State Univ/GA</td>
<td>2.27</td>
<td>$322.41</td>
</tr>
</tbody>
</table>
I. CALL TO ORDER

- **Present:** Dr. Adrian Gardner, Dr. Bruce McLean, Dr. Christine Draper, Dr. Deborah Allen, Ms. Debra Skinner, Dr. Edward Mondor, Dr. Jacob Warren, Ms. Jessica Minihan, Dr. Mary Hazeldine, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Ron MacKinnon, Dr. Sabrina Ross, Ms. Ann Evans, Ms. Caroline James, Ms. Rachel Wakefield
- **Visitors:** Ms. Candace Griffith, Dr. Christine Ludowise, Dr. Deborah Thomas, Dr. Shahnam Navaee, Dr. Steve Engel
- **Absent with Alternate in attendance:** Dr. Julie Maudlin, Ms. Lisa Yocco
- **Absent:** Dr. Chuck Harter, Dr. Rebecca Kennerly

*Dr. Ron MacKinnon called the meeting to order at 3:30 p.m.*

II. APPROVAL OF AGENDA

*A McLean/Hazeldine motion to approve the agenda was passed unanimously.*

III. COLLEGE OF EDUCATION

- **Department of Teaching and Learning**
  - **Course Deletion(s)**
    - BEED 3236 - Methods of Teaching Business Subjects in the Secondary School
    - BEED 4090 - Business Education Special Topics
    - MSED 5530 - Using Calculators and Manipulatives to Teach Mathematics
  - **JUSTIFICATION:**
    - The BEED courses are no longer needed since we don't have a BSED in Business Education.
    - MSED 5530 is a course that has not been offered in a number of years. The course is no longer needed as an elective option.

*A Warren/Draper motion to approve these course deletions was passed unanimously.*

IV. VICE PRESIDENT FOR ACADEMIC AFFAIRS

- **Course Revision(s)**
  - **FROM:** FYE 1410 - Global Citizens
    - Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.
  - **TO:** FYE 1410 - Global Citizens
    - Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students explain factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities or problems. Faculty from across the University design courses drawing on examples from their disciplines, and students are encouraged to select sections offered by faculty in their fields or potential fields. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.
JUSTIFICATION:
There are two changes to the Catalog description. The first adds the words "communities or" before "problems" in the third sentence. This recommendation was the product of a faculty group working on curriculum design this summer. The change is designed to allow different kinds of approaches to achieve the outcomes. The second change is the fourth sentence. It was always the intent for faculty across the university to teach the course and draw from their disciplines; however, a SACS official recommended making this intention explicit in the course description. These changes were unanimously approved by the seven-member, cross-college Global Citizens curriculum committee through online vote September 22-26.

FROM: FYE 1410H - Global Citizens
Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students describe factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

TO: FYE 1410H - Global Citizens
Graduates in all fields face many challenges in today's world that require the ability to think and engage globally. Doing so requires recognizing that different cultural perspectives influence the understanding of world issues. In this seminar, students explain factors that contribute to their cultural perspective, apply multiple cultural perspectives to global issues, and then apply this knowledge through engagement with local communities or problems. Faculty from across the University design courses drawing on examples from their disciplines, and students are encouraged to select sections offered by faculty in their fields or potential fields. In preparation for subsequent coursework as upper-class students, first-year students enroll in this course in their second semester.

JUSTIFICATION:
There are two changes to the Catalog description. The first adds the words "communities or" before "problems" in the third sentence. This recommendation was the product of a faculty group working on curriculum design this summer. The change is designed to allow different kinds of approaches to achieve the outcomes. The second change is the fourth sentence. It was always the intent for faculty across the university to teach the course and draw from their disciplines; however, a SACS official recommended making this intention explicit in the course description. These changes were unanimously approved by the seven-member, cross-college Global Citizens curriculum committee through online vote September 22-26.

A Warren/Draper motion to approve these course deletions was passed unanimously.

New Course(s)
Honors Courses (Information Only)
JUSTIFICATION:
The University Honors Program requests that the Undergraduate Committee authorize the University Honors Program to verify honors-level work in contracted classes and allow them to place the “H” on the course. This will allow students to receive full credit for their efforts on their transcripts and it will ease the process of tracking course requirements on Degree Works.

This item is for information only.

V. ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY
Dr. Shahnam Navaee presented the following agenda item for the Allen E. Paulson College of Science and Technology.
➢ Department of Chemistry
Course Revision(s)
FROM: CHEM 4331 - Advanced Organic Chemistry
Prerequisite(s): CHEM 3342.
TO: CHEM 4331 - Advanced Organic Chemistry
Prerequisite(s): A minimum grade of "C" in CHEM 3342.
JUSTIFICATION:
This form changes the pre-requisite requirement of Advanced Organic Chemistry (CHEM 4331). Students unable to achieve at least a "C" in Organic Chemistry II (CHEM 3342) are unsuitably
prepared for the concepts and rigor of this advanced course. This change also brings this course into alignment with the other advanced organic-related courses, all of which require a “C” in Organic Chemistry II (CHEM 3342).

A McLean/Gardiner motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

B.A., Chemistry
JUSTIFICATION:
The changes shown in Area D and Area F were required by the Registrar's Office to enable coding of the degree into the DegreeWorks system. All of the changes are "cosmetic" and simply make more transparent where courses are formally assigned within the degree (In practicality this degree has the exact same requirements as the previous version as the changes simply show how credits have been historically assigned by the Registrar's Office when clearing students to graduate). Furthermore, the "Major Electives" heading was removed to more clearly associate those classes as part of the major and separate them from the general "Electives" section.

B.A., Chemistry, Concentration in Biochemistry
JUSTIFICATION:
The changes shown in Area D and Area F were required by the Registrar's Office to enable coding of the degree into the DegreeWorks system. Most of the changes are "cosmetic" and simply make more transparent where courses are formally assigned within the degree (In practicality this degree has the exact same requirements as the previous version as the changes simply show how credits have been historically assigned by the Registrar's Office when clearing students to graduate). Furthermore, the "Major Electives" heading was removed to more clearly associate those classes as part of the major and separate them from the general "Electives" section. Finally, one credit hour was removed from the upper-level major electives and other hours were adjusted accordingly to keep the total required hours at 126 hrs.

B.S.Chem., Chemistry
JUSTIFICATION:
The changes shown in Area D and Area F were required by the Registrar's Office to enable coding of the degree into the DegreeWorks system. All of the changes are "cosmetic" and simply make more transparent where courses are formally assigned within the degree (In practicality this degree has the exact same requirements as the previous version as the changes simply show how credits have been historically assigned by the Registrar's Office when clearing students to graduate). Furthermore, the "Major Electives" heading was removed to more clearly associate those classes as part of the major and separate them from the general "Electives" section.

B.S.Chem., Chemistry, Concentration in Biochemistry
JUSTIFICATION:
The changes shown in Area D and Area F were required by the Registrar's Office to enable coding of the degree into the DegreeWorks system. All of the changes are "cosmetic" and simply make more transparent where courses are formally assigned within the degree (In practicality this degree has the exact same requirements as the previous version as the changes simply show how credits have been historically assigned by the Registrar's Office when clearing students to graduate). Furthermore, the "Major Electives" heading was removed to more clearly associate those classes as part of the major and separate them from the general "Electives" section.

A Warren/Mondor motion to approve these program revisions was passed unanimously.

➤ Department of Geology & Geography
Proposed New, Revised, or Deleted Program(s)
B.S., Geology
JUSTIFICATION:
There are two minor problems with the current program page: 1) The total credit hours of all the listed courses in some curriculum areas (e.g., Area F) do not add up to the total required credit hours of those areas, 2) there are some redundant notations. The revisions will fix these two issues to make the program easier for students to understand and follow.
A McLean/Allen motion to approve this program revision was passed unanimously.

- Department of Mathematical Sciences
  - Proposed New, Revised, or Deleted Program(s)
  - B.S.Mat., Mathematics
    - JUSTIFICATION:
      Change wording at the request of the Registrar’s Office to match the current catalog.
  
  - B.S., Mathematics
    - JUSTIFICATION:
      Change wording at the request of the Registrar’s Office to match the current catalog and to correct an error in the Honors Requirement.

A Ross/Gardiner motion to approve these program revisions was passed unanimously.

- Department of Construction Management and Civil Engineering
  - Proposed New, Revised, or Deleted Program(s)
  - B.S.C.E., Civil Engineering
    - JUSTIFICATION:
      The proposed modifications are solely cosmetic and the changes are mainly requested so that we are compliant with the Board of Regents policy regarding Area F. This policy states that "Eighteen (18) hours of lower-division (1000- and 2000-level) courses related to engineering and courses prerequisite to higher level courses" can be included in this area. Additionally, TENS 2141 is left on the "Suggested Chronology" page by mistake, and this needs to be removed.

A Ross/Hazeldine motion to approve this program revision was passed unanimously.

- Department of Mechanical and Electrical Engineering
  - Proposed New, Revised, or Deleted Program(s)
  - B.S.E.E., Electrical Engineering
    - JUSTIFICATION:
      The proposed modifications are solely cosmetic and the changes are mainly requested so that we are compliant with the Board of Regents policy regarding Area F. It states that "Eighteen (18) hours of lower-division (1000- and 2000-level) courses related to engineering and courses prerequisite to higher level courses" can be included in this area.

  - B.S.M.E., Mechanical Engineering
    - JUSTIFICATION:
      The proposed modifications are solely cosmetic and the changes are mainly requested so that we are compliant with the Board of Regents policy regarding Area F. It states that "Eighteen (18) hours of lower-division (1000- and 2000-level) courses related to engineering and courses prerequisite to higher level courses" can be included in this area.

A Ross/Hazeldine motion to approve these program revisions was passed unanimously.

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Christine Ludowise presented the following agenda item for the College of Liberal Arts and Sciences.

- Department of Literature and Philosophy
  - Proposed New, Revised, or Deleted Program(s)
  - Comparative Literature Interdisciplinary Minor
    - JUSTIFICATION:
      ART 3438/3438S was deleted in February 2009. We are simply revising the program in the catalog to reflect that change.

A McLean/Draper motion to approve this program revision was passed unanimously.

- Department of Music
  - Course Revision(s)
  - FROM: MUSC 4611 - Seminar in Music Education
    - Prerequisite(s): MUSC 4531.
TO: MUSC 4611 - Seminar in Music Education
Prerequisite(s): None.

JUSTIFICATION:
MUSC 4531 was deleted from course offerings. It has been removed as a prerequisite for MUSC 4611.

A Hazeldine/Garno motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
B.M., Performance, Piano

JUSTIFICATION:
We are deleting the phrase "Students in an Emphasis in Jazz Performance may substitute 2 hours of Large Ensemble with 2 hours of MUSE 3214 Jazz Ensemble." The reference to Jazz Performance is not relevant to the B.M. Performance (Music). We are trying to make the catalog as clear as possible. There are no changes to the program requirements.

Humanities Interdisciplinary Concentration

JUSTIFICATION:
ART 3438/3438S and ART/AMST 3435 were deleted in February 2009. We are simply revising the program in the catalog to reflect those changes.

Humanities Interdisciplinary Minor

JUSTIFICATION:
ART 3438/3438S and ART/AMST 3435 were deleted in February 2009. We are simply revising the program in the catalog to reflect those changes.

A Draper/Wheaton motion to approve these program revisions was passed unanimously.

 ➢ Department of Sociology and Anthropology
Course Revision(s)
FROM: ANTH 5631 - Anthropology of Language and Gender
Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in ANTH 3331 and ANTH 3533.

TO: ANTH 5631 - Anthropology of Language and Gender
Prerequisite(s): A minimum grade of “C” in ANTH 1102 and prior or concurrent enrollment with a minimum grade of “C” in ANTH 3331 and ANTH 3431.

JUSTIFICATION:
ANTH 3533 has been deleted from the curriculum. It was replaced with ANTH 3431. We have revised the prerequisites to reflect these changes.

A Ross/Wheaton motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
American Studies Interdisciplinary Minor

JUSTIFICATION:
SOCI/AMST 3337 was previously deleted from the curriculum. We are simply revising the program in the catalog to reflect that change.

A Warren/Garno motion to approve this program revision was passed unanimously.

 ➢ Department of Writing and Linguistics
Course Revision(s)
FROM: ENGL 1102 - Composition II
A composition course that develops writing skills beyond the proficiency required by ENGL 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research methods. Students (including transfer students) who have not passed the Regents’ essay and reading tests must take the exams while enrolled in ENGL 1102. Prerequisite(s): A minimum grade of “C” in ENGL 1101 or equivalent and evidence that the Regents’ Exam was taken or satisfied by exemption while enrolled in ENGL 1101.

TO: ENGL 1102 - Composition II
A composition course that develops writing skills beyond the proficiency required by ENGL 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research methods. Prerequisite(s): A minimum grade of “C” in ENGL 1101 or equivalent.

**JUSTIFICATION:**
Georgia Southern University has earned exemption from the Regents’ Tests. Therefore, the language pertaining to its use as a prerequisite is no longer required.

*A McLean/Hazeldine motion to approve this course revision was passed unanimously.*

**VII. OTHER BUSINESS**

- **Dr. Bruce McLean asked if the SGA Representative was a voting member. According to the Operating Code for the Undergraduate Committee, the answer is No.**
  
  “Voting membership of the Undergraduate Committee shall be composed of senators or senate alternates representing each college and the library appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, and the SGA President or SGA Vice-President of Academic Affairs (Faculty Senate Bylaws, Article IV, Section 10).”

- **Caroline James asked that people in attendance remind others in their college/department that the January meeting is the last meeting to have something approved to go into the 2012-2013 Catalog. Go ahead and send things through to November if possible to avoid such a huge agenda for January.**

**VIII. ADJOURNMENT**

*There being no further business to come before the committee, a Warren/Draper motion to adjourn the meeting at 3:47 p.m. passed unanimously.*

Respectfully Submitted,

Caroline D. James
Recording Secretary
Faculty Senate Librarian’s Report, December 7, 2011
Respectfully Submitted
Anthony G. Barilla

A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report.

- **Academic Standards**
  Chair: Rob Yarbourgh (COST)
  No Report

- **Faculty Development**
  Chair: Michelle Reidel (COE)
  No Report

- **Faculty Research**
  Chair: Fred Mynard (CLASS)

  Faculty Research Committee November 29, 2011– 2:00 PM

  Minutes

I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.

II. The committee approved the agenda and minutes of 11/1/2011 as read.

III. Roll Call
   A. Present
      i. Frederic Mynard - Chair
      ii. Melanie Stone – CLASS
      iii. Xinfang (Joselyn) Wang– COBA
      iv. Hua Wang– COST
      v. Marvin Goss – Library
      vi. Ruth Whitworth – JPHCOPH
      vii. Debbie Shaver – ORSSP
      viii. Ele Haynes – Research Compliance
   B. Absent
      i. Hyo-Joo Han– CIT
      ii. Dan Czech – CHHS
      iii. Julie Maudlin- COE

IV. Grant Writing Workshop Options:
   A. The committee voted to host a grant proposal development workshop facilitated through the Council for Undergraduate Research. The workshop will be competitive in nature and require a firm commitment from faculty to participate in all 4 days of the institute.
   B. Committee Discussion
      i. The week after finals is the preferred target week to accommodate the most faculty.
      ii. The committee will host 3 facilitators and between 15 and 21 participants.
      iii. Guidelines will be produced during December to recruit for a January competition.
      iv. ORSSP will contact CUR to get access to their application package to inform our application.
v. One slot will be retained for preference to each of the eight colleges.

V. **Committee membership update.**
   A. Dr. Marvin Goss will be retiring at the end of the fall semester. Dr. Jessica Minihan will take his place as the Library representative on the committee in January.

VI. **Calendaring of meetings**
   A. Dr. Mynard will send an email to all committee members requesting their teaching and fixed appointment schedule for the spring.
   B. Dr. Mynard will locate the matching openings in committee member schedules to locate an appropriate slot for spring meetings.
   C. Committee members are requested to be a flexible as possible. It is difficult to coordinate 11 schedules.

VII. **Committee Work**

A. **Award for Excellence in Research and Creative Scholarly Activity**
   i. Ele has put a spreadsheet on the SharePoint to allow you to select primary review packet preferences for the Excellence Awards. Since the applications are due on the last day of the semester, assignments will be made as close to the preference list as practical based upon the number of complete applications received.

   ii. Deadlines
      1. October 21, 2011—Nominations submitted to ORSSP
      2. December 16, 2011 – Application deadline
   iii. Next year’s submission deadline should be one week earlier to allow committee members to review materials before the break.

VIII. **Adjourned 3:05 p.m.**
   A. Calendar dates
      i. December 16, 2011 – Excellence Application deadline
      ii. January 24, 2012 – Internal Seed Applications deadline

**Faculty Research Committee November 1, 2011– 2:00 PM**

**Minutes**

I. The Faculty Research Committee was called to order at 2:10 p.m. by the Committee Chair, Dr. Frederic Mynard.

II. The committee approved the agenda as read.

III. **Roll Call**
   A. Present
      i. Frederic Mynard - Chair
      ii. Melanie Stone – CLASS
      iii. Hyo-Joo Han– CIT
      iv. Xinfang (Joselyn) Wang– COBA
      v. Dan Czech – CHHS
      vi. Julie Maudlin- COE
      vii. Hua Wang– COST
      viii. Marvin Goss – Library
      ix. Ruth Whitworth – JPHCOPH
      x. Debbie Shaver – ORSSP
      xi. Ele Haynes – Research Compliance
IV. Welcome (Chair)
A. Dr. Mynard welcomed Ruth Whitworth, JPHCOPH representative. Ruth will assume the remainder of Karl Peace’s term. Ruth is a biostatistician.

V. Calendaring of meetings
A. The current time will need to change in the spring semester to accommodate committee member teaching schedules. Some college teaching schedules are not yet set. Dr. Mynard will poll the committee closer to the new semester to find an appropriate time and day of the week.

VI. Committee Work

A. Award for Excellence in Research and Creative Scholarly Activity
   i. Nomination letters are posted to the SharePoint site heading Excellence Review Uploads – 2011-12.
   ii. The nomination letters will be updated to encourage all nominated faculty to upload as much of their application material as possible in electronic format as a pilot toward paperless submissions.
   iii. A hard copy application will be required. Electronic submissions of as many parts of the proposal as possible will be encouraged.
   iv. Marvin Goss will explore options to store excellence application review materials at the library in a secure location that will allow FRC member access while safeguarding faculty materials.
   v. Deadlines
      1. October 21, 2011—Nominations submitted to ORSSP
      2. December 16, 2011 – Application deadline
   vi. Next year’s submission deadline should be one week earlier to allow committee members to review materials before the break.

Publication Fund
    vii. The committee voted to amend the publication guidelines to allow funding of page charges for student/faculty collaborative publications.

VII. Grant Writing Workshop Options:
A. Deb Shaver presented the results of her investigations into options for grant writing workshops and mentorships. Seven examples were provided.
B. Options:
   i. Hosted on-site workshop
   ii. Grant writing institute – send a limited number
   iii. One – 3 day hosted workshop
   iv. In house mentorship program
   v. Provide matching travel support for faculty attending grant writing workshops
C. The committee will review the materials and meet on November 29 to finalize a plan. The committee favored hosting an onsite workshop with an external speaker to be integrated with in house mentorships for first time grant writers.

VIII. Adjourned 3:45 p.m.
A. Calendar dates
   i. November 29, 2011—Grant Workshop Funding and Promotion
   ii. December 16, 2011 – Excellence Application deadline
   iii. January 24, 2012 – Internal Seed Applications deadline
The **Faculty Service Committee** met on Thursday, October 20, 2011 to consider applications for faculty service awards. In attendance were Kathy Thornton (CHHS), Kymberly Harris (COE), Goran Lesaja (COST), Jonathan Harwell (LIB), Brian Bossak (JPHCOPH), and Mary Marwitz (Senate); also Kathy Albertson (Provost’s Office) and Tabitha Irvin (Provost’s Office).

In this competition for the fall cycle, the committee reviewed 18 proposals, 11 for service projects and 7 for travel for professional service, requesting total support of $44,894.02. Nine proposals were either fully or partially funded; awards totaled $12,526.27.

**Faculty Welfare**  
Chair: Joe Ruhland (COBA)  
No Report

**Graduate Committee**  
Chair: Bob Fernekes (LIB)  
No Report

**Library Committee**  
Chair: Greg Harwood (CLASS)  
No Report

**Undergraduate Committee**  
Chair: Ron MacKinnon (COBA)  
No Report