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Faculty Senate Librarian’s Report for January 2013
Respectfully Submitted
Anthony G. Barilla
January 8, 2013

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

- **Graduate Committee**  
  Chair: Jill Lockwood (COBA)  
  page 2 - 12

- **Undergraduate Committee**  
  Chair: Gustavo Maldonado (CEIT)  
  page 13 - 17

- **University of Georgia Faculty Council Meeting**  
  Representative: Goran Lesaja (COSM)  
  page 18 - 25
I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, November 8, 2012 at 8:00 AM.

II. APPROVAL OF AGENDA
Dr. Frank Goforth made a motion to approve the agenda as written. A second was made by Dr. Daniel Gleason, and the motion to approve the agenda was passed.

III. APPROVAL OF MINUTES FROM OCTOBER 11, 2012 MEETING
Dr. Ming Fang He made a motion to approve the October 11, 2012 minutes. A second was made by Dr. Goforth. With none opposed, the motion to approve the minutes was passed.

IV. DEAN’S UPDATE
Dr. Charles Patterson stated the goal based enrollment management meetings between the College of Graduate Studies (COGS) and each of the academic colleges are ongoing. The second round of meetings is to discuss the goals that have been established by the programs/departments/colleges, and what resources are needed to reach their goals. The colleges will be working with COGS to prioritize immediate resource needs for fall 2013, 2014, and 2015. Information gathered will be rolled into an institutional enrollment management plan.

V. NEW BUSINESS
A. College of Science and Mathematics
   Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

   Course Revision(s)
   CHEM 6130 - Industrial Chemistry
   - Title, Prerequisite(s)

   JUSTIFICATION:
   Graduate students will have undergraduate degrees from institutions with different course numbers for the required prerequisite Organic Chemistry, so the "enforced at Registration" check is being turned off and the wording "or equivalent" is being added to make this more clear. Furthermore, because the MSPS program for which this course is designed a joint effort between both the Chemistry and Physics Departments, the title is being changed to Industrial "Science" to be more inclusive of both faculty and more reflective of the overlapping science involved in these industries.
New, Revised, or Deleted Program(s)
Physical Science, M.S.P.S.

JUSTIFICATION:
The changes proposed for the admission requirements will allow for more qualified and quality students to be accepted into the program. Furthermore, Sustainability in the Physical Sciences (CHEM 7130) and Applied Quantum Mechanics (PHYS 6237) were moved from required courses to concentration elective courses to allow more flexibility for the students enrolled in the program. Lastly, this form also notes the change in the course title of CHEM 6130 from Industrial Chemistry to Industrial Science.

Dr. Dick Diebolt asked if the word “admissions” could be added under #2 in the Admission Requirements section of the Physical Science program catalog page to read “…or at the discretion of the graduate admissions committee.” Dr. Koehler said that would be fine.

Dr. Patterson stated the Physical Science program has already been approved by the Board of Regents, but still needs to be approved by SACS. In discussions with the Office of the Provost they will allow the program to be advertised with a disclaimer that states pending SACS approval. He said there is language to allow programs that have received tentative approval to promote programs in anticipation of full approval. This has not been done in the past.

A committee member asked if the CHEM 6130 course content would change since the title is changing from Industrial Chemistry to Industrial Science. Dr. Koehler stated the content should stay the same, but there will be a broader spectrum of science.

MOTION: Dr. Goran Lesaja made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that the Admission Requirement section of the Physical Science program be modified. A second was made by Dr. He. The motion to approve the Course and Program Revisions was passed.

B. College of Liberal Arts and Social Sciences

Dr. Timothy Teeters presented the agenda item for the Department of History.

Dr. Janie Wilson presented the course agenda items for the Department of Psychology and Dr. Christine Ludowise presented the program items.

Department of History
New Course(s)
HIST 5234G - Piracy in Americas, 1500-1750

JUSTIFICATION:
This course broadens the department by adding another element of colonial American history to our offerings, and pushes our course offerings into two new areas: Atlantic History and Maritime History. Both of these areas are major fields of historical inquiry and are taught at research institutions.

Department of Psychology
New Course(s)
PSYC 9130 - Professional Development

JUSTIFICATION:
This course will help satisfy program accreditation requirements for the Psy.D. degree. It will guide students through the professional internship process, which is required for professional licensure.

PSYC 9131 - Supervision and Consultation

JUSTIFICATION:
This course will prepare students for consultation and supervision work they will encounter on their clinical internship. Internship is required for professional licensure, the ultimate goal of the Psy.D. program for its students.

Course Revision(s)
PSYC 7235 - Group Psychotherapy

Corequisite(s)

JUSTIFICATION:
PSYC 7633 is listed as a co-requisite in BANNER and in the catalog, but it should not be. The course has no co-requisites.
PSYC 7621 - Seminar in Teaching Psychology

JUSTIFICATION:
The additional course time will allow the class to address professional development more completely, and offer more experience shadowing faculty as students learn about teaching. It also increases programmatic efficiency, so that fewer faculty are supervising one-hour research experience courses taken by students enrolled in the current, two-hour, version of this course.

Proposed New, Revised, or Deleted Program(s)

Psychology, M.S.

JUSTIFICATION:
The Psychology Department is changing the course number of the Seminar in Teaching Psychology course from PSYC 7621 to PSYC 7631 to reflect a change in credit hours. The revision to the program page is found in a statement under "Other Program Requirements" for the Teaching Emphasis and the only change is to the course number.

Clinical Psychology, Psy.D.

JUSTIFICATION:
The revision described here replaces PSYC 9735, Practicum in Supervision, which students enrolled in twice, with two separate courses. These courses, PSYC 9130 and PSYC 9131, are considered to be a higher priority in our curriculum and by our program accrediting body. It also updates the program goals to those adopted by the faculty as part of its ongoing program development.

Dr. Rebecca Ziegler stated the Undergraduate Committee added “the” to the title of HIST 5234G, to read “Piracy in the Americas”. Dr. Teeter agreed to make the change.

Dr. Devon Jensen asked if the Department of Psychology was concerned if they would deplete students in other courses when they add PSYC 9130 and 9131. Dr. Ludowise stated it is a cohort program and in order to be accredited these courses have to be in place and it is part of a sequence. The students will go through program as a cohort and will not take away from any other classes.

Dr. Diebolt asked if the Department of Psychology would be agreeable to add in a modification that takes into account the procedure for a medical leave of absence. Dr. Wilson said she would have Dr. Michael Nielson follow up with Dr. Diebolt to get the wording for the modification.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences, with the understanding that the minor edit be made to the HIST 5234G course title. A second was made by Dr. Amanda King. The motion to approve the New Courses, Course Revisions, and Revised Programs was passed.

C. Jiann-Ping Hsu College of Public Health

Dr. Stuart Tedders presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Course Revision(s)

ENVH 7231 - Air Quality

JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7231 to reflect current requirements for the MPH Environmental Health students.

ENVH 7232 - Water Quality

JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7232 to reflect current requirements for the MPH Environmental Health students.
ENVH 7233 - Environmental Exposure and Impact Analysis
➢ Prerequisite(s)
JUSTIFICATION:
The pre-requisite PUBH 6533 OR PUBH 6541 and ENVH 7231 OR ENVH 7332 has been added to ENVH 7233 to reflect current requirements for the MPH Environmental Health students. It is requested that at least one quantitative course and at least one concentration course needs to be completed before taking ENVH 7233.

ENVH 7234 - Environmental Toxicology
➢ Prerequisite(s)
JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7234 to reflect current requirements for the MPH Environmental Health students.

ENVH 7237 - Risk Assessment and Communication
➢ Prerequisite(s)
JUSTIFICATION:
The pre-requisite ENVH 7233 has been added to ENVH 7237 to reflect current requirements for the MPH Environmental Health students.

Proposed New, Revised, or Deleted Program(s)
Doctor of Public Health
JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C” policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive “C” policy suggests that all students must perform at an “above average” in all coursework in order to be successful in the degree. Individual ability varies, and the assumption that all individuals should perform at an “above average” level in all disciplines within the college runs counter to the philosophy of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure student success.

Masters of Public Health
JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C” policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive “C” policy suggests that all students must perform at an “above average” in all coursework in order to be successful in the degree. Individual ability varies, and the assumption that all individuals should perform at an “above average” level in all disciplines within the college runs counter to the philosophy of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure student success.

Masters of Healthcare Administration
JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C” policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive “C” policy suggests that all students must perform at an “above average” in all coursework in order to be successful in the degree. Individual ability varies, and the assumption that all individuals should perform at an “above average” level in all disciplines within the college runs counter to the philosophy of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure student success.
Environmental Health, M.P.H.

JUSTIFICATION:
Faculty in the Environmental Health program propose to no longer require students to take ENVH 7238 (Environment, Ethics, and Equity) to complete the degree. Rather, ENVH 7238 will be transitioned to an elective course opportunity for the students. At present, students enrolled in the Environmental Health degree program do not have a “guided elective” option. Faculty are sensitive to the fact that the absence of a “guided elective” restricts the ability of the student to tailor the degree. This change would facilitate the long-term professional interests of the student by providing additional flexibility. In addition, ENVH 7238 was added late in the development of the program and many of the core concepts taught overlap with content taught in many other required environmental health courses.

Dr. Goforth stated the College of Engineering and Information Technology has a certificate program in Occupational Safety, and two of the courses being revised as prerequisites are electives for the non-degree certificate. Dr. Goforth asked if wording could be added to include “or permission of instructor”. Dr. Tedders agreed to make the change and stated it was not their intention to exclude other students. Dr. Jensen asked if there will be enough sections of these courses offered to students. Dr. Tedders said yes.

There was a discussion of why the college decided to eliminate the exclusion policy if a student receives two C’s, as long as they maintain a 3.0 GPA. Students will be allowed to retake courses if they choose to do so, but it will not be required. Dr. Diebolt stated COGS has a policy that states a student may not repeat a course in which a grade of “C” or better was earned, unless specifically indicated by the program. He said if the college is going to permit a student to retake courses in which grades of “C” or better were earned, that would have to be included in the program information. Otherwise the COGS policy would be in effect for the program. Dr. Diebolt stated COGS will be able to track student’s academic status easier under the proposed new policy.

MOTION: Dr. Dan Czech made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health, with the understanding that the revisions be made. A second was made by Dr. Goran Lesaja. The motion to approve the Course Revisions and Program Revisions was passed.

D. College of Health and Human Sciences

Dr. Deborah Allen presented the agenda items for the School of Nursing.
Dr. Stephen Rossi presented the agenda items for the Department of Health and Kinesiology.

School of Nursing

New Course(s)
NURS 9137 - Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice
JUSTIFICATION:
Required for Major

NURS 9138 - Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice
JUSTIFICATION:
Required for major

Course Deletion(s)
NURS 6131 - Professional Roles and Issues
NURS 6133 - Health Care Organizations and Policy for Advanced Practice Nursing
NURS 6140 - Applied Theory and Research for Advanced Practice Nursing
NURS 6211 - Epidemiology and Transcultural Issues Clinical for APN
NURS 6811 - Research Practicum I
NURS 6812 - Research Practicum II
NURS 7730 - Primary Care Capstone
NURS 9133 - Clinical Scholarship & Analytical Methods of Advanced Nursing Practice
JUSTIFICATION:
In moving to the BSN to DNP, the course content is either being duplicated in the current Post-MSN DNP, or content is being moved to other courses. 180 clinical hours are being deleted from the program (90 in NURS 6211 and 90 in NURS 7730).
Course Revision(s)

NURS 5210 - Lifespan Advanced Health Assessment Clinical
- Title
JUSTIFICATION:
Changing name of course to reflect current trends in practice and need for course title to be on transcript. Remains in hybrid format

NURS 5230 - Lifespan Advanced Health Assessment for APN
- Title
JUSTIFICATION:
1. Changing name of course to reflect current trends in practice and need for course title to be on transcript.
2. Course remains in hybrid format

NURS 6136 - Family Health Promotion for Advanced Practice Nursing
- Title, Number, Level, Schedule Type
JUSTIFICATION:
Reflect name change for current trends in practice. Content added for doctoral level course. Now an online course

NURS 6220 - Epidemiology and Transcultural Issues for APN
- Credit Hours, Number, Corequisites
JUSTIFICATION:
Changing credit hours from 2 credits to 3 credits (deleting NURS 6211 - 1 credit added to didactic content)

NURS 7234 - Primary Care Clinical III: Adult Health
- Title, Credit Hours, Corequisites, Number, Prerequisites
JUSTIFICATION:
Reflect current trends in practice. Course remains in hybrid format

NURS 7243 - Primary Care III: Adult
- Title, Corequisites, Credit Hour, Prerequisites, Number
JUSTIFICATION:
Reflect current trends in practice. Course remains in hybrid format

NURS 7999 - Thesis Nursing
- Prerequisite
JUSTIFICATION:
Course pre-requisites were deleted from the program. These two new courses were developed to develop the required knowledge base in scholarship for DNP practice.

NURS 9121 - DNP Role Transition
- Credit Hour, Title, Catalog Description, Number
JUSTIFICATION:
Deleting the NURS 6131 course from the program, required information that had been duplicated to be omitted. Other content was added to this course. That is the reason for the additional credit hour. New student learning outcomes were added and other combined.

NURS 9134 - Health Care Financing and Policy Development
- Title, Catalog Description
JUSTIFICATION:
Deleting the NURS 6133 course from the program, required information that had been duplicated to be omitted. Other content was added to this course. New student learning outcomes were added and other combined.
NURS 9730 - DNP Capstone Immersion

Credit Hours, Number

JUSTIFICATION:
Credit hour moved to another course.

Proposed New, Revised, or Deleted Program(s)
Nursing (Hybrid), M.S.N.

JUSTIFICATION:
Current trends recommend the entry level for practice for advanced practice nurses to be at the doctoral level. This provides a pathway for this to be accomplished.

Doctor of Nursing Practice, D.N.P.

JUSTIFICATION:
Current trends recommend the entry level for practice for advanced practice nurses to be at the doctoral level. The addition of this course provides the increased knowledge necessary at the doctoral level.

Dr. Allen explained the capstone immersion in more detail for Dr. He and confirmed that the 5000 level courses have gone through the Undergraduate Committee. Dr. Allen stated the thesis NURS 7999 would be for masters.

Dr. Patterson asked how the nursing program will be promoted. Dr. Allen stated it would be promoted as a BSN to DNP program. Candace Griffith stated there is another similar situation with the psychology program. She said they will keep the MSN program on the books, but will not promote the program.

Dr. Diebolt asked what the transition plan is for students who are currently in the MSN program. Dr. Allen said those students will be allowed to complete the MSN program of study.

Dr. Allen stated they would like to make the following changes to the BSN-DNP and DNP admission requirements:

Recommended changes in the BSN to DNP proposal:
From: The graduate Program Director may admit any student into a program at her discretion.
To: The Graduate Program Director will make an admission decision recommendation following a review of the applicant's credentials. Admission decisions are made on a case by case basis.

Recommended changes in the DNP Program Change:
From: The graduate Program Director can waive the test requirement at her discretion.
To: The Graduate Program Director may recommend a waiver of the admission test requirement.

Department of Health and Kinesiology

New Course(s)
KINS 8433 - Advanced Methods in Secondary Physical Education

JUSTIFICATION:
The course will be required for the blended track of Master of Science in Kinesiology with emphasis in Physical Education.

KINS 8434 - Advanced Methods in Elementary Physical Education

JUSTIFICATION:
The course will be required for the blended track of Master of Science in Kinesiology with emphasis in Physical Education.
Proposed New, Revised, or Deleted Program(s)
Kinesiology, M.S.
JUSTIFICATION:
The MS in Kinesiology with emphasis in Physical Education is proposing a two track system. The first track will be an online track to target current K-12 Physical Education teachers who want to enhance their knowledge and teaching abilities. The second track will be on campus for those potential graduate students who wish to be part of a program that requires on campus face to face time. The on campus track will allow those potential graduate students to be a graduate assistant and work with current faculty in improving potential graduate students’ knowledge, teaching abilities, and conduct research.

Dr. He asked if KINS 8433 or KINS 8434 will conflict with any of the physical education courses the College of Education offers. Dr. Tracy Linderholm stated there are no conflicts.

Dr. Diebolt asked if different degree codes need to be used for on campus and off campus groups. Dr. Jim McMillan was in favor of the different codes because it does affect the fee structure. There was a discussion of the potential problems that could occur with this program revision. COGS will request the Registrar’s Office create a code to differentiate the online track from the on campus track.

Dr. McMillan stated the department’s plan is to transition this program to a fully online program in the future. Ms. Griffith stated the program is currently listed as a hybrid program with the BOR. If the department is planning to move to a fully online program in fall 2013, they will need to submit the proper curriculum change forms and BOR forms to be discussed during the January 2013 Graduate Committee meeting.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the nursing program revisions be made. A second was made by Dr. Amanda King. The motion to approve the New Courses, Course Deletion, Course Revisions and Program Revisions was passed.

E. College of Education
Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Leadership, Technology, and Human Development
New Courses
ESPY 8136 - School, Home, and Community Partnering
JUSTIFICATION:
On the recent submission for National Association of School Psychologists program approval, the program was awarded approval with conditions. Program faculty must address the conditions and resubmit a report within 18 months indicating program improvements. The program received a rating of Not Met on two out of the eleven NASP domains (2.2 Consultation and Collaboration and 2.8 Home/School Community Collaboration), and the currently proposed course would address the reviewers concerns noted in both domains. Additionally, alumni from the program and field-experience supervisors have expressed a desire for candidates to have more practice in the implementation of academic intervention. The project from this course would meet that need.

FRIT 7231 - Instructional Design
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7232 - Visionary Leadership in Instructional Technology
JUSTIFICATION:
Required for the major MEd in Instructional Technology, Instructional Technology certification concentration

FRIT 7233 - Selection and Development of Digital Tools and Resources
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)
FRIT 7234 - Information Fluency and Inquiry Learning  
**JUSTIFICATION:**
Required to meet Georgia Professional Standards Commission standards for instructional technology and school library certification. Required for M.Ed. in Instructional Technology.

FRIT 7235 - Digital Learning Environments  
**JUSTIFICATION:**
Required Course for MEd in Instructional Technology

FRIT 7236 - Technology-Based Assessment and Data Analysis  
**JUSTIFICATION:**
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7237 - Evaluation of Educational Needs and Programs  
**JUSTIFICATION:**
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7331 - Leadership of the School Library Media Program  
**JUSTIFICATION:**
Required for the major M.Ed. in Instructional Technology, School Library Media concentration (cert).

FRIT 7332 - The School Library Literacy Environment  
**JUSTIFICATION:**
Required for the major M.Ed. in Instructional Technology, school library media specialist certification.

FRIT 7333 - Storytelling  
**JUSTIFICATION:**
Elective for the major M.Ed. in Instructional Technology.

FRIT 7734 - Practicum in School Library Media  
**JUSTIFICATION:**
Required for the M.Ed. in Instructional Technology, school library media concentration

FRIT 7739 - Practicum in Instructional Technology  
**JUSTIFICATION:**
Required for the major MEd in Instructional Technology, Instructional Technology certification

**Course Deletion(s)**
FRIT/ITEC 7132 - Administration of the School Library Media Program  
FRIT/ITEC 7134 - Collection Development and Organization  
FRIT/ITEC 7136 - Reference and Information Sources  
FRIT/ITEC 7230 - Selection and Development of Instructional Technologies  
FRIT 7430 - Instructional Design  
FRIT/ITEC 7737 - Practicum in School Library Media Centers  
FRIT/ITEC 7738 - Practicum in Instructional Technology  
FRIT/ITEC 8132 - Administration of Technology Resources  
FRIT/ITEC 8530 - Applications of Instructional Technology  
ITEC 7535 - Advanced Hardware and Software  
**JUSTIFICATION:**
Existing courses required for M.Ed. in Instructional Technology are being deleted and replaced by new courses developed to align with new Georgia Professional Standards Commissions Standards for Instructional Technology programs.

**Course Revision(s)**
ESPY 8133 - Personality and Behavioral Assessment in the Schools  
- Prerequisite  
**JUSTIFICATION:**
In ESPY 8133 students must be able to apply knowledge and skills regarding conceptualization and report writing. These are taught and developed in ESPY 8132.
Proposed New, Revised, or Deleted Programs

Instructional Technology, Certification

JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Our program has been redesigned to offer this option to students. We plan to offer a certification only option for students who already have an M.Ed. in education. This parallels the certification only option we offer in school library media.

School Library Media, Certification

JUSTIFICATION:
We have offered this option for many years but a program of study page has not appeared in the catalog.

Instructional Technology, M.Ed.

JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Our program has been redesigned to offer this option to students. We also believe that a dual certification concentration leading to certification in school library and instructional technology could be of interest to students so we have developed that option as a 42 credit hour degree program.

Educational Leadership, Ed.S.

JUSTIFICATION:
This proposal is to clarify the Regular Admission requirements for this Ed.S. degree with concentration in School Administration. Following GC’s approval on 9/13/12 of the deletion of the concentration in Higher Ed Administration from this Ed.S. program, it became evident that the Regular Admissions requirements for the remaining concentration (School Administration) needed to be revised as presented here. Also, passing scores on the GACE exam are being required for entry into the program as its Key Assessment #1 and for applicants to demonstrate foundational knowledge of educational leadership.

Instructional Technology, Ed.S.

JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Since this was not available when students completed the M.Ed., we propose offering a route to instructional technology certification through our Ed.S. program.

School Psychology, Ed.S.

JUSTIFICATION:
Adding a new course to address the NASP Standards for full approval.

Educational Leadership, Ed.D.

JUSTIFICATION:
The changes as presented on the following pages are needed because:
(1) the degree name changes in fall 2013 (as previously approved by GC and BOR) to Ed.D. in Educational Leadership
(2) the Ed.D. EDLD degree will not be offered off-campus in Augusta or Savannah, and
(3) to avoid incurring unnecessary expenses, cohorts may be combined if enrollment in either concentration of the E.D. EDLD (P-12 Education Leadership or higher Education Leadership) is low.

Dr. Lili Li asked if the course title for technology course can be modified so students will understand what type of technology course is being offered. Dr. Ken Clark stated this is the standard language from the PSC.

Dr. Diebolt asked if the Instructional Technology certification program will be assessed the online tuition rate. Dr. Clark said this will be listed as an online program. Dr. Diebolt suggested having a code for the non-degree program. Dr. Linderholm was in favor of having a separate code.

Dr. Ziegler stated she found typographical errors in the COE submissions and suggested the college proof read documents carefully.
Mr. Tristam Aldridge will check to see if there is a School Administration Concentration Code.

Dr. Diebolt asked if a blanket change will be made to update the current students in the Educational Administration program, to change the title of their program to Educational Leadership. Dr. Jensen stated students will be given the option to have the title changed on their degree, based on their designation. Dr. Diebolt stated the student will need to submit a change of major form if they want the Education Leadership title on their degree.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education, with the understanding that the typographical error be made. A second was made and the motion to approve the New Courses, Course Deletion, Course Revisions and Program Revisions was passed.

F. Jack N. Averitt College of Graduate Studies
   Discussion Item:
   Ranking of Graduate Commencement Speakers - Dr. Patterson stated COGS solicited recommendations from graduate students, graduate faculty, and graduate administrators for the Graduate Commencement Speaker. The recommendations were sent to the Graduate Committee in a survey format for them to rank their top 10 choices. Dr. Patterson distributed the results of the survey and stated COGS only received four responses from the Graduate Committee. Dr. Patterson explained this is a timely process because the results will then have to go to President’s Cabinet for review. Dr. Patterson provided an overview of the survey results.

   After a discussion the committee recommended that COGS reissue the survey to receive more feedback. Dr. Patterson agreed to resubmit the survey to the committee.

   Dr. He suggested COGS collaborate with the Multi-Cultural Student Center in the future. She said they have a list of speakers that might be meaningful to COGS for the commencement speaker.

   Dr. Lesaja suggested COGS provide guidelines of the commencement speaker when soliciting recommendations in the future.

   Dr. Patterson stated the commencement speaker search is a new procedure and COGS will refine the process.

   Information Items:
   DegreeWorks Graduation Clearance Checklist – Mrs. Melanie Reddick distributed the revised matriculation checklist for graduate students. She stated fall 2012 will be the last semester COGS will use a manual clearance form to clear students for graduation, and beginning in spring 2013 DegreeWorks will be used to process graduation clearance. She stated COGS is encouraging faculty and students to use DegreeWorks.

   Demo of new COGS Graduation Application – This item was postponed and will be presented during the next meeting.

   Mrs. Reddick stated the new web based COGS Graduation Application will go live tomorrow. Dr. Patterson discussed the new application process and stated the $75 late fee will be implemented and serves as a deterrent for students who apply late.

VI. OLD BUSINESS – There was no old business to discuss.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT
   There being no further business, the meeting was adjourned on November 8, 2012 at 9:30 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 13, 2012 by electronic vote of Committee Members
UNDERGRADUATE COMMITTEE

MINUTES
NOVEMBER 6, 2012, 3:30 P.M.

I. CALL TO ORDER

- **Voting Members Present:** Dr. Biswanath Samanta, Dr. Britton McKay, Dr. Bruce McLean, Dr. Greg Chamblee, Dr. Gustavo Maldonado, Ms. Jessica Minihan, Dr. Kathy Thornton, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Sabrina Ross
- **Non-Voting Members Present:** Ms. Ann Evans, Ms. Candace Griffith, Ms. Caroline James, Dr. Diana Cone, Ms. Melissa Lanier, Mr. Rock Gardner
- **Visitors:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Williams, Dr. Johnathan O’Neill, Dr. Phyllis Dallas
- **Absent with Alternate in attendance:** Dr. Adrian Gardiner, Dr. Jiehua Zhu
- **Absent:** Dr. Jacob Warren, Dr. James Stephens, Dr. James Woods (CLASS has no Alternate), Ms. Lisa Yocco (Did contact me to let me know that she would be out of town and that her alternate had class at the same time as the meeting), Dr. Mary Hazeldine

Dr. Gustavo Maldonado called the meeting to order at 3:34 p.m.

II. APPROVAL OF AGENDA

A Wheaton/Ross motion to approve the agenda was passed unanimously.

III. ALLEN E. PAULSON COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

- **Department of Electrical Engineering**
  - **Course Deletion(s)**
    - EENG 1110 - Electrical Measurements
    - EENG 3010 - Leveling Topics in Circuit Analysis
    - EENG 3011 - Leveling Topics in Electronics
    - EENG 3012 - Leveling Topics in Digital Circuits
    - EENG 3013 - Leveling Topics in Power Systems
    - EENG 3014 - Leveling Topics in Communication Systems
  
  **JUSTIFICATION:**
  
  These were leveling courses created to allow Electrical Engineering Technology (EET) students, with less than 90 credit hours, to change their major to Electrical Engineering (EE). This was a limited duration one-time opportunity. The transition period has expired and EET students are no longer permitted to change their major by using these courses. They are now required to complete the last two years of the EE curriculum instead. Therefore, these courses are no longer required and should be deleted from the catalog.

A Garno/Wheaton motion to approve these course deletions was passed unanimously.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **CLASS Dean**
  - **Proposed New, Revised, or Deleted Program(s)**
    - B.G.S., General Studies *(REVISED PROGRAM)*
  
  **JUSTIFICATION:**
  
  The proposed changes to the General Studies major will better help students create an individualized, cohesive program of study in which the areas of concentration complement each other and result in a very marketable degree. The changes provide some needed structure to the program without changing the fundamental flexibility of the major. These changes are in response to feedback from Comprehensive Program Review, as well as program findings in assessments.

A Wheaton/Thornton motion to approve this program revision was passed unanimously.
B.G.S., General Studies (Online)  *(REVISED PROGRAM)*

**JUSTIFICATION:**
The proposed changes to the online General Studies program are designed to bring it into closer alignment with the traditional, face-to-face General Studies degree. This will allow ease of transition from the traditional program to the online, or vice versa. These changes are in response to feedback from Comprehensive Program Review, as well as program findings in assessments.

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

- **Department of History**
  - **New Course(s)**
    - **HIST 3630H - History Honors Seminar**
      In this course History majors in the Honors program will select a historical topic, begin researching it, choose a faculty mentor, and write a thesis prospectus that includes a review of the historiographical literature and an annotated bibliography. Prerequisite(s): A minimum grade of “B” in HIST 2630. 3 credit hours.
      **JUSTIFICATION:** Required for History majors who are in the University Honors Program.
    - **HIST 5234 - Piracy in the Americas, 1500-1750**
      This course focuses on the history of piracy in the Americas during the Golden Age of Piracy, a period that ranges from European contact to the mid-1700s. It is an age marked by exploration, colonization, overseas trade, endemic religious conflicts, expansive empires, and refractory fiefdoms. Spain and Portugal began the exploration, overseas trade and conquest of this period, but their successes quickly led their northern neighbors, particularly the French, English, and Dutch, to cast their covetous eyes upon slow-moving, inbound treasure fleets of their southern neighbors; creating an elaborate game between predators and prey. The interactions that developed between predators and prey will be the primary subject of this course. Graduate students will be given an extra assignment, determined by the instructor. 3 credit hours.
      **JUSTIFICATION:** This course broadens the department by adding another element of colonial American history to our repertoire, and pushes our course offerings into two new areas: Atlantic History and Maritime History. Both of these areas are taught as fields of study at research institutions, and this course is one step toward our development into offering either of these areas as minors in the future.

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

- **Proposed New, Revised, or Deleted Program(s)**
  - **B.A., History** *(REVISED PROGRAM)*
    **JUSTIFICATION:**
    Revising the B.A. in History to permit students in the University Honors Program to graduate with Honors in History will give high-ability students the opportunity to pursue the in-depth historical study of a particular topic and will cultivate their talents through close faculty interaction and supervision.

*A Wheaton/Garno motion to approve this program revision was passed unanimously.*
Department of Political Science
Selected Topics Announcement(s)
POLS 4031 - Writing, Rhetoric, and Culture

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places -- tangibly affects us and the world around us.

This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.

Selected Topics Announcements are for information only.

Department of Sociology and Anthropology
Selected Topics Announcement(s)
ANTH 3091 - Writing, Rhetoric, and Culture

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

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This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.

Selected Topics Announcements are for information only.
Department of Writing and Linguistics

Course Revision(s)

FROM: WRIT 2531 - Introduction to Screenwriting
The course introduces students to the creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy script (spec script). Cross-list: FILM 2531.

TO: WRIT 2531 - Introduction to Screenwriting
This is a writing workshop course designed to introduce students to the four-act structure of screenwriting with focus on the development of character and story through the art and craft of creative writing techniques. Students will develop their ideas into drafts to be formatted according to the standards applicable for film and television, and they will participate in the traditional workshop method of sharing story ideas and original writing, and critiquing and revising creative work. A portion of the course will also provide an overview of the writer's role in the industry of film and television. Cross-list: None.

JUSTIFICATION:
Because of the changes in the Communication Arts Department affecting the Film Studies program, the Communication Arts Department has chosen to delete the crosslisting for this course. Communication Arts will develop a different course geared directly towards their outcomes and compassing broader definitions of storytelling, whereas this course will remain focused solely on creative writing. The new catalog description will enable Writing and Linguistics and the instructor(s) teaching the course to meet Writing and Linguistics Department outcomes and to have more pedagogical flexibility towards meeting those goals.

A Ziegler/Ross motion to approve this course revision was passed unanimously.

Selected Topics Announcement(s)

WRIT 2090 - Writing the GLBTQ Identity
JUSTIFICATION:
This course helps to expand our students’ understandings of a GLBTQ identity in social, literary, cultural, and political contexts. Through writing, as well as the study of language and performance in various texts, we will consider the nature of gay, lesbian, and queer identities, both textual and personal.

Selected Topics Announcements are for information only.

Women’s and Gender Studies Program

Selected Topics Announcement(s)

WGST 3090 - Writing, Rhetoric, and Culture
JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places -- tangibly affects us and the world around us.

This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.
V. COLLEGE OF SCIENCE AND MATHEMATICS

Chemistry

Course Revision(s)

FROM: CHEM 2530 - Nutritional Biochemistry
Designed to introduce the biochemical aspects of nutrition. Topics to be covered include the energetics of metabolism, the structure and metabolism of proteins, carbohydrates, and lipids, and the integration of metabolic systems. Prerequisite(s): CHEM 1152.

TO: CHEM 3530 - Nutritional Biochemistry
A biochemistry course focused on the structure and function of nutrient molecules. Topics include the structure of carbohydrates, lipids, proteins, enzyme function, energetics of metabolism, and metabolic pathways relevant to nutrition. Prerequisite(s): CHEM 3342.

JUSTIFICATION:
The prerequisite for this course is being changed to require CHEM 3342 (Organic Chemistry II) at the request of the department using this course (Nutrition and Food Science) with the objective of increasing the rigor of the course and having it build upon the fundamental topics covered in the Organic Chemistry sequence. As such, the course number is also being raised and the course description changed to better reflect the increased difficulty of the course. The Nutrition and Food Science Department has been contacted and is submitting their Program Revision Form showing the new number for this course.

A Samanta/Garno motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Chemistry Minor (REVISED PROGRAM)

JUSTIFICATION: Nutritional Biochemistry (CHEM 2530) has changed its course number to CHEM 3530 so that correction is being made to its listing in the Chemistry Minor page.

A Ross/Samanta motion to approve this program revision was passed unanimously.

VI. OTHER BUSINESS

Dr. Maldonado asked for a volunteer or nomination for election of the new Undergraduate Committee Chair. No one volunteered and there were no nominations. After discussion, a Samanta/Ziegler motion to approve to continue the rotation process for chair was passed unanimously. Caroline James stated that it was recommended by Dr. Ron MacKinnon after the October meeting that this go to Faculty Senate for guidance or appointment. Dr. Sabrina Ross will be the chair for the next meeting.

VII. ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Wheaton motion to adjourn the meeting at 4:00 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary
(DRAFT) USGFC Meeting Topics for October 27, 2012

The following list is NOT in order of importance or consideration at the meeting. It is open for change upon your recommendations.

Topic 1: How do we ensure adequate faculty resources to accomplish mission/goals?
   Observations
   Effects
   Solutions and Recommendations

Topic 2: What is the role of the USG Faculty Council and how can it be improved?
   Observations
   Effects
   Solutions and Recommendations

Topic 3: What is the role and relevance of each institution’s faculty senate/council?
   Observations
   Effects
   Solutions and Recommendations

Topic 4: Interpretation of BOR Policy 8.3.7.4 Award of Tenure
   Observations
   Effects
   Solutions and Recommendations

Topic 5: Budget
   Observations
   Effects
   Solutions and Recommendations

Topic 6: Human Resources
   Observations
   Effects
   Solutions and Recommendations

Topic 7: Alien Students
   Observations
   Effects
   Solutions and Recommendations

Topic 8: Consolidation
   Observations
   Effects
   Solutions and Recommendations
Topic 1: How do we ensure adequate faculty resources to accomplish mission/goals?

Observations

- Perception that the hiring, retention and promotion of non-teaching faculty is resulting in an overall decrease in the ratio of teaching to non-teaching personnel.
- Perception that there are decreasing percentages of tenure-track and tenured faculty and increasing percentages of part-time/adjunct/lecturer faculty.
- Perception that administrative faculty and staff are receiving increased compensation due to title changes that in effect constitute raises during a time the teaching faculty are unable to receive raises.
- Perception that some faculty take on course overloads because they need the money. Since 12 hours is our normal load, extra courses bring them to 15, 16, 18, even 20 hours per term. A number of USG institutions at Tier II and III are now at 5/5 for full time faculty including tenured professors. Our contracts specify 29-32 hours per two semester year, and these are credit hours, not lab/studio hours. Many in the sciences and visual arts are putting in 20-25 classroom week/hours per semester.

Effects

- An allocation of diminishing resources/funding to personnel that are less related to achieving our core goal of educating and credentialing more students. Given our tight budgets, our allocations should focus more upon providing teaching faculty because they constitute a personnel resource that is directly related to achieving our goals and missions. Doing otherwise threatens our effectiveness and future funding (especially if our funding becomes increasingly based upon measurable student achievement more so than upon increases in enrollment)
- Increased class sizes
- Increases in the use of online courses/programs driven by logistical rather than pedagogical reasons
- Accreditation problems from too high a percentage of non-tenure-track faculty within department/programs.
- Demoralized teaching faculty who perceive themselves to be treated less-well than their administrative colleagues.
- Allowing excessive course loads negatively impacts student and faculty success.
- Allowing excessive course loads for part-time faculty increases the attractiveness of hiring part-time rather than full-time faculty.

Solutions and Recommendations

- Ensure that each of our institutions allocates its resources appropriately to provide adequate teaching faculty
- Ask the system office to help encourage institutions to allocate their resources in ways that provide adequate teaching faculty
- Collect data to measure the ratios of teaching to non-teaching personnel at institutions.
- Review best practices and accreditation standards to work toward compliance.
Collect data to measure the ratios of tenure-track to non-tenure track positions within institutions, departments and programs to ensure compliance with best practices and accreditation standards.

Understand the BOR requirements and limitations upon course overloads and course load limits for part-time faculty and ensure our campus abides by these.

Might some salary adjustments, and/or merit pay, be made using an institution's discretionary funds? If so then campus-wide pay adjustments are probably not possible but select individual cases would be. How those decisions are made are not well communicated, if communicated at all.

A number of my constituency insists the faculty not take ‘the new normal’ lying down and that we be much more active concerning raises. One idea was a coalition of faculty senates across all of USG to pressure lawmakers under the gold dome. [Is this collective bargaining and not allowed for these bodies?]

Topic 2: What is the role of the USG Faculty Council and how can it be improved?

Observations

- The BOR has numerous operational committees where input from the faculty council might be advantageous to the good of the USG.
- What happens after USGFC resolutions are voted upon? What is the administrative process to communicate our approval of them to the BOR and is there any feedback from the BOR on the resolutions? Is there an explicit acceptance or rejection of the resolutions by the BOR?

Effects

Solutions and Recommendations

- Also, we might consider creating an orientation manual for new institutional representatives (like me) to help me translate how the faculty council operates. I read the relevant portion of BOR policy but it was conveniently vague. We did that at my institution for new members of the faculty senate and it seemed to be helpful (I can send it on if anyone wants to use it).
- It might be worth thinking about some potential linkages and discussing among ourselves and ultimately (not at this meeting necessarily) with the BOR rep whether we might create some value added to the USG by leveraging opportunities for such faculty council to BOR committee links.

Topic 3: What is the role and relevance of each institution’s faculty senate/council?

Observations

- BOR 2.5.2 “The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time. The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall
be transmitted to the Chancellor.” Recently, we had further discussion of that and it was asked at our Senate if the lawyers' interpretation is the final authority. The lawyers offered an opinion to interpret the rule. However, the interpretation offered seems contrary to the spirit of the rule, and makes it essentially meaningless, since it seems that the unicorns justifying the rule in this interpretation (i.e., councils that do act) remain to be found. It seems that this can only be clarified at the state level, I think it is important not only for the rule itself that constitutes a modest but important check on presidential power, but more broadly because the fact that lawyers can gut written policy of their meaning by finessing has far reaching implications regarding how much faith we can put in written policy in general.

Effects

- Irrelevance of faculty governance bodies renders them ineffective and useless
- Faculty will find no value in serving upon ineffective and useless bodies
- Policy that never means what we think it means becomes suspect, uninterpretable and impossible to follow or rely upon for guidance

Solutions and Recommendations

- Ask the Chancellor about this rule. Does it mean what it seems to mean, and if not, why is there such a rule? What is its intent?
- Draft a statement on the faculty's opinion as to the role senates/councils should play in institutional and system governance, their level of power, autonomy and influence.

Topic 4: Interpretation of BOR Policy 8.3.7.4 Award of Tenure

Observations

- BOR Policy 8.3.7.4 Award of Tenure: “Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher.” […]
- Is the norm for faculty to apply for tenure at the start of their fifth year so as to begin their sixth year tenured?
- Or, is the norm for faculty to apply for tenure at the start of their sixth year so as to being their seventh year tenured?
- Should the interpretation of the appropriate time to apply for tenure be the same for all departments/schools/colleges at an institution, or are differences acceptable?

Effects

- Faculty confusion and uncertainty about when they are eligible to apply for tenure

Solutions and Recommendations

- Clarify what is the norm and recommended best practice
Topic 5: Budget

Observations

- The management of our system and institutions is being run on a business model.
- How about the Complete College Georgia initiative? Also I just heard that in the future funding may be based on pass rates. Also, how does the BoR expect graduation rates to increase when they are cutting budgets and personnel? KSU subcommittee strongly recommended a faculty-driven implementation for RRPG initiatives. We strongly believe that to get faculty buy-in that faculty had to lead. Related to this initiative is the movement towards tying funding to graduation rates. We need to guarantee that academic standards are maintained. There are many issues here including development of more realistic course load limitations for students. We seem to be moving that direction as well. This is mainly because the State has decided to cut budgeting and yet the USG and State require us to enroll more students. Short of cutting departments, the latest cuts can't be absorbed at most institutions through thinning out of staff or eliminating small things, so the administrations are saving money by substituting spots for new faculty (that would have been tenure-track in the past) for replacing retirees, with adjuncts and lecturers. I'm not sure the administration really has a choice anymore. The State has just cut too much.
- The economy seems to be turning around and yet we are still cutting instead of finally seeing any raises.
- The hits have been made/taken at every level. The state has withdrawn a huge amount of support for the system over the last n years. At SPSU, we have gone from 75% state support to 30 % state support over a period of, let's say, 15 years. State support has been cut in half since the Zell Miller years. The legislature makes these decisions, the system is stuck with them, and the effect filters down to the institutions where local decisions are not necessarily directed towards maintaining a robust faculty. So, I agree with you, Chris, but at the same time, if this body doesn't advocate for a university system that is staffed by permanent faculty who labor under the protection of academic freedom (which our lecturers and adjuncts do not have) who will? While the Chancellor and Board cannot fix the funding matter themselves, they may!
- It might be helpful if the folks from the BOR would be available to give some several specific data points allowing for institutional cross comparison by level I, II, and III institutional tiers, respecting the impact of the lower state funding (to include expected impact of any BOR funding policy changes since 2011), and expected impact of any legislative funding changes from the last session.

Effects

Solutions and Recommendations

Topic 6: Human Resources

Observations

- TRS is an attractive retirement program for faculty. However, due to the [ten-year] period for being vested, new faculty have chosen the alternative retirement plan (TIAA-CREF).
Effects

Solutions and Recommendations
- Shorten the period for being vested in TRS within a period that works within the given tenure time-line [5 to 7 years?]
- Another attempt should be made for a one-time roll over into the Georgia Retirement Plan (TRS) from TIAA-CREF.

Topic 7: Alien Students

Observations
- I understand state law bars students that are not citizens or resident aliens from receiving in-state tuition designation. What measures, if any, does the BoR plan to take or is taking to address the ramifications of this law.

Effects

Solutions and Recommendations

Topic 8: Consolidation

Observations
- Can we have a consolidation update?
- Also, can we get some information about the new process for new programs? Is it working well?
- Are there things in particular the BoR is looking for?

Effects

Solutions and Recommendations
From: Dr. Goran Lesaja, Senator
    COSM
    Georgia Southern University
To: Georgia Southern Senate
Date: November 25, 2012

Report on the University of Georgia Faculty Council Meeting (USGFC),
Georgia State University, Atlanta, October 27, 2012

I attended the Fall 2012 meeting of USGFC as the representative of the Georgia Southern University Senate.
The meeting lasted from 9 am to 4 pm. The schedule was:
1. Question and Answer session with Chancellor and his staff
2. Group agenda setting session
3. Work in Groups
4. Report of discussions in groups
5. Closing remarks and scheduling of next meetings

The following is the brief overview of the meeting.

Ad 1. Most important group of questions to the Chancellor was regarding the raises and widespread faculty dissatisfaction with the lack of one in last five years. Chancellor expressed understanding of faculty frustration; however, he does not predict raises in near future. If anything, the budget cuts will continue. The “good” news is that the budget cut will be 2% instead of 3%. Several faculty, including me, asked if there are any other actions to find ways to get one time raises and adjustments. He said that his office is working very hard and will not “leave any stone unturned” in finding some solutions but he will have more specifics for the spring meeting.

Another important group of questions was regarding the consolidation of colleges and universities. There are 36 institutions and Chancellor Office is trying to reduce this number and will continue with this effort. However, there are mixed feelings from faculty regarding this initiative. There are no convincing indicators that there have been savings in resources and funds and reduction in administrative costs and stuff. Chancellor repeatedly emphasized that his office is making efforts to increase hiring of faculty and decrease the number of administrators.

Chancellor also talked about efforts to improve understanding of problems USG is facing in the legislature. Some legislators may have negative perception of university educators and misunderstanding of what their job really entitles. He suggested inviting representatives to campus events more frequently.

One of the questions was regarding retirement policies and the possibility of revisiting transfer from ORP to TRS. The proposal failed in legislature twice; however, Chancellor said they are considering reintroducing it although he is not very hopeful it will pass third time around.

Ad 3. I participated in the work of the group that discussed two topics. Topic 3: What is the role of the USG Faculty Council and how can it be improved? and Topic 4: What is the role and relevance of each institution’s faculty senate/council? The second topic included the discussion on BOR policy 2.5.2. The discussion was engaging and interesting. The following is the summary from the discussion.
Recommendation from the Faculty Council to member institutions

1. The Faculty Council asks that each member institution verify that local Faculty Senate bylaws include a process whereby the President of the institution responds to Faculty Senate recommendations within a defined period of time
   a. Each member institution is requested to ask their Faculty Council representative to report this information to the Faculty Council electronically by 1 January 2013 (I added this as a feedback loop, if you think it inappropriate we can delete)

Faculty Council requests for information from the Board of Regents

2. There has been some controversy respecting the ability of a Faculty Senate to “act” even in the context of submitting recommendations to their institutional Presidents within the meaning of BOR policy.
   a. The Faculty Council requests information from the BOR respecting any modality that may exist for the Faculty Council to propose modification of the language in BOR policy 2.5.2

3. Does the BOR have any position on the responsibility of a Faculty Senate in responding to the actions of an institution’s President in their relations with a local Faculty Senate?

4. Does an institutional President have any responsibility to respond to recommendations proposed by their Faculty Senate or equivalent governance body?

Faculty Council recommendations to the Board of Regents

5. The Faculty Council recommends the BOR articulate best practice in creating a procedure for written BOR response to Faculty Council recommendations within a defined time frame.

Ad 4. The topics discussed by other groups are listed in the appendix together with initial points for discussion. The summary of their discussions and recommendations will be included in the report from the meeting that will be posted at the USGFC website http://www.usg.edu/faculty_council/

Ad 5. The location for the new meeting has not yet been decided. There is also a suggestion to increase the number of meetings per semester from one to two. The decision will be made at the next meeting.
Faculty Senate Librarian’s “Revised” Report for February and January 2013
Respectfully Submitted
Anthony G. Barilla
February 11, 2013

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

February Report
• General Education Core Curriculum Committee page 2 - 3
  Chair: Jody Langdon (CHHS)

• Graduate Committee page 4 - 20
  Chair: Jill Lockwood (COBA)

• Graduate Committee page 21 - 22
  Chair: Greg Harwood (COBA)

• NCAA Representative page 23 - 24
  Chris Geyerman (CLASS)

• Student Government Representative page 24
  Lisa Yocco

January Report
• Graduate Committee page 25 - 35
  Chair: Jill Lockwood (COBA)

• Undergraduate Committee page 36 - 40
  Chair: Gustavo Maldonado (CEIT)

• University of Georgia Faculty Council Meeting page 41 - 48
  Representative: Goran Lesaja (COSM)
General Education Core Curriculum Committee
Meeting Minutes

January 31, 2013

Members Present:  Jody Langdon, Ellen Hendrix, Nick DeBonis, John O’Malley, Terri Flateby, Juan Luque, Michelle Cawthorn, Lisa Smith, Dominique Quarles, Amy Ballagh, Diana Cone, David Shirley

Jody announced that she is now the chair of the GECCC. She began the meeting by reviewing the history of the committee and a timeline of the committee’s work. She distributed a handout of the committee bylaws and the original GEC charge. She added that the committee is currently focused on proposing, coordinating, and documenting Gen Ed and the Core.

Nick raised the point about confusion related to the term "courses". Ellen responded that the GECCC will be responsible for approving Core courses and revisions to the Core, a responsibility formerly handled by the Undergraduate Curriculum Committee. Jody added that a GECCC subcommittee is currently working with assessment and proposed activating a curriculum subcommittee to help review faculty surveys and be available should core curriculum course issues arise. The assessment team, known as GECAT, formed in November and is comprised of Jody, Ellen, and Michelle. The team has been tasked with looking at what types of assessments the GECCC can do; it is currently looking at standardized tests and following up on action plans; it will report work and progress to the GECCC.

Terri explained that in the 2005 SACS findings, there had been a recommendation about establishing levels of competencies and assessing programs. Since Gen Ed is a program, we need to establish both competencies (evidence and assessment) AND improvements.

Jody and David then shared results from the faculty survey. We need more participation if we want to know where the Gen Ed outcomes are happening. Jody proposed that GECCC members go to their colleges and collect paper surveys for 3000-level courses or higher. Survey responses will help us map Gen Ed outcomes throughout the university.

Nick asked about showing the data to his college; after some discussion, the committee agreed the data from each college could be shown to that college, but that data about other colleges was not to be shared. Nick also asked if the surveys from COBA could be returned to him. Terri suggested that representatives stress that the survey will be used for mapping purposes to be sure that we are addressing the Gen Ed outcomes at various levels. Wider participation is essential if we are to know. The survey has to be a campus-wide initiative. The consensus was that representatives from each college could decide what approach will work best for approaching their colleagues.

Jody suggested that GECCC members who are not members of a college could assist people in large colleges. Representatives should come up with a plan and report that to David and Jody, with the goal of getting the data back in time for the February meeting. Ellen asked if faculty who have already responded have to respond again. David will share who has already participated in each college and match to 3000+ classes so faculty who have participated won’t be approached again or have duplicated data. Terri added that we need a pretty high sample for data collection and analysis purposes.

Jody asked for volunteers to serve on a Curriculum subcommittee, which will begin work on mapping survey results to the curriculum. The subcommittee can begin with the data that we already have and look at new data as more surveys come in. Anyone interested should contact Jody as soon as possible.
John requested that GECCC members use Google calendar. Begin by setting your calendar to accept invitations (the default is not to accept invitations). Terri announced that she is offering a rubric workshop next Friday. It will be a real workshop, so people can bring their own rubrics. It will be offered again for people who can't come.

Meeting adjourned at 9:45am.

General Education Outcomes
Georgia Southern University

Georgia Southern University has identified the following general education outcomes which it seeks to instill in all its graduates. The outcomes include additional text that serves to reflect overall curricular and extra-curricular efforts and do not represent prescriptive expectations.

1. **EFFECTIVE ANALYSIS OF INFORMATION**
   Students are able to organize and analyze information that fosters logical evaluation of issues, ideas, artifacts or events.

2. **EFFECTIVE COMMUNICATION**
   Students are able to communicate both orally and in writing to synthesize valid information and effectively present informed ideas.

3. **ETHICAL AND INFORMED DECISION MAKING**
   Students are able to consider alternate points of view that contribute to ethical conduct.

4. **HISTORICAL AND CULTURAL PERSPECTIVES**
   Students are able to analyze artifacts, events, concepts or themes within the context of an evolving and diverse human experience.

5. **PROBLEM-SOLVING ABILITY**
   Students are able to identify problems, evaluate their potential for resolution, and implement a strategy to address real-world situations.

6. **QUALITY OF LIFE**
   Students are able to participate in social, intellectual, creative, or recreational activities that contribute to wellness and lifelong learning.

7. **RESPONSIBLE CITIZENSHIP**
   Students are able to apply cognitive, affective, or behavioral skill sets to support civil and informed interactions in a variety of cultural contexts.

8. **SCIENTIFIC AND QUANTITATIVE REASONING**
   Students are able to demonstrate, as appropriate, either scientific methods of inquiry or quantitative reasoning to explain, discover, or predict phenomena.

9. **USE OF TECHNOLOGY**
   Students are able to ethically apply appropriate and current technology skills for the purpose of learning, producing, communicating, or adapting as informed individuals.
Present: Dr. Frank Goforth, CEIT; Dr. Amanda King, COBA; Dr. Daniel Gleason, COSM; Dr. Rebecca Ziegler, Library; Dr. Valentin Soloiu, CEIT; Dr. Todd Hall, CHHS; Dr. Timothy Teeter, CLASS; Dr. Jill Lockwood, COBA; Dr. Devon Jensen, COE; Dr. Goran Lesaja, COSM; Dr. John Luque, JPHCOPH; Ms. Sonya Shepherd [Alternate], Library; Dr. Santanu Majudar [Alternate], CLASS; Ms. Brittany Poirson, GSO Student Representative; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Karen Scarpinato, COSM; Dr. Brian Koehler, COSM; Dr. Stephen Rossi, COSM; Dr. Jim McMillan, CHHS; Dr. Ednilson Bernardes, COBA; Dr. Cheryl Metrejean, COBA; Dr. Johnathan O’Neill, CLASS

Absent: Dr. Dan Czech, CHHS; Dr. Timothy Whelan, CLASS; Dr. Ming Fang He, COE; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, January 24, 2013 at 8:05 AM.

II. APPROVAL OF AGENDA
Dr. Rebecca Ziegler made a motion to approve the agenda as written. A second was made by Dr. Daniel Gleason and the motion to approve the agenda was passed.

III. APPROVAL OF MINUTES FROM NOVEMBER 8, 2012 MEETING
Dr. Devon Jensen made a motion to approve the November 8, 2012 minutes. With none opposed, the motion to approve the minutes was passed.

IV. DEAN’S UPDATE
Dr. Charles Patterson stated the Office of the Provost distributed the process for proposing new programs. This information can be viewed on the Provost’s website. Candace Griffith added that the internal approvals required have not changed. She stated the only part that has changed is the Board of Regents review is now a two-step process, instead of one process. Ms. Griffith stated the BOR will not review any new programs unless they are in the new program format.

Dr. Patterson stated the new appeal process for graduate students was distributed this week. The new process is web-based and student driven. The student will appeal directly to the Program Director, then to the Department Chair, Academic Dean, COGS, and end with the Provost whose decision is final. Dr. Patterson has received feedback from graduate faculty about the process. COGS will revise the instructions for appeals to ensure students understand that an academic exclusion/matriculation appeal requires additional documentation such as a transcript and letters of support. There was a discussion of whether two signatures should be required for an appeal decision. Dr. Patterson explained the reviewers provide a recommendation to COGS and that COGS will review the recommendation and take appropriate action – same as it has been in the past.

Dr. Lockwood asked how long the Provost Office has known the program process was going to have to be revised. Ms. Griffith stated it has been several months. Dr. Lockwood asked why the new process was not explained to her Department Chair regarding the development of their new program when the Department Chair met with the Associate Provost. Ms. Griffith stated one step that has not changed is a discussion must take place between the Academic Dean and the Provost, in order to receive an internal approval before the program goes any further. There was a discussion of how cumbersome the internal process is for new program proposals. Dr. Patterson stated the university will still have to follow the process set by the BOR, but he does think the internal process can be streamlined. Dr. Lockwood asked if the BOR hosts workshops on new program proposal submission, review and the approval process. Ms. Griffith stated she is not familiar if the BOR offers workshops, but she said Dr. Lockwood could probably put in a request for the BOR to consider hosting workshops.
Dr. Patterson said COGS is still monitoring enrollments. He said for graduate stakeholders to let COGS know if they need assistance in assessing enrollments. Dr. Patterson said compared to last spring enrollment is down approximately 90 students.

V. NEW BUSINESS
   A. College of Business Administration
      Dr. Amanda King presented the agenda items for the Department of Marketing & Logistics and the Department of Finance & Economics.
      Dr. Cheryl Metrejean presented the agenda items for the School of Accountancy.

Marketing & Logistics Department
Course Revision(s):
LOGT 9999 - Dissertation
• Credit/Contact Hours, Other Hours
JUSTIFICATION:
As the third digit of the course number indicates, the Dissertation was supposed to be a variable-credit hour class. For some reason, it was created as a 3-credit hour course, necessitating the scheduling, student registration, and verification of multiple sections for students working on their dissertations. This change simply corrects the credit hours to be what was originally intended.

Dr. Dick Diebolt stated dissertations are normally graded S or U, but the course revision form on page 19 of the agenda indicates there will be a letter grade. Wayne Smith determined later in the meeting that this was an error, and the grade mode should have a drop-down in that section. Mr. Smith confirmed the grade for dissertations is S/U. Dr. King will revise the LOGT 9999 course revision form.

Dr. Jensen asked for clarification on how the credit hours are determined. After a discussion, Dr. King stated the details are addressed in the program page of the Ph.D. program, which reads, “Students must register for LOGT 9999, Dissertation credit during each semester the dissertation is in progress, earning a minimum of 18 semester hours of Dissertation credit by the end of their program. Furthermore, the students must register continuously in LOGT 9999 until the Dissertation is successfully defended.”

Proposed New, Revised, or Deleted Program(s):
Business Administration, (Logistics/Supply Chain Management), Ph.D.
JUSTIFICATION:
1. Reflect correction of LOGT 9999, Dissertation, to be a variable-credit hour class, rather than 3-credit hour.
2. Correct contact information in a way that will not require future corrections due to personnel changes.

Dr. Diebolt proposed the following changes be made to the Ph.D. in Logistics program page:
1) Add the following wording to the dissertation section: (Revisions are in RED)

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 Dissertation Committee for that topic. (The size and composition of the committee, as well as eligibility requirements for committee chairs and members will be defined in a COBA Policy statement that is consistent with the College of Graduate Studies dissertation committee and appointment policy and will be made available to candidates by the Program Director no later than the time they are notified of having passed their comprehensive exams.) As soon as verbal commitments have been obtained, the candidate will submit the proposed dissertation topic and committee composition in writing to the Program Director. The Director will review the proposal for compliance with program and college policies, inform the student of any needed changes, and ultimately approve the proposal. Students must register for LOGT 9999, Dissertation credit during each semester the dissertation is in progress, earning a minimum of 18 semester hours of Dissertation credit by the end of their program. Furthermore, the students must register continuously in LOGT 9999 until the Dissertation is successfully defended. As soon as the Dissertation Committee Chair considers the intended research to be sufficiently developed, the student will conduct a formal defense of his/her dissertation proposal, supported by substantial preliminary research. As a minimum, the proposal will include a detailed description of the proposed research objectives, methodology, and value. It must also include a
thorough literature review showing how the proposal relates to previously published research and a
timeline for the project's completion. The Committee chair will notify the candidate in writing of the
committee's assessment, to include any changes or additional tasks that need to be accomplished and
whether another proposal defense will be needed. No earlier than the following semester and no later
than two years from the semester in which the proposal was successfully defended, 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 formal defense). The candidate is responsible for
submitting the completed dissertation in electronic format style consistent with that required by the
College of Business Administration dissertation publication and consistent with the required College of
Graduate Studies front-matter style per the College of Graduate Studies Electronic Thesis and
Dissertation (ETD) policy.

2) Incorporate wording regarding leave of absence, medical or otherwise.

Leave of Absence

If it is necessary to interrupt progress toward the degree, the student may petition for a non medical
leave of absence of up to one year. The petition must be submitted at least one month before the
effective date of leave. The major professor, the department chair, and the Dean of the College of
Graduate Studies must grant approval. The COGS Dean will establish the conditions of the leave. An
extension of a leave of absence beyond one year may be granted by the Dean of the College of
Graduate Studies upon recommendation of the student's dissertation committee. Students approved
for a leave of absence are not required to be registered during the approved leave period and the leave
time does not count in the degree time limit.

Students seeking a Medical Leave of Absence may apply for Medical Leave as outlined under "Medical
Leave".

For full Leave of Absence information refer to the Doctoral Degree Program Requirements section of
the Graduate college catalog.

Dr. King stated she would take the request back to Dr. Jake Simons for approval. Following the meeting,
Dr. Simons agreed to the proposed revisions.

School of Accountancy
Course Deletion(s):
ACCT 5530G - Government and Institutional Accounting
ACCT 5633G - Forensic Interviews and Interrogations
JUSTIFICATION:
We no longer allow graduate students to enroll in this course so we want to renumber the course as a
4000 level course to remove the confusion associated with having it listed as a 5000 level course.

Finance & Economics Department
Proposed New, Revised, or Deleted Program(s):
Applied Economics, M.S.
JUSTIFICATION:
Prior graduate degrees and GMAT scores give little indication of a student's probability of success in
the program and we are therefore requiring all students to submit GRE scores. Additionally, we are
adding to the requirement that students have at least a grade of "C" in the required undergraduate
prerequisites that they also have a GPA of 3.00/4.00 in those courses. Students with "C" grades in all
of those courses have little chance of success in the program. Finally, we are providing application and
admission decision deadlines to assist in the evaluation of our requirement for "competitive" GRE
scores and we are clarifying the language regarding when waivers of the admissions requirements may
be granted.
Applied Economics Certificate

JUSTIFICATION:
Prior graduate degrees and GMAT scores give little indication of a student's probability of success in the program and we are therefore requiring all students to submit GRE scores. Additionally, we are adding to the requirement that students have at least a grade of "C" in the required undergraduate prerequisites that they also have a GPA of 3.00/4.00 in those courses. Students with "C" grades in all of those courses have little chance of success in the program. Finally, we are providing application and admission decision deadlines to assist in the evaluation of our requirement for "competitive" GRE scores and we are clarifying the language regarding when waivers of the admissions requirements may be granted.

Dr. Diebolt asked for clarification on how many credits a student in the certificate program may bring into the masters program, if they choose to pursue the MS in Applied Economics. Dr. King stated the students are taking the same courses so they would just continue.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Business Administration, with the understanding that the revisions be made to the Ph.D. Logistics program and the grade mode revision on LOGT 9999. A second was made by Dr. Gleason. The motion to approve the Course Revisions, Course Deletions, and Revised Programs was passed.

B. College of Health and Human Sciences

Dr. Jim McMillan presented the agenda items for the College of Health and Human Sciences.

Health and Kinesiology

New Course(s):
NTFS 7314 - Applied Medical Nutrition Therapy
JUSTIFICATION:
This new course, Applied Medical Nutrition Therapy, will be required for the Georgia Southern Dietetic Internship Graduate Certificate Program.

NTFS 7335 - Nutrition in the Community
JUSTIFICATION:
This new course, Nutrition in the Community, will be required for the Georgia Southern Dietetic Internship Graduate Certificate Program.

NTFS 7336 - School Nutrition Administration
JUSTIFICATION:
This new course, School Nutrition Administration, will be required for the Georgia Southern Dietetic Internship Graduate Certificate Program.

NTFS 7338 - Micronutrient Metabolism
JUSTIFICATION:
This course will be a required component within the new Accreditation Council for Education in Nutrition and Dietetics-accredited Dietetic Internship at Georgia Southern University

NTFS 7339 - Energy Balance for Weight Management
JUSTIFICATION:
This course will be a required component within the new Accreditation Council for Education in Nutrition and Dietetics-accredited Dietetic Internship at Georgia Southern University

Course Revision(s):
KINS 7338 - Micronutrient Metabolism in Sports Nutrition
• Title, Prerequisite(s)
JUSTIFICATION:
A title change for this course is being proposed because the course objectives are focused on micronutrient metabolism in general rather than just related to Sports Nutrition. Alternative prerequisites were added since more students beyond those pursuing an MS in Kinesiology, Sports Nutrition Emphasis will be enrolled in the course in the future.

KINS 7339 - Energy Balance for Weight Management
• Cross-list, Prerequisite(s)

JUSTIFICATION:
The course prerequisites were revised since more students beyond those pursuing an MS in Kinesiology, Sports Nutrition Emphasis will be enrolled in the course in the future.

Proposed New, Revised, or Deleted Program(s):
Dietetic Internship Certificate Program

JUSTIFICATION:
Georgia is predominantly a rural state, with 78% (118 of 159) of its counties considered rural (populations of <50,000), and approximately 23%, or 2.2 million of its 9.7 million population live in these rural counties. Historically and currently, shortages of health care workers, including dietitians, have led to these populations being underserved in the fields of health and nutrition. In contrast, Georgia has historically been a leader in the field of school nutrition. The Georgia Department of Education has some of the most progressive and rigorous requirements for school nutrition directors. Georgia requires that school nutrition directors become a Certified School Nutrition Director, which includes 21 hours of graduate courses in management, nutrition, and educational leadership; ServSafe Certification; a passing score on Georgia Assessment for Certification of Educators; and completion of a Master’s degree. Many school nutrition directors in Georgia are also registered dietitians. As is true throughout the nation, many school nutrition directors in Georgia are near retirement.

In addition to recognizing the need for dietitians in rural Georgia and in school nutrition, the program recognizes the continued increase in graduates from didactic programs in dietetics and the growing need for internship placement of these students, including graduates from the Georgia Southern Didactic Program in Dietetics (DPD); therefore, it was decided that a dietetic internship, with concentrations in community nutrition and school nutrition, is needed to better serve students from the Georgia Southern DPD and other DPD programs across the nation, the dietetics field, and southern rural Georgia.

Kinesiology, M.S.

JUSTIFICATION:
Change course title for NTFS 7338 - Micronutrient Metabolism

Dr. Diebolt asked if the Library can support the resources listed in the proposal for the certificate program. Dr. McMillan stated the accredited agency has already been in contact with the Library.

Dr. Diebolt asked where the fee will go for the internship. There was a discussion of how the admission application will be handled. Dr. McMillan stated the site visit will be in April and that is when the department will receive final approval. Dr. McMillan will schedule a meeting with Tristam Aldridge and Becky Larson after the site visit to discuss admission procedures.

Dr. Jenson stated there were some typos in the catalog description of course NTFS 7336. Dr. McMillan stated the typographical errors would be corrected.

Dr. Diebolt suggested the department clarify the minimum requirements for the GRE scores in number 3 of the MS Kinesiology program page. Dr. Rossi stated they will revise that section of the program page to read more clearly. The revisions are listed below in RED.
Regular

1. Completion of a Bachelor’s degree from an accredited institution.

2. Minimum grade point average (GPA) of 2.75 (4.0 scale).

3. Graduate Record Examination scores documenting
   
   a. A minimum score of 400 on the GRE Verbal section plus submission of Quantitative and Analytical Writing sections of the GRE taken prior to August 2011 OR

   b. A minimum score of 146 on the GRE Verbal Reasoning section plus submission of the Quantitative Reasoning and Analytical Writing sections of the GRE if taken after July 31, 2011.

4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

Provisional

1. Completion of a Bachelor’s degree from an accredited institution.

2. Minimum grade point average (GPA) of 2.50 (4.0 scale).

3. Graduate Record Examination scores documenting
   
   a. A minimum score of 350 on the GRE Verbal section plus submission of Quantitative and Analytical Writing sections of the GRE taken prior to August 2011 OR

   b. A minimum score of 143 on the GRE Verbal Reasoning section plus submission of the Quantitative Reasoning and Analytical Writing sections of the GRE if taken after July 31, 2011.

4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

MOTION: Dr. King made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the revisions to the MS Kinesiology program page and the typographical errors be corrected. A second was made by Dr. Timothy Teeter. The motion to approve the New Courses, Course Revisions, and New/Revised Programs was passed.

C. College of Liberal Arts and Social Sciences

Dr. Johnathan O’Neill presented the agenda items for the Department of History.

Dr. Gregory Harwood presented the agenda items for the Department of Music.

Dr. Christine Ludowise presented the agenda item for the Department of Sociology and Anthropology.
Department of History

New Course(s):
HIST 5431G - Advanced Topics in Public History

JUSTIFICATION:
This course will provide several rotating topics in the major subfields of Public History for advanced undergraduate and graduate students. Students pursuing the graduate Certificate in Public History will be required to take this course.

HIST 7651 - Seminar in Public History

JUSTIFICATION:
History 7651 will serve as the foundational course for the Department’s new graduate Certificate in Public History. It will be required for the Certificate candidates and offered as an elective for M.A. students.

HIST 7661 - Seminar in Museum Studies

JUSTIFICATION:
This course in Museum Studies teaches graduate students about the history and development of museums, the professionalization of the field, and the key skills involved in the proper functioning of a museum. It is a required course for the graduate Certificate in Public History.

Course Revision(s):

HIST 7791 - Graduate Internship in History

JUSTIFICATION:
This change to this course is necessary so that its target student audience and prerequisites are consistent with the admissions requirements of the proposed Certificate in Public History. The goal is to make the Certificate available to professionals working in history-related employment, or other graduate students in the University, who do not have 18 graduate credit hours in History.

HIST 7990 - Non-Thesis Project in History

JUSTIFICATION:
This change allows this course to be used as part of the proposed graduate Certificate in Public History by students who want to get the Certificate as part of the M.A. program, but also by non-degree seeking students who want to earn the Certificate. It retains the ban on use of the course as an elective by M.A. students who are not also pursuing the Certificate.

Proposed New, Revised, or Deleted Program(s):

Certificate in Public History

JUSTIFICATION:
To provide students with the knowledge and skills to succeed in the growing field of Public History. This certificate program will provide marketable skills to M.A. History students and in-service professionals.

Dr. Diebolt asked if the courses taken in the certificate program will roll over into the MA program. Dr. O'Neill said yes, there would be no loss of credits.

Dr. Diebolt asked if two admissions codes would be needed; one for the certificate program and another for the MA program. There was a discussion of how the students would be tracked if they were in both the certificate and the MA program. Dr. Ludowise suggested a meeting take place between Mr. Smith, Mr. Aldridge, Dr. O'Neill, Dr. Diebolt or Dr. Patterson, and herself to discuss the admission procedure and how the students will be tracked in the different scenarios.

Dr. Diebolt stated he wanted to ensure that graduate students who take the new course HIST 5431G will have an increased workload compared to the undergraduates in the course. Dr. O'Neill stated graduate students will be expected to do significantly more work than the undergraduates.
Department of Music

New Course(s):
MUSE 6210 - University Band
JUSTIFICATION:
This is an elective course that will provide music ensemble experience for non-majors, music majors, and community members.

Course Revision(s):
MUSC 5530G - Digital Audio Montage
- Number, Cross-List
JUSTIFICATION:
This course has been taught in conjunction with MUSC 5530. These sections are being converted into two unique courses since there are now enough students at each level to fill the classes. This will make this course more effective and distinct as a graduate course. This is going from a graduate combined course to a graduate-only course. All assignments will be graduate level only.

MUSC 5531G - Advanced Midi Sequencing
- Number, Cross-List
JUSTIFICATION:
This course has been taught in conjunction with MUSC 5531. These sections are being converted into two unique courses since there are now enough students at each level to fill the classes. This will make the graduate course more effective and distinct.

MUSC 7232 - Current Trends in Music Education
- Title, Catalog Description
JUSTIFICATION:
The current course title and description are essentially a standard Research Methods course. Given the University shift in emphasis to higher levels of research activity, it is appropriate to retitle and redesign this course to meet more rigorous research standards.

MUSE 6211 - Concert Band
- Title
JUSTIFICATION:
The title Concert Band is generic and does not reflect the level of material performed by the band. Wind Symphony is used by many universities for a band on a higher level than a basic Concert Band and brings with it greater prestige.

Proposed New, Revised, or Deleted Program(s):
Music, M.M.
JUSTIFICATION:
This current proposal includes degree entrance examination language changes that reflect current practices, the addition of an optional course omitted in the catalog under the Concentration in Composition, two course renumberings under the Concentration in Composition and the Concentration in Music Technology, a correction to the number of free electives under the Concentration in Conducting, a course title change, one course relocation under the Concentration in Music Education, and the addition of wording under the Concentration in Music Technology. These changes will bring the M.M. catalog page up to date with all the latest changes to the curriculum and audition processes.

Department of Sociology and Anthropology

Proposed New, Revised, or Deleted Program(s):
Social Science, M.A.
JUSTIFICATION:
The M.A. in Social Science is adding another specialty area in Criminal Justice and Criminology to our array of courses. As a result, we need to change the catalog description to include the additional discipline.

Mr. Aldridge asked if students will need the ability to apply for the tracks. Dr. Ludowise said no.
MOTION: Dr. Ziegler made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Gleason. The motion to approve the New Courses, Course Revisions and New/Revised Programs was passed.

D. College of Engineering and Information Technology
   Dr. Frank Goforth presented the agenda items for the College of Engineering and Information Technology.

Electrical Engineering
   Course Revision(s)
   EENG 5341G - Robotic Systems Design
   Prerequisites
   JUSTIFICATION:
   These prerequisite changes are needed so that ME and EE students can take this interdisciplinary graduate level course.

EENG 5540G - Communications Systems
   Prerequisites
   JUSTIFICATION:
   A similar course was taught in the TEET program under the name of Electronics Communication Systems (TEET 5245) which had Microelectronics as a prerequisite. The TEET course dealt with the electronic circuit design of communication systems and not so much with communication theory which would require electronics as a prerequisite. The EENG course mainly deals with communication theory and not electronic circuit design. Therefore, the suggested change of the Microelectronics (EENG 3330) as a prerequisite to Linear Systems (EENG 3420)

Mechanical Engineering
   Course Revision(s)
   TMFG 5234G - Introduction to Technical Management and Leadership
   JUSTIFICATION:
   TMAE 7531 is required in the MSAE degree and the Graduate Certificate in Engineering and Manufacturing Management. TMFG-5234G was a requirement in the Master of Technology (MT) degree. TMFG 5234 was a requirement in the BS in Manufacturing degree. Both the BS in Mfg. and the MT degrees were phased out and TMFG-5234G was revised to meet the curricular needs of the MSAE curriculum, specifically the Engineering Management concentration. There is no longer a demand for the undergraduate course therefore the change to a graduate only number and title change that formerly indicted introductory level content. The subject code (TMFG) is not in-line with other MSAE degree courses. The changes in lecture and laboratory hours are due to the course being delivered primarily online and there is no laboratory component (case study problems replace the laboratories). There are no prerequisites due to the phase-out of the BS degree. The new catalog description reflects the revised content and course focus.

TCGT 7532 - Global Technology
   JUSTIFICATION:
   The change in subject is to bring the course subject designation in alignment with other Master of Science in Applied Engineering courses by using the TMAE designation. The word "engineering" was added to the course description to reflect the content currently being taught in the course.

MENG 5136G - Introduction to FEA
   Prerequisites
   JUSTIFICATION:
   Specific prerequisite courses are listed instead of using Sr. Standing as a prerequisite requirement. These prerequisite changes provide more options for students taking elective courses.

MENG 5137G - Mechanical System Design
   Prerequisites
   JUSTIFICATION:
Specific prerequisite courses are listed instead of using Sr. Standing as a prerequisite requirement. These prerequisite changes provide more options for students taking elective courses.

**Proposed New, Revised, or Deleted Program(s)**

**Engineering and Manufacturing Management Certificate**

**JUSTIFICATION:**
The program revision is due to the revision of TMFG 5234G. TMFG 5234G was required in the Master of Technology (MT) program; TMFG 5234 was a requirement in the BS in Manufacturing degree (BS Mfg.). Both the BS Mfg and the MT degrees were terminated. TMFG 5234G is a requirement in the Engineering and Manufacturing Management Certificate. TMFG 5234 was deleted; therefore, TMFG-5234G was revised for the graduate certificate program. The changes were subject code (TMAE), number to a graduate only number. Additionally, TMAE 7430 is added as a Restricted Elective as an additional Engineering Management elective option since MSAE students have second priority in COBA courses used as electives in the MSAE.

**Applied Engineering, M.S.A.E.**

**JUSTIFICATION:**
The subject of TCGT 7532 is being changed to TMAE to provide a more uniform subject code for courses in the MSAE program. Also, MSAE students have second priority to students enrolled in the MBA program to get into COBA courses. An option is necessary to prevent delaying student progress toward graduation in the MSAE degree program. The addition of TMAE 7531 (Technical Management and Leadership) as an alternate course that will satisfy a core requirement in the IT concentration. Item 5 in admission requirements is added to clarify the current practices used when admitting students to the MSAE program in the IT concentration.

**Information Technology**

**New Course(s)**

**IT 5135G - Data Analytics**

**JUSTIFICATION:**
There are currently only two Information Technology (IT) graduate level courses available for students in the Master of Science in Applied Engineering with an IT Concentration.

**IT 5235G - Advanced Web Interfaces**

**JUSTIFICATION:**
There are currently only two Information Technology (IT) graduate level courses available for students in the Master of Science in Applied Engineering with an IT Concentration.

**IT 5236G - Interactive Web Design and Development**

**JUSTIFICATION:**
There are currently only two Information Technology (IT) graduate level courses available for students in the Master of Science in Applied Engineering with an IT Concentration.

**IT 5433G - Information Storage and Management**

**JUSTIFICATION:**
There are currently only two Information Technology (IT) graduate level courses available for students in the Master of Science in Applied Engineering with an IT Concentration.

**IT 7090 - Selected Topics in Information Technology**

**JUSTIFICATION:**
Provide an IT selected topics course option for a variety of current topics delivered to students in the Master of Applied Engineering with a concentration in IT as an elective.

There was a discussion of how the information systems and information technology courses changed.

Dr. Jensen stated he noticed some typos on the catalog descriptions. There was a discussion of how the catalog is updated. Dr. Goforth stated he will review the agenda items for typographical errors.
MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Engineering and Information Technology, with the understanding that the typographical errors be edited. A second was made by Dr. King. The motion to approve the New Courses, Course Revisions, and Program Revisions was passed.

E. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Geology & Geography

Course Revision(s)

GEOL 5130G - Geochemistry

- Prerequisite(s)

JUSTIFICATION:

GEOL 1141 is a prerequisite for GEOL 3541, so specifically listing it is unnecessary. Completion of Principles of Chemistry II (CHEM 1146) is a more precise prerequisite to replace the statement "two terms of introductory chemistry". Additionally, during the Department of Geology and Geography review of prerequisites for all upper-level geology courses, the geology faculty concluded that the material covered in CHEM 1146 and Mineralogy (GEOL 3541) are sufficient to ensure student success in Geochemistry (GEOL 5130G), so GEOL 3542 has been removed as a prerequisite.

GEOL 5131G - Economic Mineralogy

- Prerequisite(s)

JUSTIFICATION:

GEOL 1141 is a prerequisite for GEOL 3541, so listing GEOL 1141 and GEOL 3541 as prerequisites for Economic Mineralogy (GEOL 5131G) is redundant. This revision deletes the unnecessary prerequisite.

GEOL 5140G - Vertebrate Paleontology

- Prerequisite(s)

JUSTIFICATION:

Requiring General Historical Geology (GEOL 1142) as a prerequisite ensures that the students have completed the introductory geology course sequence (GEOL 1141 and 1142) prior to taking Vertebrate Paleontology (GEOL 5140G). Furthermore, during a Geology and Geography Department review of upper-level course prerequisites, the geology faculty wished to "strongly recommend" (but not require) Paleontology (GEOL 5141) as an additional prerequisite for the course.

GEOL 5141G - Paleontology

- Catalog Description, Prerequisite(s)

JUSTIFICATION:

The way the introductory geology courses are now sequenced and taught, as well as the course content for Paleontology (GEOL 5141G), makes General Historical Geology (GEOL1142) a more appropriate prerequisite course. The revised catalog description more accurately reflects the current course content and methodology.

GEOL 5142G - Stratigraphy and Sedimentation

- Prerequisite(s)

JUSTIFICATION:

The course number for the existing prerequisite course, General Historical Geology (GEOL 1122), changed to GEOL 1142.

GEOL 5230G - Earth Science

- Catalog Description

JUSTIFICATION:

Earth Science (GEOL 5230G) is a general course primarily for education majors. The course content is not as rigorous and detailed as that in upper-level Geology courses geared toward Geology majors, and is thus not suitable for upper-level credit in a Geology major or minor program. This Geology and Geography Department rule is expressed clearly in the statement added to the catalog description.

GEOL 5231G - General Oceanography

- Catalog Description, Prerequisite(s)
JUSTIFICATION:
General Oceanography (GEOL 5231G) currently has no specific prerequisites. However, the current course content requires an introductory-level knowledge of physical geology. Introduction to the Earth (GEOL 1141) or Earth Science (GEOL 5230) will provide the necessary background to promote student success in this course. Furthermore, this course is a course primarily for education majors. The course content is not as rigorous and detailed as that in upper-level Geology courses geared toward Geology majors, and is thus not suitable for upper-level credit in a Geology major or minor program. This Geology and Geography Department rule is expressed clearly in the statement added to the catalog description.

GEOL 5431G - Coastal Geology
• Prerequisite(s)
JUSTIFICATION:
Coastal Geology (GEOL 5431G) requires greater prior knowledge of sedimentation and stratigraphy than is provided by the current prerequisites. Historical Geology (GEOL 1142) and the strongly recommended Stratigraphy and Sedimentation (GEOL 5142) provide the necessary background for this course and will enhance student success. Introduction to the Earth (GEOL 1141) is the prerequisite for GEOL 1122, so is no longer needed as a prerequisite for Coastal Geology. Environmental Geology (GEOL 1340) is a more general geology course primarily for non-majors and does not emphasize the prerequisite concepts noted above, so it has been removed as a prerequisite for Coastal Geology.

GEOL 5440G - Structural Geology
• Prerequisite(s)
JUSTIFICATION:
Structural Geology (GEOL 5440G) is now offered annually, whereas it was previously offered every other year. Therefore, to ensure that geology majors take their upper-level courses in the proper sequence and have the necessary background to succeed in the course, we are strengthening the prerequisites. By specifying Petrology (GEOL 3542) as a prerequisite course, students will also have taken GEOL 1141, 1142, and 3541, which will facilitate success in Structural Geology. Additionally, either MATH 1112 or 1113 is an acceptable mathematics prerequisite for GEOL 5440G.

GEOL 5530G - Geomorphology
• Prerequisite(s)
JUSTIFICATION:
Replacing Introduction to the Earth (GEOL 1141) with General Historical Geology (GEOL 1142) as a prerequisite ensures that students will have completed the introductory geology two-course sequence and thus be better prepared before taking Geomorphology (GEOL 5530). Geography majors may also take this course, and are suitably prepared for, after having completed Climate and the Landscape (GEOG 1111). Adding "or permission of instructor" as a further prerequisite ensures that students enrolling in Geomorphology have an adequate background to succeed in the course.

GEOL 5541G - Hydrogeology
• Prerequisite(s)
JUSTIFICATION:
Hydrogeology (GEOL 5541G) requires a background in Mineralogy (GEOL 3541) and Petrology (GEOL 3542). GEOL 3541 and 3542 are now offered annually. The addition of GEOL 3542 as a prerequisite will ensure that students take GEOL 5541G at the proper time and that they have the appropriate background to succeed in the course. Introduction to the Earth (GEOL 1141) is a prerequisite for Mineralogy (GEOL 3541), which is a prerequisite for Petrology (GEOL 3542). Therefore GEOL 1141 is no longer a necessary prerequisite given the new GEOL 3542 prerequisite.
Mathematics
Course Revision(s)
MATH 5437G - Mathematics of Computer-Aided Design
- Title, Course Description, Prerequisite(s)
JUSTIFICATION:
The course title and course description were changed to better reflect the content of the course and intended audience. In particular, the new title emphasizes computation, which is becoming a big part of our mathematics program. The current prerequisite MATH 2242 (Calculus II) is being changed to MATH 2243 (Calculus III) to be sure the students have a background in the calculus of curves and surfaces that is not provided in Calculus II. The prerequisite Math 2331 (Elementary Linear Algebra) is being added to be sure the students understand the concepts of vector spaces and matrices, which are also needed in the course.

MATH 7090 - Selected Topics in Applied Mathematics
- Title
JUSTIFICATION:
Our Masters program now has four concentrations: Pure Mathematics, Applied Mathematics, Statistics, Computational Science. In the past, we had only Applied Mathematics. The course title "Selected Topics in Applied Mathematics" is being changed to "Selected Topics in Mathematics" to be more inclusive of all our concentrations.

MATH 7130 - Mathematical Optimization Theory
- Catalog Description, Prerequisite(s)
JUSTIFICATION:
The prerequisite change corrects for the course number of Analysis I (MATH 3331), which was changed to MATH 5331. The revised course description more accurately describes the content of the course. The description also corrects a mistake: "Necessity" should be "Necessary".

MATH 7132 - Methods of Optimization
- Catalog Description, Prerequisite(s)
JUSTIFICATION:
This course is a new addition to the Computational Science Concentration in our M.S. program. The description is being revised to provide our students with a more accurate and detailed overview of the course. The prerequisites are being changed to better reflect the background we expect of our students and what is needed to prepare for the course. For these reasons, we are adding Analysis I (MATH 5331) as a prerequisite. The material covered in Operations Research (MATH 5330) is still helpful, but not essential. Therefore, we are recommending but no longer requiring the course as a prerequisite.

MATH 7890 - Directed Study in Applied Mathematics
- Title
JUSTIFICATION:
Our Masters program now has four concentrations: Pure Mathematics, Applied Mathematics, Statistics, Computational Science. In the past, we had only Applied Mathematics. The course title "Selected Topics in Applied Mathematics" is being changed to "Selected Topics in Mathematics" to be more inclusive of all our concentrations.

Proposed New, Revised, or Deleted Program(s)
Mathematics, M.S.
JUSTIFICATION:
The department of Mathematical Sciences is revising the Core Requirements by allowing each of our four Concentration areas to have their own set of Core classes. Currently all students take the same Core classes. This will better reflect the needs of our students who focus on different areas. As well, a reduction of four to three required classes will allow the students to better adapt the program to their needs, and allow them to more easily complete the program with the courses offered.
Dr. Diebolt questioned the conditional admission wording included on the MS Mathematics program revision. Mr. Aldridge stated this wording is not accurate with the conditional admission classification set by the Office of Graduate Admissions. Mr. Aldridge added that he did not see the need for a standardized exam one year after admission into the program. After a discussion the committee agreed to table Item #2 of the MS Mathematics Program Revision until the college is able to have a more detailed discussion with COGS.

MOTION: Dr. Lesaja made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that Item #2 of the MS Mathematics program revision be tabled until further discussion with COGS. A second was made by Dr. Ziegler. The motion to approve the Course Revisions, study concentrations, Program of Study and Program Director changes to the MS Mathematics program was passed.

F. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Curriculum, Foundations, and Reading

Course Revision:
READ 7230 - Issues and Trends in Literacy
➢ Prerequisites
JUSTIFICATION:
Completion of READ 7132 and READ 7330 is not needed to be successful in READ 7230; READ 7131 provides the necessary foundational knowledge.

Department of Teaching and Learning

Course Deletion:
ECED 5799G - Student Teaching in Early Childhood Education
JUSTIFICATION:
This graduate-level course has not been used in seven years and will not be needed in the future.

Course Revisions:
ESED 5799G - Student Teaching in P-12 Education
➢ Additional Fees
JUSTIFICATION:
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

ESED 6799 - Supervised Internship in P-12 Education
➢ Additional Fees
JUSTIFICATION:
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.
MGED 5799G - Student Teaching in Middle Grades Education

- Additional Fees

**JUSTIFICATION:**
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

MGED 6799 - Supervised Internship: Middle Grades

- Additional Fees

**JUSTIFICATION:**
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

SCED 5799G - Student Teaching in Secondary Education

- Additional Fees

**JUSTIFICATION:**
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

SCED 6799 - Supervised Internship: Secondary

- Additional Fees

**JUSTIFICATION:**
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

SPED 5799G - Student Teaching in Special Education

- Additional Fees

**JUSTIFICATION:**
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.
SPED 7796 - Internship in Special Education

➢ Additional Fees

JUSTIFICATION:
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

Proposed New, Revised, or Deleted Programs

Policy for Retention in the Teacher Education Program, MAT

JUSTIFICATION:
For graduate students in the MAT program, the policy for retention in the Teacher Education Program (TEP) needs to be updated so that it corresponds with the COGS policy which requires that a graduate student maintain a cumulative GPA of 3.0 to remain in good academic standing.

Early Childhood Education, M.Ed.

JUSTIFICATION:
Because candidates who complete an undergraduate degree at Georgia Southern would have taken the undergraduate equivalent of ESED 5234G Cultural Issues: ESOL, a change is being made to the program to provide acceptable alternative courses at the M.Ed. level.

Instructional Improvement, M.Ed. (Deactivation)

JUSTIFICATION:
With the recent change in the requirements for receiving a certificate upgrade as part of one's M.Ed. program, this program does not meet the requirements for a certificate upgrade; therefore, the program is being deactivated until it can be redesigned. Candidates are no longer being admitted to this program. Currently there are 14 candidates enrolled in the program who have not completed the degree. Five of these are scheduled to graduate in December 2012. Two of the remaining nine may change their major. The Graduate Academic Services Center in the College of Education has mapped out a plan for the remaining candidates to complete the program with existing courses. They have been notified of this change and have been informed that they must complete their degree requirements no later than the end of the Spring of 2015 in order to graduate with this degree. The Department of Curriculum, Foundations, and Reading is developing plans to revise the program to increase the emphasis on evaluation, assessment, and measurement in educational settings. It will be a non-certification master's degree. The goal is to have this fully online program approved for a Fall 2014 start date.

Middle Grades Education, M.Ed.

JUSTIFICATION:
Because candidates who complete an undergraduate degree at Georgia Southern would have taken the undergraduate equivalent of ESED 5234G Cultural Issues: ESOL, a change is being made to the program to provide acceptable alternative courses at the M.Ed. level.

Secondary Education, M.Ed.

JUSTIFICATION:
Because candidates who complete an undergraduate degree at Georgia Southern would have taken the undergraduate equivalent of ESED 5234G Cultural Issues: ESOL, a change is being made to the program to provide acceptable alternative courses at the M.Ed. level.

Special Education, M.Ed.

JUSTIFICATION:
Because candidates who complete an undergraduate degree at Georgia Southern would have taken the undergraduate equivalent of ESED 5234G Cultural Issues: ESOL, a change is being made to the program to provide acceptable alternative courses at the M.Ed. level.
Early Childhood Education, Ed.S.
JUSTIFICATION:
Candidates entering the Ed.S. program may have already taken ESED 5233G or an equivalent. Acceptable alternatives are being included in order to provide other options if they have completed this course.

Middle Grades Education, Ed.S.
JUSTIFICATION:
Candidates entering the Ed.S. program may have already taken ESED 5233G or an equivalent. Acceptable alternatives are being included in order to provide other options if they have completed this course.

Secondary Education, Ed.S.
JUSTIFICATION:
Candidates entering the Ed.S. program may have already taken ESED 5233G or an equivalent. Acceptable alternatives are being included in order to provide other options if they have completed this course.

Special Education, Ed.S.
JUSTIFICATION:
Candidates entering the Ed.S. program may have already taken ESED 5233G or an equivalent. Acceptable alternatives are being included in order to provide other options if they have completed this course.

MOTION: Dr. Goforth made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. King. The motion to approve the Course Deletion, Course Revisions and Program Revisions was passed.

G. Jack N. Averitt College of Graduate Studies
Information Item:
Demo of new COGS Graduation Application – Dr. Patterson respectfully suggested tabling the demo. He is going to ask Jeb Barger to coordinate separate sessions to allow graduate stakeholders to demo the new application process.

VI. OLD BUSINESS – There was no old business to discuss.

VII. ANNOUNCEMENTS – Dr. Zielger requested that the page numbers be listed next to the college curriculum items on the agenda. Mrs. Audie Graham will incorporate the pages numbers on future agendas.

Dr. Diebolt stated COGS is in the process of using DegreeWorks to clear graduate students for graduation. He stated COGS is encouraging graduate advisors to use DegreeWorks to track their students. Dr. Diebolt said COGS is always willing to schedule a workshop on the use of DegreeWorks. He also reminded everyone that they have to have Banner access in order to have access to DegreeWorks.

VIII. ADJOURNMENT
There being no further business, the meeting was adjourned on January 24, 2013 at 9:53 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 5, 2013 by electronic vote of Committee Members
The Library Committee met November 2 and November 14 to discuss the Open Access movement, which is a response to concerns about failures in the current scholarly communications model to adequately control costs and to broadly disseminate the latest important research findings.

### The Basics…What is Open Access (OA)?

OA is a dissemination model that would permit free and immediate online access to peer-reviewed journal literature. The intention is to eliminate price barriers to access to scholarly information.

### The Basics…What is Open Access?

At open access archives, users can:

- Search
- Read
- Download
- Distribute
- Print
- Link to the full-text article
- Use the material for any other lawful purpose
- Acknowledge the authors by properly citing their articles

### The Basics…What is Open Access?

Two basic delivery methods for Open Access (venues):

- “Green” – i.e. Institutional Repositories (author publishers in a non-OA Peer-reviewed journal while self-archiving the same work in an institutional repository, like Henderson Library’s EagleScholar)

- “Gold” – i.e. Open Access peer-Reviewed Journals (can be commercial or non-profit publishers)

### The Basics…What is Open Access?

Two basic types of Open Access (user rights/freedoms):

- “Gratis” – Removal of price barriers alone. Called “weak OA” by some.

- “Libre” – Removal of price and at least some permission barriers. Called “strong OA” by some.

### The Basics…History of Open Access

The movement dates back at least to 2001 with an open letter to scientific publishers signed by tens of thousands of scholars worldwide which called for “…the establishment of an online public library that would provide the full contents of the published record of research and scholarly discourse in medicine and the life sciences in a freely accessible, fully searchable, interlinked form” (Public Library of Science, 2001).
Why Open Access?
Open access truly expands shared knowledge across scientific fields – it is the best path for accelerating multi-disciplinary breakthroughs in research. Open Access:

1) Improves the public good (innovation, scientific discovery, education, economy, etc.)

2) Broadens access to the results of research, which is essential to the research process itself.

3) Takes advantage of Internet capacity for greater sharing of science and research.

4) The traditional model of scholarly publishing has continued to drive costs up and led to subscription cancellations.

5) Strengthens social justice by enabling poorer communities/institutions/countries/individuals to gain access to research that is otherwise closed to them because of cost.

OA…Major Developments

· Campus OA Policies – 2008 Harvard University Faculty of Arts and Sciences approved an OA policy, the first in which U.S. faculty voted unanimously for OA to be made the default. Many other institutions have instituted similar policies (over 150 worldwide and more than 50 research funders)

· April 2008, National Institutes of Health (NIH) instituted an Open Access policy for all published results of NIH funded research. Requires scientists to submit final peer-reviewed journal manuscripts to the digital archive PubMed Central upon acceptance for publication no later than 12 months after publication in order to “help advance science and improve human health”. Http://publicaccess.nih.gov/

What is an Open Access Mandate?
A policy – adopted by a research institution, research funder or government – that requires researchers (e.g., university faculty or research grant recipients) to make their published, peer-reviewed journal and conference papers open access by self-archiving their final, peer-reviewed drafts in a freely accessible central or institutional repository.

OA and Smaller Institutions?
What can we do?
· Publicity (flyers, social media, etc)
· Education (speakers, films)
· Institutional Repository
· Campus OA policy/mandate
· “Open Access Week” (Oct. 22-28)
   http://www.openaccessweek.org/
· Student Engagement with OA issues (essays, contests)
· Start publishing an OA journal
· Offer a Creative Commons license to publishers instead of giving away a faculty member’s copyright control of his/her scholarship: http://creativecommons.org/licenses/

At the conclusion of our discussions it was agreed Dean Mitchell would ask to make a presentation about the Open Access movement to the Council of Deans, in the hope of starting what could lead to a campus-wide discussion of possible OA participation by Georgia Southern.
I have four items to report:

**First**, the GPA Comparison Report for Fall 2013:

### Men's Sports Average GPA's

<table>
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<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>3.11</td>
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<td></td>
</tr>
<tr>
<td>FB</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MBK</td>
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<td></td>
<td></td>
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<tr>
<td>Golf</td>
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<td></td>
<td></td>
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<tr>
<td>MSOC</td>
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</tr>
<tr>
<td>MTN</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2.73</strong></td>
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</table>

### Women's Sports Average GPA's

<table>
<thead>
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<th>Sport</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>WBK</td>
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</tr>
<tr>
<td>WSOC</td>
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<td></td>
<td></td>
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<tr>
<td>SB</td>
<td>3.37</td>
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<td></td>
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<tr>
<td>WSW</td>
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<tr>
<td>WTN</td>
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<td>Track</td>
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<tr>
<td>VB</td>
<td>3.37</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3.2</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### Combined Athletics GPA's

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<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>3.2</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Georgia Southern Average GPA's</td>
<td>Fall 2012</td>
<td>Spring 2013</td>
<td>Year</td>
</tr>
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<td>----------------------------------------</td>
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<td>------</td>
</tr>
<tr>
<td>Men</td>
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<tr>
<td>Women</td>
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<tr>
<td>Total</td>
<td>2.72</td>
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</tr>
</tbody>
</table>

Second, Moriah Bellissimo (volleyball) and Muhammed Sidibeh (men’s soccer) have each been nominated for an NCAA Postgraduate Scholarship and a SoCon Graduate Scholarship.


Fourth, we have self-reported a minor violation of NCAA Bylaw 13.10.5: During the Weekend of January 11-13, a local restaurant had a message displayed saying “Welcome Football Recruits.” The Football program was not aware this was being done. An Assistant Coach took a picture of the sign and sent it out via Twitter. Corrective action has been taken (i.e., rules education for the coach in question) and the matter is now closed.

- **Student Government Report**
  Lisa Yocco

The Student Government Association met on January 30, 2013, at 6:30. After the call to order and roll call, President Dominique Quarles announced that they had 500 jump drive bracelets to distribute to students to promote SGA. He also announced that there would be a survey to poll students on any issues they may have. One of the Senators said he had heard complaints from students having to buy online programs other than Folio. After some discussion, I explained the Math Department’s use of MyMathLab, and how this could not be integrated into Folio due to the nature of the program and how it was customized to go along with the textbooks. The Senators voted to approve funding for 2 events: $600 for the NAACP Mr. and Mrs. Pageant; $400 for PMMC to host Southern’s Got Talent. There was some discussion about what should and should not be funded by SGA. Executive Vice-President Christina Belge conducted the swearing in of new Senators and explained about the Senator Notebook. Vice-President Chad Harmon discussed Complete College Georgia and “formula funding” to be based on retention and graduation. After old and new business and passing the gavel, the SGA was dismissed at 7:30 PM.
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – November 8, 2012
Chair: Dr. Jill Lockwood

Present: Dr. Frank Goforth, CEIT; Dr. Dan Czech, CHHS; Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COSM; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Valentin Soloiu, CEIT; Dr. Todd Hall, CHHS; Dr. Timothy Teeter, CLASS; Dr. Jill Lockwood, COBA; Dr. Devon Jensen, COE; Dr. Goran Lesaja, COSM; Dr. Lili Li, Library; Dr. Deborah Allen, [Alternate] CHHS; Ms. Brittany Poirson, GSO Student Representative; Dr. Charles E. Patterson, COGS/ORSSP; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Karen Scarpinato, COSM; Dr. Brian Koehler, COSM; Dr. Michele McGibony, COSM; Dr. Stephen Rossi, COSM; Dr. Sharon Radzyninski, CHHS; Dr. Stuart Tedders, JPHCOPH; Dr. Brian Bossak, JPHCOPH; Dr. Ken Clark, COE; Dr. Janie Wilson, CLASS; Dr. Jim McMillan, CHHS

Absent: Dr. John Luque, JPHCOPH

IX. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, November 8, 2012 at 8:00 AM.

X. APPROVAL OF AGENDA
Dr. Frank Goforth made a motion to approve the agenda as written. A second was made by Dr. Daniel Gleason, and the motion to approve the agenda was passed.

XI. APPROVAL OF MINUTES FROM OCTOBER 11, 2012 MEETING
Dr. Ming Fang He made a motion to approve the October 11, 2012 minutes. A second was made by Dr. Goforth. With none opposed, the motion to approve the minutes was passed.

XII. DEAN’S UPDATE
Dr. Charles Patterson stated the goal based enrollment management meetings between the College of Graduate Studies (COGS) and each of the academic colleges are ongoing. The second round of meetings is to discuss the goals that have been established by the programs/departments/colleges, and what resources are needed to reach their goals. The colleges will be working with COGS to prioritize immediate resource needs for fall 2013, 2014, and 2015. Information gathered will be rolled into an institutional enrollment management plan.

XIII. NEW BUSINESS
H. College of Science and Mathematics
Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Course Revision(s)
CHEM 6130 - Industrial Chemistry
• Title, Prerequisite(s)
JUSTIFICATION:
Graduate students will have undergraduate degrees from institutions with different course numbers for the required prerequisite Organic Chemistry, so the “enforced at Registration” check is being turned off and the wording “or equivalent” is being added to make this more clear. Furthermore, because the MSPS program for which this course is designed a joint effort between both the Chemistry and Physics Departments, the title is being changed to Industrial “Science” to be more inclusive of both faculty and more reflective of the overlapping science involved in these industries.
New, Revised, or Deleted Program(s)
Physical Science, M.S.P.S.
JUSTIFICATION:
The changes proposed for the admission requirements will allow for more qualified and quality students
to be accepted into the program. Furthermore, Sustainability in the Physical Sciences (CHEM 7130)
and Applied Quantum Mechanics (PHYS 6237) were moved from required courses to concentration
elective courses to allow more flexibility for the students enrolled in the program. Lastly, this form also
notes the change in the course title of CHEM 6130 from Industrial Chemistry to Industrial Science.

Dr. Dick Diebolt asked if the word “admissions” could be added under #2 in the Admission
Requirements section of the Physical Science program catalog page to read “…or at the discretion
of the graduate admissions committee.” Dr. Koehler said that would be fine.

Dr. Patterson stated the Physical Science program has already been approved by the Board of
Regents, but still needs to be approved by SACS. In discussions with the Office of the Provost they
will allow the program to be advertised with a disclaimer that states pending SACS approval. He
said there is language to allow programs that have received tentative approval to promote
programs in anticipation of full approval. This has not been done in the past.

A committee member asked if the CHEM 6130 course content would change since the title is
changing from Industrial Chemistry to Industrial Science. Dr. Koehler stated the content should
stay the same, but there will be a broader spectrum of science.

MOTION: Dr. Goran Lesaja made a motion to approve the agenda items submitted by the College of
Science and Mathematics, with the understanding that the Admission Requirements section of the
Physical Science program be modified. A second was made by Dr. He. The motion to approve the
Course and Program Revisions was passed.

I. College of Liberal Arts and Social Sciences
Dr. Timothy Teeters presented the agenda item for the Department of History.
Dr. Janie Wilson presented the course agenda items for the Department of Psychology and Dr.
Christine Ludowise presented the program items.

Department of History
New Course(s)
HIST 5234G - Piracy in Americas, 1500-1750
JUSTIFICATION:
This course broadens the department by adding another element of colonial American history to our
offerings, and pushes our course offerings into two new areas: Atlantic History and Maritime History.
Both of these areas are major fields of historical inquiry and are taught at research institutions.

Department of Psychology
New Course(s)
PSYC 9130 - Professional Development
JUSTIFICATION:
This course will help satisfy program accreditation requirements for the Psy.D. degree. It will guide
students through the professional internship process, which is required for professional licensure.

PSYC 9131 - Supervision and Consultation
JUSTIFICATION:
This course will prepare students for consultation and supervision work they will encounter on their
clinical internship. Internship is required for professional licensure, the ultimate goal of the Psy.D.
program for its students.

Course Revision(s)
PSYC 7235 - Group Psychotherapy
  • Corequisite(s)
JUSTIFICATION:
PSYC 7633 is listed as a co-requisite in BANNER and in the catalog, but it should not be. The course
has no co-requisites.
PSYC 7621 - Seminar in Teaching Psychology

- Credit Hours, Number

JUSTIFICATION:
The additional course time will allow the class to address professional development more completely, and offer more experience shadowing faculty as students learn about teaching. It also increases programmatic efficiency, so that fewer faculty are supervising one-hour research experience courses taken by students enrolled in the current, two-hour, version of this course.

Proposed New, Revised, or Deleted Program(s)

Psychology, M.S.

JUSTIFICATION:
The Psychology Department is changing the course number of the Seminar in Teaching Psychology course from PSYC 7621 to PSYC 7631 to reflect a change in credit hours. The revision to the program page is found in a statement under "Other Program Requirements" for the Teaching Emphasis and the only change is to the course number.

Clinical Psychology, Psy.D.

JUSTIFICATION:
The revision described here replaces PSYC 9735, Practicum in Supervision, which students enrolled in twice, with two separate courses. These courses, PSYC 9130 and PSYC 9131, are considered to be a higher priority in our curriculum and by our program accrediting body. It also updates the program goals to those adopted by the faculty as part of its ongoing program development.

Dr. Rebecca Ziegler stated the Undergraduate Committee added “the” to the title of HIST 5234G, to read “Piracy in the Americas”. Dr. Teeter agreed to make the change.

Dr. Devon Jensen asked if the Department of Psychology was concerned if they would deplete students in other courses when they add PSYC 9130 and 9131. Dr. Ludowise stated it is a cohort program and in order to be accredited these courses have to be in place and it is part of a sequence. The students will go through program as a cohort and will not take away from any other classes.

Dr. Diebolt asked if the Department of Psychology would be agreeable to add in a modification that takes into account the procedure for a medical leave of absence. Dr. Wilson said she would have Dr. Michael Nielson follow up with Dr. Diebolt to get the wording for the modification.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences, with the understanding that the minor edit be made to the HIST 5234G course title. A second was made by Dr. Amanda King. The motion to approve the New Courses, Course Revisions, and Revised Programs was passed.

J. Jiann-Ping Hsu College of Public Health

Dr. Stuart Tedders presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Course Revision(s)
ENVH 7231 - Air Quality
- Prerequisite(s)

JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7231 to reflect current requirements for the MPH Environmental Health students.

ENVH 7232 - Water Quality
- Prerequisite(s)

JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7232 to reflect current requirements for the MPH Environmental Health students.
ENVH 7233 - Environmental Exposure and Impact Analysis

Prerequisite(s)

JUSTIFICATION:
The pre-requisite PUBH 6533 OR PUBH 6541 and ENVH 7231 OR ENVH 7332 has been added to
ENVH 7233 to reflect current requirements for the MPH Environmental Health students. It is requested
that at least one quantitative course and at least one concentration course needs to be completed
before taking ENVH 7233.

ENVH 7234 - Environmental Toxicology

Prerequisite(s)

JUSTIFICATION:
The pre-requisite PUBH 6532 has been added to ENVH 7234 to reflect current requirements for the
MPH Environmental Health students.

ENVH 7237 - Risk Assessment and Communication

Prerequisite(s)

JUSTIFICATION:
The pre-requisite ENVH 7233 has been added to ENVH 7237 to reflect current requirements for the
MPH Environmental Health students.

Proposed New, Revised, or Deleted Program(s)

Doctor of Public Health

JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C”
policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive
“C” policy suggests that all students must perform at an “above average” in all coursework in order to
be successful in the degree. Individual ability varies, and the assumption that all individuals should
perform at an “above average” level in all disciplines within the college runs counter to the philosophy
of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH
recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure
student success.

Masters of Public Health

JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C”
policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive
“C” policy suggests that all students must perform at an “above average” in all coursework in order to
be successful in the degree. Individual ability varies, and the assumption that all individuals should
perform at an “above average” level in all disciplines within the college runs counter to the philosophy
of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH
recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure
student success.

Masters of Healthcare Administration

JUSTIFICATION:
Faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed to amend the current “C”
policy of the college. Faculty views a “C” grade as “average” academic performance. The restrictive
“C” policy suggests that all students must perform at an “above average” in all coursework in order to
be successful in the degree. Individual ability varies, and the assumption that all individuals should
perform at an “above average” level in all disciplines within the college runs counter to the philosophy
of the JPHCOPH and to the applied nature of the degree. Moreover, faculty in the JPHCOPH
recognized the restrictive grade policy may unintentionally inflate student grades in order to ensure
student success.
Environmental Health, M.P.H.

JUSTIFICATION:
Faculty in the Environmental Health program propose to no longer require students to take ENVH 7238 (Environment, Ethics, and Equity) to complete the degree. Rather, ENVH 7238 will be transitioned to an elective course opportunity for the students. At present, students enrolled in the Environmental Health degree program do not have a “guided elective” option. Faculty are sensitive to the fact that the absence of a “guided elective” restricts the ability of the student to tailor the degree. This change would facilitate the long-term professional interests of the student by providing additional flexibility. In addition, ENVH 7238 was added late in the development of the program and many of the core concepts taught overlap with content taught in many other required environmental health courses.

Dr. Goforth stated the College of Engineering and Information Technology has a certificate program in Occupational Safety, and two of the courses being revised as prerequisites are electives for the non-degree certificate. Dr. Goforth asked if wording could be added to include “or permission of instructor”. Dr. Tedders agreed to make the change and stated it was not their intention to exclude other students. Dr. Jensen asked if there will be enough sections of these courses offered to students. Dr. Tedders said yes.

There was a discussion of why the college decided to eliminate the exclusion policy if a student receives two C’s, as long as they maintain a 3.0 GPA. Students will be allowed to retake courses if they choose to do so, but it will not be required. Dr. Diebolt stated COGS has a policy that states a student may not repeat a course in which a grade of “C” or better was earned, unless specifically indicated by the program. He said if the college is going to permit a student to retake courses in which grades of “C” or better were earned, that would have to be included in the program information. Otherwise the COGS policy would be in effect for the program. Dr. Diebolt stated COGS will be able to track student’s academic status easier under the proposed new policy.

MOTION: Dr. Dan Czech made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health, with the understanding that the revisions be made. A second was made by Dr. Goran Lesaja. The motion to approve the Course Revisions and Program Revisions was passed.

K. College of Health and Human Sciences
Dr. Deborah Allen presented the agenda items for the School of Nursing.
Dr. Stephen Rossi presented the agenda items for the Department of Health and Kinesiology.

School of Nursing
New Course(s)
NURS 9137 - Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice
JUSTIFICATION:
Required for Major

NURS 9138 - Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice
JUSTIFICATION:
Required for major

Course Deletion(s)
NURS 6131 - Professional Roles and Issues
NURS 6133 - Health Care Organizations and Policy for Advanced Practice Nursing
NURS 6140 - Applied Theory and Research for Advanced Practice Nursing
NURS 6211 - Epidemiology and Transcultural Issues Clinical for APN
NURS 6811 - Research Practicum I
NURS 6812 - Research Practicum II
NURS 7730 - Primary Care Capstone
NURS 9133 - Clinical Scholarship & Analytical Methods of Advanced Nursing Practice
JUSTIFICATION:
In moving to the BSN to DNP, the course content is either being duplicated in the current Post-MSN DNP, or content is being moved to other courses. 180 clinical hours are being deleted from the program (90 in NURS 6211 and 90 in NURS 7730).
Course Revision(s)
NURS 5210 - Lifespan Advanced Health Assessment Clinical
• Title
JUSTIFICATION:
Changing name of course to reflect current trends in practice and need for course title to be on transcript. Remains in hybrid format

NURS 5230 - Lifespan Advanced Health Assessment for APN
• Title
JUSTIFICATION:
1. Changing name of course to reflect current trends in practice and need for course title to be on transcript.
2. Course remains in hybrid format

NURS 6136 - Family Health Promotion for Advanced Practice Nursing
• Title, Number, Level, Schedule Type
JUSTIFICATION:
Reflect name change for current trends in practice. Content added for doctoral level course. Now an online course

NURS 6220 - Epidemiology and Transcultural Issues for APN
• Credit Hours, Number, Corequisites
JUSTIFICATION:
Changing credit hours from 2 credits to 3 credits (deleting NURS 6211 - 1 credit added to didactic content)

NURS 7234 - Primary Care Clinical III: Adult Health
• Title, Credit Hours, Corequisites, Number, Prerequisites
JUSTIFICATION:
Reflect current trends in practice. Course remains in hybrid format

NURS 7243 - Primary Care III: Adult
• Title, Corequisites, Credit Hour, Prerequisites, Number
JUSTIFICATION:
Reflect current trends in practice. Course remains in hybrid format

NURS 7999 - Thesis Nursing
• Prerequisite
JUSTIFICATION:
Course pre-requisites were deleted from the program. These two new courses were developed to develop the required knowledge base in scholarship for DNP practice.

NURS 9121 - DNP Role Transition
• Credit Hour, Title, Catalog Description, Number
JUSTIFICATION:
Deleting the NURS 6131 course from the program, required information that had been duplicated to be omitted. Other content was added to this course. That is the reason for the additional credit hour. New student learning outcomes were added and other combined.

NURS 9134 - Health Care Financing and Policy Development
• Title, Catalog Description
JUSTIFICATION:
Deleting the NURS 6133 course from the program, required information that had been duplicated to be omitted. Other content was added to this course. New student learning outcomes were added and other combined.
NURS 9730 - DNP Capstone Immersion
• Credit Hours, Number

JUSTIFICATION:
Credit hour moved to another course.

Proposed New, Revised, or Deleted Program(s)
Nursing (Hybrid), M.S.N.
JUSTIFICATION:
Current trends recommend the entry level for practice for advanced practice nurses to be at the doctoral level. This provides a pathway for this to be accomplished.

Doctor of Nursing Practice, D.N.P.
JUSTIFICATION:
Current trends recommend the entry level for practice for advanced practice nurses to be at the doctoral level. The addition of this course provides the increased knowledge necessary at the doctoral level.

Dr. Allen explained the capstone immersion in more detail for Dr. He and confirmed that the 5000 level courses have gone through the Undergraduate Committee. Dr. Allen stated the thesis NURS 7999 would be for masters.

Dr. Patterson asked how the nursing program will be promoted. Dr. Allen stated it would be promoted as a BSN to DNP program. Candace Griffith stated there is another similar situation with the psychology program. She said they will keep the MSN program on the books, but will not promote the program.

Dr. Diebolt asked what the transition plan is for students who are currently in the MSN program. Dr. Allen said those students will be allowed to complete the MSN program of study.

Dr. Allen stated they would like to make the following changes to the BSN-DNP and DNP admission requirements:

Recommended changes in the BSN to DNP proposal:
From: The graduate Program Director may admit any student into a program at her discretion.

To: The Graduate Program Director will make an admission decision recommendation following a review of the applicant’s credentials. Admission decisions are made on a case by case basis.

Recommended changes in the DNP Program Change:
From: The graduate Program Director can waive the test requirement at her discretion.

To: The Graduate Program Director may recommend a waiver of the admission test requirement.

Department of Health and Kinesiology
New Course(s)
KINS 8433 - Advanced Methods in Secondary Physical Education

JUSTIFICATION:
The course will be required for the blended track of Master of Science in Kinesiology with emphasis in Physical Education.

KINS 8434 - Advanced Methods in Elementary Physical Education

JUSTIFICATION:
The course will be required for the blended track of Master of Science in Kinesiology with emphasis in Physical Education.
Proposed New, Revised, or Deleted Program(s)
Kinesiology, M.S.
JUSTIFICATION:
The MS in Kinesiology with emphasis in Physical Education is proposing a two track system. The first track will be an online track to target current K-12 Physical Education teachers who want to enhance their knowledge and teaching abilities. The second track will be on campus for those potential graduate students who wish to be part of a program that requires on campus face to face time. The on campus track will allow those potential graduate students to be a graduate assistant and work with current faculty in improving potential graduate students’ knowledge, teaching abilities, and conduct research.

Dr. He asked if KINS 8433 or KINS 8434 will conflict with any of the physical education courses the College of Education offers. Dr. Tracy Linderholm stated there are no conflicts.

Dr. Diebolt asked if different degree codes need to be used for on campus and off campus groups. Dr. Jim McMillan was in favor of the different codes because it does affect the fee structure. There was a discussion of the potential problems that could occur with this program revision. COGS will request the Registrar’s Office create a code to differentiate the online track from the on campus track.

Dr. McMillan stated the department’s plan is to transition this program to a fully online program in the future. Ms. Griffith stated the program is currently listed as a hybrid program with the BOR. If the department is planning to move to a fully online program in fall 2013, they will need to submit the proper curriculum change forms and BOR forms to be discussed during the January 2013 Graduate Committee meeting.

MOTION: Dr. Jensen made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the nursing program revisions be made. A second was made by Dr. Amanda King. The motion to approve the New Courses, Course Deletion, Course Revisions and Program Revisions was passed.

L. College of Education
Dr. Tracy Linderholm presented the agenda items for the College of Education.

Department of Leadership, Technology, and Human Development
New Courses
ESPY 8136 - School, Home, and Community Partnering
JUSTIFICATION:
On the recent submission for National Association of School Psychologists program approval, the program was awarded approval with conditions. Program faculty must address the conditions and resubmit a report within 18 months indicating program improvements. The program received a rating of Not Met on two out of the eleven NASP domains (2.2 Consultation and Collaboration and 2.8 Home/School Community Collaboration), and the currently proposed course would address the reviewers concerns noted in both domains. Additionally, alumni from the program and field-experience supervisors have expressed a desire for candidates to have more practice in the implementation of academic intervention. The project from this course would meet that need.

FRIT 7231 - Instructional Design
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7232 - Visionary Leadership in Instructional Technology
JUSTIFICATION:
Required for the major MEd in Instructional Technology, Instructional Technology certification concentration

FRIT 7233 - Selection and Development of Digital Tools and Resources
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)
FRIT 7234 - Information Fluency and Inquiry Learning
JUSTIFICATION:
Required to meet Georgia Professional Standards Commission standards for instructional technology and school library certification. Required for M.Ed. in Instructional Technology.

FRIT 7235 - Digital Learning Environments
JUSTIFICATION:
Required Course for MEd in Instructional Technology

FRIT 7236 - Technology-Based Assessment and Data Analysis
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7237 - Evaluation of Educational Needs and Programs
JUSTIFICATION:
Required for the major MEd in Instructional Technology, IT (cert)

FRIT 7331 - Leadership of the School Library Media Program
JUSTIFICATION:
Required for the major M.Ed. in Instructional Technology, School Library Media concentration (cert).

FRIT 7332 - The School Library Literacy Environment
JUSTIFICATION:
Required for the major M.Ed. in Instructional Technology, school library media specialist certification.

FRIT 7333 - Storytelling
JUSTIFICATION:
Elective for the major M.Ed. in Instructional Technology.

FRIT 7734 - Practicum in School Library Media
JUSTIFICATION:
Required for the M.Ed. in Instructional Technology, school library media concentration

FRIT 7739 - Practicum in Instructional Technology
JUSTIFICATION:
Required for the major MEd in Instructional Technology, Instructional Technology certification

Course Deletion(s)
FRIT/ITEC 7132 - Administration of the School Library Media Program
FRIT/ITEC 7134 - Collection Development and Organization
FRIT/ITEC 7136 - Reference and Information Sources
FRIT/ITEC 7230 - Selection and Development of Instructional Technologies
FRIT 7430 - Instructional Design
FRIT/ITEC 7737 - Practicum in School Library Media Centers
FRIT/ITEC 7738 - Practicum in Instructional Technology
FRIT/ITEC 8132 - Administration of Technology Resources
FRIT/ITEC 8530 - Applications of Instructional Technology
ITEC 7535 - Advanced Hardware and Software
JUSTIFICATION:
Existing courses required for M.Ed. in Instructional Technology are being deleted and replaced by new courses developed to align with new Georgia Professional Standards Commissions Standards for Instructional Technology programs.

Course Revision(s)
ESPY 8133 - Personality and Behavioral Assessment in the Schools
Prerequisite
JUSTIFICATION:
In ESPY 8133 students must be able to apply knowledge and skills regarding conceptualization and report writing. These are taught and developed in ESPY 8132.
Proposed New, Revised, or Deleted Programs

Instructional Technology, Certification
JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Our program has been redesigned to offer this option to students. We plan to offer a certification only option for students who already have an M.Ed. in education. This parallels the certification only option we offer in school library media.

School Library Media, Certification
JUSTIFICATION:
We have offered this option for many years but a program of study page has not appeared in the catalog.

Instructional Technology, M.Ed.
JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Our program has been redesigned to offer this option to students. We also believe that a dual certification concentration leading to certification in school library and instructional technology could be of interest to students so we have developed that option as a 42 credit hour degree program.

Educational Leadership, Ed.S.
JUSTIFICATION:
This proposal is to clarify the Regular Admission requirements for this Ed.S. degree with concentration in School Administration. Following GC’s approval on 9/13/12 of the deletion of the concentration in Higher Ed Administration from this Ed.S. program, it became evident that the Regular Admissions requirements for the remaining concentration (School Administration) needed to be revised as presented here. Also, passing scores on the GACE exam are being required for entry into the program as its Key Assessment #1 and for applicants to demonstrate foundational knowledge of educational leadership.

Instructional Technology, Ed.S.
JUSTIFICATION:
The Georgia Professional Standards Commission has added a new set of standards leading to instructional technology certification. Since this was not available when students completed the M.Ed., we propose offering a route to instructional technology certification through our Ed.S. program.

School Psychology, Ed.S.
JUSTIFICATION:
Adding a new course to address the NASP Standards for full approval

Educational Leadership, Ed.D.
JUSTIFICATION:
The changes as presented on the following pages are needed because:
(1) the degree name changes in fall 2013 (as previously approved by GC and BOR) to Ed.D. in Educational Leadership
(2) the Ed.D. EDLD degree will not be offered off-campus in Augusta or Savannah, and
(3) to avoid incurring unnecessary expenses, cohorts may be combined if enrollment in either concentration of the E.D. EDLD (P-12 Education Leadership or higher Education Leadership) is low.

Dr. Lili Li asked if the course title for technology course can be modified so students will understand what type of technology course is being offered. Dr. Ken Clark stated this is the standard language from the PSC.

Dr. Diebolt asked if the Instructional Technology certification program will be assessed the online tuition rate. Dr. Clark said this will be listed as an online program. Dr. Diebolt suggested having a code for the non-degree program. Dr. Linderholm was in favor of having a separate code.

Dr. Ziegler stated she found typographical errors in the COE submissions and suggested the college proof read documents carefully.
Mr. Tristam Aldridge will check to see if there is a School Administration Concentration Code.

Dr. Diebolt asked if a blanket change will be made to update the current students in the Educational Administration program, to change the title of their program to Educational Leadership. Dr. Jensen stated students will be given the option to have the title changed on their degree, based on their designation. Dr. Diebolt stated the student will need to submit a change of major form if they want the Education Leadership title on their degree.

MOTION: Dr. He made a motion to approve the agenda items submitted by the College of Education, with the understanding that the typographical error be made. A second was made and the motion to approve the New Courses, Course Deletion, Course Revisions and Program Revisions was passed.

M. Jack N. Averitt College of Graduate Studies

Discussion Item:

Ranking of Graduate Commencement Speakers - Dr. Patterson stated COGS solicited recommendations from graduate students, graduate faculty, and graduate administrators for the Graduate Commencement Speaker. The recommendations were sent to the Graduate Committee in a survey format for them to rank their top 10 choices. Dr. Patterson distributed the results of the survey and stated COGS only received four responses from the Graduate Committee. Dr. Patterson explained this is a timely process because the results will then have to go to President’s Cabinet for review. Dr. Patterson provided an overview of the survey results.

After a discussion the committee recommended that COGS reissue the survey to receive more feedback. Dr. Patterson agreed to resubmit the survey to the committee.

Dr. He suggested COGS collaborate with the Multi-Cultural Student Center in the future. She said they have a list of speakers that might be meaningful to COGS for the commencement speaker.

Dr. Lesaja suggested COGS provide guidelines of the commencement speaker when soliciting recommendations in the future.

Dr. Patterson stated the commencement speaker search is a new procedure and COGS will refine the process.

Information Items:

DegreeWorks Graduation Clearance Checklist – Mrs. Melanie Reddick distributed the revised matriculation checklist for graduate students. She stated fall 2012 will be the last semester COGS will use a manual clearance form to clear students for graduation, and beginning in spring 2013 DegreeWorks will be used to process graduation clearance. She stated COGS is encouraging faculty and students to use DegreeWorks.

Demo of new COGS Graduation Application – This item was postponed and will be presented during the next meeting.

Mrs. Reddick stated the new web based COGS Graduation Application will go live tomorrow. Dr. Patterson discussed the new application process and stated the $75 late fee will be implemented and serves as a deterrent for students who apply late.

XIV. OLD BUSINESS – There was no old business to discuss.

XV. ANNOUNCEMENTS – There were no announcements.

XVI. ADJOURNMENT

There being no further business, the meeting was adjourned on November 8, 2012 at 9:30 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved December 13, 2012 by electronic vote of Committee Members
UNDERGRADUATE COMMITTEE

MINUTES
NOVEMBER 6, 2012, 3:30 P.M.

I. CALL TO ORDER

- **Voting Members Present:** Dr. Biswanath Samanta, Dr. Britton McKay, Dr. Bruce McLean, Dr. Greg Chamblee, Dr. Gustavo Maldonado, Ms. Jessica Minihan, Dr. Kathy Thornton, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Sabrina Ross
- **Non-Voting Members Present:** Ms. Ann Evans, Ms. Candace Griffith, Ms. Caroline James, Dr. Diana Cone, Ms. Melissa Lanier, Mr. Rock Gardner
- **Visitors:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Williams, Dr. Johnathan O’Neill, Dr. Phyllis Dallas
- **Absent with Alternate in attendance:** Dr. Adrian Gardiner, Dr. Jiehua Zhu
- **Absent:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Williams, Dr. Johnathan O’Neill, Dr. Phyllis Dallas

Dr. Gustavo Maldonado called the meeting to order at 3:34 p.m.

II. APPROVAL OF AGENDA

*A Wheaton/Ross motion to approve the agenda was passed unanimously.*

III. ALLEN E. PAULSON COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

- **Department of Electrical Engineering**
  - **Course Deletion(s):**
    - EENG 1110 - Electrical Measurements
    - EENG 3010 - Leveling Topics in Circuit Analysis
    - EENG 3011 - Leveling Topics in Electronics
    - EENG 3012 - Leveling Topics in Digital Circuits
    - EENG 3013 - Leveling Topics in Power Systems
    - EENG 3014 - Leveling Topics in Communication Systems

  **JUSTIFICATION:**
  These were leveling courses created to allow Electrical Engineering Technology (EET) students, with less than 90 credit hours, to change their major to Electrical Engineering (EE). This was a limited duration one-time opportunity. The transition period has expired and EET students are no longer permitted to change their major by using these courses. They are now required to complete the last two years of the EE curriculum instead. Therefore, these courses are no longer required and should be deleted from the catalog.

*A Garno/Wheaton motion to approve these course deletions was passed unanimously.*

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

- **CLASS Dean**
  - **Proposed New, Revised, or Deleted Program(s):**
    - B.G.S., General Studies *(REVISED PROGRAM)*

  **JUSTIFICATION:**
  The proposed changes to the General Studies major will better help students create an individualized, cohesive program of study in which the areas of concentration complement each other and result in a very marketable degree. The changes provide some needed structure to the program without changing the fundamental flexibility of the major. These changes are in response to feedback from Comprehensive Program Review, as well as program findings in assessments.

*A Wheaton/Thornton motion to approve this program revision was passed unanimously.*
B.G.S., General Studies (Online) **(REVISED PROGRAM)**

**JUSTIFICATION:**

The proposed changes to the online General Studies program are designed to bring it into closer alignment with the traditional, face-to-face General Studies degree. This will allow ease of transition from the traditional program to the online, or vice versa. These changes are in response to feedback from Comprehensive Program Review, as well as program findings in assessments.

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

- **Department of History**
  - **New Course(s)**
    - **HIST 3630H - History Honors Seminar**
      
      In this course History majors in the Honors program will select a historical topic, begin researching it, choose a faculty mentor, and write a thesis prospectus that includes a review of the historiographical literature and an annotated bibliography. Prerequisite(s): A minimum grade of “B” in HIST 2630. 3 credit hours.
      
      **JUSTIFICATION:**
      
      Required for History majors who are in the University Honors Program.
    
    - **HIST 5234 - Piracy in the Americas, 1500-1750**
      
      This course focuses on the history of piracy in the Americas during the Golden Age of Piracy, a period that ranges from European contact to the mid-1700s. It is an age marked by exploration, colonization, overseas trade, endemic religious conflicts, expansive empires, and refractory fiefdoms. Spain and Portugal began the exploration, overseas trade and conquest of this period, but their successes quickly led their northern neighbors, particularly the French, English, and Dutch, to cast their covetous eyes upon slow-moving, inbound treasure fleets of their southern neighbors; creating an elaborate game between predators and prey. The interactions that developed between predators and prey will be the primary subject of this course. Graduate students will be given an extra assignment, determined by the instructor. 3 credit hours.
      
      **JUSTIFICATION:**
      
      This course broadens the department by adding another element of colonial American history to our repertoire, and pushes our course offerings into two new areas: Atlantic History and Maritime History. Both of these areas are taught as fields of study at research institutions, and this course is one step toward our development into offering either of these areas as minors in the future.

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

**Proposed New, Revised, or Deleted Program(s)**

- **B.A., History** **(REVISED PROGRAM)**
  
  **JUSTIFICATION:**
  
  Revising the B.A. in History to permit students in the University Honors Program to graduate with Honors in History will give high-ability students the opportunity to pursue the in-depth historical study of a particular topic and will cultivate their talents through close faculty interaction and supervision.

**A Wheaton/Garno motion to approve this program revision was passed unanimously.**
Department of Political Science

Selected Topics Announcement(s)

POLS 4031 - Writing, Rhetoric, and Culture

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places -- tangibly affects us and the world around us.

This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.

Selected Topics Announcements are for information only.

Department of Sociology and Anthropology

Selected Topics Announcement(s)

ANTH 3091 - Writing, Rhetoric, and Culture

JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places -- tangibly affects us and the world around us.

This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.

Selected Topics Announcements are for information only.
Department of Writing and Linguistics

Course Revision(s)
FROM: WRIT 2531 - Introduction to Screenwriting
The course introduces students to the creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy script (spec script).
Cross-list: FILM 2531.

TO: WRIT 2531 - Introduction to Screenwriting
This is a writing workshop course designed to introduce students to the four-act structure of screenwriting with focus on the development of character and story through the art and craft of creative writing techniques. Students will develop their ideas into drafts to be formatted according to the standards applicable for film and television, and they will participate in the traditional workshop method of sharing story ideas and original writing, and critiquing and revising creative work. A portion of the course will also provide an overview of the writer's role in the industry of film and television. Cross-list: None.

JUSTIFICATION:
Because of the changes in the Communication Arts Department affecting the Film Studies program, the Communication Arts Department has chosen to delete the crosslisting for this course. Communication Arts will develop a different course geared directly towards their outcomes and compassing broader definitions of storytelling, whereas this course will remain focused solely on creative writing. The new catalog description will enable Writing and Linguistics and the instructor(s) teaching the course to meet Writing and Linguistics Department outcomes and to have more pedagogical flexibility towards meeting those goals.

A Ziegler/Ross motion to approve this course revision was passed unanimously.

Selected Topics Announcement(s)
WRIT 2090 - Writing the GLBTQ Identity
JUSTIFICATION:
This course helps to expand our students’ understandings of a GLBTQ identity in social, literary, cultural, and political contexts. Through writing, as well as the study of language and performance in various texts, we will consider the nature of gay, lesbian, and queer identities, both textual and personal.

Selected Topics Announcements are for information only.

Women’s and Gender Studies Program

Selected Topics Announcement(s)
WGST 3090 - Writing, Rhetoric, and Culture
JUSTIFICATION:
This course is designed to introduce a variety of ways of writing and expression. We will hear, analyze, view, speak, and collaborate with the rhetorical strategies of minority voices through documentary film, websites, autobiographies, blogs, academic essays, fiction, articles, poetry, and zines to discover the ways in which minority rhetorics not only challenge and resist the status quo, but also how these rhetorics reveal powerful methods to effect change in the world around us.

The perspective is primarily rhetorical - but with a strong focus on the rhetorics of minority voices, gender, and the political/social/historical contexts that influence these voices. There is, of course, a strong writing element to the course (critical and reflective) in a variety of assignments and genres - and we will be analyzing works that fall within a wide range of genres as well, so that the writing aspect of the course will pay attention to the complex collaboration of form and content.

The perspective of this course is also a fine example of the University's call to internationalize the curriculum (as supported too by the recent grant to the international studies committee for these endeavors). We will look at writing from around the world, and discuss how writing -- from various voices, in various forms, from various places -- tangibly affects us and the world around us.

This course crosslists a few seats with WRIT 4570 - Writing, Rhetoric, and Culture.
V. COLLEGE OF SCIENCE AND MATHEMATICS

➢ Chemistry

Course Revision(s)

FROM: CHEM 2530 - Nutritional Biochemistry

Designed to introduce the biochemical aspects of nutrition. Topics to be covered include the energetics of metabolism, the structure and metabolism of proteins, carbohydrates, and lipids, and the integration of metabolic systems. Prerequisite(s): CHEM 1152.

TO: CHEM 3530 - Nutritional Biochemistry

A biochemistry course focused on the structure and function of nutrient molecules. Topics include the structure of carbohydrates, lipids, proteins, enzyme function, energetics of metabolism, and metabolic pathways relevant to nutrition. Prerequisite(s): CHEM 3342.

JUSTIFICATION:

The prerequisite for this course is being changed to require CHEM 3342 (Organic Chemistry II) at the request of the department using this course (Nutrition and Food Science) with the objective of increasing the rigor of the course and having it build upon the fundamental topics covered in the Organic Chemistry sequence. As such, the course number is also being raised and the course description changed to better reflect the increased difficulty of the course. The Nutrition and Food Science Department has been contacted and is submitting their Program Revision Form showing the new number for this course.

A Samanta/Garno motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Chemistry Minor (REVISED PROGRAM)

JUSTIFICATION:

Nutritional Biochemistry (CHEM 2530) has changed its course number to CHEM 3530 so that correction is being made to its listing in the Chemistry Minor page.

A Ross/Samanta motion to approve this program revision was passed unanimously.

VI. OTHER BUSINESS

• Dr. Maldonado asked for a volunteer or nomination for election of the new Undergraduate Committee Chair. No one volunteered and there were no nominations. After discussion, a Samanta/Ziegler motion to approve to continue the rotation process for chair was passed unanimously. Caroline James stated that it was recommended by Dr. Ron MacKinnon after the October meeting that this go to Faculty Senate for guidance or appointment. Dr. Sabrina Ross will be the chair for the next meeting.

VII. ADJOURNMENT

There being no further business to come before the committee, a Chamblee/Wheaton motion to adjourn the meeting at 4:00 p.m. passed unanimously.

Respectfully Submitted,  
Caroline D. James  
Recording Secretary
(DRAFT) USGFC Meeting Topics for October 27, 2012

The following list is NOT in order of importance or consideration at the meeting. It is open for change upon your recommendations.

Topic 1: How do we ensure adequate faculty resources to accomplish mission/goals?
  Observations
  Effects
  Solutions and Recommendations

Topic 2: What is the role of the USG Faculty Council and how can it be improved?
  Observations
  Effects
  Solutions and Recommendations

Topic 3: What is the role and relevance of each institution’s faculty senate/council?
  Observations
  Effects
  Solutions and Recommendations

Topic 4: Interpretation of BOR Policy 8.3.7.4 Award of Tenure
  Observations
  Effects
  Solutions and Recommendations

Topic 5: Budget
  Observations
  Effects
  Solutions and Recommendations

Topic 6: Human Resources
  Observations
  Effects
  Solutions and Recommendations

Topic 7: Alien Students
  Observations
  Effects
  Solutions and Recommendations

Topic 8: Consolidation
  Observations
  Effects
  Solutions and Recommendations
Topic 1: How do we ensure adequate faculty resources to accomplish mission/goals?

Observations

- Perception that the hiring, retention and promotion of non-teaching faculty is resulting in an overall decrease in the ratio of teaching to non-teaching personnel.
- Perception that there are decreasing percentages of tenure-track and tenured faculty and increasing percentages of part-time/adjunct/lecturer faculty.
- Perception that administrative faculty and staff are receiving increased compensation due to title changes that in effect constitute raises during a time the teaching faculty are unable to receive raises.
- Perception that some faculty take on course overloads because they need the money. Since 12 hours is our normal load, extra courses bring them to 15, 16, 18, even 20 hours per term. A number of USG institutions at Tier II and III are now at 5/5 for full time faculty including tenured professors. Our contracts specify 29-32 hours per two semester year, and these are credit hours, not lab/studio hours. Many in the sciences and visual arts are putting in 20-25 classroom week/hours per semester.

Effects

- An allocation of diminishing resources/funding to personnel that are less related to achieving our core goal of educating and credentialing more students. Given our tight budgets, our allocations should focus more upon providing teaching faculty because they constitute a personnel resource that is directly related to achieving our goals and missions. Doing otherwise threatens our effectiveness and future funding (especially if our funding becomes increasingly based upon measurable student achievement more so than upon increases in enrollment)
- Increased class sizes
- Increases in the use of online courses/programs driven by logistical rather than pedagogical reasons
- Accreditation problems from too high a percentage of non-tenure-track faculty within department/programs.
- Demoralized teaching faculty who perceive themselves to be treated less-well than their administrative colleagues.
- Allowing excessive course loads negatively impacts student and faculty success.
- Allowing excessive course loads for part-time faculty increases the attractiveness of hiring part-time rather than full-time faculty.

Solutions and Recommendations

- Ensure that each of our institutions allocates its resources appropriately to provide adequate teaching faculty
- Ask the system office to help encourage institutions to allocate their resources in ways that provide adequate teaching faculty
- Collect data to measure the ratios of teaching to non-teaching personnel at institutions.
- Review best practices and accreditation standards to work toward compliance.
● Collect data to measure the ratios of tenure-track to non-tenure track positions within institutions, departments and programs to ensure compliance with best practices and accreditation standards.

● Understand the BOR requirements and limitations upon course overloads and course load limits for part-time faculty and ensure our campus abides by these.

● Might some salary adjustments, and/or merit pay, be made using an institution's discretionary funds? If so then campus-wide pay adjustments are probably not possible but select individual cases would be. How those decisions are made are not well communicated, if communicated at all.

● A number of my constituency insists the faculty not take ‘the new normal’ lying down and that we be much more active concerning raises. One idea was a coalition of faculty senates across all of USG to pressure lawmakers under the gold dome. [Is this collective bargaining and not allowed for these bodies?]

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**Topic 2: What is the role of the USG Faculty Council and how can it be improved?**

**Observations**

● The BOR has numerous operational committees where input from the faculty council might be advantageous to the good of the USG.

● What happens after USGFC resolutions are voted upon? What is the administrative process to communicate our approval of them to the BOR and is there any feedback from the BOR on the resolutions? Is there an explicit acceptance or rejection of the resolutions by the BOR?

**Effects**

**Solutions and Recommendations**

● Also, we might consider creating an orientation manual for new institutional representatives (like me) to help me translate how the faculty council operates. I read the relevant portion of BOR policy but it was conveniently vague. We did that at my institution for new members of the faculty senate and it seemed to be helpful (I can send it on if anyone wants to use it).

● It might be worth thinking about some potential linkages and discussing among ourselves and ultimately (not at this meeting necessarily) with the BOR rep whether we might create some value added to the USG by leveraging opportunities for such faculty council to BOR committee links.

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**Topic 3: What is the role and relevance of each institution’s faculty senate/council?**

**Observations**

● BOR 2.5.2 “The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time. The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall
be transmitted to the Chancellor.” Recently, we had further discussion of that and it was asked at our Senate if the lawyers' interpretation is the final authority. The lawyers offered an opinion to interpret the rule. However, the interpretation offered seems contrary to the spirit of the rule, and makes it essentially meaningless, since it seems that the unicorns justifying the rule in this interpretation (i.e., councils that do act) remain to be found. It seems that this can only be clarified at the state level, I think it is important not only for the rule itself that constitutes a modest but important check on presidential power, but more broadly because the fact that lawyers can gut written policy of their meaning by finessing has far reaching implications regarding how much faith we can put in written policy in general.

Effects
- Irrelevance of faculty governance bodies renders them ineffective and useless
- Faculty will find no value in serving upon ineffective and useless bodies
- Policy that never means what we think it means becomes suspect, uninterpretable and impossible to follow or rely upon for guidance

Solutions and Recommendations
- Ask the Chancellor about this rule. Does it mean what it seems to mean, and if not, why is there such a rule? What is its intent?
- Draft a statement on the faculty's opinion as to the role senates/councils should play in institutional and system governance, their level of power, autonomy and influence.

Topic 4: Interpretation of BOR Policy 8.3.7.4 Award of Tenure

Observations
- BOR Policy 8.3.7.4 Award of Tenure: “Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher.” [...]
- Is the norm for faculty to apply for tenure at the start of their fifth year so as to begin their sixth year tenured?
- Or, is the norm for faculty to apply for tenure at the start of their sixth year so as to being their seventh year tenured?
- Should the interpretation of the appropriate time to apply for tenure be the same for all departments/schools/colleges at an institution, or are differences acceptable?

Effects
- Faculty confusion and uncertainty about when they are eligible to apply for tenure

Solutions and Recommendations
- Clarify what is the norm and recommended best practice
**Topic 5: Budget**

**Observations**

- The management of our system and institutions is being run on a business model.
- How about the Complete College Georgia initiative? Also I just heard that in the future funding may be based on pass rates. Also, how does the BoR expect graduation rates to increase when they are cutting budgets and personnel? KSU subcommittee strongly recommended a faculty-driven implementation for RRPG initiatives. We strongly believe that to get faculty buy-in that faculty had to lead. Related to this initiative is the movement towards tying funding to graduation rates. We need to guarantee that academic standards are maintained. There are many issues here including development of more realistic course load limitations for students. We seem to be moving that direction as well. This is mainly because the State has decided to cut budgeting and yet the USG and State require us to enroll more students. Short of cutting departments, the latest cuts can't be absorbed at most institutions through thinning out of staff or eliminating small things, so the administrations are saving money by substituting spots for new faculty (that would have been tenure-track in the past) for replacing retirees, with adjuncts and lecturers. I'm not sure the administration really has a choice anymore. The State has just cut too much.
- The economy seems to be turning around and yet we are still cutting instead of finally seeing any raises.
- The hits have been made/taken at every level. The state has withdrawn a huge amount of support for the system over the last n years. At SPSU, we have gone from 75% state support to 30% state support over a period of, let's say, 15 years. State support has been cut in half since the Zell Miller years. The legislature makes these decisions, the system is stuck with them, and the effect filters down to the institutions where local decisions are not necessarily directed towards maintaining a robust faculty. So, I agree with you, Chris, but at the same time, if this body doesn't advocate for a university system that is staffed by permanent faculty who labor under the protection of academic freedom (which our lecturers and adjuncts do not have) who will? While the Chancellor and Board cannot fix the funding matter themselves, they may!
- It might be helpful if the folks from the BOR would be available to give some several specific data points allowing for institutional cross comparison by level I, II, and III institutional tiers, respecting the impact of the lower state funding (to include expected impact of any BOR funding policy changes since 2011), and expected impact of any legislative funding changes from the last session.

**Effects**

**Solutions and Recommendations**

**Topic 6: Human Resources**

**Observations**

- TRS is an attractive retirement program for faculty. However, due to the [ten-year] period for being vested, new faculty have chosen the alternative retirement plan (TIAA-CREF).
Effects

Solutions and Recommendations

- Shorten the period for being vested in TRS within a period that works within the given tenure time-line [5 to 7 years?]
- Another attempt should be made for a one-time roll over into the Georgia Retirement Plan (TRS) from TIAA-CREF.

Topic 7: Alien Students

Observations

- I understand state law bars students that are not citizens or resident aliens from receiving in-state tuition designation. What measures, if any, does the BoR plan to take or is taking to address the ramifications of this law.

Effects

Solutions and Recommendations

Topic 8: Consolidation

Observations

- Can we have a consolidation update?
- Also, can we get some information about the new process for new programs? Is it working well?
- Are there things in particular the BoR is looking for?

Effects

Solutions and Recommendations
From: Dr. Goran Lesaja, Senator
COSM
Georgia Southern University
To: Georgia Southern Senate
Date: November 25, 2012

Report on the University of Georgia Faculty Council Meeting (USGFC),
Georgia State University, Atlanta, October 27, 2012

I attended the Fall 2012 meeting of USGFC as the representative of the Georgia Southern University Senate.
The meeting lasted from 9 am to 4 pm. The schedule was:
1. Question and Answer session with Chancellor and his staff
2. Group agenda setting session
3. Work in Groups
4. Report of discussions in groups
5. Closing remarks and scheduling of next meetings

The following is the brief overview of the meeting.

Ad 1. Most important group of questions to the Chancellor was regarding the raises and widespread faculty dissatisfaction with the lack of one in last five years. Chancellor expressed understanding of faculty frustration; however, he does not predict raises in near future. If anything, the budget cuts will continue. The “good” news is that the budget cut will be 2% instead of 3%. Several faculty, including me, asked if there are any other actions to find ways to get one time raises and adjustments. He said that his office is working very hard and will not “leave any stone unturned” in finding some solutions but he will have more specifics for the spring meeting.

Another important group of questions was regarding the consolidation of colleges and universities. There are 36 institutions and Chancellor Office is trying to reduce this number and will continue with this effort. However, there are mixed feelings from faculty regarding this initiative. There are no convincing indicators that there have been savings in resources and funds and reduction in administrative costs and stuff. Chancellor repeatedly emphasized that his office is making efforts to increase hiring of faculty and decrease the number of administrators.

Chancellor also talked about efforts to improve understanding of problems USG is facing in the legislature. Some legislators may have negative perception of university educators and misunderstanding of what their job really entitles. He suggested inviting representatives to campus events more frequently. One of the questions was regarding retirement policies and the possibility of revisiting transfer from ORP to TRS. The proposal failed in legislature twice; however, Chancellor said they are considering reintroducing it although he is not very hopeful it will pass third time around.

Ad 3. I participated in the work of the group that discussed two topics. Topic 3: What is the role of the USG Faculty Council and how can it be improved? and Topic 4: What is the role and relevance of each institution’s faculty senate/council? The second topic included the discussion on BOR policy 2.5.2. The discussion was engaging and interesting. The following is the summary from the discussion.
Recommendation from the Faculty Council to member institutions

1. The Faculty Council asks that each member institution verify that local Faculty Senate bylaws include a process whereby the President of the institution responds to Faculty Senate recommendations within a defined period of time
   a. Each member institution is requested to ask their Faculty Council representative to report this information to the Faculty Council electronically by 1 January 2013 (I added this as a feedback loop, if you think it inappropriate we can delete)

Faculty Council requests for information from the Board of Regents

2. There has been some controversy respecting the ability of a Faculty Senate to “act” even in the context of submitting recommendations to their institutional Presidents within the meaning of BOR policy.
   a. The Faculty Council requests information from the BOR respecting any modality that may exist for the Faculty Council to propose modification of the language in BOR policy 2.5.2

3. Does the BOR have any position on the responsibility of a Faculty Senate in responding to the actions of an institutions President in their relations with a local Faculty Senate?

4. Does an institutional President have any responsibility to respond to recommendations proposed by their Faculty Senate or equivalent governance body?

Faculty Council recommendations to the Board of Regents

5. The Faculty Council recommends the BOR articulate best practice in creating a procedure for written BOR response to Faculty Council recommendations within a defined time frame.

Ad 4. The topics discussed by other groups are listed in the appendix together with initial points for discussion. The summary of their discussions and recommendations will be included in the report from the meeting that will be posted at the USGFC website http://www.usg.edu/faculty_council/

Ad 5. The location for the new meeting has not yet been decided. There is also a suggestion to increase the number of meetings per semester from one to two. The decision will be made at the next meeting.
Faculty Senate Librarian’s “Revised” Report for March 2013
Respectfully Submitted March 8, 2013
Anthony G. Barilla

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

March Report

- Academic Standards Committee  
  Chair: Rob Yarbrough (COSM)  
  page 2 - 4

- Faculty Development Committee  
  Chair: Michelle Reidel (COE)  
  page 5

- General Education Core Curriculum Committee  
  Chair: Jody Langdon (CHHS)  
  page 6 - 7

- Graduate Committee  
  Chair: Jill Lockwood (COBA)  
  page 7

- Library Committee  
  Chair: Greg Harwood (CLASS)  
  no report

- NCAA Representative  
  Representative: Chris Geyerman (CLASS)  
  no report

- Student Government Representative  
  Representative: Lisa Yocco (COSM)  
  no report

- Task Force on Compensation  
  Chair: Tony Barilla (COBA)  
  8

- Undergraduate Committee  
  Chair: Gustavo Maldonado (CEIT)  
  9 - 37

- University of Georgia Faculty Council Meeting  
  Representative: Goran Lesaja (COSM)  
  no report
Present at the January 9th meeting were Yasar Bodur (COE), Jennie Dilworth (CHHS), Christopher Kadlec (CEIT), Bill Levernier (COBA), David Lowder (LIB), Santanu Majumdar (CLASS), Wayne Smith (Registrar’s Office), Robert Vogel (JCOPH), Rob Yarbrough (COSM),

Not present at the January 9th meeting were Greg Brock (COBA), Christine Draper (COE), Hemchand Gossai (CLASS), Renee Hotchkiss (JCOPH), Aniruddha Mitra (CEIT), Connie Murphey (Financial Aid), Lisa Smith (LIB), Diana Sturges (CHHS), Chun Zhao (COSM)

A total of 63 student appeals were received by the Registrar’s Office. Of the 63 appeals received, no students received automatic approval from the Registrar’s Office. Therefore, the committee reviewed 63 appeals and 0 appeals were approved by the academic standards committee. Among those 63 appeals denied by the committee, all 63 students submitted appeals to the Deans of their respective colleges. Among this group, 12 appeals were approved by the Deans of the Colleges and the remaining 51 appeals were denied.

Respectfully Submitted,
Rob Yarbrough
Chair, Academic Standards Committee

Present at the January 7th meeting were Yasar Bodur (COE), Christopher Kadlec (CEIT), Bill Levernier (COBA), Santanu Majumdar (CLASS), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Diana Sturges (CHHS), Robert Vogel (JCOPH), Rob Yarbrough (COSM),

Not present at the January 7th meeting were Greg Brock (COBA), Velma Burden (Registrar’s Office), Jennie Dilworth (CHHS), Christine Draper (COE), Hemchand Gossai (CLASS), Renee Hotchkiss (JCOPH), David Lowder (LIB), Aniruddha Mitra (CEIT), Connie Murphey (Financial Aid), Chun Zhao (COSM)

A total of 367 student appeals were received by the Registrar’s Office. Of the 367 appeals received, 64 students were less than 10 quality points away from a 2.0 GPA and thus were automatically approved. In addition, another 128 students received automatic approval because they earned a 2.0 GPA or better for previous two terms. Therefore, the committee actually reviewed 175 appeals and 15 appeals were approved by the academic standards committee. Among those 160 appeals denied by the committee, all 160 students submitted appeals to the Deans of their respective colleges. Among this group, 50 appeals were approved by the Deans of the Colleges and the remaining 110 appeals were denied.

Respectfully Submitted,
Rob Yarbrough
Chair, Academic Standards Committee
Present at the November 1st meeting were Yasar Bodur (COE), Velma Burden (Registrar’s Office), Renee Hotchkiss (JOCOPH), Bill Levernier (COBA), Connie Murphey (Financial Aid), Lisa Smith (LIB), Wayne Smith (Registrar’s Office), Diana Sturges (CHHS), Robert Vogel (JOCOPH), Rob Yarbrough (COSM).

Not present at the November 1st meeting were Greg Brock (COBA), Jennie Dilworth (CHHS), Christine Draper (COE), Hemchand Gossai (CLASS), Christopher Kadlec (CEIT), David Lowder (LIB), Santanu Majumdar (CLASS), Aniruddha Mitra (CEIT), Chun Zhao (COSM).

A total of 4 student appeals were received by the Registrar’s Office. Of the 4 appeals received, no students were less than 10 quality points away from a 2.0 GPA. The committee actually reviewed all 4 appeals and 0 appeals were approved by the academic standards committee. Among those 4 appeals denied by the committee, all 4 students submitted appeals to the Deans of their respective colleges. Among this group, 0 appeals were approved by the Dean of the College.

In addition to its regular appeal review duties, the committee discussed two items:

1) Virtual Meeting Format Proposal by Greg Brock (COBA)
2) A motion to use Student GPA as means for prioritizing Registration, Parking, and Residence Hall Room Assignment (forwarded from the Senate Executive Committee, Proposed by Senate Librarian Tony Barilla (COBA))

Proposed Virtual Meeting Format for Academic Standards Committee

The committee discussed at length the possibility of switching to a virtual format wherein student appeals would be stored in a cloud folder and committee members could review appeals at their leisure, communicate via survey monkey, a shared spreadsheet, and/or email, and only meet in person if necessary to discuss disagreements. The committee discussed the additional logistics involved in setting up such a process (which would necessarily fall on Wayne Smith and staff in the Registrar’s Office) as the committee considers information in addition to the appeal forms when making determinations (i.e. transcripts, number of quality points down, etc.). Several longstanding members of the committee also noted the large volume of appeals the committee reviews before the start of fall and spring semesters and how the existing structure allows the committee to split into groups to more efficiently review appeals. Indeed, several committee members argued that a virtual format in which every member reviewed every appeal would potentially take much longer than the current in-person meetings. Ultimately, the committee unanimously voted to maintain the current in-person meeting structure. Nevertheless, the committee was sympathetic to Greg Brock’s frustration about difficulty attending numerous committee meeting dates that are scheduled the week prior to the beginning of classes. It’s important to note that these meeting dates are not very flexible, because of the deadlines for student appeals and the time needed to complete the appeals process and notify students of decisions before the impending semester. Therefore, the Academic Standards Committee recommends that the Senate Executive Committee (SEC) inform potential new members of the Academic Standards Committee that meeting dates are scheduled the week preceding fall and spring semesters, as well as the week immediately following the end of spring term. The committee chair is working with the Registrar’s Office to decrease the number of meetings scheduled before the beginning of the fall and spring semesters if possible.
A Motion to Use Student GPA as Means for Prioritizing Registration, Parking, and Residence Hall Room Assignment (forwarded from the Senate Executive Committee, Proposed by Senate Librarian Tony Barilla (COBA))

**Motion:**
To use student GPA as a means of assigning students a position into a selection queue for class registration, parking, and residence hall room assignment.

**Rationale:**
GSU is currently promoting a policy of Retention, Progression and Graduation (RPG). For RPG numbers to increase, it is important that the students are also involved. The use of advanced position in a selection queue as a reward for higher GPAs is simply an incentive to hopefully spur better student performance which ultimately ends in higher RPG numbers.

The committee sought input from Velma Burden and Wayne Smith (both of Registrar’s Office) regarding implementation of such a policy for registration. Burden and Smith noted the numerous existing “special” groups for early registration (e.g. non-traditional students, Honors’ students, athletes, graduate students, General Studies students) and that those students not in one of these groups are assigned registration times based on seniority. Several committee members questioned whether the motion would rank students strictly on GPA or rather set-up a GPA ranking within the current seniority system. In addition, it was noted that a strict GPA ranking (without regard to seniority) would likely have an adverse effect on RPG, since many first and second year students with high GPAs could fill classes that juniors and seniors with a lower GPA might need to graduate. The discussion was marked by several additional concerns regarding implementation of such a policy. Ultimately, the committee decided that while the idea was worth discussing, too many questions remain concerning its implementation and its impact on RPG. The committee, therefore, voted against bringing the motion to the Faculty Senate for consideration.

Respectfully Submitted,

Rob Yarbrough
Chair, Academic Standards Committee
Agenda:
  1. Review ratings for Spring Travel Grants
  2. Establish deadline for Faculty Summer Award Review; Summer Travel Grants; Award for Excellence in Instruction
  3. 2013-2014 leadership

Absent: Aima Zhang; Jian Zhang
Present: Michelle Reidel, Rebecca Ziegler, Scott Kersey, Linda Upchurch, Tim Cairney, Meca Williams-Johnson

The committee reviewed ratings for spring travel grant proposals and decided to fund 16 of the 35 proposals submitted. Award letters will be sent later in the week or early next week.

The committee established a timeline for rating reviewing summer faculty development award proposals, summer travel grant proposals and faculty materials for the award for excellence in contributions to instruction. (The schedule is below).

With 4 members rotating off the committee next academic year, there was some discussion about transition to new leadership, etc. This discussion will be continued at the next FDC meeting.

Meeting to Review Summer Faculty Development Awards & Materials for the Awards for Excellence in Contributions in Instruction– March 6th 2:30 pm

Meeting to Review Summer Travel Grant Proposals – April 10th 2:30 pm

Respectfully Submitted,

Michelle Reidel
Chair, Faculty Development Committee
General Education Core Curriculum Committee  
Meeting Minutes  
February 26, 2013

Members Present: Ellen Hendrix, Jody Langdon, David Shirley, Michelle Cawthorn, Edward Mondor, Lisa Smith, Dominque Quarles, Amy Ballagh, John O’Malley, Debra Skinner

Jody welcomed everyone to the meeting. She then asked for an update on the GE Outcomes Curriculum Mapping Surveys. Ellen reported that CLASS faculty have been offered both a PDF and Word version of the survey and they should start coming in soon; Jody reported that Health and Kinesiology is done and that she will get the surveys out to the rest of CHHS faculty; Jody and David are working with Lucy and Elizabeth, COE representatives, to get the surveys distributed and collected; Jody reported that Nick and Linda (COBA representatives) have distributed the surveys and will be collecting them; Michelle reported that COSM has collected surveys from 3 departments and has 2 departments to go; John added that CEIT is mostly done.

With this extra effort, Jody added, we will have much better representation for curriculum mapping. She also noted that this survey information should be ongoing as we add new faculty/new classes. Eventually, the GECCC would like to do this as classes are being added in order to keep the database current.

Jody reported on GECAT and asked team members to report on assessment plans and follow up. Michelle reported on historical and cultural perspectives and scientific reasoning. She is working with Don Rakestraw and college members who participated in the summer workshop. She is also working with COSM on designing an action plan for scientific reasoning; Ellen has followed up with Chris Caplinger and reported that FYE has created a stronger module on global and civic engagement in Global Citizens. She and David are working on NSSE and FSSE results which will help with multiple outcomes, including technology. She also needs to talk with Amy Ballagh about Student Services’ contributions to the GE Outcomes.

Jody has met with Joe Pellegrino on historical and cultural perspectives from literature’s point of view to follow up on the action plan laid out his past summer. The big thing that is not close to approval for FTE loads, considering the workload involved with assessment and follow-up. Jody is also working with alternative break folks for the responsible citizenship outcome. The questions on the "quiz" changed to become more involved so that we get better responses from students.

Jody added that the team is now looking at Information Literacy, particularly an instrument that we can use to assess ethical and informed decision making and use of technology and information. We need to choose the one that will work for our students. David added that one of the instruments we have been considering won’t give us the item analysis that we need; we’re still awaiting info on the other. The criteria and questions are similar. Lisa suggested another test from one of the Dakota's called the SDILE test that we need to check.

Jody reminded everyone that she had asked for 3 three people to serve on a Curriculum sub-committee at the last GECCC meeting. This team will begin looking through surveys. Since no one has yet come forward, she again asked for volunteers.

John O’Malley reported that he is on the University’s QEP Committee. The 2005 theme was student engagement. The committee is currently looking toward a 2015 theme, which will need to be implemented in 2014.

He suggested that Gen Ed could influence the next QEP theme. Since resources will have to be infused to support the initiative, he encouraged the GECCC to make a proposal and suggested that perhaps undergraduate
research and General Education Outcomes could be bridged and added that QEP forums will continue through the spring and the topic will be chosen in the fall.

Someone asked how specific does the QEP have to be? John responded that it will need to be measurable and it must be maintained into the future (like FYE). At other universities the General Education committee usually has a lot of input into QEP, which should have a positive impact on students, but not add a burden to the faculty.

Jody suggested perhaps the communication outcome. John says this is a common one. Jody suggested scientific/quantitative reasoning and problem solving, so the QEP could include maybe 3-4 objectives from General Education. She asked which ones would have the most bang for the buck. John responded that the QEP should impact all students, and this is a concern for the undergraduate research.

The next QEP meeting is Thursday. David suggested that the GECAT or GECCC representatives get together with QEP representatives and Terry to provide some feedback. Maybe it can be undergrad research through General Education Outcomes. Steve Engel might be a good source since honors students already engage in undergraduate research; Phi Kappa Phi (Janet O’Brien) would be another possible source.

Ed suggested something similar to FYE for service learning (civic engagement) since it gets students involved with their community.

Dominique suggested research from groups, something similar to what Univ. of Buffalo does with their grad students. Lisa added that North Georgia college did information literacy for their previous QEP.

Other ideas included a course where students work together on a group project throughout the semester? Right now most faculty do not receive any credit or support for their work with undergraduate research. Jody concluded that this is a conversation that needs to continue both in the committee and in each college. She added that there is a lot of curriculum changing going on now and perhaps this would be a good time to visit this option.

The next GECCC meeting will be the week after Spring Break. Jody hoped that more people would be able to attend.

The meeting adjourned @ 11:26.

Respectfully Submitted,

Jody Langdon
Chair, General Education Core Curriculum Committee

**Graduate Committee** Chair: Jill Lockwood (COBA)

The Graduate Committee did not meet in February; however, Jill Lockwood met with Provost Bartels to learn more about the new Board of Regents' rules for new programs and plans to give a brief report to the Senate concerning that meeting.
Task Force on Compensation

February, 18, 2013, 1:00 p.m. COBA conference room
Attendance:
Tony Barilla
Mary Hazeldine
Jerri Kropp
Mark Welford
Nanette Eisenhart

Tony convened the meeting:
- Question regarding our relevance as a committee: We are still relevant – Dr. Bartels would like us to finish our work.
- Discussed trying to do most of our “meeting” via email
- Jerri will seek someone from Faculty Welfare committee to add another person from that committee. Originally there were two people on the task force from that committee. There was also discussion as to the need of representatives from other colleges currently not represented on the task force.
- There was concern about the staff side of the task force. No one is sure what is happening there. There were raises given to some staff in order to get their pay above the poverty line.

Work of the committee:
- Tony found a good model from a Miami University in Ohio for us to follow regarding organization of the material. Tony has done most work toward this. He has been given access to faculty salary data and has listed faculty in their colleges along with markers regarding college, department, gender, hiring date, rank and ethnicity.
- He reminded us of the two main issues regarding compensation:
  - compression (lower rank is catching up or passing person of higher rank)
  - inversion (faculty of lower or equal rank hired at higher salary than current faculty)
- Tony will email salary information to each task force member and asked each member to analyze salary information.
- Next Meeting is Monday March 11, 2013 at 1:00 pm in COBA 3311

The meeting was adjourned at 2:00 p.m.

Respectfully Submitted
Nanette Eisenhart
I. CALL TO ORDER

- Voting Members Present: Dr. Adrian Gardiner, Dr. Greg Chamblee, Ms. Jessica Minihan, Dr. Joy Darley, Dr. Kathy Thornton, Dr. Katy Gregg, Ms. Lisa Yocco, Dr. Mary Hazeldine, Dr. Mohommad Ahad, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Sabrina Ross
- Absent with Alternate in attendance: Dr. Biswanath Samanta, Dr. Jiehua Zhu, Dr. Melissa Garno
- Absent: Dr. Gustavo Maldonado, Dr. Jacob Warren, Dr. James Stephens, Dr. James Woods (CLASS has no Alternate)
- Non-Voting Members Present: Ms. Ann Evans, Ms. Candace Griffith, Dr. Diana Cone, Ms. Melissa Lanier
- Visitors: Dr. Art Gowan, Dr. Brian Koehler, Dr. Diane Phillips, Dr. Deborah Thomas, Dr. Joe Ruhland, Dr. John W. Steinberg, Dr. Larry Stalcup, Dr. Richard Mercier, Dr. Stephen Rossi, Dr. Phyllis Dallas, Dr. Velma Burden, Wayne Smith

Dr. Sabrina Ross called the meeting to order at 3:33 p.m.

II. APPROVAL OF AGENDA

A Hazeldine/Wheaton motion to approve the agenda was passed unanimously.

III. COLLEGE OF HEALTH AND HUMAN SCIENCES

- School of Human Ecology
  - New Course(s)
    - INDS 3530 - Sustainable Materials and Methods for the Interior Environment
      Introduction to theories of sustainability and its application to the interior built environment including sustainable interior building materials and systems. The impact of the built interior environment on global natural resources and environmental rating systems will be addressed. Prerequisite(s): A minimum grade of “C” in TCGT 1530 and INDS 2436 or permission of instructor. 3 credit hours.
      **JUSTIFICATION:**
      The information covered in the INDS 2436 (Interior Materials) course has become overly crowded due to accreditation requirements that emphasize sustainability and the interior environment. The original Interior Materials course was not designed to include sustainability, though concessions were made to incorporate content. With a bigger emphasis on sustainability and building systems, (in accreditation standards) it has become difficult to cover all of the required material in 1 course; this proposed new course will allow the sustainability content to be covered in more depth in a separate course. This will also allow the original Interior Materials course to focus more on materials and systems (as originally designed). This new course will also be offered in conjunction with the sustainability concentration recently initiated on campus and will be offered to any major with a particular emphasis on interiors and required of all interior design majors as part of the major curriculum. Teaming up with the University’s current sustainability initiative is a great way to expose the program to other majors and increase student credit hours.

    - INDS 4430 - Digital Presentation and Communication
      Application of advanced 3-dimensional modeling and digital rendering techniques through the use of current industry standard software. Study and research of appropriate professional presentation methods will be incorporated. Students’ project presentation materials will be assessed and updated. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in INDS 3436 and a minimum grade of “C” in INDS 2437 and INDS 3437. 3 credit hours.
      **JUSTIFICATION:**
      During the last accreditation visit (2010), the visiting team identified a weakness in student presentations (boards and renderings that would be presented to clients in reality); commenting that students did not present at the level that they should. Part of the reason was determined by students not having enough dedicated time throughout the semester (in a studio course) to prepare advanced renderings and boards. This course would prepare students to advance their skills in presenting and give them dedicated time for recreating inadequate work to advance their portfolios and former projects.

A Thornton/Ziegler motion to approve these new courses was passed unanimously.
Course Deletion(s)
FACS 4610 - Senior Seminar
INDS 2434 - Interior Design Graphics
INDS 3424 - Decorative Accessories
INDS 3432 - History of Interiors II

JUSTIFICATION:
The information in this course is partially contained in another course and is heavily addressed by campus career services. Additional information will be supplemented throughout the curriculum without a separate course (for example, in existing courses such as Professional Practices I and Professional Practices II). IND 2434 main objectives are currently covered in the first Studio course. Essentially Design Studio I and ID Graphics would not be required of pre-interior design majors. This would cut down the number of hours students have to take (as well as prerequisite courses) before entering the program. This would be of great benefit to transfer students as well as students changing majors at their sophomore/junior year. Right now, students must take IND 2430, Art 1010, Art 1020, and IND 2434 before they can apply to the program. There are limited seats in IND 2434 (max 18), so it forces many students to get pushed back a semester before they are ready to apply. IND 3424 information is not critical to newest accreditation standards; supplemental content will be covered in revisions to the existing Design Appreciation course; therefore, a full course based on accessories is no longer necessary for the program’s success or re-accreditation efforts. IND 3432 information is currently spread across 2 courses: History of Interiors I and History of Interiors II. Based on current accreditation standards, there is less emphasis on history and the information presented can be condensed into 1 course instead of 2.

A Hazeldine/Thornton motion to approve these course deletions was passed unanimously.

Course Revision(s)
FROM: FACS 2437 - Interior Design CAD I
Introductory computer-aided drafting and communication. A basic overview of AutoCAD, file management, and the fundamental execution of drafting components. Introduction to the basic concepts of 3-D modeling. Prerequisite(s): A minimum grade of “C” in CISM 1110, CISM 1120, and IND 2435 and admission to Interior Design Program or permission of instructor. Corequisite(s): IND 3435.

TO: IND 2437 - Interior Design CAD I
Introductory computer-aided drafting and communication course. A basic overview of AutoCAD, file management, and the fundamental execution of drafting components. Introduction to the basic concepts of 3-D modeling. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in IND 2435 and a minimum grade of “C” in CISM 1110 and CISM 1120 or permission of instructor. Corequisite(s): None.

JUSTIFICATION:
In alignment with program revisions to a BS in Interior Design from a BS with a major in Interior design which allows for more credit hours in major courses.

FROM: FACS 3437 - Interior Design CAD II
Advanced computer-aided drafting with an emphasis on building information modeling (BIM). Application of current industry standard 3-dimensional modeling and rendering software, and the fundamental execution of drawing communication and management. Prerequisite(s): A minimum grade of “C” in FACS 2437. Corequisite(s): IND 4435.

TO: IND 3437 - Interior Design CAD II
Advanced computer-aided drafting with an emphasis on building information modeling (BIM). Application of current industry standard 3-dimensional modeling software, and the fundamental execution of graphic drawing communication and management. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in IND 3435 and a minimum grade of “C” in IND 2437 or permission of instructor. Corequisite(s): None.

JUSTIFICATION:
In alignment with program revisions to a BS in Interior Design from a BS with a major in Interior design which allows for more credit hours in major courses.

FROM: FMAD 3238 - Textiles for Interiors
TO: INDS 3238 - Textiles for Interiors

JUSTIFICATION:
In alignment with program revisions to a BS in Interior Design from a BS with a major in Interior design which allows for more credit hours in major courses.

FROM: INDS 2430 - Design Appreciation
A general introduction to the principles and elements of design as they relate to the built environment. Discussion and analysis of design process, theory, and styles, and an overview of components and materials. Exploration of human factors, environmental considerations, and spatial relationships.

TO: INDS 2430 - Design Appreciation
A general introduction to the principles and elements of design as they relate to the built environment. Overview of style as seen through interior furnishings and accessories. Discussion and analysis of design process, theory, and an overview of components and materials. Exploration of human factors, environmental considerations, and spatial relationships.

JUSTIFICATION:
In alignment with program revisions to a BS in Interior Design from a BS with a major in Interior design which allows for more credit hours in major courses.

FROM: INDS 2435 - Design Studio I
Fundamental execution of interior design problems to refine presentation skills. Includes measured and freehand perspectives, mixed media renderings, detail drawings, and model buildings. Prerequisite(s): A minimum grade of “C” in ART 1010, ART 1020, INDS 2430, INDS 2434, and admission to interior design program.

TO: INDS 2435 - Design Studio I
An introduction to the basic concepts, skills, and graphics used to represent interior design applications. Design projects will include technical drafting of construction drawings and measured and freehand perspectives as well as the fundamental execution of presentation skills in sketching, mixed media renderings, detail drawings, and model building. Prerequisite(s): A minimum grade of “C” in ART 1010, ART 1020, and INDS 2430.

JUSTIFICATION:
Revisions are being made to this current course to address content from ID Graphics (which is being eliminated). There was previously a lot of overlap between these 2 courses which covered a lot of the same content. The objectives of this course are not changing overall and will reflect any additional content missing from the ID Graphics course being eliminated.

FROM: INDS 2436 - Interior Materials and System
A study of the selection and application of materials and finishes in the design of the built environment. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with various entities involved with the building/design process will be incorporated. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in INDS 2434 and a minimum grade of “C” in INDS 2430. 0 or 3 lecture/lab hours. Schedule Type(s): A, B, E.

TO: INDS 2436 - Interior Materials and System
A study of the selection and application of materials and finishes in the design of the built environment. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with various entities involved with the building/design process will be incorporated. Cost and quantity estimating as well as budgeting will be introduced. Prerequisite(s): A minimum grade of “C” in INDS 2430. 3 lecture hours. Schedule Type(s): A.

JUSTIFICATION:
Catalog description aligns with program revisions. Current course content is now being divided between two courses. New pre-requisites coincide with other changes to course numbers.

FROM: INDS 3431 - History of Interiors I
Survey of historic development of architectural styles, interiors and their furnishings related to major cultures from the prehistoric period through the 19th century.

TO: INDS 3431 - History of Interiors
An integrated history of architectural styles, interiors, and their furnishings related to major global cultures as well as an emphasis on interior architecture, furniture styles, interior designers, industrial designers, architects, and accessories from the prehistoric period through of the contemporary movement.

**JUSTIFICATION:**
Course information is currently spread across 2 courses: History of Interiors I and History of Interiors II. Based on current accreditation standards, there is less emphasis on history and the information presented can be condensed into 1 course instead of 2.

**FROM:** INDS 3434 - Lighting  
**TO:** INDS 3434 - Lighting  
**Prerequisite(s):** A minimum grade of “C” in INDS 2430 and INDS 2434.

**JUSTIFICATION:**
The major change in this course is to the pre-requisite. The current pre-requisite course is being eliminated.

**FROM:** INDS 3435 - Design Studio II  
**Prerequisite(s):** Prior or concurrent enrollment with a minimum grade of “C” in ART 1030 and a minimum grade of “C” in INDS 2435 and INDS 2436.

**TO:** INDS 3435 - Design Studio II  
**Prerequisite(s):** Prior or concurrent enrollment with a minimum grade of “C” in INDS 2437 and a minimum grade of “C” in INDS 2435 and INDS 2436.

**JUSTIFICATION:**
Description of size is more accurate for projects actually included in course. Changes in pre and co-requsites reflects changes to program overall and to a subject change to FACS 2437 to INDS 2437.

**FROM:** INDS 3436 - Design Studio III  
**Prerequisite(s):** FACS 2437, INDS 2436, and a minimum grade of “C” in INDS 2435 and INDS 3435; prior or concurrent enrollment in ART 1030.

**TO:** INDS 3436 - Design Studio III  
**Prerequisite(s):** Prior or concurrent enrollment with a minimum grade of “C” in ART 1030 and INDS 3437 and a minimum grade of “C” in INDS 2437 and INDS 3435.

**JUSTIFICATION:**
As other courses in the program are converting to major courses with the "INDS" acronym, the catalog descriptions for the majority of courses are also changing to reflect the new names. For example, FACS 2437 is being converted to INDS 2437 thought the course content itself is staying the same.

**FROM:** INDS 3438 - Professional Business Practices I  
A study of the professional practice of interior design. Basic business principles, professional responsibility and ethics, professional organizations, client relationships, communication techniques, and portfolio development will be addressed.  
**Prerequisite(s):** INDS 3435.

**TO:** INDS 3438 - Professional Business Practices I  
Basic business principles, professional responsibility and ethics, professional organizations, client relationships, and communication techniques will be explored. The development of internship and job placement strategies and required documents as well as the study of the professional practice of interior design.  
**Prerequisite(s):** A minimum grade of “C” in INDS 3435.

**JUSTIFICATION:**
Changes reflect overall changes to program and course description is changed to reflect content added from elimination of FACS 4610 Senior Seminar.

**FROM:** INDS 4435 - Design Studio IV  
**Prerequisite(s):** A minimum grade of “C” in FACS 3437, FMAD 3238, INDS 3436, and TCM 3320; and prior or concurrent enrollment with a minimum grade of "C" in INDS 3434 and INDS 3438.

**TO:** INDS 4435 - Design Studio IV  
**Prerequisite(s):** Prior or concurrent enrollment with a minimum grade of “C” in INDS 3438 and a minimum grade of “C” in INDS 3238, INDS 3434, INDS 3437, and TCM 3320.

**JUSTIFICATION:**
The main change is the current pre-requisite course FACS 3437 to read INDS 3437 instead (this is the same course but with a different acronym).

**FROM:** INDS 4436 - Design Studio V
A capstone course for the interior design student that will provide an advanced integrative design/research experience. Projects are complex, specific design situations that will be based on individual student areas of interest. 3 credit hours (1 lecture/4 other contact hours). Corequisite(s): INDS 4616.

**TO:** INDS 4446 - Design Studio V
A capstone course for the interior design student that will provide an advanced integrative research and design experience. Projects are complex, specific design situations that will be based on current trends in design. Areas of emphasis may include multi housing, healthcare, or socially responsible design. 4 credit hours (2 lecture/4 lab contact hours). Corequisite(s): None.

**JUSTIFICATION:**
A heavier research/programming agenda is being added to this course, requiring more lab and lecture time. This is the capstone course for interior design majors and should reflect a higher level of learning and application of knowledge. Students create a large scale project in this course that requires extensive research and programming as well as detailed construction documents and presentation materials. The extra contact hours will give the instructor more dedicated time to helping students with individual projects.

**FROM:** INDS 4616 - Interior Design Seminar
A senior level seminar course for the interior design student which explores common design issues and allows the student to further develop their design portfolio. Prerequisite(s): A minimum grade of “C” in INDS 4435. Corequisite(s): INDS 4436. 1 credit hour (1 lecture/0 lab contact hours). Schedule Type(s): D.

**TO:** INDS 4437 - Interior Design Portfolio
A senior level course which allows the student to develop a professional interior design portfolio and promotional materials required for pursuing a career in the field. Students will also display their work through a senior exhibition. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in INDS 4436 and a minimum grade of “C” in INDS 3436. Corequisite(s): None. 3 credit hours (2 lecture/2 lab contact hours). Schedule Type(s): A, B, E.

**JUSTIFICATION:**
Previously, students created a preliminary portfolio in an earlier class and were finalizing this process in the current class. Since that component has been removed from the earlier class, students will need more time dedicated to completing a comprehensive portfolio that is required for obtaining a job in the interior design field or seeking an advanced degree.

**FROM:** INDS 4790 - Interior Design Practicum
Supervised work-study program with selected organizations which perform professional services related to the field of interior design. Practicum will serve as an educational bridge between the junior level and the senior level of design studies. Prerequisite(s): INDS 3436 and INDS 3438.

**TO:** INDS 4790 - Interior Design Internship
A supervised summer work-study program with selected organizations which perform professional services related to the field of interior design. The internship will serve as an educational bridge between the junior level and the senior level of design studies. Prerequisite(s): A minimum grade of “C” in INDS 3436 and INDS 3438.

**JUSTIFICATION:**
Title changed to more easily identify content of course. Changes to pre-requisites include adding minimum of C grade to requirements.

_A Chamblee/Ziegler motion to approve these course revisions was passed unanimously._

**Proposed New, Revised, or Deleted Program(s)**
Interior Design, B.S. [REVISED PROGRAM]

**JUSTIFICATION:**
The current program is designed around a "major" in interior design, and as a result, many courses taught only by interior design faculty and taken only by interior design students are labeled using other program
acronyms (e.g. FACS 2437 Interior Design Cad I, which is a computer course for interior design students) due to limitations with the maximum number of hours (39) that can be considered as "major" courses. Converting to a BS in Interior Design would allow all courses currently taught by interior design faculty to have the INDS acronym and be included in enrollment data for program reviews and accreditation purposes. The conversion would take away the maximum number of upper division course hours allowed and properly identify all of the program only courses with the proper acronym for clarity in course and catalog searches.

A Thornton/Gregg motion to approve this program revision was passed unanimously.

- **Health and Kinesiology**
  - **New Course(s)**
    - **KINS 3541 - Structural Kinesiology**
      - This course surveys biological systems and physical principles as applied to human movement and the relationship of these systems and principles to the development of the study of human movement.
      - Prerequisite(s): A minimum grade of “C” in KINS 2531, KINS 2511, KINS 2532, and KINS 2512. 4 credit hours.
      - **JUSTIFICATION:**
        - Required for the Exercise Science major.

A Hazeldine/Thornton motion to approve this new course was passed unanimously.

- **Course Revision(s)**
  - **FROM:** HLTH 3130 - Substance Use and Abuse
    - Prerequisite(s): None.
  - **TO:** HLTH 3130 - Substance Use and Abuse
    - Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
    - **JUSTIFICATION:**
      - To ensure incoming students have appropriate foundation to succeed in class.

  - **FROM:** HLTH 3331 - Stress Theory and Management in Health Promotion
    - Prerequisite(s): None.
  - **TO:** HLTH 3331 - Stress Theory and Management in Health Promotion
    - Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
    - **JUSTIFICATION:**
      - To ensure incoming students have appropriate foundation to succeed in class.

  - **FROM:** HLTH 3430 - Sexuality Education
    - Prerequisite(s): None.
  - **TO:** HLTH 3430 - Sexuality Education
    - Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
    - **JUSTIFICATION:**
      - To ensure incoming students have appropriate foundation to succeed in class.

  - **FROM:** HLTH 3431 - Methods and Materials for School Health Education
    - Prerequisite(s): None.
  - **TO:** HLTH 3431 - Methods and Materials for School Health Education
    - Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
    - **JUSTIFICATION:**
      - To ensure incoming students have appropriate foundation to succeed in class.

  - **FROM:** HLTH 3531 - Consumer Health
    - Prerequisite(s): None.
  - **TO:** HLTH 3531 - Consumer Health
    - Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
    - **JUSTIFICATION:**
      - To ensure incoming students have appropriate foundation to succeed in class.
FROM: HLTH 4132 - Health Promotion Program Planning
Corequisite(s): None.
TO: HLTH 4132 - Program Planning in Health Education and Promotion
Corequisite(s): HLTH 4134.
JUSTIFICATION:
Course content for both courses is linked through course projects and content. Title change to be consistent with other Health Education and Promotion courses.

FROM: HLTH 4134 - Research Methods and Evaluation
Prerequisite(s): A minimum grade of “C” in HLTH 4132. Corequisite(s): None.
TO: HLTH 4134 - Research Methods and Evaluation in Health Education and Promotion
Prerequisite(s): A minimum grade of “C” in HLTH 2130. Corequisite(s): HLTH 4132.
JUSTIFICATION:
Course content for both courses is linked through course projects and content. Title change to be consistent with other Health Education and Promotion courses.

FROM: HLTH 4230 - Maternal and Child Health
Prerequisite(s): None.
TO: HLTH 4230 - Maternal and Child Health
Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
JUSTIFICATION:
To ensure incoming students have appropriate foundation to succeed in class.

FROM: HLTH 4231 - Health Aspects of Aging
Prerequisite(s): None.
TO: HLTH 4231 - Health Aspects of Aging
Prerequisite(s): A minimum grade of “C” in HLTH 1520 and sophomore status and above.
JUSTIFICATION:
To ensure incoming students have appropriate foundation to succeed in class.

FROM: KINS 3133 - Physiological Aspects of Exercise
Prerequisite(s): A minimum grade of “C” in KINS 3131. 3 credit hours.
TO: KINS 3542 - Physiological Aspects of Exercise
Prerequisite(s): A minimum grade of “C” in KINS 3541. 4 credit hours.
JUSTIFICATION:
The purpose of this change is to include laboratory experiences as a part of this course and to ensure that an appropriate number of course credit hours accurately reflects the number of hours spent engaging in the course by the students. It is also important to point out that we are proposing to replace our current KINS 3131 course with a new KINS 3541 course; that change would affect the prerequisite for this course.

FROM: KINS 3134 - Biomechanical Analysis of Movement
Prerequisite(s): A minimum grade of “C” in KINS 3131, PHYS 1111, and PHYS 1113. 3 credit hours.
TO: KINS 3543 - Biomechanical Analysis of Movement
Prerequisite(s): A minimum grade of “C” in KINS 3541, PHYS 1111, and PHYS 1113. 4 credit hours.
JUSTIFICATION:
The purpose of this change is to include laboratory experiences as a part of this course and to ensure that an appropriate number of course credit hours accurately reflects the number of hours spent engaging in the course by the students. It is also important to point out that we are proposing to replace our current KINS 3131 course with a new KINS 3541 course; that change would affect the prerequisite for this course.

FROM: KINS 4231 - Fitness Evaluation and Exercise Prescription
Prerequisite(s): A minimum grade of “C” in KINS 3133 and HLTH 1520 or permission of instructor. 3 lecture/0 lab contact hours. Schedule Type(s): A.
TO: KINS 4231 - Fitness Evaluation and Exercise Prescription
Prerequisite(s): Prior or concurrent enrollment with a minimum grade of “C” in KINS 3542 and a minimum grade of “C” in KINS 3541 and HLTH 1520 or permission of instructor. 2 lecture/3 lab contact hours.

Schedule Type(s): A, B, E.

JUSTIFICATION:
The purpose of this change is to include laboratory experiences as a part of this course and to ensure that an appropriate number of course credit hours accurately reflects the number of hours spent engaging in the course by the students. It is also important to point out that we are proposing to replace our current KINS 3131 course with a new KINS 3541 course, and we are proposing to revise our current KINS 3133 course to become KINS 3542. Those changes would affect the prerequisites for this course. For added clarification, we are proposing that the new KINS 3542 course be listed as either a prerequisite or co-requisite of this course (i.e., 3542 must be taken before or at the same time as this KINS 4231).

A Wheaton/Thornton motion to approve these course revisions was passed unanimously.

Selected Topics Announcement(s)
KINS 4099 - Technology in Sport and Coaching
JUSTIFICATION:
This course will cover available technology that could be used to enhance the understanding of the influence of training and conditioning on sport and performance. The initial course offering will be refined and eventually added to the Coaching curriculum.

Selected Topics Announcements are for information only.

Proposed New, Revised, or Deleted Program(s)
Athletic Training, B.S.K. [REVISED PROGRAM]
JUSTIFICATION:
To meet accreditation requirements. We are proposing to add formal 1 credit lab components to three courses: KINS 3131, KINS 3133 and KINS 3134.

Exercise Science, B.S.K [REVISED PROGRAM]
JUSTIFICATION:
The purpose of this change is to include laboratory experiences as a part of this course and to ensure that an appropriate number of course credit hours accurately reflects the number of hours spent engaging in the course by the students. It is also important to point out that we are a proposing to replace our current KINS 3131 course with a new KINS 3541 course; that change would affect the prerequisite for this course.

Health Education and Promotion, B.S.H.S [REVISED PROGRAM]
JUSTIFICATION:
HLTH 4132 and HLTH 4134 is changing course title.

Health Education and Promotion Minor [REVISED PROGRAM]
JUSTIFICATION:
HLTH 4132 course title change.

Health Informatics Second Discipline Concentration [REVISED PROGRAM]
JUSTIFICATION:
HLTH 4132 is being removed as an option for the concentration.

Nutrition and Food Science, B.S. [REVISED PROGRAM]
JUSTIFICATION:
The Department of Chemistry is changing the course number for CHEM 2530 to CHEM 3530. This revision required an adjustment in the NTFS program page to reflect this change. The Health Education and Promotion changed the course title for HLTH 4134.

Nutrition and Food Science Minor [REVISED PROGRAM]
JUSTIFICATION:
Two courses are being deleted from the Nutrition and Food Science (NTFS) minor. NTFS 3534: Human Nutrition is being removed from the list of options since the rigor of the course is appropriate only for
NTFS majors. In addition, NTFS 4539: Issues and Trends in Food Science is being removed from the list of options since the course is no longer being offered.

Exercise Science Minor [REVISED PROGRAM]

JUSTIFICATION:
Revision is due to credit change in three of the courses listed under option 1 of the minor.

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

IV. COLLEGE OF BUSINESS ADMINISTRATION

➢ School of Accountancy

Course Revision(s)

FROM: ACCT 5530 - Governmental and Institutional Accounting
An introduction to accounting and financial reporting for state and local governments and not-for-profit entities. Financial management and accountability considerations particular to government and not-for-profit organizations are emphasized. Graduate students will be given and extra assignment determined by the instructor that undergraduates will not be required to do.

TO: ACCT 4530 - Governmental and Institutional Accounting
An introduction to accounting and financial reporting for state and local governments and not-for-profit entities. Financial management and accountability considerations particular to government and not-for-profit organizations are emphasized.

JUSTIFICATION:
We no longer allow graduate students to enroll in this course so we want to renumber the course as a 4000 level course to remove the confusion associated with having it listed as a 5000 level course.

A Hazeldine/Thornton motion to approve this course revision was passed unanimously.

➢ Construction Management

Course Revision(s)

FROM: TCM 3320 - Wood Structures
2 credit hours. 2 lecture/0 lab contact hours. Schedule Type(s): A.

TO: TCM 3330 - Wood Structures
3 credit hours. 2 lecture/2 lab contact hours. Schedule Type(s): A, B, E.

JUSTIFICATION:
TCM 3320 course is currently 2 credit hours and needs to become 3 credit hours for an effective lecture.

FROM: TCM 4433 - Project Planning and Scheduling
Prerequisite(s): A minimum grade of “C” in TCM 1231.

TO: TCM 4433 - Project Planning and Scheduling
Prerequisite(s): STAT 2231 and a minimum grade of “C” in TCM 1231.

JUSTIFICATION:
The estimates for the various activities in a project form the basis on which the success of the schedule relies. A scheduler must have a good understanding of the uncertainty associated with duration estimates. Even if a deterministic approach is used for duration estimates, uncertainty is an inherent characteristic of every activity. Uncertainty can be understood easily with basic knowledge and background in statistics.

FROM: TCM 4540 - Senior Project
4 credit hours. 1 lecture/3 lab/3 other contact hours. Schedule Type(s): A, B, E, F.

TO: TCM 4530 - Senior Project
3 credit hours. 2 lecture/2 lab/0 other contact hours. Schedule Type(s): A, B, E.

JUSTIFICATION:
TCM 4433 course is currently 4 credit hours and needs to become 3 credit hours for an effective lecture.

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

➢ Finance and Economics

Course Revision(s)

FROM: FINC 3231 - Investments
Prerequisite(s): None.

**TO:** FINC 3231 - Investments
Prerequisite(s): A minimum grade of “C” in FINC 3131.

**JUSTIFICATION:**
Completion of FINC 3131 will provide a background in financial concepts that is necessary for successful completion of the class.

**FROM:** FINC 3331 - Financial Institutions
Prerequisite(s): A minimum grade of “C” in ACCT 2101 and ECON 2105.

**TO:** FINC 3331 - Financial Institutions
Prerequisite(s): A minimum grade of “C” in FINC 3131.

**JUSTIFICATION:**
Completion of FINC 3131 will provide the background in financial concepts necessary for successful completion of the course.

**FROM:** FINC 3531 - Principles of Risk and Insurance
An introductory study of the risk management process and the importance of insurance as a method of managing risk. This course is meant to develop awareness of the nature of risk, its effects on both individual and business decisions, and the methods available for managing risk.

**TO:** FINC 3531 - Principles of Risk and Insurance
An introductory study of the risk management process and the importance of insurance as a method of managing risk. This course is meant to develop awareness of the nature of risk, its effects on both individual and business financial decisions, and the methods available for managing risk.

**JUSTIFICATION:**
The revised description provides a better description of the financial aspects of risk management covered in the course.

_A Thornton/Hazeldine motion to approve these course revisions was passed unanimously._

### Proposed New, Revised, or Deleted Program(s)

**Finance, (General), B.B.A. [REVISED PROGRAM]**
**JUSTIFICATION:**
We propose the revision of the finance core from 4 to 5 courses to incorporate the increased interest in Personal Financial Planning among students and the importance of the material from the perspective of the faculty. In addition, we propose the substitution of Principles of Risk Management and Insurance for Enterprise Risk Management because of the greater breadth of material found in Principles of Risk Management and insurance.

**Finance, (Financial Services Emphasis), B.B.A. [REVISED PROGRAM]**
**JUSTIFICATION:**
We seek to eliminate the emphasis area to better align available faculty resources with student demand for courses.

**Finance, (Personal Financial Planning Emphasis), B.B.A. [REVISED PROGRAM]**
**JUSTIFICATION:**
We seek to eliminate the emphasis area to better align available faculty resources with student demand for courses.

**Finance, (Risk Management and Insurance Emphasis), B.B.A. [REVISED PROGRAM]**
**JUSTIFICATION:**
We seek to eliminate the emphasis area to better align available faculty resources with student demand for courses.

_A Wheaton/Thornton motion to approve these program revisions was passed unanimously._

➢ **Information Systems**

**Proposed New, Revised, or Deleted Program(s)**
Information Systems, (Business Intelligence Emphasis), B.B.A. (REVISED PROGRAM)
JUSTIFICATION:
This revision incorporates a change of a CEIT course name & number that affects a cross-listed course that students can elect to take from CEIT in order to complete the BI Emphasis.

Information Systems, (Electronic Commerce Emphasis), B.B.A. (REVISED PROGRAM)
JUSTIFICATION:
This revision incorporates a change of a CEIT course name & number that affects a cross-listed course that students can elect to take from CEIT in order to complete the E-comm Emphasis.

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

Management
Course Revision(s)
FROM: HNRM 3336 - Hotel Operations
Prerequisite(s): A minimum grade of “C” in HNRM 2333.
TO: HNRM 3336 - Hotel Operations
Prerequisite(s): A minimum grade of “C” in HNRM 2333 and either ACCT 2030 or ACCT 2101 and ACCT 2102 or permission of instructor.
JUSTIFICATION:
A basic knowledge of accounting is required for the students to understand the material covered in the course.

A Thornton/Gregg motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Hospitality Management Minor (NEW PROGRAM)
JUSTIFICATION:
To meet the needs of students who wish to combine Hospitality Management with another field or who discover an interest in Hospitality Management later in their academic career when changing to a BBA program would be impractical.

Hotel and Restaurant Management, B.S. [DELETED PROGRAM]
JUSTIFICATION:
Program was moved from CHHS to COBA. New curriculum has been approved for COBA that replaces the B.S.

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

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Department of History
New Course(s)
HIST 3231 - Introduction to Public History
This class surveys the field of Public History and its various subfields. This project-driven class will provide students experience with presenting history through museums, historic sites, media programs, and other public venues. 3 credit hours.
JUSTIFICATION:
This course will serve as an undergraduate introduction to the field of Public History. It will be an elective course for the History major, and will help support the recruitment of potential students for the Department’s new Public History graduate certificate program.

HIST 5431 - Advanced Topics in Public History
In this course, students will develop advanced proficiency in the professional practice of Public History through readings and experiential learning that will prepare them to present historical knowledge to a public audience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Topics vary. May be repeated for credit. 3 credit hours.

JUSTIFICATION:
This course will provide several rotating topics in the major subfields of Public History for advanced undergraduate and graduate students. Students pursuing the graduate Certificate in Public History will be required to take this course.

A Zeigler/Thornton motion to approve these new courses was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
History, B.A. [REVISED PROGRAM]
JUSTIFICATION:
The Department of History has proposed two new courses and those are reflected on the program page.

A Zeigler/Wheaton motion to approve this program revision was passed unanimously.

Department of Music
New Course(s)
MUSE 3210 - University Band
JUSTIFICATION:
This is an elective course that will provide music ensemble experience for non-majors, music majors, and community members.

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

Course Revision(s)
FROM: MUSC 1216 - Voice Class
TO: MUSC 3216 - Voice Class
JUSTIFICATION:
MUSC 1216-Voice Class is currently listed at the 1000 level. There are four similar courses listed at the 3000 level (MUSC 3218-Brass Class, MUSC 3217-Woodwind Class, MUSC 3215-String Class, MUSC 3213-Percussion). This Course Revision Form proposes aligning all these similar courses with 3000 level numbers. The proposed course number is MUSC 3216 Voice Class.

FROM: MUSC 4799 - Student Teaching in P-12 Music Education
Additional Fees: $250.
TO: MUSC 4799 - Student Teaching in P-12 Music Education
Additional Fees: $275.
JUSTIFICATION:
The student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25 - from $250 to $275.

FROM: MUSC 5530 - Digital Audio Montage
Explores digital audio theory and practice, sound recording techniques, sound and music representation, sound transformation, and compositional methods of morphological montage through the creation and performance of musical works in the electronic medium. Cross-List: MUSC 5530G.
TO: MUSC 5530 - Recording Studio Techniques
Technical and creative investigation of current multitrack recording and mixing techniques. Technical aspects of essential signal processing techniques are covered and their aesthetic implications are actively explored. Students examine these topics through the creation of music in a recording studio using a variety of tools including hardware and software processors and multi-tracking software. Cross-List: None.
JUSTIFICATION:
This course has been taught in conjunction with MUSC 5530G. These sections are being converted into two unique courses since there are now enough students at each level to fill the classes. This will make the undergraduate and graduate courses more effective and distinct.

FROM: MUSC 5531 - Advanced MIDI Sequencing
Explores the core concepts of acoustics and psychoacoustics, the MIDI protocol, music composition and performance using MIDI, hardware-based sound synthesis, hardware-based effects, and audio sampling through the creation and performance of musical works in the electronic medium. Cross-List: MUSC 5531G.

TO: MUSC 5531 - MIDI Sequencing
This course covers essential synthesis techniques in the analog and digital domains. Examines the bits and bytes of the MIDI communication protocol. A variety of sequencing techniques are examined in several contexts including historical uses, current methods, and in combination with visual media. At the core of the course is an emphasis upon the application of technical knowledge through the creation of musical works. Cross-List: None.

JUSTIFICATION:
This course has been taught in conjunction with MUSC 5531G. These sections are being converted into two unique courses since there are now enough students at each level to fill the classes. This will make the undergraduate and graduate courses more effective and distinct.

FROM: MUSE 3211 - Concert Band
TO: MUSE 3211 - Wind Symphony
JUSTIFICATION:
The title Concert Band is generic and does not reflect the level of material performed by the band. Wind Symphony is used by many universities for a band on a higher level than a basic Concert Band and brings with it greater prestige.

A Hazeldine/Thornton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Composition, B.M. (REVISED PROGRAM)
JUSTIFICATION:
The course names for MUSC 5530 and MUSC 5531 are changing to better reflect course content and developments in the discipline.

Multimedia for Information Second Discipline Concentration (REVISED PROGRAM)
JUSTIFICATION:
Music is removing MUSC 1515-Technology in Music and MUSC 5530-Digital Audio Montage because students do not take those courses as part of this Second Discipline.

Music, B.A. (REVISED PROGRAM)
JUSTIFICATION:
Many music majors wish to gain knowledge in music technology. They do this by choosing a music technology minor which has courses that are unique to the minor and are not also part of the major music degree. The Music Department is changing the requirements of the Music Technology minor to provide B.A. students with the opportunity to choose a music technology minor that will complement their degree (forms also submitted). The music technology minor will help to make B.A. Music students more marketable upon graduation and will give them valuable technological skills they will be able to apply in many situations.

Music Education, B.M., Instrumental (REVISED PROGRAM)
JUSTIFICATION:
This program change reflects a course number change (MUSC 1216 to MUSC 3216).
Music Second Discipline Concentration (REVISED PROGRAM)
JUSTIFICATION:
Under the current requirements, IT students must take two semesters of Music Theory and Sight-Singing/Ear Training. These courses are difficult for Music majors and often impossible for non-music majors. The level of information learned in these classes is unnecessary for success in this music technology second discipline. For this reason, the music theory and sight-singing/ear training courses are being replaced by Music Fundamentals I and II (less detailed versions of music theory) and Music Appreciation which will provide students with a historical background in music. These changes will strengthen the program and help students to be more successful in this area.

Music Technology Minor (REVISED PROGRAM)
JUSTIFICATION:
Music (B.A.) majors are required to have a minor. Many music majors want skills in music technology to make them more marketable upon graduation. Currently, there is an overlap of requirements between the B.A. Music and the minor in music technology. This overlap must be eliminated so music majors can earn a minor in music technology. To correct this problem, courses from the information technology program will be substituted for the two Music Fundamentals courses usually required for the music technology minor.

A Wheaton/Hazeldine motion to TABLE the Multimedia for Information Second Discipline Concentration was passed unanimously. A Hazeldine/Wheaton motion to approve the remaining program revisions was passed unanimously.

➢ Department of Sociology and Anthropology
Proposed New, Revised, or Deleted Program(s)
Anthropology, B.A. (REVISED PROGRAM)
JUSTIFICATION:
The College of Science and Mathematics is proposing a new introductory GEOL course and deleting GEOL 1122. The introductory geology courses are choices for Area F in Anthropology, as approved by the Board of Regents. The department is changing the program page to reflect the course number changes, as proposed by COSM.

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

➢ Department of Writing and Linguistics
New Course(s)
WRIT 4380 - Writing Grants and Proposals
This course provides direction on how to find, research and write proposals to secure grants. Students will write a proposal as a final project. Prerequisite(s): A minimum grade of “C” in ENGL 1102.

JUSTIFICATION:
This course provides an introduction to the process of writing proposals to secure grants. It is a course that has proven to be of interest to students since it has been taught twice as a selected topics course. The value of writing grant proposals is unquestionable, whether a professional is working in the discourse community of business, science, engineering, social science, or education, yet there is no one undergraduate course that focuses exclusively on proposal writing. In addition, “proposal writer” is a job title unto itself. This course will provide an opportunity for students to learn more about proposal writing as it may apply to their profession and more about proposal writing as a profession.

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

Course Revision(s)
FROM: WRIT 3232 - Document Creation for 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 - Writing visual Information
This course focuses on strategies of arrangement and placement, specifically at intersections of alphabetic and visual information found in professional, technical, and business writing situations. Students will create multimodal documents and texts, and apply relevant theories to enhance engagement and comprehension. These texts can include, but are not limited to, technical reports, charts, tables, maps, slide presentations, and forms, in both print and digital media.

JUSTIFICATION:
The current course description and title require revision to reflect the actual practices and subjects of Professional and Technical Writing. The revised course title and description point to writing as it is commonly understood - the arrangement of information for meaning - and explain writing as it is practiced in real-world situations. Professional and technical writers must be agile arrangers of information because they compose a wide variety of documents: reports, forms, slideshow presentations, web pages, user documentation and many other kinds of texts. A good deal of the information in documents is visual, such as words and visual data, that writers in professional situations combine, and arrange to make meaning. Writers in all situations must be able to think, and to inform others, about how choices in writing visual information helps people to understand and to use documents.

A Thornton/Hazeldine motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Professional and Technical Writing Minor (REVISED PROGRAM)

JUSTIFICATION:
A revision of the course description and course title was necessary for WRIT 3232 because they were no longer reflective of current practices in professional and technical writing. The minor also needs to offer a grant writing course to meet career opportunities in writing, thus the course addition, WRIT 4380.

Technical Writing Second Discipline Concentration (REVISED PROGRAM)

JUSTIFICATION:
A revision of the course description and course title was necessary for WRIT 3232 because they were no longer reflective of current practices in professional and technical writing. The concentration also needs to offer a grant writing course to meet career opportunities, thus the course addition, WRIT 4380.

Writing and Linguistics, B.A. (REVISED PROGRAM)

JUSTIFICATION:
A revision of the course description and course title was necessary for WRIT 3232 because they were no longer reflective of current practices in professional and technical writing. The program also needs to offer a grant writing course to meet career opportunities in writing, thus the course addition, WRIT 4380. WRIT 3151-Advanced Screenwriting and WRIT 3153-Writing Film Adaptations were listed on the program page in error. These courses do not exist in Writing and Linguistics and the current catalog does not have WRIT course descriptions for these two courses. Two years ago, Writing and Linguistics and Communication Arts were collaborating on crosslistings in film and writing for television and film. When Communication Arts decided to revise its curriculum, courses that were proposed for crosslisting were put on hold. These are two of those courses.

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

VI. COLLEGE OF SCIENCE AND MATHEMATICS

➢ College of Science & Mathematics

Proposed New, Revised, or Deleted Program(s)

Environmental Sustainability Interdisciplinary Concentration (REVISED PROGRAM)

JUSTIFICATION:
Sustainable Materials and Methods for the Interior Environment (INDS 3350) is a new course that fulfills the criteria for inclusion in the concentration and will offer Interior Design majors an excellent option
within their major. Cultural Foods (NTSF 4630) is also a new course that fits the criteria and increases the breadth of options for the concentration. Furthermore, Philosophy of Law (POLS 3232) is being removed as it recently changed its course title and content-focus and is no longer appropriate for the Environmental Sustainability Concentration.

A Thornton/Wheaton motion to approve this program revision was passed unanimously.

➢ Biology

Proposed New, Revised, or Deleted Program(s)

Biology, B.A. [REVISED PROGRAM]
JUSTIFICATION:
The course number for General Historical Geology (GEOL 1122) was changed to GEOL 1142. This program revision simply updates the BA Biology catalog page to correct for this new course number.

Biology, B.S.B. [REVISED PROGRAM]
JUSTIFICATION:
The course number for General Historical Geology (GEOL 1122) was changed to GEOL 1142. This program revision simply updates the BA Biology catalog page to correct for this new course number.

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

➢ Geology & Geography

Course Revision(s)
FROM: GEOL 1122 - General Historical Geology
Prerequisite(s): GEOL 1141 or permission of instructor.
TO: GEOL 1142 - General Historical Geology
Prerequisite(s): GEOL 1141. May be taken concurrently with GEOL 1141 with permission of instructor.
JUSTIFICATION:
General Historical Geology (GEOL 1122) is a 4-credit hour course that follows Introduction to the Earth (GEOL 1141). The new course number of GEOL 1142 is consistent with the course's position as second in the sequence of introductory geology courses and accurately reflects the number of credit hours.

FROM: GEOL 1530 - Principles of Oceanography
A survey course dealing with the physical and biological processes of the oceans addressing the interrelationships of the processes.
TO: GEOL 1530 - Principles of Oceanography
This course is a survey course dealing with the physical, geological, and ecological features of ocean basins and coastlines, as well as chemical composition of ocean water and oceanic circulation processes.
JUSTIFICATION:
The new catalog description more accurately describes the course content.

FROM: GEOL 3520 - Field Methods
Prerequisite(s): GEOL 1141 and MATH 1112 or MATH 1113 or permission of instructor.
TO: GEOL 3520 - Field Methods
Prerequisite(s): GEOL 1142 and MATH 1112 or MATH 1113 or permission of instructor.
JUSTIFICATION:
The introductory course sequence, Introduction to the Earth (GEOL 1141) and General Historical Geology (GEOL 1142), is the foundation for all subsequent geology courses. Changing the prerequisites to include GEOL 1142, the second course in the introductory sequence, requires students in the junior-level course Field Methods (GEOL 3520) to have completed their introductory material and should increase student success in the course.

FROM: GEOL 3541 - Mineralogy
Prerequisite(s): CHEM 1145, CHEM 1146, and GEOL 1141.
TO: GEOL 3541 - Mineralogy
Prerequisite(s): GEOL 1141 and prior or concurrent enrollment in CHEM 1145.
JUSTIFICATION:
The Department of Geology and Geography conducted a review of prerequisites for all upper-level geology courses. The Department concluded that the content of Principles of Chemistry I (CHEM 1145) will suffice to prepare students for the material in Mineralogy (GEOL 3541). The Department thus recommends removing CHEM 1146 as a prerequisite.

FROM: GEOL 3542 - Petrology
Prerequisite(s): GEOL 3541.
TO: GEOL 3542 - Petrology
Prerequisite(s): GEOL 1142 and GEOL 3541.
JUSTIFICATION:
During the Department of Geology and Geography review of prerequisites for all upper-level geology courses, the geology faculty agreed that including General Historical Geology (GEOL 1142) along with Mineralogy (GEOL 3541) as prerequisites will better prepare students for Petrology (GEOL 3542), and will thus enhance student success.

FROM: GEOL 3790 - Teaching Internship in Geology
Student interns in GEOL 1141 (Introduction to the Earth), GEOL 1340 (Environmental Geology), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory section in which the student interns. Prerequisite(s): Permission of instructor and a minimum grade of “B” in two of the following three courses, one of which must be the course in which the student will intern: GEOL 1141, GEOL 1340, or GEOL 1122.
TO: GEOL 3790 - Teaching Internship in Geology
Student interns in Introduction to the Earth (GEOL 1141), General Historical Geology (GEOL 1142), or Environmental Geology (GEOL 1340) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour is awarded per laboratory section in which the student interns. Prerequisite(s): Permission of instructor and a minimum grade of “B” in two of the following three courses, one of which must be the course in which the student will intern: GEOL 1141, GEOL1142, or GEOL 1340.
JUSTIFICATION:
The course number for one of the current prerequisite courses, General Historical Geology (GEOL 1122), is being changed to GEOL 1142. Additionally, the current catalog description does not have the proper course name for this prerequisite, which is "General Historical Geology". The prerequisite and catalog description changes fix these issues.

FROM: GEOL 5130 - Geochemistry
Prerequisite(s): GEOL 1141, GEOL 3541, GEOL 3542, and two terms of introductory chemistry or permission of instructor.
TO: GEOL 5130 - Geochemistry
Prerequisite(s): CHEM 1146 and GEOL 3541 or permission of instructor.
JUSTIFICATION:
GEOL 1141 is a prerequisite for GEOL 3541, so specifically listing it is unnecessary. Completion of Principles of Chemistry II (CHEM 1146) is a more precise prerequisite to replace the statement "two terms of introductory chemistry". Additionally, during the Department of Geology and Geography review of prerequisites for all upper-level geology courses, the geology faculty concluded that the material covered in CHEM 1146 and Mineralogy (GEOL 3541) are sufficient to ensure student success in Geochemistry (GEOL 5130), so GEOL 3542 has been removed as a prerequisite.

FROM: GEOL 5131 - Economic Mineralogy
Prerequisite(s): GEOL 1141 and GEOL 3541 or permission of instructor.
TO: GEOL 5131 - Economic Mineralogy
Prerequisite(s): GEOL 3541 or permission of instructor.
JUSTIFICATION:
GEOL 1141 is a prerequisite for GEOL 3541, so listing GEOL 1141 and GEOL 3541 as prerequisites for Economic Mineralogy (GEOL 5131) is redundant. This revision deletes the unnecessary prerequisite.
FROM: GEOL 5140 - Vertebrate Paleontology  
Prerequisite(s): GEOL 1141 or introductory biology or permission of instructor.

TO: GEOL 5140 - Vertebrate Paleontology  
Prerequisite(s): GEOL 1142 or permission of instructor. GEOL 5141 strongly recommended.

JUSTIFICATION:  
Requiring General Historical Geology (GEOL 1142) as a prerequisite ensures that the students have completed the introductory geology course sequence (GEOL 1141 and 1142) prior to taking Vertebrate Paleontology (GEOL 5140). Furthermore, during a Geology and Geography Department review of upper-level course prerequisites, the geology faculty wished to "strongly recommend" (but not require) Paleontology (GEOL 5141) as an additional prerequisite for the course.

FROM: GEOL 5141 - Paleontology  
This course covers the applications of paleontological methods to geologic problems. Major topics include: 1) the formation of fossils, 2) biostratigraphy, 3) fossil identification and classification, 4) biogeography, and 5) paleoclimatology. Labs utilize a diverse collection of fossils and a computer lab with paleontology software. Graduate students will complete an individual term project or special report.  
Prerequisite(s): GEOL 1141 or introductory biology or permission of instructor.

TO: GEOL 5141 - Paleontology  
This course provides an overview of the major principles, applications, and methods of paleontology. Topics covered in this course include, but are not limited to: the formation of fossils, fossil identification and classification, evolution and extinction, biostratigraphy, biogeography, paleoecology, and functional morphology. Labs utilize a diverse collection of invertebrate fossils and paleontology software. Graduate students will complete a special report, not required of undergraduates. Prerequisite(s): GEOL 1142 or permission of instructor.

JUSTIFICATION:  
The way the introductory geology courses are now sequenced and taught, as well as the course content for Paleontology (GEOL 5141), makes General Historical Geology (GEOL 1142) a more appropriate prerequisite course. The revised catalog description more accurately reflects the current course content and methodology.

FROM: GEOL 5142 - Stratigraphy and Sedimentation  
Prerequisite(s): GEOL 1122.

TO: GEOL 5142 - Stratigraphy and Sedimentation  
Prerequisite(s): GEOL 1142.

JUSTIFICATION:  
The course number for the existing prerequisite course, General Historical Geology (GEOL 1122), changed to GEOL 1142.

FROM: GEOL 5230 - Earth Science  
A systematic study of the earth as a planet, including aspects of its atmosphere, oceans, lithosphere, soils and physiography. Laboratory will emphasize the location and utilization of local, as well as regional materials for earth science teaching and learning. Graduate students will complete an individual term project or special report.

TO: GEOL 5230 - Earth Science  
A systematic study of the earth as a planet, including aspects of its atmosphere, oceans, lithosphere, soils and physiography. The laboratory will emphasize the location and utilization of local, as well as regional materials for earth science teaching and learning. Graduate students will complete an individual term project or special report. This course cannot be used for upper-level course credit in the Geology BA, Geology BS, or Geology Minor programs.

JUSTIFICATION:  
Earth Science (GEOL 5230) is a general course primarily for education majors. The course content is not as rigorous and detailed as that in upper-level Geology courses geared toward Geology majors, and is thus not suitable for upper-level credit in a Geology major or minor program. This Geology and Geography Department rule is expressed clearly in the statement added to the catalog description.

FROM: GEOL 5231 - General Oceanography
An integrated approach to the study of oceans with special emphasis on geology, chemistry, and biology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. Prerequisite(s): At least one term of introductory biology and two terms of chemistry or permission of instructor.

TO:

GEOL 5231 - General Oceanography
This course is an integrated approach to the study of oceans with special emphasis on geology, chemistry, and biology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. This course cannot be used for upper-level course credit in the Geology BA, Geology BS, or Geology Minor programs. Prerequisite(s): GEOL 1141 or GEOL 5230.

JUSTIFICATION:
General Oceanography (GEOL 5231) currently has no specific prerequisites. However, the current course content requires an introductory-level knowledge of physical geology. Introduction to the Earth (GEOL 1141) or Earth Science (GEOL 5230) will provide the necessary background to promote student success in this course. Furthermore, this course is a course primarily for education majors. The course content is not as rigorous and detailed as that in upper-level Geology courses geared toward Geology majors, and is thus not suitable for upper-level credit in a Geology major or minor program. This Geology and Geography Department rule is expressed clearly in the statement added to the catalog description.

FROM: GEOL 5431 - Coastal Geology
Prerequisite(s): GEOL 1141 or GEOL 1340 or permission of instructor.

TO: GEOL 5431 - Coastal Geology
Prerequisite(s): GEOL 1142 or permission of instructor. GEOL 5142 strongly recommended.

JUSTIFICATION:
Coastal Geology (GEOL 5431) requires greater prior knowledge of sedimentation and stratigraphy than is provided by the current prerequisites. Historical Geology (GEOL 1142) and the strongly recommended Stratigraphy and Sedimentation (GEOL 5142) provide the necessary background for this course and will enhance student success. Introduction to the Earth (GEOL 1141) is the prerequisite for GEOL 1122, so is no longer needed as a prerequisite for Coastal Geology. Environmental Geology (GEOL 1340) is a more general geology course primarily for non-majors and does not emphasize the prerequisite concepts noted above, so it has been removed as a prerequisite for Coastal Geology.

FROM: GEOL 5440 - Structural Geology
Prerequisite(s): GEOL 1141 or GEOG 1111.

TO: GEOL 5440 - Structural Geology
Prerequisite(s): GEOL 3542 and MATH 1112 or MATH 1113.

JUSTIFICATION:
Structural Geology (GEOL 5440) is now offered annually, whereas it was previously offered every other year. Therefore, to ensure that geology majors take their upper-level courses in the proper sequence and have the necessary background to succeed in the course, we are strengthening the prerequisites. By specifying Petrology (GEOL 3542) as a prerequisite course, students will also have taken GEOL 1141, 1142, and 3541, which will facilitate success in Structural Geology. Additionally, either MATH 1112 or 1113 is an acceptable mathematics prerequisite for GEOL 5440.

FROM: GEOL 5530 - Geomorphology
Prerequisite(s): GEOL 1141 or GEOG 1111.

TO: GEOL 5530 - Geomorphology
Prerequisite(s): GEOL 1142 or GEOG 1111 or permission of instructor.

JUSTIFICATION:
Replacing Introduction to the Earth (GEOL 1141) with General Historical Geology (GEOL 1142) as a prerequisite ensures that students will have completed the introductory geology two-course sequence and thus be better prepared before taking Geomorphology (GEOL 5530). Geography majors may also take this course, and are suitably prepared for, after having completed Climate and the Landscape (GEOG 1111). Adding "or permission of instructor" as a further prerequisite ensures that students enrolling in Geomorphology have an adequate background to succeed in the course.

FROM: GEOL 5541 - Hydrogeology
Prerequisite(s): GEOL 1141 or permission of instructor.
TO: GEOL 5541 - Hydrogeology
Prerequisite(s): GEOL 3542 or permission of instructor.

JUSTIFICATION:
Hydrogeology (GEOL 5541) requires a background in Mineralogy (GEOL 3541) and Petrology (GEOL 3542). GEOL 3541 and 3542 are now offered annually. The addition of GEOL 3542 as a prerequisite will ensure that students take GEOL 5541 at the proper time and that they have the appropriate background to succeed in the course. Introduction to the Earth (GEOL 1141) is a prerequisite for Mineralogy (GEOL 3541), which is a prerequisite for Petrology (GEOL 3542). Therefore GEOL 1141 is no longer a necessary prerequisite given the new GEOL 3542 prerequisite.

A Wheaton/Ziegler motion to approve these course revisions was passed unanimously.

Core Curriculum Revision(s)
Area D
Change course number of GEOL 1122 to GEOL 1142.

JUSTIFICATION:
The course number for GEOL 1122 – General Historical Geology (an Area D III course option) has changed to 1142. Additionally, in the prerequisite statement following GEOL 1122 in the D III section, “GEOL 1121” is replaced with “GEOL 1141” to correct for a course number change made last year.

A Wheaton/Thornton motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Geology, B.A. (REVISED PROGRAM)
JUSTIFICATION:
The course number for GEOL 1122 has changed to 1142, and GEOL 1122 is a required course in the Geology B.A. General Historical (GEOL 1142) is a 4-credit hour course that follows Introduction to the Earth (GEOL 1141) in the two-course introductory geology sequence. The new course number is consistent with the course's position as second in the sequence of introductory courses, and accurately reflects the number of credit hours. Additionally, a typographic error has been corrected (Sciences for "Science", Area E).

Geology, B.S. (REVISED PROGRAM)
JUSTIFICATION:
The course number for GEOL 1122 has changed to 1142, and GEOL 1122 is a required course in the Geology B.S. General Historical Geology (GEOL 1142) is a 4-credit hour course that follows Introduction to the Earth (GEOL 1141) in the two-course introductory geology sequence. The new course number is consistent with the course's position as second in the sequence of introductory courses, and accurately shows the number of credit hours.

Geology Minor (REVISED PROGRAM)
JUSTIFICATION:
The added statement will specify two courses which may not be used for credit in the Geology Minor. Earth Science (GEOL 5230) and General Oceanography (GEOL 5231) are introductory-level courses for education majors and in-service teachers. These courses do not build upon any of the content included in foundational geology courses, so they are not appropriate to fulfill the 7 hours of upper-level Geology electives specified in the Geology Minor.

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

Mathematics
Course Revision(s)
FROM: MATH 5437 - Mathematics of Computer-Aided Design
The study of the theory and techniques used for the computer generation of curves and surfaces. Topics include Bernstein/Bezier and B-spline curves and surfaces, transformations and projections, affine spaces and maps, geometric continuity, curvature, subdivision and interpolation. This course is recommended for students in mathematics, engineering and computer science. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of “C” in MATH 2242.
TO:  MATH 5437 - Mathematics and Computation of Curves and Surfaces
This course is a study of the mathematical and computational techniques used for the computer
generation of curves and surfaces. The primary representations for the curves and surfaces are univariate
and multivariate polynomials and splines in the Bernstein/Bezier and B-spline bases. These curves and
surfaces are used for data fitting (interpolation and smoothing) and approximation. Topics include:
recursion, smoothness, surfaces over grids, surfaces over triangulations, simplex and box splines,
variational curves and surfaces, transformations and projections. Graduate students will be given an extra
assignment not required of undergraduate students. Prerequisite(s): A minimum grade of “C” in MATH
2243 and MATH 2331.

JUSTIFICATION:
The course title and course description were changed to better reflect the content of the course and
intended audience. In particular, the new title emphasizes computation, which is becoming a big part of
our mathematics program. The current prerequisite MATH 2242 (Calculus II) is being changed to MATH
2243 (Calculus III) to be sure the students have a background in the calculus of curves and surfaces that is
not provided in Calculus II. The prerequisite Math 2331 (Elementary Linear Algebra) is being added to be
sure the students understand the concepts of vector spaces and matrices, which are also needed in the
course.

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

Proposed New, Revised, or Deleted Program(s)
Mathematics, B.S. [REVISED PROGRAM]
JUSTIFICATION:
The program is being updated to reflect a title change to the course MATH 5437.

Mathematics, B.S.Mat. [REVISED PROGRAM]
JUSTIFICATION:
The program is being updated to reflect a title change to the course MATH 5437.

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

VII.   COLLEGE OF EDUCATION

➢ Department of Teaching and Learning

Course Revisions
FROM:  ECED 4433 - P-5 Science Methods
Additional Fees: None.
TO:  ECED 4433 - P-5 Science Methods
Additional Fees: $10 per student.
JUSTIFICATION:
This science methods course is a course that requires the use of consumable materials each semester.
The projected enrollment is approximately 180 each year. This fee will allow the instructor to replace
materials as needed.

FROM:  ECED 5799 - Student Teaching in P-12 Education
Additional Fees: $250.
TO:  ECED 5799 - Student Teaching in P-12 Education
Additional Fees: $275.
JUSTIFICATION:
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds
were cut. Since that time, all programs have significantly increased the formal assessment of all teacher
candidates including student teachers. This has required the College of Education to put additional
responsibilities on classroom teachers to help provide this additional documentation. After eight years
we have determined that since we have increased teachers' work load for hosting a student teacher, we
need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

FROM:  ESED 5799 - Student Teaching in P-12 Education
Additional Fees: $250.
TO: ESED 5799 - Student Teaching in P-12 Education  
Additional Fees: $275.

JUSTIFICATION:  
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

FROM: MGED 5799 - Student Teaching in Middle Grades Education  
Additional Fees: $250.

TO: MGED 5799 - Student Teaching in Middle Grades Education  
Additional Fees: $275.

JUSTIFICATION:  
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

FROM: SCED 5799 - Student Teaching in Secondary Education  
Additional Fees: $250.

TO: SCED 5799 - Student Teaching in Secondary Education  
Additional Fees: $275.

JUSTIFICATION:  
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

FROM: SPED 3131 - Assessment in Special Education  
Corequisite(s): SPED 3130, SPED 3134, and SPED 3711.

TO: SPED 3131 - Assessment in Special Education  
Corequisite(s): SPED 3134. Additional corequisites for BSED Early Childhood/Special Education dual certification majors are SPED 3133 and SPED 3331. Additional corequisites for BSED Special Education majors are SPED 3130 and SPED 3711.

JUSTIFICATION:  
Different corequisite courses will need to be taken by students in the Special Education program and students in the newly approved Early Childhood Education/Special Education dual certification program.

FROM: SPED 3133 - Methodologies of Inclusive P-5 Settings  
Corequisite(s): SPED 3130 and SPED 3131. *Behavior Intervention Plans are taught in SPED 3231.

TO: SPED 3133 - Methodologies of Inclusive P-5 Settings  
Corequisite(s): SPED 3131, SPED 3134, and SPED 3331.

JUSTIFICATION:  
Corequisite courses are being adjusted considering majors in the Special Education program and those in the newly approved Early Childhood Education/Special Education dual certification program.

FROM: SPED 3134 - Special Education Procedures
TO: SPED 3134 - Special Education Procedures
Corequisite(s): SPED 3131. Additional corequisites for BSED Early Childhood/Special Education dual certification majors are SPED 3133 and SPED 3331. Additional corequisites for BSED Special Education majors are SPED 3130 and SPED 3711.

JUSTIFICATION:
Different corequisite courses will need to be taken by students in the Special Education program and students in the newly approved Early Childhood Education/Special Education dual certification program.

FROM: SPED 3231 - Classroom Management
Prerequisite(s): SPED 3722. Corequisite(s): SPED 3631, SPED 4733, and SPED 4734.

TO: SPED 3231 - Classroom Management
Prerequisite(s): The prerequisite for BSED Special Education majors is SPED 3722. Corequisite(s): Corequisites for BSED Special Education majors are SPED 3631, SPED 4733, and SPED 4734.

JUSTIFICATION:
Prerequisite and corequisite requirements are needed for BSED Special Education majors taking this course, to progress through the program of study.

FROM: SPED 5799 - Student Teaching in Special Education
Additional Fees: $250.

TO: SPED 5799 - Student Teaching in Special Education
Additional Fees: $275.

JUSTIFICATION:
The $250 student teaching fee was approved and implemented in Fall 2004 when the PSC capstone funds were cut. Since that time, all programs have significantly increased the formal assessment of all teacher candidates including student teachers. This has required the College of Education to put additional responsibilities on classroom teachers to help provide this additional documentation. After eight years we have determined that since we have increased teachers' work load for hosting a student teacher, we need to increase the small stipend that the teachers receive for this work by $25, from $250 to $275.

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

Proposed New, Revised, or Deleted Program(s)

Early Childhood Education, B.S.Ed. [REVISED PROGRAM]
JUSTIFICATION:
An error was discovered in the current catalogue for the GPA requirement for the teaching field.

Health and Physical Education, B.S.Ed. [REVISED PROGRAM]
JUSTIFICATION:
An error was discovered in the current catalogue for the GPA requirement for the teaching field.

Middle Grades Education, B.S.Ed. [REVISED PROGRAM]
JUSTIFICATION:
An error was discovered in the current catalogue for the GPA requirement for the teaching field.

Special Education, B.S.Ed. [REVISED PROGRAM]
JUSTIFICATION:
An error was discovered in the current catalogue for the GPA requirement for the teaching field.

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

VIII. ALLEN E. PAULSON COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Civil Engineering
Course Revision(s)
FROM: 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.

TO: **CENG 3135 - Project Cost Analysis, Planning and Management**

This course addresses various aspects of planning and management of civil engineering projects including economics, cost estimation, construction contracts, delivery methods, and scheduling. The course also covers various engineering economic topics such as time value of money and cost/benefit analysis. The probability and statistics topics relevant to civil and environmental engineering are additionally discussed along with ethical guidelines for professional conduct and code of ethics.

**JUSTIFICATION:**
The catalog description is modified to better describe the course and provide information related to several additional topics. The additional topics are needed to better satisfy ABET accreditation requirements.

FROM: **CENG 3232 - Soil Mechanics**
Contact hours not a range to offer multiple labs.

TO: **CENG 3232 - Soil Mechanics**
Contact hours changed to range to offer multiple labs.

**JUSTIFICATION:**
Due to the large number of students enrolled in CENG 3232, the CE Department would like to offer multiple lab sections for the lecture component of the course. Offering multiple lab sections, reduces the number of students in each section of the lab and therefore enhances student learning.

FROM: **CENG 3233 - Civil Engineering Materials**
Contact hours not a range to offer multiple labs.

TO: **CENG 3233 - Civil Engineering Materials**
Contact hours changed to range to offer multiple labs.

**JUSTIFICATION:**
Due to the large number of students enrolled in CENG 3232, the CE Department would like to offer multiple lab sections for the lecture component of the course. Offering multiple lab sections, reduces the number of students in each section of the lab and therefore enhances student learning.

_A Gregg/Yocco motion to approve these course revisions was passed unanimously._

**Proposed New, Revised, or Deleted Program(s)**
Civil Engineering, B.S.C.E. **(REVISED PROGRAM)**

**JUSTIFICATION:**
The revised catalog page is needed to list the Honors requirements for the program. The prescribed requirements have been approved by Dr. Steven Engel (Director of the Honors Program). As a part of requirements, the students are expected to complete a year-long thesis (two regular semesters) by taking the UHON 4999 (Honors Research) course. Note that the students need to take UHON 4999 in two semesters (first semester for 1 credit hr, and the second semester for 2 credit hrs) totaling 3 credits hrs.

_A Wheaton/Chamblee motion to approve this program revision was passed unanimously._

➢ **Electrical Engineering**

**Course Revision(s)**

FROM: **ENGR 2341 - Introduction to Signal Processing**  
Lab hours: 3.

TO: **ENGR 2341 - Introduction to Signal Processing**  
Lab hours: 2.

**JUSTIFICATION:**
The reduction of the lab time to 2 hours is needed to conform with the other 4 credit hours courses in the EE program that have a format of 3 lecture hours and 2 lab hours.

FROM: **EENG 5341 - Robotic Systems Design**
Prerequisite(s): A minimum grade of “C” in EENG 3340 and EENG 5431 or permission of instructor.
TO: EENG 5341 - Robotic Systems Design  
Prerequisite(s): A minimum grade of “C” in EENG 3340 or MENG 3521 or permission of instructor.  
JUSTIFICATION: 
These prerequisite changes are needed so that EE students have more options for taking elective courses in their senior year. Furthermore, because robotics is an interdisciplinary area that interrelates EE and ME topics, this revision will allow ME students to take the course.

FROM: EENG 5540 - Communications Systems  
Prerequisite(s): A minimum grade of “C” in EENG 3330 or permission of instructor.  
TO: EENG 5540 - Communications Systems  
Prerequisite(s): A minimum grade of “C” in EENG 3420 or permission of instructor.  
JUSTIFICATION: 
A similar course was taught in the TEET program under the name of Electronics Communication Systems (TEET 5245) which had Microelectronics as a prerequisite. The TEET course dealt with the electronic circuit design of communication systems and not so much with communication theory which would require electronics as a prerequisite. The EENG course mainly deals with communication theory and not electronic circuit design. Therefore, the suggested change of the Microelectronics (EENG 3330) as a prerequisite to Linear Systems (EENG 3420).

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

Proposed New, Revised, or Deleted Program(s)  
Electrical Engineering, B.S.E.E.  
[REVISED PROGRAM]  
JUSTIFICATION:  
The revised catalog page is needed to list the Honors requirements for the program.

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

➢ Mechanical Engineering  
Course Deletion(s)  
TMFG 5234 - Introduction to Technical Management and Leadership  
JUSTIFICATION:  
This course was required in the B.S. in Manufacturing program that was terminated several years ago. All students in the program have graduated and the course is no longer used in any Mechanical Engineering or CEIT programs and should be deleted.

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

Course Revision(s)  
FROM: MENG 3233 - Heat Transfer  
Prerequisite(s): ENGR 3431.  
TO: MENG 3233 - Heat Transfer  
Prerequisite(s): ENGR 3235, ENGR 3431, MATH 2243, and MATH 3230.  
JUSTIFICATION:  
Prerequisites are added so that students can have more in-depth knowledge background in preparation for this course.

FROM: ENGR 3235 - Fluid Mechanics  
Prerequisite(s): ENGR 2231.  
TO: ENGR 3235 - Fluid Mechanics  
Prerequisite(s): ENGR 2231 and MATH 2243.  
JUSTIFICATION:  
One prerequisite is added so that students can have more in-depth knowledge background in preparation for this course.
FROM: MENG 3331 - Material Science Studio  
Prerequisite(s): None. Corequisite(s): None.  
TO: MENG 3331 - Material Science Studio  
Prerequisite(s): CHEM 1147. Corequisite(s): ENGR 3233.  
JUSTIFICATION: The change to enforce the prerequisite CHEM 1147 is added to ensure students have completed the background necessary in preparation for this course. A corequisite of ENGR 3233-Mechanics of Materials is added to provide parallel analytical practice necessary to better understand the application of solid mechanics in materials applications.

FROM: MENG 3333 - Material Processing Studio  
Prerequisite(s): MENG 3331.  
TO: MENG 3333 - Material Processing Studio  
Prerequisite(s): MENG 1310 and MENG 3331.  
JUSTIFICATION: One prerequisite is added so that students can have more in-depth knowledge background in preparation for this course.

FROM: MENG 4210 - Energy Science Laboratory  
Prerequisite(s): MENG 3233, ENGR 3235, and ENGR 3431.  
TO: MENG 4210 - Energy Science Laboratory  
Prerequisite(s): MENG 3233, MENG 3521, ENGR 3235, and ENGR 3431.  
JUSTIFICATION: One prerequisite is added so that students can have more in-depth knowledge background in preparation for this course.

FROM: MENG 4430 - Engineering Quality Control and Project Management  
Prerequisite(s): Senior standing.  
TO: MENG 4430 - Engineering Quality Control and Project Management  
Prerequisite(s): MENG 2110, MENG 3135, and MENG 3333.  
JUSTIFICATION: Specific prerequisite courses are listed instead of using Sr. Standing as a prerequisite requirement. These prerequisite changes provide more options for students taking elective courses.

FROM: MENG 4612 - ME Senior Seminar  
Prerequisite(s): Senior standing.  
TO: MENG 4612 - ME Senior Seminar  
Prerequisite(s): MENG 2139, MENG 3233, MENG 3333, ENGR 2131, ENGR 2232, ENGR 3233, ENGR 3235, and MATH 2243.  
JUSTIFICATION: Specific prerequisites are delineated by subject and number instead of using the term Senior Standing as the prerequisite requirement. Students often interpret the term senior standing simply as having completed 90 semester hours of coursework regardless if they have satisfied the 2000 and 3000 level prerequisites in the program. Students will have a clearer understanding of what is required to enroll in this upper level course.

FROM: MENG 5136 - Introduction to FEA  
Prerequisite(s): ENGR 2112, MENG 2139, and MENG 3135 or permission of instructor.  
TO: MENG 5136 - Introduction to FEA  
Prerequisite(s): ENGR 2112, ENGR 3235, MENG 2139, MENG 3135, and MENG 3233.  
JUSTIFICATION: Specific prerequisites are delineated by subject and number instead of using the term Senior Standing as the prerequisite requirement. Students often interpret the term senior standing simply as having completed 90 semester hours of coursework regardless if they have satisfied the 2000 and 3000 level prerequisites in the program. Students will have a clearer understanding of what is required to enroll in this upper level course.

FROM: MENG 5137 - Mechanical System Design
Prerequisite(s): Senior standing or permission of instructor.

TO: MENG 5137 - Mechanical System Design
Prerequisite(s): ENGR 2112, ENGR 3235, MENG 3130, MENG 3135, MENG 3233, MENG 3333, and MENG 3531.

JUSTIFICATION:
Specific prerequisites are delineated by subject and number instead of using the term Senior Standing as the prerequisite requirement. Students often interpret the term senior standing simply as having completed 90 semester hours of coursework regardless if they have satisfied the 2000 and 3000 level prerequisites in the program. Students will have a clearer understanding of what is required to enroll in this upper level course.

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

Proposed New, Revised, or Deleted Program(s)
Mechanical Engineering, B.S.M.E. (REVISED PROGRAM)

JUSTIFICATION:
Correcting numbering errors to align with current catalog and eliminating elective choices that are inactive.

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

Information Technology
Course Revision(s)
FROM: IT 4135 - Information Organization and Retrieval
This course covers processing and retrieving data stored in databases and XML files. This course also includes the design of the output format for retrieved data. This course includes coverage of basic search logic commands and data manipulation using controlled vocabulary and query languages. Prerequisite(s): A minimum grade of “C” in IT 3131, MATH 2130, and BUSA 3131 or STAT 2231 or permission of instructor.

TO: IT 5135 - Data Analytics
This course covers the basic issues involved in building and populating a data mart to support the planning, designing and building of business intelligence applications and data analytics. Core concepts related business intelligence and analytics are covered. For graduate students a significant research project will be assigned as a culminating experience. Prerequisite(s): A minimum grade of “C” in IT 3233 or CISM3135, and BUSA 3131 or STAT 2231.

JUSTIFICATION:
The prerequisite change from IT 3131 to IT 3233 is to reflect the fact that students do not need the XML taught in 3131 to complete the course. They only need the database course IT 3233. As IT 3233 is a prerequisite for IT 3131, this makes the course available to a student earlier in the program. The course title and course description change reflect a change in content. The content change is to better align the course to the specialization in which it is taught and to update the course to better reflect the needs of industry.

FROM: IT 4235 - Advanced Web Interfaces
This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing.

TO: IT 5235 - Advanced Web Interfaces
This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing. For graduate students a significant research project will be assigned as a culminating experience.

JUSTIFICATION:
Revised course number to allow graduate students course access.

FROM: IT 4235H - Advanced Web Interfaces
This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing.
TO: IT 5235H - Advanced Web Interfaces
This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing. For graduate students a significant research project will be assigned as a culminating experience.

JUSTIFICATION:
Revised course number to allow graduate students course access.

FROM: IT 4236 - Interactive Web Design and Development
This course will cover content based on new technologies that are used by employers and businesses in development and deployment of websites on mobile and small devices as well as personal computers. This course will enable students in the Web and Multimedia Foundations specialization to develop proficiency in advanced and new web technologies that are required by businesses.

TO: IT 5236 - Interactive Web Design and Development
This course will cover content based on new technologies that are used by employers and businesses in development and deployment of websites on mobile and small devices as well as personal computers. Also, this course will enable students in the Web and Multimedia Foundations specialization to develop proficiency in advanced and new web technologies that are required by businesses. For graduate students a significant research project will be assigned as a culminating experience.

JUSTIFICATION:
Revised course number to allow graduate students course access.

FROM: 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.

TO: IT 5433 - 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. For graduate students a significant research project will be assigned as a culminating experience.

JUSTIFICATION:
Revised course number to allow graduate students course access.

A Hazeldine/Wheaton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Information Technology, B.S.I.T. [REVISED PROGRAM]
JUSTIFICATION:
The purpose of the proposed revision is to maintain consistency with updated course names and revisions.

Information Technology (IT) Minor [REVISED PROGRAM]
JUSTIFICATION:
The revision reflects a change made in course numbering.

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

IX. OTHER BUSINESS
• Dr. Ziegler suggested that the page numbers be included on the agenda to reference agenda items. Ms. Caroline James, Recording Secretary, was not at the meeting but notes that this would be very difficult and time consuming as the agenda changes right up until the moment it is posted online.

X. ADJOURNMENT
There being no further business to come before the committee, a Wheaton/Hazeldine motion to adjourn the meeting at 5:00 p.m. passed unanimously.

Respectfully Submitted,

Caroline D. James
Recording Secretary
Faculty Senate Librarian’s “Revised” Report for April 2013
Respectfully Submitted April 4, 2013
Anthony G. Barilla

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

March Report

- **Academic Standards Committee**
  Chair: Rob Yarbrough (COSM)
  no report

- **Faculty Development Committee**
  Chair: Michelle Reidel (COE)
  no report

- **The Faculty Service committee**
  Chair: John Brown (COBA)
  page 2

- **Faculty Athletic Representative to the NCAA**
  Chris Geyerman (CLASS)
  page 2

- **General Education Core Curriculum Committee**
  Chair: Jody Langdon (CHHS)
  page 3 - 4

- **Library Committee**
  Chair: Greg Harwood (CLASS)
  page 5

- **Student Government Representative**
  Lisa Yocco (COSM)
  page 6

- **Task Force on Compensation**
  Chair: Tony Barilla (COBA)
  page 7

- **University of Georgia Faculty Council Meeting**
  Goran Lesaja (COSM)
  no report

- **Graduate Committee**
  Chair: Jill Lockwood (COBA)
  pages 8 - 20

- **Undergraduate Committee**
  Chair: Gustavo Maldonado (CEIT)
  pages 21 - 75
The Faculty Service committee  
Submitted by John Brown (COBA)  
The Faculty Service committee met in February and awarded a total of about $11,000. The committee also selected the 2013 winners of the Awards for Excellence in Service. This concludes the committees work for 2012-13.

NCAA Faculty Athletic Representative Report to the Faculty Senate  
Georgia Southern University  
April, 2013  
Submitted by  
Chris Geyerman, NCAA Faculty Athletic Representative  

There three items to report.

First, Ms. Moriah Bellissimo (Volleyball) was named the recipient of the Southern Conference Presidential Scholarship, a $2,000.00 award to defray the cost of postgraduate education. Ms. Bellissimo will be recognized on May 29, 2013 at the Southern Conference Honors dinner.

Second, Georgia Southern University athletics will begin competing in the Sun Belt Conference, effective July 1, 2014.

Third, the link to the NCAA APR for Georgia Southern University:  http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html
GECCC Meeting Minutes
March 29, 2012
Submitted by Jody Langdon(CHHS)

Members Present: Jody Langdon, Ellen Hendrix, Linda Mullen, Dominique Quarles, Terri Flateby, Lisa Smith, Debra Skinner, John O’Malley, Elizabeth Edwards, Lucy Green
David Shirley via Skype
Guests: Brooks Oldham and Ellen Hogan

Jody welcomed everyone to the meeting and distributed copies of the agenda. She announced that David would be contributing a bit later through either Face Time or Skype.

Jody then stressed that two new subcommittees need to be formed, one on Policies and Procedures; and a second for Curriculum. She added that only one person had volunteered to date even though she has asked at the last two GECCC meetings. She asked GECCC members to send her their preferences; if she does not hear from people soon, she will begin making appointments.

Jody then asked for reports by College of the General Education surveys:

COBA – Linda reported that Nick has taken the lead and was making progress, but she could not report specifics.

COE—Elizabeth said that she has distributed the request but has no way of knowing who has responded and who has not.

CHESS – Jody reported that her college is missing only a few people

CLASS – Ellen reported that she thinks CLASS is looking pretty good, but that she too needed an updated report from David for certain.

CEIT – Already looked good so no update was necessary.

Dominique introduced Ellen Hogan & Brooks Oldham, two members of the SGA who were sitting in the GECCC meeting.

David joined the meeting via Skype and briefly reviewed the aggregate survey results that had been distributed along with the agenda. The various reports showed responses to the outcomes overall and the outcomes by college. Terri noted that it was important to look at the colors to best understand to what extent an outcome is targeted.

David added that primary and secondary emphasis had not been defined as well as they could have been, especially across disciplines

Dominique asked for clarification about the terms used in the survey report. Jody explained Primary and Secondary and Introductory to Advanced.

David read definitions as given on survey.

Primary Emphasis - Course materials and activities predominantly stress objectives that clearly and directly match the general education outcome.

Secondary Emphasis – Course materials and activities include, among other objectives, objectives that clearly and directly match the general education outcome.

Introductory - Introducing the foundational aspects of the general education outcome.

Intermediate - Reinforcing or building on a foundational level of the general education outcome.

Mastery - A deeper, more complex treatment/application of the general education outcome.

He also clarified that responses were for 3000-level or above and that most responses have been entered.
Jody iterated that the survey results could eventually be used by the Curriculum Sub-committee to make recommendations about the Core. Ellen clarified that the current results displayed in the reports included in the handout would not useful for CORE since the reports were for upper-level courses, not Core courses.
David agreed, adding that the current results will help us see where (if) gaps exist in reinforcing the Gen Ed outcomes in upper-level classes. He asks if curriculum sub-committee will meet before GECCC April meeting. Jody responded that she hopes so.

David then gave information about the JMU information literacy test. We're trying to get a stratified sample by asking faculty and students. Lucy said that she had emailed Michelle to get more information on the Assessment and what it assesses. Jody said that she would get the information for them. Lisa asked if the information could be sent to her and Debra so that they could report to the librarians.

Ellen reported that she has had decent response from CLASS faculty willing to have their students participate. Jody added that she is waiting to hear from Nick to see how COBA is going.

Jody stressed that the take away from the meeting should be to keep pushing the surveys. Getting those in can help advance Gen Ed.

Lucy stated that she was having difficulty getting participation from adjunct faculty in because they were rarely on campus. Jody said that she fully understood. Lucy concluded that she would focus on full-time faculty and will consider any responses that she gets from adjuncts a bonus.

John asked if the outcomes could be reported by college. Jody asked if there was any other way people would like the data presented. She said that she would follow up with David.

Jody then asked the committee to consider how we can get more members to attend meetings. Linda suggested sending email reminders closer to meeting dates. John suggested asking all members to use Google Calendar and to share their calendars so the GECCC could better consider meeting dates/times. Ellen suggested meeting on Fridays after 2:00 since very few classes are offered after 2:00. A couple of others said that their colleges use that time for standing committee meetings.

Jody thanked everyone for coming and said that she would be in touch within a week about an April meeting. She then adjourned the meeting.
The Library Committee met on Friday, March 29 in the Library Conference Room.

Dean Bede Mitchell reported that Georgia Southern will not know its FY14 budget for another few weeks, we have been promised budget reductions by the Governor and GSU is expecting a smaller summer school enrollment, which will translate into a significant loss of revenue for Academic Affairs. On the positive side, Provost Jean Bartels recently allocated some year-end savings to the Library, which enables us to pre-pay $135,000 worth of subscriptions. This will greatly help mitigate budget reductions, if the Library must absorb some in FY14.

The Library recently completed the latest survey of faculty and students regarding the quality of library services and collections. Dean Mitchell will share the results with the committee when they become available.

Two demonstrations were given to the Library Committee. First, the Library is moving its institutional repository to a new hosted platform called Digital Commons, a product of bepress Consulting Services. We have contracted with bepress for:

- Full hosting and unlimited training, phone, and email support.
- Fast, fully customized setup that integrates our institutional branding and library workflows.
- Advice from bepress publishing and repository experts, with recommendations based on best practices from other successful repositories.
- Strategies, materials, and outreach services to gain support and content for our repository.

In addition to providing the infrastructure for making the scholarly output of Georgia Southern faculty and students readily accessible to everyone on the World Wide Web, Digital Commons gives us the capability to enable GSU faculty to publish open access electronic journals. Digital Commons comes equipped with a professional-grade peer-review/editorial management system. Digital Commons' journal publishing software allows scholars to establish new journals and make available archived journal content to disseminate their own work and ideas on a global scale. Interested faculty may contact Debra Skinner in the Library for further information.

The second demonstration was of a product called CONTENTdm, which handles the storage, management and delivery of library digital collections to the Web by providing:

- A Windows-based, digital collection tool where data and digital items are prepared in large batches
- A server where data and images are stored and can be edited
- A Web-based discovery interface optimized for customization
- A self-service tool to upload the metadata of digital content to WorldCat using the Digital Collection Gateway
- Integration with OCLC products for building collections with cataloging workflows, as well as the option of harvesting from the Web sites and adding long-term preservation

As we digitize our Special Collections holdings, the digital collections will reside on a CONTENTdm Server and will be searchable via the Web using standard Web browsers by any number of end user. With its ability to handle any file type, CONTENTdm can serve as a repository to bring collections together into a cohesive and accessible Web-based environment.
The Student Government Association Report
Submitted by Lisa Yocco (COSM)

The Student Government Association met on March 13, 2012. President Dominique Quarles opened the meeting by stating that the SGA has joined the list of schools against guns on campus. Then there was discussion about the motion for the Faculty Senate to create tobacco-free zones on campus. The VP of Finance announced that all Colleges represented in SGA approved funding for a Christian campus Scholarship and for the American Society of Civil Engineers.

The colleges met in groups and reported as follows:

**At Large**: Meet the Senators week is 4/1-4/5, and they plan to distribute flyers to generate interest. They discussed the logistics of GSU buses, and the fact that frequently there were several buses at one location and none at others.

**CLASS**: Meet the Senators had been the previous week and was successful.

**COBA**: Meet the Senators was 3/25-3/29. Their Facebook page would be ready soon.

**COSM**: They are finalizing information for their website. They are talking with Advisement about the possibility of a major in Statistics and also marketing Math majors. One of their goals will be to urge professors to use old versions of a textbook, rather than new editions, which are more costly.

**COE**: They will be holding a raffle for a gas card and will hold Public Safety Week the third week of April.

**CIT**: Reminded students of Techspo coming up

**CHHC**: Created a Facebook page

**Freshmen**: pushed “Safety for Spring break”

President Quarles began a discussion of the possibility of GSU using a plus/minus grading system. Senators discussed the pros and cons of this system.

An at-large Senator brought up concerns he had heard from students regarding the condition of certain buildings, such as Forest Drive and Carroll, while new buildings are being built, e.g., Biology.

The meeting was adjourned at 8:00 PM.
Task Force on Compensation
February, 18, 2013, 1:00 p.m. COBA conference room
Attendance:
Tony Barilla
Jerri Kropp
Mark Welford
Trent Mauer
Fred Smith
Nanette Eisenhart

Meeting Minutes
Tony convened the meeting:
• Jerri announced that Fred Smith is the new committee member from the Faculty Welfare committee
• Trent Mauer (CHHS) is also now on the task force.

Work of the committee:
  o The committee is looking for areas of compression and inversion in regard to salary data from 2011. We are looking at tenured and non-tenured tenure-track faculty. From the data, Tony gave examples of compression and inversion in some of the colleges. Trent explained the data information that he reviewed for the College of Human Ecology. Tony explained the compression matrix and showed how it works in his department. He instructed us to take the data from our college and to crunch the numbers in relationship to the median salary.
  o For each department – find the median salary of the department, rank all faculty within the department from highest to lowest salary, assign a metric to each faculty depending on their relationship to the median.
  o For each college – repeat the same process as with the department but using the entire college median
  o Finally, using the same process, compare each faculty with the median salary of the university.
  o Aggregate all 3 metrics
• This number will help identify problems within the university concerning potential salary compression or inversions.
• There was also discussion about the on-going issues of low faculty moral and what can be done to improve them. Ideas discussed included a salary raise to faculty that had a successful post-tenure review and make the raise retro-active to 2008

Our next meeting is April 15, COBA, room 3311 (3rd floor conference room)
The meeting was adjourned at 1:50 p.m.

Submitted by Nanette Eisenhart
Present: Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Ming Fang He, COE; Dr. Daniel Gleason, COSM; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Todd Hall, CHHS; Dr. Jill Lockwood, COBA; Dr. Devon Jensen, COE; Dr. John Luque, JPHCOPH; Dr. Sungkyum Lim [Alternate], CEIT; Dr. Deborah Allen [Alternate], CHHS; Ms. Brittany Poirson, GSO Student Representative; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Wayne Smith, Registrar’s Office; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Trent Davis, CLASS; Mr. Hans Mortensen, CLASS; Dr. Barry Balleck, CLASS; Dr. Kevin Ward, CLASS

Absent: Dr. Frank Goforth, CEIT; Dr. Dan Czech, CHHS; Dr. Valentin Soloiu, CEIT; Dr. Timothy Teeter, CLASS; Dr. Goran Lesaja, COSM; Dr. Lili Li, Library

I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, March 14, 2013 at 8:05 AM.

II. APPROVAL OF AGENDA
A motion was made to approve the agenda as written. With none opposed, the motion to approve the agenda was passed.

III. APPROVAL OF MINUTES FROM JANUARY 24, 2013 MEETING
A motion was made to approve the January 24, 2013 minutes. With none opposed, the motion to approve the minutes was passed.

IV. DEAN’S UPDATE
There was no Dean’s Update provided.

V. GRADUATE COMMITTEE CHAIR’S UPDATE
Dr. Lockwood stated she met with the Provost after the last meeting to discuss the new requirements that have to be followed when submitting programs to the Board of Regents. She said there has always been a requirement that any new program would have to meet a viability standard, and the old rules stated you were not able to talk to your faculty until the Provost Office said you passed the viability. The Provost said this has changed and she does want you to talk to faculty about the programs, and that communication can now take place before receiving approval of viability.

Dr. Lockwood said she discussed another concern with the Provost. She said there are times when proposals come back because they are missing information, and this is after they have received approval from the Provost Office. The Provost suggested the Chairs of the undergraduate and graduate committees keep a close eye on what is going through their committees and if the Chair sees an issue then they should notify the Provost Office to see if the problem can be resolved. The Provost said this is the best way to keep up communications with the Provost Office.

VI. NEW BUSINESS
A. College of Education
Dr. Tracy Linderholm presented the agenda items for the College of Education.

Course Revisions:
ITEC 8134 – Theories and Models of Instructional Design
  ➢ Prerequisites
  JUSTIFICATION:
  The prerequisite is needed because of the number of students entering the program without the prior knowledge in Instructional Design.

ITEC 8630 – Advanced Seminar in Instructional Technology
  ➢ Prerequisites
  JUSTIFICATION:
  The prerequisite is needed to ensure that the course is restricted to Ed.D. candidates only.
Proposed New, Revised, or Deleted Programs:
Instructional Technology, Ed.S.
JUSTIFICATION:
The revision is needed to accommodate students entering the program without a sufficient background in Instructional Design.

Middle Grades Education, M.Ed
JUSTIFICATION:
When this program was approved, a part of the admission process was not included. This change will be consistent with other M.Ed. programs in the Department of Teaching and Learning.

Dr. Dick Diebolt asked who is going to check the prerequisites. Dr. Linderholm stated both the Graduate Center and the Program Coordinator will check to make sure the prerequisites have been met.

MOTION: A motion was made to approve the agenda items submitted by the College of Education. With none opposed, the motion to approve the Course Revisions and Revised Programs was passed.

B. College of Liberal Arts and Social Sciences
Dr. Christine Ludowise presented the agenda items for the Departments of Art, Criminal Justice and Criminology, Literature and Philosophy, Music, and Sociology and Anthropology.
Dr. Barry Balleck presented the agenda items for the Department of Political Science.
Dr. Kevin Ward presented the course agenda items for the Institute for Public and Nonprofit Studies.
Dr. Ludowise presented the program agenda item for the Institute for Public and Nonprofit Studies.

Department of Art
Course Deletion(s):
GCM 7231 - Digital Image Preparation
GCM 7232 - Multimedia for Business and Industry
JUSTIFICATION:
GCM 7231, 7232 not taught in years; content is component of other existing courses.

MOTION: A motion was made to approve the agenda items submitted by the Department of Art. With none opposed, the motion to approve the Course Deletions was passed.

Department of Criminal Justice and Criminology
New Course(s):
CRJU 7434 - Quantitative Research Design
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. We will be creating our own original courses, but we will also be teaching core MASS courses. CRJU 7434 - Quantitative Research Design will be cross-listed with SOCI/ANTH/POLS 7434 and will be a core MASS course.

CRJU 7436 - Qualitative Research Design
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. We will be creating our own original courses, but we will also be teaching core MASS courses. CRJU 7436 - Qualitative Research Design will be cross-listed with SOCI/ANTH/POLS 7436 and be a core MASS course.

CRJU 7437 - Statistics for Social Science
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. We will be creating our own original courses, but we will also be teaching core MASS courses. CRJU 7437 - Statistics for Social Science will be cross-listed with SOCI/POLS 7437 and be a core MASS course.
CRJU 7631 - Theories of Crime and Deviance
JUSTIFICATION:
CRJU 7631 - Theories of Crime and Deviance will examine both classical and contemporary explanations of crime and deviance, including, but not limited to: control, learning, strain, labeling, rational choice, conflict and theoretical integration. Considering that criminological theory is a basic foundation, CRJU 7631 will be a required course for all students pursuing the criminal justice and criminology track in the Master of Art in Social Science program.

CRJU 7632 - Seminar in Criminal Justice
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. CRJU 7632 - Seminar in Criminal Justice will be an elective within that track.

CRJU 7633 - Seminar in Criminology
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. CRJU 7633 - Seminar in Criminology will be an elective within that track.

CRJU 7790 – Practicum
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. Students will be required to write a thesis (CRJU 7999) or complete a practicum (CRJU 7790).

CRJU 7891 - Independent Study in Criminal Justice and Criminology
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. CRJU 7891 will be an elective within that track.

CRJU 7892 - Directed Research in Criminal Justice and Criminology
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. CRJU 7892 - Directed Research will be an elective within that track.

CRJU 7999 – Thesis
JUSTIFICATION:
The Department of Criminal Justice and Criminology is starting a criminal justice and criminology track within the Master of Art in Social Science program. Students will be required to write a thesis (CRJU 7999) or complete a practicum (CRJU 7790).

Dr. Rebecca Ziegler asked how the department has checked to ensure that the Library resources are adequate to support the new courses. Dr. Ludowise stated the department has been working with someone in the Library to review the resources and they have cataloged what is available.

Dr. Dick Diebolt stated dissertations are normally graded S or U, but the CRJU 7999 new course form on page 88 of the agenda indicates there will be a letter grade. Dr. Ludowise said they would revise the form to show the grade mode as S/U.

Dr. Ming Fang He asked if there is any plan in the future for people across campus with the expertise in quantitative or statistic research to come together. Dr. Ludowise stated their programs are talking to other programs, but she cannot speak for where the campus is going. Dr. Linderholm stated the university is building a Qualitative Research Community on campus, called Eagle QuaRC. Dr. Linderholm said they had their second event last week and there has been involvement from almost every unit. She said they are not talking about course work, but more collaboration with research resources. Dr. He suggested faculty invite speakers to come to their class to add diversity.
Dr. Diebolt asked if the following issue was resolved. In the past there was concern if there are cross listed courses, this may have an impact regarding CIP codes and the faculty expertise in teaching broad range of courses. Ms. Candace Griffith stated that issue was not resolved. She said faculty currently assigns CIP codes, so they could be different, and the Provost Office justifies the faculty. Dr. Ludowise stated she has worked with Ms. Griffith to build a cross walk for faculty who teach those courses in the graduate program.

Dr. Diebolt asked for clarification of what the catalog description on course CRJU 7891 means, “…the Department of Criminal Justice and Criminology following guidelines of the College of Graduate Studies.” Dr. Ludowise stated the department was told they had to change the language because there was a set policy. She said the variable hours were not showing before.

MOTION: A motion was made to approve the agenda items submitted by the Department of Criminal Justice and Criminology, with the understanding that revisions be made to the grade mode on CRJU 7999. With none opposed, the motion to approve the New Courses was passed.

Department of Literature and Philosophy
New Course(s):
ENGL 5237G - The American Short Story

JUSTIFICATION:
Our Department does not offer any courses that deal exclusively with the short story and the influence that American writers have had on the genre since its conception. In addition, this course would offer another option in our major requirements, Area C, for students interested in American literature.

Dr. Lockwood stated she was concerned with 5000 level “G” courses. She asked what extra work is required by graduate students who take this course. Dr. Timothy Whelan stated it varies, because professors do things differently. He said they have also restricted the number of 5000 level “G” courses graduate students can take. There was a discussion on how the department could document on the syllabus how they differentiate between graduate and undergraduate responsibilities. Dr. Ludowise stated the departments tried to map the 5000 level “G” courses to the graduate outcomes for the MA in English.

Dr. He suggested changing the word “assignment” to “expectation” on the catalog description for ENGL 5237G. Mr. Wayne Smith stated “assignment” is being used throughout course descriptions for 5000 level “G” courses. Dr. Lockwood stated the committee may want to add this as an agenda item on a future meeting for further discussion. Dr. Diebolt stated a few years ago the Graduate Committee approved a statement related to general guidelines on what would be the minimum stated on the 5000 level “G” curriculum forms. This was to help identify what would be required by graduate students who enroll in these courses. Dr. Diebolt said he would send out the statement to the current committee members.

MOTION: A motion was made to approve the agenda item submitted by the Department of Literature and Philosophy. With none opposed, the motion to approve the New Course was passed.

Department of Music
Course Revision(s):
MUSA 5110G - Coaching for Singers
  ➢ Grade Mode

JUSTIFICATION:
When MUSA 5110 and 5110G were created last year they were supposed to be for a normal grade. Somehow the forms went through with S = Satisfactory/Unsatisfactory. This was only noticed when it came time to submit grades at the end of the Fall Semester. This course should have a normal grade so it can count towards the student's GPA.

MOTION: A motion was made to approve the agenda item submitted by the Department of Music. With none opposed, the motion to approve the Course Revision was passed.
Department of Political Science

Course Deletion(s):
POLS 7331 - Managing Small Cities
POLS 7336 - International Public Management
POLS 7530 - Research Methods for Public Administration
POLS 7531 - Public Program Evaluation

JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students. Some of the cross-listed courses are being deleted by the program(s).

Course Revision(s):
POLS 7130 - Ethics in Government
  ➢ Cross-List
JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.
POLS 7330 - Intergovernmental Relations
  ➢ Cross-List
JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.
POLS 7332 - State Government
  ➢ Cross-List
JUSTIFICATION:
Public Administration (PBAD) is deleting the cross-listed course PBAD 7332. The Department of Political Science will continue to offer POLS 7332-State Government.
POLS 7337 - Environmental Management and Policy
  ➢ Title, Cross-List
JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.
POLS 7434 - Quantitative Research Design
  ➢ Cross-List
JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.
POLS 7436 - Qualitative Research Design
  ➢ Cross-List
JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.
POLS 7437 - Statistics for Social Science
  ➢ Cross-List
JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.
POLS 7532 - Public Policy
- Cross-List

JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

POLS 7630 - Seminar in American Government
- Cross-List

JUSTIFICATION:
Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students. PBAD 7630 is being deleted, while POLS 7630 remains.

POLS 7637 - Social Welfare Management
- Cross-List

JUSTIFICATION:
Public Administration (PBAD) is deleting the cross-listed course PBAD 7637. The Department of Political Science will continue to offer POLS 7637-Social Welfare Management.

Dr. Diebolt asked for clarification on the course revision form for POLS 7637. The course PBAD 7637 is listed under item #3 as a cross-listed course, but this course is being deleted. Dr. Ludowise stated the PBAD course was a cross-listed course at one time, so the department completed the form based on what was currently listed, but the deletion of the PBAD 7637 course is stated in the justification of the course revision form. Dr. Ludowise agreed to remove the PBAD 7637 course from the form.

MOTION: A motion was made to approve the agenda items submitted by the Department of Political Science, with the understanding that the course revision form for POLS 7637 be revised. With none opposed, the motion to approve the Course Deletions and Revisions was passed.

Following the meeting the Registrar’s Office confirmed the POLS 7637 course revision edit was not necessary. The justification on the course form states PBAD 7637 is being deleted.

Department of Sociology and Anthropology

Course Revision(s):
ANTH 7434 - Quantitative Research Design
- Cross-List

JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.

ANTH 7436 - Qualitative Research Design
- Cross-List

JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.

SOCI 7434 - Quantitative Research Design
- Cross-List

JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.
SOCI 7436 - Qualitative Research Design
- Cross-List

JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.

SOCI 7437 - Statistics for Social Science
- Cross-List

JUSTIFICATION:
Criminal Justice & Criminology is going to offer courses in the M.A. Social Science program. The Research Methods courses will be cross-listed so all M.A. Social Science majors can take the course as a cohort, regardless of concentration. This cross-listing also allows the program to offer one section instead of multiple sections of the course.

Dr. John Luque asked if there should have been a Statistics for Social Science with Anthropology. Dr. Ludowise said no, they have a different course for the Anthropology track.

MOTION: A motion was made to approve the agenda items submitted by the Department of Sociology and Anthropology. With none opposed, the motion to approve the Course Revisions was passed.

Institute for Public and Nonprofit Studies
New Course(s):
PBAD 7651 - Organization Development

JUSTIFICATION:
This is an elective course that counts toward a concentration in public management in the Master of Public Administration program. Currently, there are not adequate permanent courses in the course catalog that count toward the public management concentration. PBAD 7651 has been offered twice as a special topics course and students continue to express an interest in taking this course. Additionally, organization development is an important skillset for aspiring public managers.

PBAD 7652 - Board Governance and Executive Leadership

JUSTIFICATION:
This is an elective course that counts toward a concentration in nonprofit management in the Master of Public Administration program. Currently, there are only two permanent courses in the course catalog that count toward the nonprofit concentration. PBAD 7652 has been offered twice as a special topics course and students continue to express an interest in taking this course. Due to the increasing demand for nonprofit administration and management courses, IPNS is proposing to formally add PBAD 7652 to the course catalog. Further, board governance and executive leadership skills are essential for students to become effective nonprofit managers.

PBAD 7653 - Foundations of the Nonprofit Sector

JUSTIFICATION:
This is an elective course that counts toward a concentration in nonprofit management in the Master of Public Administration program. Currently, there are only two permanent courses in the course catalog that count toward the nonprofit management concentration. PBAD 7653 has been offered twice as a special topics course and students continue to express an interest in taking this course. Further, a strong understanding of the foundations and context of the nonprofit sector is of paramount importance to nonprofit management students.

PBAD 7654 - Strategic Planning

JUSTIFICATION:
This is an elective course that counts toward a concentration in nonprofit management in the Master of Public Administration program. Currently, there are only two permanent courses in the course catalog that count toward the nonprofit concentration. PBAD 7654 has been offered twice as a special topics course and students continue to express an interest in taking this course. Due to the increasing demand for nonprofit administration and management courses, IPNS is proposing to formally add PBAD 7654 to the course catalog. Additionally, the ability to engage in strategic planning is a necessary skill for nonprofit managers.
PBAD 7655 - Grant Writing

JUSTIFICATION:
This is an elective course that counts toward a concentration in nonprofit management in the Master of Public Administration program. Currently, there are only two permanent courses in the course catalog that count toward the nonprofit concentration. PBAD 7655 has been offered twice as a special topics course and students continue to express an interest in taking this course. Due to the increasing demand for nonprofit administration and management courses, IPNS is proposing to formally add PBAD 7655 to the course catalog.

In this course students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals and identifying evaluation plans. A student who completes this course will know how to write a grant and will be able to list actual grant writing on his or her resume.

Course Deletion(s):
PBAD 7031 - Selected Communication Skills in Public Management
PBAD 7332 - State Government
PBAD 7334 - Rural Development Management
PBAD 7630 - Seminar in American Government
PBAD 7637 - Social Welfare Management

JUSTIFICATION:
These courses have not been offered for several years, primarily because they were developed and taught by individuals who are no longer members of the faculty. The faculty has since developed courses that more accurately reflect the demands of our students. In addition, both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students. Some of the cross-listed courses are being deleted by the program(s).

Course Revision(s):
PBAD 7030 - Selected Topics in Public Management
- Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7130 - Ethics in Government
- Title, Cross-List, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that the cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

PBAD 7133 - Public Law and Administration
- Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.
PBAD 7134 - Public and Nonprofit Sector Management

Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7230 - Budgeting in the Public Sector

Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7232 - Public Sector Financial Management

Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7233 - Information Technology for Public Management

Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7235 - Leadership of Public Organizations

Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7330 - Intergovernmental Relations

Cross-List

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.
PBAD 7331 - Managing Small Cities
➤ Title, Cross-List, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

PBAD 7333 - Diversity Issues in Public Management
➤ Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7335 - Urban Management
➤ Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7336 - International Public Management
➤ Cross-List, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

PBAD 7337 - Environmental Management and Policy
➤ Cross-List, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.
PBAD 7338 - Managing Economic Development
- Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7339 - Community Organization and Development
- Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7430 - Public Human Resource Management
- Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7431 - Organizational Behavior in the Public Sector
- Title, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7432 - Nonprofit Administration
- Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7530 - Research Methods for Public Administration
- Title, Cross-List, Catalog Description

JUSTIFICATION:
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students. POLS 7530 is being deleted while PBAD 7530 remains.
PBAD 7531 - Public Program Evaluation  
- Cross-List, Catalog Description  
**JUSTIFICATION:**  
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

PBAD 7532 - Public Policy  
- Cross-List, Catalog Description  
**JUSTIFICATION:**  
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students. Both Political Science and Public Administration agree that their cross-listed courses should be uncross-listed so both programs can offer the course appropriate to their graduate students.

PBAD 7533 - Public Sector Planning  
- Title, Catalog Description  
**JUSTIFICATION:**  
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7631 - Foundations of Public Administration  
- Catalog Description  
**JUSTIFICATION:**  
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.

PBAD 7638 - Capstone Seminar  
- Catalog Description  
**JUSTIFICATION:**  
The Institute for Public and Nonprofit Studies is in the process of cleaning up the course catalog and program offerings to better reflect the courses being offered by the current faculty. As part of this process, several course titles are being revised to both standardize the format and to better reflect the program’s emphasis on both public and nonprofit administration. Similarly, course descriptions are also being updated to reflect this dual emphasis. Further, areas of overlap between courses have been eliminated and gaps in the curriculum are being addressed to create a more seamless program experience for students.
Proposed New, Revised, or Deleted Program(s):
Public Administration, M.P.A.

JUSTIFICATION:
The IPNS faculty are in the process of revising and updating the program offerings and course catalog. One of the priority areas in this effort is for courses to better reflect the program's emphasis on nonprofit management, in addition to the traditional focus on public management. As a result, we are proposing that several of the core courses be renamed to reflect this broadened focus of the curriculum - when appropriate, it is being proposed that the term "public serving organizations" be used in several core course titles to reflect this dual focus.

Dr. Ziegler stated she did not see a statement on the new course forms regarding adequate Library resources. Dr. Trent Davis stated they have worked very closely with Lori Gwinett, in the Library, to ensure there are adequate resources to support these courses. Dr. Davis said their accreditation site visit is coming and Ms. Gwinett has agreed to talk to the accreditors during their visit.

MOTION: A motion was made to approve the agenda items submitted by the Institute for Public and Nonprofit Studies. With none opposed, the motion to approve the Course Deletions and Revisions was passed.

C. Jack N. Averitt College of Graduate Studies

Dr. Diebolt presented the discussion item for the Jack N. Averitt College of Graduate Studies.

Discussion Item:
Current Catalog Statement
1) A person may earn a doctorate at Georgia Southern University after receiving the same degree, in the same or another field, at another institution. The degree sought at Georgia Southern University is subject to the same provisions for transfer of credit as a first degree.

Dr. Diebolt stated there are times when students want to pursue the same degree in the same area of study. That is why this statement is now listed in our catalog. Dr. Diebolt asked the committee if they think this is an appropriate statement to include in the catalog or if the statement should be revised. After a discussion the committee agreed this statement should be revised to read more clearly. Dr. Lockwood stated this should be consistent for masters and doctorate programs. The committee said the statement should include that students will not be allowed to recycle thesis/dissertation. Dr. Devon Jensen stated this should be a common practice/policy in the College of Graduate Studies so that everyone is treated the same. Dr. Lockwood is going to work with Dr. Diebolt to re-write the statement. The revision will be presented to the committee at a later date for approval.

VII. OLD BUSINESS – There was no old business to discuss.

VIII. ANNOUNCEMENTS
Dr. Diebolt announced the Graduate Social is being held at GATA's tonight from 5-7 pm, and the winners from the Graduate Research Symposium will be announced. He said everyone is welcomed to attend.

Dr. Lockwood confirmed that there will be an April Graduate Committee meeting.

IX. ADJOURNMENT
There being no further business, the meeting was adjourned on March 14, 2013 at 9:05 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved April 3, 2013
by electronic vote of Committee Members
I. CALL TO ORDER
- Voting Members Present: Dr. Adrian Gardiner, Dr. Greg Chamblee, Dr. Gustavo Maldonado, Ms. Jessica Minihan, Dr. Kathy Thornton, Dr. Katy Gregg, Ms. Lisa Yocco, Dr. Rebecca Ziegler, Dr. Sabrina Ross
- Absent with Alternate in attendance: Dr. Melissa Garno
- Absent: Dr. Biswanath Samanta, Dr. Jacob Warren, Dr. James Stephens, Dr. James Woods, Dr. Jiehua Zhu, Dr. Mary Hazeldine, Dr. Patrick Wheaton (CLASS has no Alternate)
- Non-Voting Members Present: Dr. Diana Cone, Ms. Candace Griffith, Mrs. Melissa Lanier, Mr. Wayne Smith, Ms. Doris Mack
- Visitors: Miss. Ruth Baker, Dr. Phyllis Dallas, Dr. David Williams, Dr. Bradley Edwards

Dr. Kathy Thornton called the meeting to order at 3:33 p.m.

II. APPROVAL OF AGENDA
A Chamblee____ Ziegler____ motion to approve the agenda was passed unanimously.

III. COLLEGE OF HEALTH AND HUMAN SCIENCES
- Health and Kinesiology
  - Course Revision(s)
    FROM: NTFS 4536 – Metabolic Nutrition
    Prerequisite(s): A minimum grade of “C” in CHEM 2530
    TO: NTFS 4536 - Metabolic Nutrition
    Prerequisite(s): A minimum grade of “C” in CHEM 3530
    JUSTIFICATION:
    A prerequisite change from CHEM 2530 to CHEM 3530 has been made to correspond with changes made within the Chemistry Department. They will no longer offer CHEM 2530, but have a replaced it with CHEM 3530.
    A Chamblee___ Maldonado___ motion to approve this course revision was passed unanimously.

- School of Human Ecology
  - Proposed New, Revised, or Deleted Program(s)
    Interior Design, B.S. (REVISED PROGRAM)
    JUSTIFICATION:
    Area F course title and description changes that took place in all art degrees are reflected in the Interior Design degree program.
    A Ross___ Chamblee_ motion to Table this program revision, was passed unanimously.

IV. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
- Department of Literature and Philosophy
  - New Course(s)
    ENGL 5237 – The American Short Story
    This course is a study of representative authors and short stories beginning in the mid-1700s and moving to the present. We will focus on the complex social, cultural, and political forces at work in these writings and in the various movements in general, considering, too, the influences of these writers on one another as well as their contributions to the genre. This course traces the development of the major literary styles and patterns in American literature and how these are demonstrated through the short story form. We will consider the importance of American innovation in literary language. Prerequisite(s): A minimum grade of “C” in ENGL 2131 or permission of instructor. 3 credit hours.
**JUSTIFICATION:**

Our Department does not offer any courses that deal exclusively with the short story and the influence that American writers have had on the genre since its conception. In addition, this course would offer an additional option in our major requirements, Area C, for students interested in American literature.

**ENGL 5238 – Irish Women Writers**

Irish Women Writers examines literature produced by Irish and Irish diasporic women across the centuries. It explores mythic and other female archetypes that affect and are represented in Irish women’s writing. It also scrutinizes the different types of Irish women's writing, including novels, short stories, poetry, and drama, as well as testificatory, epistolary, controversialist and other specialized genres. The course assesses Irish women’s writing in relation to key historical, cultural, political, and socio-economic circumstances that inform it and upon which it comments. Prerequisite(s): A minimum grade of “C” in ENGL 2231 or ENGL 2232 and ENGL 2331 or ENGL 2332 and ENGL 2131. 3 credit hours.

**JUSTIFICATION:**

The new course Irish Women Writers extends Georgia Southern’s upper-division curriculum coverage of Irish literature in a manner congruent with peer and aspirational programs that offer courses in this disciplinary area. Absent this course, our Irish literature offerings leave our English majors with an Irish literature specialty—as well as students minoring in Irish Studies—at a competitive disadvantage. Irish Women Writers also has special efficacy for students minoring in Women's and Gender Studies. In addition, Irish Women Writers enhances students' global cultural competencies, one of Georgia Southern's core strategic goals. This course has been taught twice by means of the Special Topics designation; on each occasion, it completely filled, demonstrating student demand.

**RELS 3134 - Introduction to Asian Religions**

This course is an introduction to the religious traditions of Asia. Traditions covered include Hinduism, Buddhism, Jainism, Sikhism, Islam, Daoism, and Confucianism. 3 Credit hours.

**JUSTIFICATION:**

Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also fulfills an "eastern religions" component of students' training in Religious Studies.

**RELS 3135 - Introduction to Hinduism**

This course is an in-depth exploration of the Hindu traditions, and the beliefs, rituals, and cultural expressions of those who practice them. 3 credit hours.

**JUSTIFICATION:**

Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also gives students an opportunity to explore one religious tradition in depth (Hinduism).

**RELS 3136 - Introduction to Global Islam**

This course is an in-depth exploration of Islam around the world, and the beliefs, rituals, and cultural expressions of those who practice it. 3 credit hours.

**JUSTIFICATION:**

Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also gives students an opportunity to explore one religious tradition in depth (Islam).

**RELS 3238 - The Hebrew Prophets**

This course will introduce the student to the major themes of the Hebrew Prophets. We shall examine the various historical and cultural contexts of the prophets as much as this is possible, and explore the prophets’ message with a particular emphasis on textual analysis and implications for contemporary society. 3 credit hours.

**JUSTIFICATION:**

This course will be an elective course for the Religious Studies Minor. It has been taught successfully several times as a special topics course. This course also incorporates a service learning component.

A ___Ziegler_____/___Yocco____ motion to approve these new courses was passed unanimously.
Course Revision(s)

FROM: PHIL 1030 – Introduction to Philosophy
An introductory course which surveys the ideas of some of the great philosophers of the Western world, focusing on issues about religion, ethics, reality, and ways of knowing.

TO: PHIL 2010 – Introduction to Philosophy
This is an introductory course which surveys the ideas of some of the great philosophers of the Western world, focusing on issues about religion, ethics, reality, and ways of knowing.

JUSTIFICATION:
The course number change was mandated by the Board of Regents' Academic Advisory Committee for Philosophy.

FROM: PHIL 2232 – Critical Thinking
This course is an introduction to the concepts and skills necessary for identifying, evaluating, and constructing good arguments. Topics will include strategies that are used to strengthen or weaken an argument, spot fallacious ways of reasoning, and identify hidden assumptions. The course also studies the basic elements of deductive reasoning.

TO: PHIL 2020 – Critical Thinking
This course is an introduction to the concepts and skills necessary for identifying, evaluating, and constructing good arguments. Topics will include strategies that are used to strengthen or weaken an argument, spot fallacious ways of reasoning, and identify hidden assumptions. The course also studies the basic elements of deductive reasoning.

JUSTIFICATION:
The course number change was mandated by the Board of Regents' Academic Advisory Committee for Philosophy.

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

Selected Topics Announcement(s)

ENGL 5090 – Myth, Tragedy and Literature as Philosophy

JUSTIFICATION:
In this class we will explore how metaphysical and moral philosophical questions are dealt with in Greek mythology, drama and comedy as well as 19th and 20th century literature. Possible texts include Homer's Iliad, Hesiod's Theogony, Aeschylus' Prometheus Bound, Sophocles' Oedipus the King, Euripides' Bacchae, Plato's Phaedrus, Aristophanes' The Clouds as well as the works of Kafka, Dostoyevsky, Beckett, Camus, Sartre and Simone de Beauvoir. This course will be an introduction to philosophical problems through the vehicle of myth and literature, asking how these two forms of "fiction" capture the essential truths of existence in meaningful and compelling ways. In addition to studying particular works of literature, we will also discuss the questions of "What is philosophy?" and "What is literature?"

PHIL 3030 – Myth, Tragedy and Literature as Philosophy

JUSTIFICATION:
In this class we will explore how metaphysical and moral philosophical questions are dealt with in Greek mythology, drama and comedy as well as 19th and 20th century literature. Possible texts include Homer's Iliad, Hesiod's Theogony, Aeschylus' Prometheus Bound, Sophocles' Oedipus the King, Euripides' Bacchae, Plato's Phaedrus, Aristophanes' The Clouds as well as the works of Kafka, Dostoyevsky, Beckett, Camus, Sartre and Simone de Beauvoir. This course will be an introduction to philosophical problems through the vehicle of myth and literature, asking how these two forms of "fiction" capture the essential truths of existence in meaningful and compelling ways. In addition to studying particular works of literature, we will also discuss the questions of "What is philosophy?" and "What is literature?"

Selected Topics Announcements are for information only.
**Core Curriculum Revision(s)**

**Area C (REVISED PROGRAM)**

Specific change(s): PHIL 1030 - Introduction to Philosophy must be renumbered to PHIL 2010 per mandate from Board of Regents' Academic Advisory Committee for Philosophy.

**JUSTIFICATION:**
The course number change has been mandated by the Board of Regents' Academic Advisory Committee for Philosophy. The purpose is to ensure consistency across institutions.

A ______ Ross ______/______ Gardner____ motion to approve this program revision was passed unanimously.

**Proposed New, Revised, or Deleted Program(s)**

**English, B.A. (REVISED PROGRAM)**

**JUSTIFICATION:**
Adding ENGL 5237 as an option for students interested in American literature and ENGL 5238 as an upper-division elective option for students.

**Global Citizen Certificate (REVISED PROGRAM)**

**JUSTIFICATION:**
We are extending course offerings to provide a more diverse list of choices for the Global Citizen Certificate even as we are seeking to establish a platform for a major in Religious Studies. We expect that the list will be extended further as we strive to hire a new faculty member in Religious Studies beginning in Fall 2013.

**Irish Studies Interdisciplinary Minor (REVISED PROGRAM)**

**JUSTIFICATION:**
The new course IRISH WOMEN WRITERS extends Georgia Southern's upper-division curriculum coverage of Irish literature in a manner congruent with peer and aspirational programs that offer courses in this disciplinary area. Absent this course, our Irish literature offerings leave our English majors with an Irish literature specialty—as well as students minoring in Irish Studies—at a competitive disadvantage. IRISH WOMEN WRITERS also has special efficacy for students minoring in Women's and Gender Studies. In addition, IRISH WOMEN WRITERS enhances students' global cultural competencies, one of Georgia Southern's core strategic goals. This course has been taught twice by means of the Special Topics designation; on each occasion, it completely filled, demonstrating student demand.

**Philosophy, B.A. (REVISED PROGRAM)**

**JUSTIFICATION:**
The course number changes for Introduction to Philosophy (PHIL 1030 becoming PHIL 2010) and Critical Thinking (PHIL 2232 becoming PHIL 2020) have been mandated by the Board of Regents' Academic Advisory Committee for Philosophy. Philosophy is changing the course numbers to reflect the consistent course numbering required by the Advisory Committee.

**Religious Studies Interdisciplinary Concentration (REVISED PROGRAM)**

**JUSTIFICATION:**
We are extending course offerings to provide a more diverse list of choices for the Religious Studies Interdisciplinary Concentration. The addition of a new faculty member with expertise in World Religions has allowed for the expansion of our curriculum offerings. The addition of RELS 3238-The Hebrew Prophets reflects the inclusion of a very popular special topics course in the permanent course offerings of the program.
Religious Studies Interdisciplinary Minor [REVISED PROGRAM]

JUSTIFICATION:
We are extending course offerings to provide a more diverse list of choices for the Religious Studies Minor. The addition of a new faculty member with expertise in World Religions, and in particular Eastern Religions, has allowed for the expansion of our curriculum offerings. The addition of RELS 3238-The Hebrew Prophets reflects the inclusion of a very popular special topics course in the permanent course offerings of the program.

A ___Ross____/_____Maldonado____ motion to approve these program revisions was passed unanimously.

➤ Department of Music

Course Revision(s)
FROM: MUSA 5110 – Coaching for Singers
TO: MUSC 5110 – Coaching for Singers

JUSTIFICATION:
When MUSA 5110 and 5110G were created last year they were supposed to be for a normal grade. Somehow the forms went through with S = Satisfactory/Unsatisfactory. This was only noticed when it came time to submit grades at the end of the Fall Semester. This course should have a normal grade so it can count towards the student’s GPA.

A ___Yocco____/____Gardner______ motion to Table, no one was here to represent.

➤ Department of Writing and Linguistics

Proposed New, Revised, or Deleted Program(s)
Writing and Linguistics, B.A. [REVISED PROGRAM]

JUSTIFICATION:
The current required number of hours for the B.A. in Writing and Linguistics (33) is not in compliance with the stated number of hours (30) for a B.A. degree as outlined in the Graduation Requirements in the Undergraduate Catalog.

A ___Maldonado____ / ____Ziegler____ motion to approve this program revision was passed unanimously.

V. OTHER BUSINESS – Dr. Zeigler volunteered to be chair for the next meeting in April.

VI. ADJOURNMENT

There being no further business to come before the committee, a ___Chamblee____/____Gardner____ motion to adjourn the meeting at ____3:49___p.m. passed unanimously.

Respectfully Submitted,

Melissa Lanier
Recording Secretary
UNDERGRADUATE COMMITTEE
AGENDA
March 5, 2013
3:30 P.M.
INFORMATION TECHNOLOGY (IT) BUILDING, ROOM 2206

I. CALL TO ORDER
II. APPROVAL OF AGENDA
III. COLLEGE OF HEALTH AND HUMAN SCIENCES
   □ Health and Kinesiology
     Course Revision(s)
     NTFS 4536 – Metabolic Nutrition
     □ Prerequisite(s)
   □ School of Human Ecology
     Proposed New, Revised, or Deleted Program(s)
     Interior Design, B.S.

IV. COLLEGE OF LIBERAL ARTS and SOCIAL SCIENCES
   □ Department of Literature and Philosophy
     New Course(s)
     ENGL 5237 - The American Short Story
     ENGL 5238 - Irish Women Writers
     RELS 3134 - Introduction to Asian Religions
     RELS 3135 - Introduction to Hinduism
     RELS 3136 - Introduction to Global Islam
     RELS 3238 - The Hebrew Prophets
     Course Revision(s)
     PHIL 1030 - Introduction to Philosophy
     □ Number, Catalog Description
     PHIL 2232 - Critical Thinking
     □ Number
     Selected Topics Announcement(s)
     ENGL 5090 - Myth, Tragedy and Literature as Philosophy
     PHIL 3030 - Myth, Tragedy and Literature as Philosophy
     Core Curriculum Revision(s)
     Area C
     Proposed New, Revised, or Deleted Program(s)
     English, B.A.
     Global Citizen Certificate
     Irish Studies Interdisciplinary Minor
     Philosophy, B.A.
     Religious Studies Interdisciplinary Concentration
     Religious Studies Interdisciplinary Minor
   □ Department of Music
     Course Revision(s)
     MUSA 5110 - Coaching for Singers
     □ Grade Mode
   □ Department of Writing and Linguistics
     Proposed New, Revised, or Deleted Program(s)
     Writing and Linguistics, B.A.

V. ADJOURNMENT
2

Georgia Southern University
Intra-Campus Memorandum
Attached is the Agenda for the College of Health and Human Sciences.

- **Health and Kinesiology**
  - Course Revision(s)
  - NTFS 4536 – Metabolic Nutrition
- **Prerequisite(s)**

- **School of Human Ecology**
  - Proposed New, Revised, or Deleted Program(s)
  - Interior Design, B.S.

Georgia Southern University

**Course Revision Form**

- **To**: Undergraduate Committee (UGC)  
  (Date Format: mm/dd/yy)  
  UGC/GC Meeting Date: 03/05/13
- **Graduate Committee (GC)**  
  (Date Format: mm/dd/yy)  
  Date Submitted: 02/19/13

(CIP Code Format: 123456)  
Classification of Instructional Program (CIP) Code: 190501

College Code: 16 - CHHS  
Department Code: 1605  
Department: Health and Kinesiology

1. **Current Course**: Subject: NTFS  
   Number: 4536  
   Full Course Title: Metabolic Nutrition

2. **Course Change**: Prerequisite(s) Drop-down
   - Drop-down Drop-down
   - Drop-down Drop-down
   - Drop-down Drop-down

3. **Is this course cross-listed with other courses?** No
   - If Yes, please list the cross-listed course(s) below.
   - Subject: Number: Subject: Number:
   - Subject: Number: Subject: Number:
   - If yes, a **Course Revision Form** must be submitted for each cross-listed course.

4. **If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses?** Drop-down (You may skip this question only if Subject or Number was not selected from question #2)
   - If Yes, please list the other course(s) below.
   - Subject: Number: Subject: Number:
   - Subject: Number: Subject: Number:
   - Subject: Number: Subject: Number:
   - Subject: Number: Subject: Number:
   - If yes, a **Course Revision Form** must be submitted for each course listed above.

5. **Does this course revision require a program revision?** No

6. **Does this course revision 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.

   - **Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.**

7. **Revised Course**: Subject: Number:

   - Full Course Title:
     - Abbreviated Course Title (max 30 characters):  
       (Only abbreviate if Full Course Title is MORE than 30 characters)
     - Low High

8. **Credit Hours**: Drop-Down

   - **Billing Hours**: Drop-Down

   - **Lecture/Seminar Contact Hours**: 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: Drop-Down
(Low) (High)
Ratio of Contact Hours to Credit Hours: Drop-down
9. Repeatable for Credit: Drop-down
("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)
10. Additional Fees: Drop-down If yes, amount:
11. Level: Drop-down Drop-down Drop-down
Course Revision-Page Two
Revised -11/7/12

12. Grade Mode: N = Normal Drop-down Drop-down Drop-down
(Default)
13. Schedule Type: Drop-down Drop-down Drop-down
(Default)
*Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *
CURRENT
COURSE PREREQUISITE(S)
Subject: CHEM Number: 2530 Concurrent: No Minimum Grade: C
And Subject: KINS Number: 2532 Concurrent: No Minimum Grade: C
And Subject: KINS Number: 2531 Concurrent: No Minimum Grade: C
And Subject: NTFS Number: 3534 Concurrent: No Minimum Grade: C
Additional prerequisite(s): and KINS 2511 C and KINS 2512 C
PROPOSED
COURSE PREREQUISITE(S)
Subject: CHEM Number: 3530 Concurrent: No Minimum Grade: C
And Subject: KINS Number: 2532 Concurrent: No Minimum Grade: C
And Subject: KINS Number: 2531 Concurrent: No Minimum Grade: C
And Subject: NTFS Number: 3534 Concurrent: No Minimum Grade: C
Additional prerequisite(s): and KINS 2511 C and KINS 2512 C
Are prerequisites to be enforced at Registration? Yes
CURRENT
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
PROPOSED
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down
CURRENT
CATALOG DESCRIPTION
PROPOSED
CATALOG DESCRIPTION
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REMARKS
And JUSTIFICATION: (Short summary)
A prerequisite change from CHEM 2530 to CHEM 3530 has been made to correspond with changes made within the Chemistry Department. They will no longer offer CHEM 2530, but have replaced it with CHEM 3530.
6
Course Revision Approval Signature Form
Revised Course
Current Course Subject: NTFS
Georgia Southern University

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 02/01/13
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 500408
College Code: 16 - CHHS Department Code: 1671 Department: SHE
Current Name of Program: Interior Design, B.S.
Proposed New or Revised Name of Program:
(Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/)

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: Undergraduate Major Other:
4. Degree: BS Other:
5. Is this a change in credits (for Revisions only)? Yes No
   (NOTE: If the answer is No, you may skip question 6.)
6. Total Credit Hours Required:
7. Target Group of Students: Interior Design Majors
8. Additional Resources Needed: (check all that apply)
- Computer Needs
- Distributed Learning Support Equipment
- Facilities
- Library Resources
- Staff Support
- Other

9. Does this course revision affect another Department or College? Yes
If yes, the signature page MUST be signed by Dean of College affected.

10. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:
- ☐ ALL changes should be made in RED.
- ☐ Deletions should be in BOLD with a strikethrough.
- ☐ Additions should be in BOLD ITALICS.
- ☐ Refer to Sample Program Catalog Page Revisions for layout format.

11. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

Area F Course title and description changes that took place in all art degrees are reflected in the Interior Design degree program.

INTERIOR DESIGN

B.S., 126 HOURS

See Core Curriculum on page Error! Bookmark not defined. for required courses in Area A1 through Area E.

Area A1 - Communication Skills ................................................................. 6 Hours
Area A2 - Quantitative Skills ........................................................................... 3 Hours
Area B - Global Engagement ......................................................................... 4 Hours
Area C - Humanities, Fine Arts, and Ethics .................................................. 6 Hours
Area D - Natural Sciences, Mathematics, and Technology ....................... 11 Hours
Area E - Social Sciences ............................................................................... 12 Hours
Area F - Courses Appropriate to Major ........................................................ 18 Hours

ART 1010 - Drawing I (3)
ART 1020 – 2-D Two-Dimensional Foundation Studies Design (3)
ART 1030 – 3-D Three-Dimensional Foundation Studies Design (3)
ARTH 2531 - Art History I Monuments in the History of Art (3)
INDS 2430 - Design Appreciation (3)
TCGT 1530 Global Sustainability & Innovation (3)

Health and Physical Education Activities .................................................. 4 Hours

HLTH 1520 - Healthful Living (2)
Physical Education Activities (2)

Orientation ..................................................................................................... 2 Hours
FYE 1220 - First Year Seminar (2)

Major Requirements ....................................................................................... 52 Hours

INDS 2435 - Design Studio I (3)
INDS 2436 - Interior Materials and Systems (3)
INDS 2437 - Interior Design Cad I (3)
INDS 3238 - Textiles for Interiors (3)
INDS 3431 - History of Interiors (3)
INDS 3434 - Lighting (3)
INDS 3435 - Design Studio II (3)
INDS 3436 - Design Studio III (3)
INDS 3437 - Interior Design Cad II (3)
INDS 3438 - Professional Practices I (3)
INDS 3530 - Sustainable Materials and Methods for the Interior Environment (3)
INDS 4430 - Digital Presentation and Communication (3)
INDS 4434 - Professional Practices II (3)
INDS 4435 - Design Studio IV (3)
INDS 4446 - Design Studio V (4)
INDS 4437 - Interior Design Portfolio (3)
INDS 4790 - Interior Design Internship (3)

Other Requirements ..................................................................................... 2 Hours

TCM 3320 - Building Codes (2)

Elective ............................................................................................................. 3 Hours

Foreign Language Requirement or “Significant International Content” Course ..................................................................................... 3 Hours

PROGRAM ADMISSION REQUIREMENTS IN INTERIOR DESIGN MINIMUM PROGRAM ADMISSION CRITERIA*:

In order to be considered for admission into the Interior Design Program, the applicants must meet the following minimum requirements:

1. Attain admission to Georgia Southern University.
2. Declare Pre-Interior Design (INDS) as a major. Until students meet admission criteria and are admitted into the Interior Design Program, they will be considered “Pre-INDS” majors and will be advised in the College of Health and Human Sciences Student Services Center. Designation as a
Pre-INDS major is separate from the application process and does not guarantee acceptance into the Interior Design Program.

3. If a student is a declared major in an area other than interior design, he/she must visit the current advisor and ask for a change of major form. This form will initiate the process for getting student's current advisement records and folder sent over to the CHHS advising center.

4. Have a minimum of first semester sophomore status (30 semester hours completed) upon applying for the program.

5. Achieve a minimum total overall institution GPA of 2.25 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered).

6. Complete the following Area F courses with a minimum grade of "C": INDS 2430 and 2 of the 3 ART courses in Area F: ART 1010 (preferred), ART 1020 (preferred), or ART 1030. (Students may be enrolled in any of the above courses during the application semester.)

7. By the end of the first two semesters as a declared Pre-INDS major, students shall have:
   a. Turned in and completed the Information Form: http://chhs.georgiasouthern.edu/she/includes/INDS/id_premajorinfoform.pdf
   b. Turned in copies of college transcripts for all work completed to date.
   c. Attended an orientation session with Interior Design faculty (either fall or spring semester of the first year as a Pre-INDS major).

8. Students transferring in with an Interior Design Major from other schools are required to have their portfolio and transcript(s) evaluated by the Interior Design Program Coordinator who is responsible for determining which design courses remain to be taken and which design courses are eligible to receive transfer credit. Adequate time must be allowed for scheduling, review and notification. Please contact the program coordinator to schedule an appointment.

*MEETING MINIMUM REQUIREMENTS IS NOT A GUARANTEE OF ACCEPTANCE INTO THE PROGRAM.

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APPLICATION FOR ADMISSION TO THE INTERIOR DESIGN PROGRAM:
The following completed Admission Package must be turned in by the application deadline in order for the candidate to be considered:

1. Official Application
2. Letter of Intent
3. Verification of grades with unofficial transcripts of all schools attended including this university
4. Mid-term verification card: contains midterm grade verification and signature of professor for all Area F courses where student is enrolled in the same semester as application (final acceptance into the program is based on final grade in all currently enrolled courses). Midterm grade cards can be obtained from the secretary in building 211.

APPLICATION DEADLINES:

Fall:
☐ All applications are due by 4:30pm the Friday following the last day to withdraw (October)
☐ Students applying during the fall semester will begin the program and the first studio course the next consecutive semester (spring)

Spring:
☐ All applications are due by 4:30pm the Friday following the last day to withdraw (March)
☐ Students applying during the spring semester will begin the program and the first studio course the next consecutive semester (fall)

PROGRAM PROGRESSION REQUIREMENTS:

1. Students must earn a minimum grade of “C” in all courses within the major requirements including remaining Area F courses.
2. Students must maintain a 2.25 total institution overall GPA. An admitted student whose total institution GPA falls below 2.25 will be on probation for one semester. If the student’s GPA remains below 2.25 after the probation semester, the student will be dropped from the program. The student may be re-admitted to the program only by the application process outlined above.
3. Students must complete the courses in sequence and complete all prerequisites. If a course is dropped or failed, then the student will be out of sequence and graduation will be delayed. These students may have to reapply to the major depending on circumstances, availability of space, and time elapsed between classes.
4. Majors that drop from the program due to personal reasons and wish to reapply at a later date must have courses and skills reevaluated to determine eligibility for the current curriculum and program.

NOTE: Students transferring into the Interior Design major from other majors or from other institutions may not be able to graduate necessarily within the traditional four-year period.

For additional information, contact the College of Health and Human Sciences Student Services Center at (912) 478-1931 or the School of Human Ecology at (912) 478-5345.

The Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA) and the National Association of Schools of Art and Design (NASAD).

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Program Approval Signature Form

New/Revised Program

Current Program Title (ex., B.S. Mathematics): Interior Design, B.S.
Proposed Program Title (ex., B.S. Mathematics):

Approval Signatures

Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Georgia Southern University
Intra-Campus Memorandum
Undergraduate/Graduate Committee
College of Liberal Arts and Social Sciences

TO: Melissa Lanier
FROM: Janette McBride
DATE: February 29, 2013
SUBJECT: March 5, 2013, Undergraduate Committee Agenda

Attached is the agenda for the College of Liberal Arts and Social Sciences.

☐ Department of Literature and Philosophy

- New Course(s)
  - ENGL 5237 - The American Short Story
  - ENGL 5238 - Irish Women Writers
  - RELS 3134 - Introduction to Asian Religions
  - RELS 3135 - Introduction to Hinduism
  - RELS 3136 - Introduction to Global Islam
  - RELS 3238 - The Hebrew Prophets

- Course Revision(s)
  - PHIL 1030 - Introduction to Philosophy

- Number, Catalog Description
  - PHIL 2232 - Critical Thinking

- Number

- Selected Topics Announcement(s)
  - ENGL 5090 - Myth, Tragedy and Literature as Philosophy
  - PHIL 3030 - Myth, Tragedy and Literature as Philosophy

- Core Curriculum Revision(s)

- Area C

- Proposed New, Revised, or Deleted Program(s)

- English, B.A.
  - Global Citizen Certificate
  - Irish Studies Interdisciplinary Minor

- Philosophy, B.A.
  - Religious Studies Interdisciplinary Concentration
  - Religious Studies Interdisciplinary Minor

☐ Department of Music

- Course Revision(s)
New Course Form

Subject: ENGL  
Number: 5237

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.

   Our Department does not offer any courses that deal exclusively with the short story and the influence that American writers have had on the genre since its conception. In addition, this course would offer an additional option in our major requirements, Area C, for students interested in American literature.

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.

   This course does not duplicate or overlap any existing course.

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)}?

   Not applicable.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.

   Students will demonstrate an understanding of the historical, social, and economic forces that have impacted the development of the American short story.

   Students will be familiar with representative canonical works from each period.

   Students will be able to discuss and write about these works intelligently as well as define themes, social and political concerns, literary devices, authorial voice, and purpose.

   Students will be able to analyze these texts through in-class and out-of-class essays and exams.

   Students will demonstrate proficiency in analysis and argument as well as MLA documentation, punctuation, and grammar.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://cogs.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.

   Assessment may include, but is not limited to: reading quizzes, in-class and take-home exams, response papers, research papers, presentations.

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.

   Weeks Three, Four, Five: The Short Story and the American Romantics

   Weeks Six, Seven, Eight: The Short Story and American Realism/Naturalism

   Weeks Nine, Ten, Eleven: The Short Story and American Modernism. The Emergence of the Short-Story Cycle

   Weeks Twelve, Thirteen, Fourteen, Fifteen: The Short Story and American Post-Modernism

   Methodology: lecture and discussion

   Texts may include such titles as:

   James Nagel, Anthology of the American Short Story

   Charles W. Chesnutt, The Conjure Woman and Other Tales

   Sherwood Anderson, Winesburg, Ohio

   Ernest Hemingway, In Our Time

   Flannery O'Connor, A Good Man Is Hard to Find and Other Stories

   Raymond Carver, What We Talk About When We Talk About Love

   Alice Walker, In Love and Trouble: Stories of Black Women

   Bobbie Ann Mason, Shiloh and Other Stories
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 are needed.

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.)

Not applicable.

(Please complete curriculum form which follows)

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1. Subject: ENGL Number: 5237
2. Full Course Title for Catalog: The American Short Story
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: ENGL Number: 5237G
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 Proposed New, Revised, or Deleted 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.

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
(Low) (High)

Ratio of Contact Hours to Credit Hours: 1 : 1 :
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: S1-Undergraduate Drop-down Drop-down Drop-down Drop-down
(Default)

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) *

Georgia Southern University

New Course Form
To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 11/02/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 231402
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

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PROPOSED
COURSE PREREQUISITE(S)
Subject: ENGL Number: 2131 Concurrent: No Minimum Grade: C
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s): or permission of instructor.
Are prerequisites to be enforced at Registration? Yes

PROPOSED

COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down

PROPOSED

CATALOG DESCRIPTION
This course is a study of representative authors and short stories beginning in the mid-1700s and moving to the present. We will focus on the complex social, cultural, and political forces at work in these writings and in the various movements in general, considering, too, the influences of these writers on one another as well as their contributions to the genre. This course traces the development of the major literary styles and patterns in American literature and how those are demonstrated through the short story form. We will consider the importance of American innovation in literary language.

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New Course Approval Signature Form

New Course
Proposed Course Subject: ENGL
Proposed Course Number: 5237
Proposed Course Title: The American Short Story

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Department/School Chairperson Date
TEC Review Not Required (Initials of Dept./School Chair or TEC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, TEC Executive Committee Date
(If Applicable)
Recommend
Not Recommend Director of University Honors Program Date
(If Applicable)
Recommend
Not Recommend Chairperson, College Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date
(Required if revision affects another college/department)
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date

* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

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Georgia Southern University

New Course Form

Subject: ENGL
Number: 5238
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 new course Irish Women Writers extends Georgia Southern's upper-division curriculum coverage of Irish literature in a manner congruent with peer and aspirational programs that offer courses in this disciplinary area. Absent this course, our Irish literature offerings leave our English majors with an Irish literature specialty—as well as students minoring in Irish Studies—at a competitive disadvantage. Irish Women Writers also has special efficacy for students minoring in Women's and Gender Studies. In addition, Irish Women Writers enhances students' global cultural competencies, one of Georgia Southern's core strategic goals. This course has been taught twice by means of the Special Topics designation; on each occasion, it completely filled, demonstrating student demand.

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.

An exhaustive study of the entirety of Georgia Southern's curriculum offerings reveals that the new course Irish Women Writers does not duplicate or overlap any course currently on the books. Irish Women Writers complements extant literature courses in Irish Studies, Women's and Gender Studies, British literature, and World and Colonial-Postcolonial literatures; however, it reveals and interrogates a body of material distinct from content in any other Georgia Southern course.

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., Educator Preparation Committee (EPC)]?

The new course Irish Women Writers is congruent with the Irish literature curricula of peer and aspirational institutions. It is modeled on criteria articulated by the Southern Association of Colleges and Schools (SACS), the accrediting body with which Georgia Southern's Department of Literature and Philosophy deals.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.

The broad goals of the new course Irish Women Writers are (1) to render students able to describe and critique in both discursive speech and research-based, thesis-driven analytical writing the content and forms of representative literary texts by Irish women from the medieval period to the present; and (2) to empower students with the capability to identify and evaluate the historical, cultural, gendered, and socio-economic contexts that have informed and are reflected in female literary production in Ireland and among Irish diasporic communities across time. The first broad goal aligns with and honors the program requirement that students in English literature courses systematically gain and demonstrate advanced competence in spoken and written analysis and criticism. The second broad goal aligns with and honors the program requirement that with nuance and discrimination students in English literature courses comprehend and appraise the cultural circumstances that yield literary texts and upon which those texts comment. For each student, the assessment method for measuring the two broad goals is a strategic combination of (1) graded explanatory and analytical responses to reading assignments; (2) an in-class oral presentation on an assigned textual problem; (3) multiple-choice tests; and (4) a synthesizing, researched paper that not only practices close reading and grammatical and citatory accuracy but also deploys peer-reviewed and instructor-vetted outside sources while prosecuting an arguable and relevant thesis.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://cogs.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.

(5.a) For each undergraduate student enrolled in the new course Irish Women Writers, the assessment method is a strategic combination of (1) a series of between seven and ten graded explanatory and analytical responses to reading assignments; (2) an inclass, seven-minute oral presentation on an assigned textual problem; (3) a minimum of two multiple-choice tests with a minimum of seventy-five questions per test; and (4) a synthesizing, researched paper of at least 2,500 words (excluding title, epigraph, Works Cited, block quotations, and foot and/or end notes) that not only practices close reading and grammatical and Modern Language Association (MLA) citatory accuracy but also deploys a minimum of five peer-reviewed and instructor-vetted outside sources while prosecuting an arguable and relevant thesis. Respecting Item 3 above, the graduate must produce a minimum of 2,250 words—and marshal a minimum of two outside sources—more than the undergraduate. The undergraduate requirement of a minimum of two multiple-choice tests with a minimum of seventy-five
questions per test also applies to the graduate student.

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.

The new course Irish Women Writers first examines mythic female archetypes—such as the foundational earth goddess Ériu; the apportional Spéirbhean of the Aisling or vision genre; and the woman-as-Ireland figure Cathleen ni Houlihan—as they are represented in and problematized by Irish literature, from the country’s first written (Old and Middle Irish and Latin) manuscripts to the so-called Translation Florence of the Cultural Revival (1880s-1920s), key figures in which were women, like Lady Gregory and Eleanor Hull. An example of a work studied during this module is Lady Gregory’s “Fate of the Sons of Usnach” (the Deirdre legend) from 1902, which students analyze vis-à-vis the scholar Karen Golightly’s 2007 essay, “Lady Gregory’s Deirdre: Self-Censorship or Skilled Editing?” The course next interrogates crucial women protagonists in (1) the pseudohistorical narratives of “Lebor Gabála Érenn” and (2) eighth- to fourteenth-century hagiographies. Within this module, they learn important cultural and critical concepts—for example, “faithiuilach” (the imperative of seigneurial generosity) and “Marian epithet.” Then, using a colonial lens, Irish Women Writers analyzes the testificatory corpus that is the 1641 Depositions (1641-1654), which encompasses the largest extant record of women’s voices from Early Modern Europe. Afterward, the course proceeds to a range of female epistolarily, religious, didactic (conduct), and controversialist literature from the Irish Enlightenment, highlighting such texts as “Complaint about Being Asked to Weild Influence” by Elizabeth Hastings (Countess of Moira) and “A Poem on the African Slave Trade, Addressed to Her Own Sex” by Mary Birkett. The subsequent focus is post-Union—that is, nineteenth-century—Big House novels and National Tales, with special emphasis on Anglo-Irish antiquarianism and gothicism. Works evaluated include extracts from Charlotte Brooke’s “Reliques of Irish Poetry”; Lady Owenson’s novel “The Wild Irish Girl”; and Maria Edgeworth’s novella “Castle Rackrent.” An instance of a critical essay assigned here is Leith Davis’s 2006 “The United Powers of Female Poesy and Music,” which explicates and critiques Brooke’s “Reliques.” Respecting the “four nationalisms” period of Catholic embourgeoisement from the Famine to the Civil War (i.e. 1845-1923), the course scrutinizes a variety of generic interventions. Typical works studied are the local-colorist short story “The Connemara Mare” by Edith Somerville and Martin Ross (Violet Martin) and the modernist novel “The Last September” by Elizabeth Bowen. Irish Women Writers thematizes its last phase around literary treatments of female dilemmas and struggles in familial, domestic, sexual, labor, and political arenas across three major developmental periods: (1) the Irish Republic’s theocratic mid-twentieth century; (2) Northern Ireland’s “Troubles” era (1968-1998); (2) the Republic’s modernizing arc from the Lemass Prime Ministership, which began in 1959, to and beyond the Celtic Tiger (1995-2007). Representative works scrutinized and evaluated (specific to each numbered category above) are: (1) Edna O’Brien’s short story “Irish Revel”; (2) Ann Devlin’s short story “Naming the Names”; (3) selected house-focused poems by Eavan Boland and Vorna Groarke, and the novel “The Forgotten Waltz” by Anne Enright. The fundamental delivery methodology is explanatory lecture with class-wide discussion, but Irish Women Writers also utilizes student presentations and such high-quality educational web resources as the 1641 Depositions site developed and hosted by the University of Dublin-Trinity College.

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.

Georgia Southern possesses resources adequate to deliver the new course Irish Women Writers. Currently, the Department of Literature and Philosophy has two tenured PhD professors and one tenure-track PhD professor qualified by training and publication record in the material covered. The Henderson Library possesses sufficient books and subscribes to sufficient journals, not least those in the JSTOR Ireland Collection, to allow Irish Women Writers to be offered at a high-quality level. In and beyond the classroom, our computer and other technological resources are altogether satisfactory with respect to realizing the course's goals and objectives.

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.)

The new course Irish Women Writers necessitates no additional fee.

(Please complete curriculum form which follows)

1. Subject: ENGL Number: 5238

2. Full Course Title for Catalog: Irish Women Writers

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)? Yes

If yes, a Proposed New, Revised, or Deleted 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
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
(Low) (High)
Ratio of Contact Hours to Credit Hours: 1 : 1 :
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: S1-Undergraduate S2-Masters 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 Form
To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 11/16/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code: 380201
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy
Revised -11/7/12

PROPOSED

CATALOG DESCRIPTION
Irish Women Writers examines literature produced by Irish and Irish diasporic women across the centuries. It explores mythic and other female archetypes that affect and are represented in Irish women's writing. It also scrutinizes the different types of Irish women's writing, including novels, short stories, poetry, and drama, as well as testificatory, epistolary, controversialist and other specialized genres. The course assesses Irish women’s writing in relation to key historical, cultural, political, and socio-economic circumstances that inform it and upon which it comments.

New Course Approval Signature Form

New Course
Proposed Course Subject: ENGL
Proposed Course Number: 5238
Proposed Course Title: Irish Women Writers

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, EPC Executive Committee (If Applicable) Date
Recommend
Not Recommend Director of University Honors Program (If Applicable) Date
Recommend
Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date

(Required if revision affects another college/department)
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date

* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

Revised -
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Georgia Southern University

New Course Form

Subject: RELS
Number: 3134

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.
   Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also fulfills an "eastern religions" component of students' training in Religious Studies.

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.

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.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.
   In this course, students will learn to:
   --critically engage with a variety of religious texts, rituals, and viewpoints. This skill will be assessed through weekly response papers, in-class discussion contributions, in-class text-reading exercises, and two written (essay) examinations.
   --analyze primary source materials. This skill will be assessed through in-class text-reading exercises, weekly response papers, in-class discussion contributions, and two written (essay) examinations.
   --interpret and understand the key aspects of Asian religious traditions including their rituals, myths, conceptions of self, sacred space, etc. This skill will be assessed through in-class text-reading exercises, weekly response papers, in-class discussion contributions, and two written (essay) examinations.
   --develop informed perspectives on and opinions about the religions of Asia. This skill will be assessed through in-class text-reading exercises, weekly response papers, in-class discussion contributions, and two written (essay) examinations.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at
(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.

Weekly Response Papers—25%
Attendance & Participation (in-class discussions, in-class text-reading exercises, etc.)—25%
Midterm Exam—25%
Final Exam—25%

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.

This course is designed as an introduction to the major religious traditions of Asia, with special attention to Hinduism and Buddhism in India and to Buddhism, Confucianism, and Daoism in China. During the course of the semester, we will investigate textual sources in order to uncover the specific world views, ideas about God, notions of freedom and bondage, and conceptions of the self/human nature within each tradition. We will also examine the ritual practices that followers of these religious traditions perform in striving toward their religious goals. Course materials will be presented through primary and secondary texts, lectures, and discussions as well as through films, video clips, and slide shows.

Topics covered include: Vedic Hinduism, Upanishadic Hinduism, Theistic/Devotional Hinduism, Theravada Buddhism, Mahayana Buddhism, Vajrayana Buddhism, the Institution of the Dalai Lama, Jainism, Sikhism, Islam, Sufism, Daoism (classical & liturgical), and Confucianism.

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Readings:
Selections from primary texts, including but not limited to:
The Rg Veda, the Upanishads, the Dhammapada, the Bhagavad-Gita, the Dao de Jing, the Analects of Confucius, etc. All primary source materials are available on GeorgiaView.
Also required are:

Methodology used to deliver all materials will be a combination of lecture, discussion, and group co-inquiry. As indicated above, class participation in discussion is required as part of the learning process and course objectives/assessment.

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.

Yes, the University has all required resources.

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.)

Not applicable.

(Please complete curriculum form which follows)

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1. Subject: RELS Number: 3134
2. Full Course Title for Catalog: Introduction to Asian Religions
Abbreviated Course Title (max 30 characters): Asian Religions
(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 Proposed New, Revised, or Deleted 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
6. Credit Hours: 3 Drop-Down
Billing Hours: 3 Drop-Down
New Course Form

To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 10/24/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 380299
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

PROPOSED COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s): Are prerequisites to be enforced at Registration? Drop-down

PROPOSED COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s): Are co-requisites to be enforced at Registration? Drop-down

PROPOSED CATALOG DESCRIPTION
This course is an introduction to the religious traditions of Asia. Traditions covered include Hinduism, Buddhism, Jainism, Sikhism, Islam, Daoism, and Confucianism.

New Course Approval Signature Form

New Course
Proposed Course Subject: RELS
Proposed Course Number: 3134
Proposed Course Title: Introduction to Asian Religions

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Department/School Chairperson Date
TEC Review Not Required (Initials of Dept./School Chair or TEC Chair)
Review Only (no action needed)
Recommend
New Course Form

Subject: RELS
Number: 3135

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.
   Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also gives students an opportunity to explore one religious tradition in depth (Hinduism).

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.

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.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.
   --critically engage with a variety of Hindu religious texts, rituals, and viewpoints. This skill will be assessed through in-class discussion contributions, in-class text-reading exercises, a research paper, and two written (essay) examinations.
   --analyze Hindu primary source materials. This skill will be assessed through in-class text-reading exercises, in-class discussion contributions, a research paper, and two written (essay) examinations.
   --interpret and understand the key aspects of the Hindu traditions including their rituals, myths, conceptions of self, sacred space, etc. This skill will be assessed through in-class text-reading exercises, in-class discussion contributions, a research paper, and two written (essay) examinations.
   --develop informed perspectives on, and opinions about, Hinduism. This skill will be assessed through in-class text-reading exercises, in-class discussion exercises, a research paper, and two written (essay) examinations.
   --develop research paper writing skills. This will be assessed through a research paper, and a small series of in-class exercises leading up to its culmination.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://cogs.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.
   Research Paper—25%
   Attendance & Participation (including in-class discussion, text-reading exercises, etc.)—25%
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.

This course is designed as an introduction to Hinduism, which is both the major religious tradition of India as well as the third most practiced religion in the world. In this course, we will examine the fundamentals of the vast set of Hindu traditions by studying Hindu religious texts, practices, philosophies/theologies, and cultural enactments. In particular, we will investigate Hindu conceptions of God, the world, suffering, karma, and liberation, we will study the rituals that Hindu devotees perform in striving toward their religious goals, and we will learn about contemporary cultural practices as they are enacted in Hindu India (e.g., the caste system and arranged marriage) as well as abroad (e.g., yoga and its various American forms).

Course materials will be presented through primary texts, secondary readings, lectures and discussions, as well as through film, video clips, and slide shows.

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Course topics include:
Vedic Hinduism
Upanishadic Hinduism
Advaita Vedanta
Shuddhadvaita Vedanta
The Bhagavad-Gita
Karma Yoga
Hindu Gods & Goddesses
Hindu devotional texts & poetry
Murtis, Darshan, Puja, & Temples
Holidays & Festivals
Yoga
Marriage
The Caste System

Texts:
Primary source materials including the Upanishads, Laws of Manu, Rg Veda, Yoga Sutras, devotional poems, etc.

And,

Methodology used to deliver all materials will be a combination of lecture, discussion, and group co-inquiry. As indicated above, class participation in discussion is required as part of the learning process and course objectives/assessment. The class will also take a field trip to a Hindu temple.

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.

Yes, the University has all required resources.

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.)

Not applicable.

(Please complete curriculum form which follows)
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

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
   (Low) (High)

   Ratio of Contact Hours to Credit Hours: 1 : 1 :

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: S1-Undergraduate Drop-down Drop-down
   Grade Mode: N = Normal Drop-down Drop-down Drop-down
   (Default)

10. Schedule Type: A = Lecture Drop-down Drop-down Drop-down
    (Default)
    
    *Schedule Type must match Lecture, Lab, or Other Hour Type (#6) *

Georgia Southern University

New Course Form

To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 10/25/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 380204
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

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PROPOSED
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
Are prerequisites to be enforced at Registration? Drop-down

PROPOSED
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down

PROPOSED
CATALOG DESCRIPTION
This course is an in-depth exploration of the Hindu traditions, and the beliefs, rituals, and cultural expressions of those who practice them.

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New Course Approval Signature Form

New Course
Proposed Course Subject: RELS
Proposed Course Number: 3135
Proposed Course Title: Introduction to Hinduism

Approval Signatures
Recommend
Georgia Southern University

New Course Form

Subject: RELS
Number: 3136

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.
   Five courses are required for the minor in Religious Studies. Students select from a range of courses. This course adds diversity to that range. It also gives students an opportunity to explore one religious tradition in depth (Islam).

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.

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.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome addresses and the specific assessment method that will be used to measure the outcome.
   --critically engage with a variety of Muslim texts, contexts, rituals, and viewpoints. This skill will be assessed through in-class discussion contributions, in-class text-reading exercises, a research paper, and two written (essay) examinations.
   --analyze Muslim primary source materials. This skill will be assessed through in-class text-reading exercises, in-class discussion contributions, a research paper, and two written (essay) examinations.
   --interpret and understand the key aspects of the Muslim traditions cross-culturally, including their rituals, myths, conceptions of self, sacred space, etc. This skill will be assessed through in-class text-reading exercises, in-class discussion contributions, a research paper, and two written (essay) examinations.
   --develop informed perspectives on, and opinions about, Muslim teachings and practices (as well as current and historical events that have Islam at their center). This skill will be assessed through in-class text-reading exercises, in-class discussion contributions, a research paper, and two written (essay) examinations.
   --develop research paper writing skills. This will be assessed through a research paper, and a small series of in-class exercises leading up to its culmination.
5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at http://cogs.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.

- Research Paper—25%
- Attendance & Participation (including in-class discussion, text-reading exercises, etc.)—25%
- Exam 1—25%
- Exam 2—25%

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.

In this course, we will explore the religious traditions of Islam as they are enacted in regions across the world, including the Middle East, Asia, Africa, Europe, and the United States. Throughout the course, we will explore not only the religious texts that form the basis of the Islamic traditions, but also the rituals that Muslims perform in order to express their religious beliefs. Topics covered will be textual (the Qur'an, Islamic theological debates on free will, predestination, and interpreting the will of God), practical (prayer, pilgrimage, dhikr) and cultural (presentations of Islam in the media, Islamic dress, Islam and gender, etc.). Course materials will be drawn from a range of sources, including primary texts, secondary readings, lectures and discussions, as well as through film, video clips, and slide shows.

Topics include but are not limited to:

- The Qur'an and Islamic theology
- Muslim Practices (Ritual, Pilgrimage, etc.)
- Knowing the Will of God in Islam
- Sunni Islam
- Shi'a Islam
- Sufism
- Islam and Women
- Jihad
- Islam in the Middle East, Europe, Africa, Asia, and the United States
- Islam in the Media

Texts:
- The Qur'an
- An Introduction to Islam, Frederick Denny (new ed.)
- Beyond Hindu and Muslim: Multiple Identity in Narratives from Village India, Peter Gottschalk
- Windows on the House of Islam: Muslim Sources on Spirituality and Religious Life, John Renard, ed.
- Muslim Communities of North America, J. Smith and Y. Haddad
- Principles of Sufism, al-Qushayri
- Islam and Muslim Politics in Africa, Benjamin Soares

*Other required primary materials and articles that will be available on GeorgiaView.

Methodology used to deliver all materials will be a combination of lecture, discussion, and group co-inquiry. As indicated above, class participation in discussion is required as part of the learning process and course objectives/assessment. The class will also take a field trip to a mosque.

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.

Yes, the University has all required resources.

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.)

Not applicable.

(Please complete curriculum form which follows)

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1. Subject: RELS Number: 3136
2. Full Course Title for Catalog: Introduction to Global Islam
3. Abbreviated Course Title (max 30 characters): (Only abbreviate if Full Course Title is MORE than 30 characters)
4. Will this course be cross-listed with other courses? No
5. 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 Proposed New, Revised, or Deleted 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.

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 
(Low) (High) 
Ratio of Contact Hours to Credit Hours: 1 : 1 : 
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: S1-Undergraduate Drop-down 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) *

Georgia Southern University

New Course Form

To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 10/25/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 380205
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

35

PROPOSED

COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
Are prerequisites to be enforced at Registration? Drop-down

PROPOSED

COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down

PROPOSED

CATALOG DESCRIPTION
This course is an in-depth exploration of Islam around the world, and the beliefs, rituals, and cultural expressions of those who practice it.

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New Course Approval Signature Form

New Course
Proposed Course Subject: RELS
Proposed Course Number: 3136
Proposed Course Title: Introduction to Global Islam

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee Date
(If Applicable)
Not Recommend Department/School Chairperson Date
TEC Review Not Required (Initials of Dept./School Chair or TEC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, TEC Executive Committee Date
(If Applicable)
Recommend
Not Recommend Director of University Honors Program Date
(If Applicable)
Recommend
Not Recommend Chairperson, College Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date
(Required if revision affects another college/department)
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date

* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another
unit before final approval.

Georgia Southern University

New Course Form

Subject: RELS
Number: 3238

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 be an elective course for the Religious Studies Minor. It has been taught successfully several times as a special
topics course. This course also incorporates a service learning component.

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.
Not applicable.

3. Accreditation/Licensure approval: Does this course meet the desired requirements for the appropriate accreditation bodies?
Yes.

4. Course Goals/Outcomes: List the broad goals of the proposed course. List the specific and measurable student learning
outcomes of this course. Link each of the student learning outcomes to both the program requirement that the outcome
addresses and the specific assessment method that will be used to measure the outcome.
At the completion of the course, the students will be able to do the following successfully:
1. Identify all of the prophets of the Hebrew Bible.
2. Know the historical categories in which the prophets are placed.
3. Know the main themes within the prophets.
4. Know the role of the prophets in their historical context and implications for contemporary society.

5. Student Assessment Procedures (See Policy on dual-listed Undergraduate/Graduate Courses at
(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.

The student will be assessed in the following three ways.
1. Requires classroom discussion of the material to be prepared for class.
2. Three short papers that will be based on required readings on the prophets.
3. Mid-Semester and Final exams.

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.
   The course will explore the following areas: 1) Cultic activity in Ancient Israel; 2) Social Justice; 3) Oracles against the nations; 4) Exile and Restoration; 5) Power and Marginalization; 6) Gender metaphor; 7) War and Peace.
   The course will be a combination of lecture and discussion and we will be reading both primary and secondary sources. The main text will be the Hebrew Bible where we will focus on a close textual reading.

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.
   There will not be any additional University resources needed to offer this course. We presently have trained and qualified faculty to offer this 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.)
   Not applicable.

(Please complete curriculum form which follows)

<table>
<thead>
<tr>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject: RELS</td>
</tr>
<tr>
<td>2. Full Course Title for Catalog: The Hebrew Prophets</td>
</tr>
<tr>
<td>Abbreviated Course Title (max 30 characters): (Only abbreviate if Full Course Title is MORE than 30 characters)</td>
</tr>
<tr>
<td>3. Will this course be cross-listed with other courses? No</td>
</tr>
<tr>
<td>If Yes, please list the cross-listed courses below.</td>
</tr>
<tr>
<td>Subject: Number:</td>
</tr>
<tr>
<td>Subject: Number:</td>
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<tr>
<td>Subject: Number:</td>
</tr>
<tr>
<td><strong>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</strong></td>
</tr>
<tr>
<td>4. Will this course be listed on any program page(s)? Yes</td>
</tr>
<tr>
<td>If yes, a Proposed New, Revised, or Deleted 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.</td>
</tr>
<tr>
<td>5. Does this new course affect another Department or College? No</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Low High</td>
</tr>
<tr>
<td>6. Credit Hours: 3 Drop-Down</td>
</tr>
<tr>
<td>Billing Hours: 3 Drop-Down</td>
</tr>
<tr>
<td>Lecture/Seminar Contact Hours: 3 Drop-Down</td>
</tr>
<tr>
<td>Lab Contact Hours: Drop-Down</td>
</tr>
<tr>
<td>Will multiple labs be offered for each lecture section? Drop-Down</td>
</tr>
<tr>
<td>Other Contact Hours: Drop-Down</td>
</tr>
<tr>
<td>Total Contact Hours: 3 Drop-Down</td>
</tr>
<tr>
<td>(Low) (High)</td>
</tr>
<tr>
<td>Ratio of Contact Hours to Credit Hours: 1 : 1 :</td>
</tr>
<tr>
<td>7. Repeatable for Credit: No</td>
</tr>
<tr>
<td>(“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)</td>
</tr>
<tr>
<td>8. Additional Fees: No If yes, amount:</td>
</tr>
<tr>
<td>9. Level: S1-Undergraduate Drop-down Drop-down</td>
</tr>
<tr>
<td>10. Grade Mode: N = Normal Drop-down Drop-down Drop-down (Default)</td>
</tr>
<tr>
<td>11. Schedule Type: A = Lecture Drop-down Drop-down Drop-down (Default)</td>
</tr>
</tbody>
</table>
New Course Form

To: Undergraduate Committee (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13
Graduate Committee (Date Format: mm/dd/yy) Date Submitted: 10/25/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) CIP Code: 380299
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

PROPOSED
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
Are prerequisites to be enforced at Registration? Drop-down

PROPOSED
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down

PROPOSED
CATALOG DESCRIPTION
This course will introduce the student to the major themes of the Hebrew Prophets. We shall examine the various historical and cultural contexts of the prophets as much as this is possible, and explore the prophets’ message with a particular emphasis on textual analysis and implications for contemporary society.

New Course Approval Signature Form

New Course
Proposed Course Subject: RELS
Proposed Course Number: 3238
Proposed Course Title: The Hebrew Prophets

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Department/School Chairperson Date
TEC Review Not Required (Initials of Dept./School Chair or TEC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, TEC Executive Committee Date
(If Applicable)
Recommend
Not Recommend Director of University Honors Program Date
(If Applicable)
Recommend
Not Recommend Chairperson, College Curriculum Committee Date
(If Applicable)
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend Dean of the College Affected Date
(Required if revision affects another college/department)
Recommend
Georgia Southern University

Course Revision Form

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 11/27/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code: 240199
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

1. Current Course: Subject: PHIL Number: 1030
Full Course Title: Introduction to Philosophy

2. Course Change: Number - Must Fill Out Entire Form
Catalog Description Drop-down

3. Is this course cross-listed with other courses? Yes
If Yes, please list the cross-listed course(s) below.
Subject: PHIL Number: 1030H Subject: Number:
Subject: PHIL Number: 1030S Subject: Number:

If yes, a Course Revision Form must be submitted for each cross-listed course.

4. If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses? Yes
(You may skip this question only if Subject or Number was not selected from question #2)
If Yes, please list the other course(s) below.
Subject: PHIL Number: 3334 Subject: Number:
Subject: Number: Subject: Number:
Subject: Number: Subject: Number:
Subject: Number: Subject: Number:

If yes, a Course Revision Form must be submitted for each course listed above.

5. Does this course revision require a program revision? Yes
If yes, a Proposed New, Revised, or Deleted Program Form must be submitted for each program on which the course is listed.

6. Does this course revision affect another Department or College? Yes
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.

Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.

7. Revised Course: Subject: PHIL Number: 2010
Full Course Title: Introduction to Philosophy
Abbreviated Course Title (max 30 characters):
(Only abbreviate if Full Course Title is MORE than 30 characters)

8. 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
(Low) (High)

Ratio of Contact Hours to Credit Hours: 1 : 1 :

9. Repeatable for Credit: No
(“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

10. Additional Fees: No If yes, amount:

11. Level: S1-Undergraduate Drop-down Drop-down
Revised -11/7/12
12. Grade Mode: N = Normal Drop-down Drop-down Drop-down (Default)
13. Schedule Type: A = Lecture Drop-down Drop-down (Default)
   *Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *

CURRENT
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):

PROPOSED
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
Are prerequisites to be enforced at Registration? Drop-down

CURRENT
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):

PROPOSED
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down

CURRENT
CATALOG DESCRIPTION
An introductory course which surveys the ideas of some of the great philosophers of the Western world, focusing on issues about
religion, ethics, reality, and ways of knowing.

PROPOSED
CATALOG DESCRIPTION
This is an introductory course which surveys the ideas of some of the great philosophers of the Western world, focusing on issues
about religion, ethics, reality, and ways of knowing.

REMARKS
And JUSTIFICATION: (Short summary)
The course number change was mandated by the Board of Regents' Academic Advisory Committee for Philosophy.

Course Revision Approval Signature Form
Revised Course
Current Course Subject: PHIL
Current Course Number: 1030
Current Course Title: Introduction to Philosophy
Proposed Course Subject: PHIL
Proposed Course Number: 2010
Proposed Course Title: Introduction to Philosophy

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Georgia Southern University

Course Revision Form

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 11/27/12

Term Format: 201108 Proposed Effective Term: 201308
CIP Code Format: 123456 Classification of Instructional Program (CIP) Code: 240199
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

1. Current Course: Subject: PHIL Number: 2232
   Full Course Title: Critical Thinking

2. Course Change: Number - Must Fill Out Entire Form Drop-down
   Drop-down Drop-down
   Drop-down Drop-down
   Drop-down Drop-down

3. Is this course cross-listed with other courses? No
   If Yes, please list the cross-listed course(s) below.
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:

4. If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses? No (You may skip this question only if Subject or Number was not selected from question #2)
   If Yes, please list the other course(s) below.
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:
   Subject: Number: Subject: Number:

5. Does this course revision require a program revision? Yes
   If yes, a Course Revision Form must be submitted for each course listed above.

6. Does this course revision affect another Department or College? Yes
   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.

Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.

7. Revised Course: Subject: PHIL Number: 2020
   Full Course Title: Critical Thinking
   Abbreviated Course Title (max 30 characters):
   (Only abbreviate if Full Course Title is MORE than 30 characters)
8. 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
(Low) (High)
Ratio of Contact Hours to Credit Hours: 1 : 1 :
9. Repeatable for Credit: No
(“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)
10. Additional Fees: No If yes, amount:
11. Level: S1-Undergraduate Drop-down Drop-down
Updated - 11/7/12
12. Grade Mode: N = Normal Drop-down Drop-down Drop-down
(Default)
13. Schedule Type: A = Lecture Drop-down Drop-down
(Default)
*Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *
CURRENT
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
PROPOSED
COURSE PREREQUISITE(S)
Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
And Subject: Number: Concurrent: No Minimum Grade: D
Additional prerequisite(s):
Are prerequisites to be enforced at Registration? Drop-down
CURRENT
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
PROPOSED
COURSE CO-REQUISITE(S)
Subject: Number:
And Subject: Number:
And Subject: Number:
And Subject: Number:
Additional co-requisite(s):
Are co-requisites to be enforced at Registration? Drop-down
CURRENT
CATALOG DESCRIPTION
This course is an introduction to the concepts and skills necessary for identifying, evaluating, and constructing good arguments. Topics will include strategies that are used to strengthen or weaken an argument, spot fallacious ways of reasoning, and identify hidden assumptions. The course also studies the basic elements of deductive reasoning.

PROPOSED
CATALOG DESCRIPTION
This course is an introduction to the concepts and skills necessary for identifying, evaluating, and constructing good arguments. Topics will include strategies that are used to strengthen or weaken an argument, spot fallacious ways of reasoning, and identify
hidden assumptions. The course also studies the basic elements of deductive reasoning.

**REMARKS**

And **JUSTIFICATION**: (Short summary)
The course number change was mandated by the Board of Regents' Academic Advisory Committee for Philosophy.

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**Course Revision Approval Signature Form**

**Revised Course**

Current Course Subject: PHIL
Current Course Number: 2232
Current Course Title: Critical Thinking
Proposed Course Subject: PHIL
Proposed Course Number: 2020
Proposed Course Title: Critical Thinking

**Approval Signatures**

Recommend
Not Recommend Chairperson, Department Curriculum Committee *(If Applicable)* Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required *(Initials of Dept./School Chair or EPC Chair)*
Review Only *(no action needed)*
Recommend
Not Recommend Chairperson, EPC Executive Committee *(If Applicable)* Date
Recommend
Not Recommend Director of University Honors Program *(If Applicable)* Date
Recommend
Not Recommend Chairperson, College Curriculum Committee *(If Applicable)* Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date *(Required if revision affects another college/department)*
Recommend
Not Recommend Dean of the Graduate College *(If Applicable)* Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs *(Final sign-off)* Date

* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

Revised - 11/7/12

47

1. **Subject:** ENGL Number: 5090
2. **Full Course Title:** Myth, Tragedy and Literature as Philosophy
3. **Abbreviated Course Title (max 30 characters):** Myth, Tragedy, Literature *(Only abbreviate if Full Course Title is MORE than 30 characters)*
4. **Credit Hours:** 3
5. **Billing Hours:** 3
6. **Lecture/Seminar Contact Hours:** 3
7. **Lab Contact Hours:**
8. **Other Contact Hours:**
9. **Total Contact Hours:** 3
10. **Ratio of Contact Hours to Credit Hours:** 1:1

NOTE: Signature page is NOT required for the Selected Topics Announcement Form

**REMARKS**

And **JUSTIFICATION**: (Short summary)
In this class we will explore how metaphysical and moral philosophical questions are dealt with in Greek mythology, drama and comedy as well as 19th and 20th century literature. Possible texts include Homer’s Iliad, Hesiod’s Theogony, Aeschylus’ Prometheus Bound, Sophocles’ Oedipus the King, Euripides’ Bacchae, Plato’s Phaedrus, Aristophanes’ The Clouds as well as the works of Kafka, Dostoevsky, Beckett, Camus, Sartre and Simone de Beauvoir. This course will be an introduction to philosophical problems.
through the vehicle of myth and literature, asking how these two forms of "fiction" capture the essential truths of existence in meaningful and compelling ways. In addition to studying particular works of literature, we will also discuss the questions of "What is philosophy?" and "What is literature?"

Georgia Southern University

Selected Topics Announcement Form
To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 01/24/13
(Term Format: 201108) Proposed Effective Term: 201305
College Code: 12 - CLASS Department: Literature & Philosophy
Revised -11/7/12

1. Subject: PHIL Number: 3030
Full Course Title: Myth, Tragedy and Literature as Philosophy
Abbreviated Course Title (max 30 characters): Myth, Tragedy, Literature
(Only abbreviate if Full Course Title is MORE than 30 characters)

2. Credit Hours: 3
Billing Hours: 3
Lecture/Seminar Contact Hours: 3
Lab Contact Hours:
Other Contact Hours:
Total Contact Hours: 3
Ratio of Contact Hours to Credit Hours: 1 : 1

NOTE: Signature page is NOT required for the Selected Topics Announcement Form

REMARKS

And JUSTIFICATION: (Short summary)
In this class we will explore how metaphysical and moral philosophical questions are dealt with in Greek mythology, drama and comedy as well as 19th and 20th century literature. Possible texts include Homer's Iliad, Hesiod's Theogony, Aeschylus' Prometheus Bound, Sophocles' Oedipus the King, Euripides' Bacchae, Plato's Phaedrus, Aristophanes' The Clouds as well as the works of Kafka, Dostoyevsky, Beckett, Camus, Sartre and Simone de Beauvoir. This course will be an introduction to philosophical problems through the vehicle of myth and literature, asking how these two forms of "fiction" capture the essential truths of existence in meaningful and compelling ways. In addition to studying particular works of literature, we will also discuss the questions of "What is philosophy?" and "What is literature?"

Georgia Southern University

Selected Topics Announcement Form
To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 01/24/13
(Term Format: 201108) Proposed Effective Term: 201305
College Code: 12 - CLASS Department: Literature & Philosophy
Revised -11/7/12

49
1. Area(s) to be revised: Area C Drop-down
Drop-down Drop-down
Drop-down Drop-down
2. Type of change: Revision
Drop-down
Drop-down
3. Specific change(s): PHIL 1030 - Introduction to Philosophy must be renumbered to PHIL 2010 per mandate from Board of Regents' Academic Advisory Committee for Philosophy.
4. Attach revised copy of the core curriculum for the area in which you are making a change.
5. Is this course listed on any program page(s)? Yes
If yes, a Proposed New, Revised, or Deletion 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 Course Deletion so they can submit revisions if necessary.

Note: Change must be approved by the Board of Regents' Council on General Education and meet the Board of Regents Core Curriculum Guidelines at: http://www.usg.edu/academic_affairs_handbook/

REMARKS

And JUSTIFICATION: (Short summary)
The course number change has been mandated by the Board of Regents' Academic Advisory Committee for Philosophy. The purpose is to ensure consistency across institutions.
Georgia Southern University

Core Curriculum Revision Form

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
(Date Format: mm/dd/yy) Date Submitted: 11/27/12
(Term Format: 201108) Proposed Effective Term: 201308
College Code: 12 - CLASS Department: Literature & Philosophy
Revised -11/7/12

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Core Curriculum Course Requirements

AREA C - Humanities, Fine Arts, and Ethics (6 Hours Total)
Learning Outcome: Students will analyze historical and contemporary fine arts or other cultural products from individual and diverse social perspectives.

Students may satisfy Area C by successfully completing requirements outlined below in Option 1 or Option 2.

(Option 1)
Select one literature course from the following:
- ENGL 2111 - World Literature I (3) (Prerequisites ENGL 1101 and 1102)
- ENGL 2112 - World Literature II (3) (Prerequisites ENGL 1101 and 1102)
Select one humanities/fine arts/ethics course from the following:
- ART 1000 - Art in Life (3)
- COMM 1110 - Principles of Public Speaking (3) (Prerequisite ENGL 1101)
- Foreign Language 1001 - Elementary I (3) *
- Foreign Language 1002 - Elementary II (3) *
- Foreign Language 2001 - Intermediate I (3) *
- Foreign Language 2002 - Intermediate II (3) *
- Foreign Language 1060 - Accelerated Elementary (3 of 6) (3 Hours to Area C) *
- Foreign Language 2060 - Accelerated Intermediate (3 of 6) (3 Hours to Area C) *
- HUMN 2433 - Classicism (3)
- HUMN 2434 - Myth in Arts and Humanities (3)
- MUSC 1100 - Music Appreciation (3)
- PHIL 1030 - Introduction to Philosophy (3)
- RELS 2130 - Introduction to Religion (3)
- THEA 1100 - Theatre Appreciation (3)
- UHON 1132 - Inquiry in the Humanities (3)
*Language can be French, German, Japanese, Latin, Spanish, or Yoruba.

(Option 2)
Both of the following humanities courses:
- HUMN 2321 - Humanities I (3) (Prerequisite or concurrent enrollment in ENGL 1101)
- HUMN 2322 - Humanities II (3) (Prerequisites ENGL 1101 and HUMN 2321)

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Core Curriculum Approval Signature Form

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, EPC Executive Committee (If Applicable) Date
Recommend
Not Recommend Director of University Honors Program (If Applicable) Date
Recommend
Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date
Revised -11/7/12
**Proposed New, Revised, or Deleted Program Form**

*(To be used for Programs, Minors, Disciplines, Concentrations, etc.)*

**To: Undergraduate Committee** (Date Format: mm/dd/yy) UC/GC Meeting Date: 03/05/13

**Graduate Committee** (Date Format: mm/dd/yy) Date Submitted: 11/02/12

**(Term Format: 201108) Proposed Effective Term: 201308**

*(CIP Code Format: 123456)* **CIP Code:**

**College Code:** 12 - CLASS  **Department Code:** 1264  **Department:** Literature & Philosophy

**Current Name of Program:** English, B.A.

**Proposed New or Revised Name of Program:**

*Regents’ format can be found at: [http://www.usg.edu/academic_affairs_handbook/](http://www.usg.edu/academic_affairs_handbook/)*

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:** Undergraduate Major  **Other:**

4. **Degree:** BA  **Other:**

5. **Is this a change in credits (for Revisions only)?** Yes No
   *(NOTE: If the answer is No, you may skip question 6.)*

6. **Total Credit Hours Required:**

7. **Target Group of Students:** English Majors and Minors

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:)*
   - □ ALL changes should be made in **RED**.
   - □ Deletions should be in **BOLD** with a **strikethrough**.
   - □ Additions should be in **BOLD ITALICS**.
   - □ Refer to **Sample Program Catalog Page Revisions** for layout format.

10. Provide the Justification/Rationale for New, Revised, or Deleted Programs.
    Adding ENGL 5237 as an option for students interested in American literature and ENGL 5238 as an upper-division elective option for students.

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**ENGLISH**

**B.A., 126 HOURS**

*See Core Curriculum on page Error! Bookmark not defined., for required courses in Area A1 through Area E.*

**Area A1 - Communication Skills** ........................................................................................................................................................ 6 Hours
**Area A2 - Quantitative Skills** ........................................................................................................................................................ 3 Hours
**Area B - Global Engagement** ...................................................................................................................................................... 4 Hours
**Area C - Humanities, Fine Arts, and Ethics** ................................................................................................................................. 6 Hours
**Area D - Natural Sciences, Mathematics, and Technology** ....................................................................................................... 11 Hours
**Area E - Social Sciences** .......................................................................................................................................................... 12 Hours
**Area F - Courses Appropriate to Major** ..................................................................................................................................... 18 Hours

ENGL 2231 - British Literature I (3)
ENGL 2232 - British Literature II (3)
ENGL 2331 - American Literature I (3) OR ENGL 2332 - American Literature II (3)
Foreign Language - through 2002 (3-6)
Select one of the following: *NOTE: Must take ENGL 2111 if not taken as part of Area C*
ART 1000 - Art in Life (3)
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1230</td>
<td>Reading Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1231</td>
<td>Reading Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1232</td>
<td>Reading Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2111</td>
<td>World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2112</td>
<td>World Literature II</td>
<td>3</td>
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<tr>
<td>ENGL 2434</td>
<td>Language of Film</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>additional foreign language at 1000-2000 level in a different language</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1111</td>
<td>World History I: Development of World Civilization</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1100</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1030</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2232</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>RELS 2130</td>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>THEA 1100</td>
<td>Theatre Appreciation</td>
<td>3</td>
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<tr>
<td><strong>Health and Physical Education Activities</strong></td>
<td></td>
<td>4 Hours</td>
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<tr>
<td>HLTH 1520</td>
<td>Healthful Living</td>
<td>2</td>
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<tr>
<td>Physical Education Activities</td>
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<tr>
<td><strong>Orientation</strong></td>
<td>2</td>
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</tr>
<tr>
<td>FYE 1220</td>
<td>First Year Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>Major Requirements (27 hours at the 3000 level or above)</strong></td>
<td></td>
<td>30 Hours</td>
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<tr>
<td>Specific Requirements (9 hours)</td>
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<td></td>
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<tr>
<td>ENGL 2131</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4630</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>May be taken only after successfully completing eighteen (18) hours of upper division coursework</strong></td>
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<tr>
<td>Select one of the following Single-Author courses:</td>
<td></td>
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<tr>
<td>ENGL 4135</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4337</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4435</td>
<td>Single Author</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5434</td>
<td>Milton</td>
<td>3</td>
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<tr>
<td><strong>Select the appropriate number of course hours from each of the four (4) areas below</strong></td>
<td></td>
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<tr>
<td><strong>AREA 1 (3-9 hours)</strong> NOTE: May not overlap with hours taken for required single-author course listed above</td>
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<td></td>
</tr>
<tr>
<td>ENGL 4135</td>
<td>Chaucer (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL 4337</td>
<td>Shakespeare (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL 5136</td>
<td>Medieval British Literature (3)</td>
<td></td>
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<tr>
<td>ENGL 5138</td>
<td>Poetry and Prose of the English Renaissance (3)</td>
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<tr>
<td>ENGL 5331</td>
<td>British Drama to 1642 (3)</td>
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<tr>
<td>ENGL 5434</td>
<td>Milton (3)</td>
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<tr>
<td><strong>AREA 2 (3-9 hours)</strong></td>
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<tr>
<td>ENGL 4133</td>
<td>The British Novel (3)</td>
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<tr>
<td>ENGL 5131</td>
<td>British Romantics (3)</td>
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<tr>
<td>ENGL 5134</td>
<td>British Literature 1660-1790 (3)</td>
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<tr>
<td>ENGL 5139</td>
<td>Victorian Prose and Poetry (3)</td>
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<tr>
<td>ENGL 5332</td>
<td>British Drama since 1660 (3)</td>
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<tr>
<td>ENGL 5432</td>
<td>20th Century British Literature (3)</td>
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<td><strong>AREA 3 (3-9 hours)</strong></td>
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<tr>
<td>ENGL 4237</td>
<td>The American Novel (3)</td>
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<tr>
<td>ENGL 5230</td>
<td>Colonial American Literature (3)</td>
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<tr>
<td>ENGL 5231</td>
<td>American Romanticism (3)</td>
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<td>ENGL 5232</td>
<td>American Realism (3)</td>
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<td><strong>ENGL 5237 - The American Short Story (3)</strong></td>
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<td><strong>ENGL 5238 - Irish Women Writers (3)</strong></td>
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<tr>
<td>ENGL 5336</td>
<td>20th Century American Literature (3)</td>
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<td><strong>AREA 4 (6-12 hours)</strong></td>
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<tr>
<td>ENGL 3231</td>
<td>Survey of African-American Literature (3)</td>
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<tr>
<td>ENGL 3237</td>
<td>Women and Literature (3)</td>
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<tr>
<td>ENGL 3535</td>
<td>Patterns in Film and Literature (3)</td>
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<td>ENGL 5090</td>
<td>Selected Topics (3)</td>
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<tr>
<td>ENGL 5135</td>
<td>Teaching Literature to Middle Grades and High School Students (3)</td>
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<td>ENGL 5234</td>
<td>Southern Literature (3)</td>
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<td>ENGL 5235</td>
<td>Irish Literature to 1850 (3)</td>
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<td>ENGL 5236</td>
<td>Irish Literature since 1850 (3)</td>
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<td>ENGL 5330</td>
<td>World Drama to Romanticism (3)</td>
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<td>ENGL 5430</td>
<td>Contemporary Poetry (3)</td>
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<td>ENGL 5438</td>
<td>Modern Poetry to 1945 (3)</td>
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<td>ENGL 5530</td>
<td>The Bible as Literature (3)</td>
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<td>ENGL 5533</td>
<td>Literary Criticism and Theory (3)</td>
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<td>ENGL 5534</td>
<td>Literature for Adolescents (3)</td>
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<tr>
<td>ENGL 5535</td>
<td>Children’s Literature (3)</td>
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<tr>
<td>ENGL 5536</td>
<td>Post-Colonial Literature (3)</td>
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</tr>
<tr>
<td>ENGL 5538</td>
<td>World Fiction Since 1900 (3)</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 5539 - Literature by Women (3)

Electives .............................................................................................................................................................................................. 15 Hours

Minor - Required (Must be approved by advisor) .............................................................................................................................................................................................. 15 Hours

ADVISEMENT: English majors are advised in the CLASS Advisement Center - Foy 3060, (912) 478-7740 - until they have earned 30 hours. At that time, they are assigned an academic advisor in the Department of Literature and Philosophy, 3307 Newton Building, (912) 478-5471. English majors in the University Honors Program (UHP) are advised in the Department beginning their first semester of enrollment at Georgia Southern University.

PREREQUISITE(S):
• Students must take one of the British Literature surveys (ENGL 2231 or ENGL 2232) required as part of Area F and one of the American Literature surveys (ENGL 2331 or ENGL 2332) required as part of Area F before enrolling in upper division (3000 or above) courses
• The second British Literature survey course required as part of Area F may be taken concurrently with upper division (3000 or above) courses and should be taken at the earliest opportunity in the student's course of study
• ENGL 2131 - Introduction to Literary Studies (3) must be taken prior to or concurrent with upper division courses and should be taken at the earliest opportunity in the student's course of study

OTHER PROGRAM REQUIREMENTS:
• Students must earn a minimum grade of “C” in freshman composition (ENGL 1101 and ENGL 1102), British Literature (ENGL 2231 or ENGL 2232), and American Literature (ENGL 2331 or ENGL 2332) before enrolling in upper-level English courses
• Students must earn a minimum grade of “C” in all required courses and in all major courses
• Majors must acquire from their advisors a copy of “Requirements for the Major in English”

Program Approval Signature Form

New/Revised Program

Current Program Title (ex., B.S. Mathematics): English, B.A.

Proposed Program Title (ex., B.S. Mathematics):

Approval Signatures

Recommend
Not Recommend Chairperson, Department Curriculum Committee Date
(If Applicable)

Recommend
Not Recommend Department/School Chairperson Date

TEC Review Not Required (Initials of Dept./School Chair or TEC Chair)

Review Only (no action needed)

Recommend
Not Recommend Chairperson, TEC Executive Committee Date
(If Applicable)

Recommend
Not Recommend Director of University Honors Program Date
(If Applicable)

Recommend
Not Recommend Chairperson, College Curriculum Committee Date
(If Applicable)

Recommend
Not Recommend Dean of the College Date

Recommend
Not Recommend Dean of the Graduate College Date
(If Applicable)

Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date

Recommend
Not Recommend Provost/Vice President for Academic Affairs Date
(Final sign-off)

Georgia Southern University

Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13

Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 10/25/12

(Term Format: 201108) Proposed Effective Term: 201308

(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code:

College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy
Current Name of Program: Global Citizen Certificate

Proposed New or Revised Name of Program:
(Regents' format can be found at: http://www.usg.edu/academic_affairs_handbook/)

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: Undergraduate Certificate Other:

4. Degree: Other Other: Certificate

5. Is this a change in credits (for Revisions only)? Yes No
   (NOTE: If the answer is No, you may skip question 6.)

6. Total Credit Hours Required:

7. Target Group of Students: Students pursuing a Global Citizen Certificate

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

9. Does this course revision affect another Department or College? No
   If yes, the signature page MUST be signed by Dean of College affected.

10. A New or Revised Catalog Program Page must be attached.
    NOTE: For Revised Catalog Program Pages:
    ☐ ALL changes should be made in RED.
    ☐ Deletions should be in BOLD with a strikethrough.
    ☐ Additions should be in BOLD ITALICS.
    ☐ Refer to Sample Program Catalog Page Revisions for layout format.

11. Provide the Justification/Rationale for New, Revised, or Deleted Programs.
    We are extending course offerings to provide a more diverse list of choices for the Global Citizen Certificate even as we are seeking to establish a platform for a major in Religious Studies. We expect that the list will be extended further as we strive to hire a new faculty member in Religious Studies beginning in Fall 2013.

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Global Citizen Certificate

Religious Studies
RELS/PHIL 3131 - World Religions (3)
RELS 3134 - Introduction to Asian Religions (3)
RELS 3135 - Introduction to Hinduism (3)
RELS 3136 - Introduction to Global Islam (3)
RELS/HIST/INTS 3251 - The Muslim World Since Genghis Khan (3)
RELS/HIST 3334 - Christian Europe 450-1750 (3)
RELS/PHIL 3434 - Contemporary Philosophy (3)
RELS/PHIL 4632 - Philosophy of Religion (3)
RELS/SOCI 5133 - Sociology of Religion (3)
RELS/HIST 5332 - The Reformation (3)

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Program Approval Signature Form

New/Revised Program

Current Program Title (ex., B.S. Mathematics): Global Citizen Certificate

Proposed Program Title (ex., B.S. Mathematics):

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
Georgia Southern University

Proposed New, Revised, or Deleted Program Form
(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 01/28/13
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code:
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy
Type of Change: This is a Revised Program
Current Name of Program: Irish Studies Interdisciplinary Minor

Proposed New or Revised Name of Program:
1. Consistent with goals of: (check all that apply)
   Accreditation College Department State/Regional Needs University Strategic Plan
2. Type: (Choose One from the following)
   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
   (Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/)

3. Proposal for: Undergraduate Minor Other:
   If Certificate,
   □ Indicate Type: Drop-down
   □ Is Certificate Program recommended for Financial Aid? Yes No
   4. Degree: Other Other: Interdisciplinary Minor
   5. Program Delivery Method: Face-to-Face On Campus
   6. Proposed Tuition Type, if not Standard Tuition: Drop-down
   If “Other”, indicate one of the following:
   □ Tuition per credit hour:
   □ Tuition per Program:
   If online or new tuition rate is proposed for program, complete the Request for Differential e Tuition Rate Form
   (http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf).
   7. Is this a change in credits (for Revisions only)? Yes No (NOTE: If the answer is No, you may skip question 8.)
   8. Total Credit Hours Required:
   9. Target Group of Students: Students wishing to minor in Irish Studies
   10. Additional Resources Needed: (check all that apply)
       Computer Needs Distributed Learning Support Equipment Facilities
11. Is it possible this change could affect Enrollment Strategies of the University? No

☐ If Yes, has this change been approved by or submitted to the Enrollment Management Council? Drop-down

12. Does the course revision affect another Department or College? No

If yes, the signature page MUST be signed by Dean of College affected.

Revised - 11/7/12

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(New, Revised, or Deleted Program Form - Page Two)

12. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:

☐ ALL changes should be made in RED.

☐ Deletions should be in BOLD with a strikethrough.

☐ Additions should be in BOLD ITALICS.

☐ Refer to Sample Program Catalog Page Revisions for layout format.

13. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

The new course IRISH WOMEN WRITERS extends Georgia Southern's upper-division curriculum coverage of Irish literature in a manner congruent with peer and aspirational programs that offer courses in this disciplinary area. Absent this course, our Irish literature offerings leave our English majors with an Irish literature specialty—as well as students minoring in Irish Studies—at a competitive disadvantage. IRISH WOMEN WRITERS also has special efficacy for students minoring in Women's and Gender Studies. In addition, IRISH WOMEN WRITERS enhances students' global cultural competencies, one of Georgia Southern's core strategic goals. This course has been taught twice by means of the Special Topics designation; on each occasion, it completely filled, demonstrating student demand.

Irish Studies Interdisciplinary Minor

Department: Center for Irish Studies

Contact: Howard Keeley PhD, Director, Center for Irish Studies, Room 3302, Newton Building, (912) 478-2350, irish@georgiasouthern.edu, http://class.georgiasouthern.edu/irish

Minor Program:

The interdisciplinary Minor in Irish Studies requires fifteen semester hours of courses with a significant Irish dimension. Nine of the required fifteen hours must derive from upper-division courses. Six of the required fifteen hours may, but do not have to, derive from lower-division courses. Courses may be selected from the list of courses below approved for the minor. Other courses with an Irish concentration must be approved by the Director of the Center for Irish Studies.

On a regular basis, students pursuing the Minor in Irish Studies should consult with the Director of the Center for Irish Studies. They should also check the semester-by-semester course listings on the Center for Irish Studies webpage. To supplement the list of courses approved for the Minor in Irish Studies, the Center generally offers additional Irish courses through its summer study-in-Ireland program at the Waterford Institute of Technology in southeast Ireland.

Select 15 hours from the following:

ANTH 4431 - Anthropology of European Cultures (3)
ENGL 5136 - Medieval British Literature (3)

ENGL 5238 - Irish Women Writers (3)

HIST 3430 - History of England to 1603 (3)
HIST 3431 - England Since 1603 (3)
IRSH 1001 - Gaelic Irish I (3)
IRSH 2001 - Gaelic Irish II (3)
IRSH 2130 - Introduction to Irish Culture (3)
IRSH 3090 - Selected Topics (3)
IRSH/THEA 3333 - Irish Theatre (3)
IRSH/FILM 3430 - Ireland in Film (3)
IRSH/POLS 3432 - Celtic Identity and Conflict (3)
IRSH/ENGL 5235 - Irish Literature to 1850 (3)
IRSH/ENGL 5236 - Irish Literature since 1850 (3)

Program Approval Signature Form

New/Revised Program

Current Program Title: Irish Studies Interdisciplinary Minor
Proposed Program Title:

**Approval Signatures**
Recommend
Not Recommend Chairperson, Department Curriculum Committee *(If Applicable)* Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required *(Initials of Dept./School Chair or EPC Chair)*
Review Only *(no action needed)*
Recommend
Not Recommend Chairperson, EPC Executive Committee *(If Applicable)* Date
Recommend
Not Recommend Director of University Honors Program *(If Applicable)* Date
Recommend
Not Recommend Chairperson, College Curriculum Committee *(If Applicable)* Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date
*(Required if revision affects another college/department)*
Recommend
Not Recommend Dean of the Graduate College *(If Applicable)* Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs *(Final sign-off)* Date
* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

Revised - 11/7/12

Georgia Southern University

**Proposed New, Revised, or Deleted Program Form**
*(To be used for Programs, Minors, Disciplines, Concentrations, etc.)*

To: Undergraduate Committee (UGC) *(Date Format: mm/dd/yy)* UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) *(Date Format: mm/dd/yy)* Date Submitted: 11/27/12
*(Term Format: 201108)* Proposed Effective Term: 201308
*(CIP Code Format: 123456)* Classification of Instructional Program (CIP) Code:
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy

Type of Change: This is a Revised Program

Current Name of Program: Philosophy, B.A.

Proposed New or Revised Name of Program:

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

2. Type: *(Choose One from the following)*
   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
   *(Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/)*

3. Proposal for: Undergraduate Major Other:

   If Certificate,
   □ Indicate Type: Drop-down

   □ Is Certificate Program recommended for Financial Aid? Yes No

4. Degree: BA Other:

5. Program Delivery Method: Face-to-Face On Campus

6. Proposed Tuition Type, if not Standard Tuition: Drop-down
   If “Other”, indicate one of the following:
   □ Tuition per credit hour:
   □ Tuition per Program:
If online or new tuition rate is proposed for program, complete the Request for Differential Tuition Rate Form (http://services.georgiasouthern.edu/controller/files/DifferentialTuitionRateRequest.pdf).

7. Is this a change in credits (for Revisions only)? Yes No (NOTE: If the answer is No, you may skip question 8.)

8. Total Credit Hours Required:

9. Target Group of Students: Philosophy majors and all other students required to take PHIL 1030 or PHIL 2232 (numbers changing).

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

11. Is it possible this change could affect Enrollment Strategies of the University? No

☐ If Yes, has this change been approved by or submitted to the Enrollment Management Council? Drop-down

12. Does this course revision affect another Department or College? Yes

If yes, the signature page MUST be signed by Dean of College affected.

Revised: 11/7/12

(NEW, REVISED, OR DELETED PROGRAM FORM - PAGE TWO)

12. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:

☐ ALL changes should be made in RED.

☐ Deletions should be in BOLD with a strikethrough.

☐ Additions should be in BOLD ITALICS.

☐ Refer to Sample Program Catalog Page Revisions for layout format.

13. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

The course number changes for Introduction to Philosophy (PHIL 1030 becoming PHIL 2010) and Critical Thinking (PHIL 2232 becoming PHIL 2020) have been mandated by the Board of Regents’ Academic Advisory Committee for Philosophy. Philosophy is changing the course numbers to reflect the consistent course numbering required by the Advisory Committee.

PHIL 1030 is listed in the following locations. Please change to the new number (PHIL 2010).

Core Curriculum Course Requirements
- ENGLISH, B.A., 126 HOURS
- HISTORY, B.A., 126 HOURS
- INTERNATIONAL STUDIES, B.A., 126 HOURS
- JUSTICE STUDIES, B.S.J.S., 126 HOURS
- MODERN LANGUAGES, B.A., CONCENTRATION IN FRENCH, 126 HOURS
- MODERN LANGUAGES, B.A., CONCENTRATION IN GERMAN, 126 HOURS
- MODERN LANGUAGES, B.A., CONCENTRATION IN SPANISH, 126 HOURS
- PHIL 1030/1030H/1030S
- PHIL 3334
- PHILOSOPHY, B.A., 126 HOURS
- POLITICAL SCIENCE, B.A., 126 HOURS
- PSYCHOLOGY, B.S., 126 HOURS
- SOCIOLOGY, B.S., 126 HOURS
- SPORT MANAGEMENT, B.S., 126 HOURS

PHIL 2232 is listed in the following locations. Please change to the new number (PHIL 2020).

ENGLISH, B.A., 126 HOURS
- GEOGRAPHY, B.A., 126 HOURS
- JUSTICE STUDIES, B.S.J.S., 126 HOURS
- PHIL 2232
- Philosophy Minor
- PHILOSOPHY, B.A., 126 HOURS
- POLITICAL SCIENCE, B.S., 126 HOURS
- PSYCHOLOGY, B.S., 126 HOURS

Program Approval Signature Form

New/Revised Program

Current Program Title: Philosophy, B.A.
Proposed Program Title:
Georgia Southern University

Proposed New, Revised, or Deleted Program Form
(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 10/25/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code:
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy
Current Name of Program: Religious Studies Interdisciplinary Concentration
Proposed New or Revised Name of Program:
(Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/

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: Undergraduate Concentration Other:
4. Degree: Other Other: Concentration
5. Is this a change in credits (for Revisions only)? Yes No
   (NOTE: If the answer is No, you may skip question 6.)
6. Total Credit Hours Required:
7. Target Group of Students: Students with a concentration in Religious Studies
8. Additional Resources Needed: (check all that apply)
   Computer Needs Distributed Learning Support Equipment Facilities
   Faculty Library Resources Staff Support
   Other
9. Does this course revision affect another Department or College? No
If yes, the signature page MUST be signed by Dean of College affected.

10. A New or Revised Catalog Program Page must be attached.

NOTE: For Revised Catalog Program Pages:

☐ ALL changes should be made in RED.

☐ Deletions should be in BOLD with a strikethrough.

☐ Additions should be in BOLD ITALICS.

☐ Refer to Sample Program Catalog Page Revisions for layout format.

11. Provide the Justification/Rationale for New, Revised, or Deleted Programs.

We are extending course offerings to provide a more diverse list of choices for the Religious Studies Interdisciplinary Concentration. The addition of a new faculty member with expertise in World Religions has allowed for the expansion of our curriculum offerings. The addition of RELS 3238-The Hebrew Prophets reflects the inclusion of a very popular special topics course in the permanent course offerings of the program.

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Religious Studies Interdisciplinary Concentration
Department: Literature & Philosophy
Contact: Dr. Hemchand Gossai, Literature and Philosophy Department, Newton Building, Room 2222C, (912) 478-0222

Concentration Program:
RELS 2130 - Introduction to Religion (3)
RELS 4890 - Seminar in Religious Studies (1-9)
Select four of the following: (Must be from at least three different disciplines and approved by advisor)
RELS 3030 - Selected Topics (3)
RELS/PHIL 3131 - World Religions (3)
RELS 3134 - Introduction to Asian Religions (3)
RELS 3135 - Introduction to Hinduism (3)
RELS 3136 - Introduction to Global Islam (3)
RELS/HIST 3139 - Introduction to the History of Religion in the U.S. (3)
RELS/PSYC 3231 - Psychology of Religion (3)
RELS 3238 - The Hebrew Prophets (3)
RELS/HIST 3332 - Late Antiquity (3)
RELS/HIST 3334 - History of Christianity (3)
RELS 3335 - Introduction to the New Testament (3)
RELS/PSYC 3336 - Humanistic and Transpersonal Psychology (3)
RELS/HIST 3535 - Islamic Civilization (3)
RELS/PHIL 3635 - Existentialism (3)
RELS/HIST 4336 - Science and Religion (3)
RELS/PHIL 4632 - Philosophy of Religion (3)
RELS/SOCI 5133 - Sociology of Religion (3)
RELS/HIST 5332 - The Age of Reformation (3)
RELS/ENGL 5530 - The Bible as Literature (3)

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Program Approval Signature Form

New/Revised Program
Current Program Title (ex., B.S. Mathematics): Religious Studies Interdisciplinary Concentration
Proposed Program Title (ex., B.S. Mathematics):

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, EPC Executive Committee (If Applicable) Date
Recommend
Not Recommend Director of University Honors Program (If Applicable) Date
Recommend
Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Dean of the College Date
Recommend
Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC)  (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC)  (Date Format: mm/dd/yy) Date Submitted: 10/25/12
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code:
College Code: 12 - CLASS Department Code: 1264 Department: Literature & Philosophy
Current Name of Program: Religious Studies Interdisciplinary Minor
Proposed New or Revised Name of Program:
(Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/)
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: Undergraduate Minor Other:
4. Degree: Other Other: Minor
5. Is this a change in credits (for Revisions only)? Yes No
   (NOTE: If the answer is No, you may skip question 6.)
6. Total Credit Hours Required:
7. Target Group of Students: Religious Studies minors
8. Additional Resources Needed: (check all that apply)
   Computer Needs Distributed Learning Support Equipment Facilities
   Faculty Library Resources Staff Support
   Other
9. Does this course revision affect another Department or College? No
   If yes, the signature page MUST be signed by Dean of College affected.
10. A New or Revised Catalog Program Page must be attached.
    NOTE: For Revised Catalog Program Pages:
    □ ALL changes should be made in RED.
    □ Deletions should be in BOLD with a strikethrough.
    □ Additions should be in BOLD ITALICS.
    □ Refer to Sample Program Catalog Page Revisions for layout format.
11. Provide the Justification/Rationale for New, Revised, or Deleted Programs.
    We are extending course offerings to provide a more diverse list of choices for the Religious Studies Minor. The addition of a new faculty member with expertise in World Religions, and in particular Eastern Religions, has allowed for the expansion of our curriculum offerings. The addition of RELS 3238-The Hebrew Prophets reflects the inclusion of a very popular special topics course in the permanent course offerings of the program.
Minor Program:
RELS 2130 - Introduction to Religion (3)
RELS 4890 - Seminar in Religious Studies (3)
An additional 9 semester hours of courses with significant Religious Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses below approved for the minor. Other courses must be approved by the director of the Religious Studies Interdisciplinary Minor.
Select three of the following:
RELS/HIST 3030 - Selected Topics (3)
RELS/PHIL 3131 - World Religions (3)
RELS 3134 - Introduction to Asian Religions (3)
RELS 3135 - Introduction to Hinduism (3)
RELS 3136 - Introduction to Global Islam (3)
RELS/HIST 3139 - Introduction to the History of Religion in the U. S. (3)
RELS/PSYC 3231 - Psychology of Religion (3)
RELS 3238 - The Hebrew Prophets (3)
RELS/HIST 3233 - The Early Church (3)
RELS/HIST 3250 - The Muslim World to Tamerlane (3)
RELS/HIST 3251 - The Muslim World Since Genghis Khan (3)
RELS 3330 - Introduction to the Hebrew Bible (3)
RELS/HIST 3332 - Late Antiquity (3)
RELS/HIST 3334 - Christian Europe 450-1750 (3)
RELS 3335 - Introduction to the New Testament (3)
RELS/PSYC 3336 - Humanistic and Transpersonal Psychology (3)
RELS/PHIL 3635 - Existentialism (3)
RELS/HIST 4336 - Science and Religion (3)
RELS/PHIL 4632 - Philosophy of Religion (3)
RELS/SOCI 5133 - Sociology of Religion (3)
RELS/HIST 5332 - The Reformation (3)
RELS/ENGL 5530 - The Bible as Literature (3)

Program Approval Signature Form
New/Revised Program
Current Program Title (ex., B.S. Mathematics): Religious Studies Interdisciplinary Minor
Proposed Program Title (ex., B.S. Mathematics):
Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, EPC Executive Committee (If Applicable) Date
Recommend
Not Recommend Director of University Honors Program (If Applicable) Date
Recommend
Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date
(Required if revision affects another college/department)
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date
* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

Georgia Southern University
Course Revision Form
To: Undergraduate Committee (UGC)  
Date Format: mm/dd/yy  
UGC/GC Meeting Date: 03/05/13

Graduate Committee (GC)  
Date Format: mm/dd/yy  
Date Submitted: 12/07/12

Term Format: 201108  
Proposed Effective Term: 201308

(CIP Code Format: 123456)  
Classification of Instructional Program (CIP) Code:

College Code: 12 - CLASS  
Department Code: 1212  
Department: Music

1. Current Course: Subject: MUSA Number: 5110  
Full Course Title: Coaching for Singers

2. Course Change: Grade Mode Drop-down  
Drop-down Drop-down  
Drop-down Drop-down  
Drop-down Drop-down

3. Is this course cross-listed with other courses? Yes  
If Yes, please list the cross-listed course(s) below.

Subject: MUSA   
Number: 5110G

If yes, a Course Revision Form must be submitted for each cross-listed course.

4. If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses? Drop-down (You may skip this question only if Subject or Number was not selected from question #2)

If Yes, please list the other course(s) below.

Subject: Number: Subject: Number:  
Subject: Number: Subject: Number:  
Subject: Number: Subject: Number:  
Subject: Number: Subject: Number:

If yes, a Course Revision Form must be submitted for each course listed above.

5. Does this course revision require a program revision? No

If yes, a Proposed New, Revised, or Deleted Program Form must be submitted for each program on which the course is listed.

6. Does this course revision 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.

Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.

7. Revised Course: Subject: Number:  
Full Course Title:

Abbreviated Course Title (max 30 characters):  
(Only abbreviate if Full Course Title is MORE than 30 characters)

Low High

8. Credit Hours: Drop-Down  
Billing Hours: Drop-Down  
Lecture/Seminar Contact Hours: 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: Drop-Down  
(Low) (High)

 Ratio of Contact Hours to Credit Hours: : : 

9. Repeatable for Credit: Drop-down  
(“Yes” can count more than once toward graduation. “No” will only count once toward graduation.)

10. Additional Fees: Drop-down If yes, amount:

11. Level: Drop-down Drop-down Drop-down  
Revised - 11/7/12

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Course Revision-Page Two

12. Grade Mode: N = Normal Drop-down Drop-down Drop-down  
(Default)  
13. Schedule Type: Drop-down Drop-down Drop-down  
(Default)

*Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *

CURRENT

COURSE PREREQUISITE(S)

Subject: Number: Concurrent: No Minimum Grade: D  
And Subject: Number: Concurrent: No Minimum Grade: D
When MUSA 5110 and 5110G were created last year they were supposed to be for a normal grade. Somehow the forms went through with S = Satisfactory/Unsatisfactory. This was only noticed when it came time to submit grades at the end of the Fall Semester. This course should have a normal grade so it can count towards the student's GPA.
Proposed New, Revised, or Deleted Program Form

(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC) (Date Format: mm/dd/yy) UGC/GC Meeting Date: 03/05/13
Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 01/11/13
(Term Format: 201108) Proposed Effective Term: 201308
(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code:
College Code: 12 - CLASS Department Code: 1263 Department: Writing and Linguistics

Type of Change:
This is a Revised Program

Current Name of Program: Writing and Linguistics, B.A.

Proposed New or Revised Name of Program:

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

2. Type: (Choose One from the following)
   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
   (Regents' format can be found at: http://www.usg.edu/academic_affairs_handbook/)

3. Proposal for: Undergraduate Major Other:

If Certificate,
   □ Indicate Type: Drop-down
   □ Is Certificate Program recommended for Financial Aid? Yes No

4. Degree: BA Other:

5. Program Delivery Method: Face-to-Face On Campus

6. Proposed Tuition Type, if not Standard Tuition: Drop-down
   If “Other”, indicate one of the following:
   □ Tuition per credit hour:
   □ Tuition per Program:

If online or new tuition rate is proposed for program, complete the Request for Differential e Tuition Rate Form
(http://services.georgiasouthern.edu/controller/files/DifferentialTuitionRateRequest.pdf).

7. Is this a change in credits (for Revisions only)? Yes No (NOTE: If the answer is No, you may skip question 8.)

8. Total Credit Hours Required:

9. Target Group of Students: Writing and Linguistics majors

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

11. Is it possible this change could affect Enrollment Strategies of the University? No
    □ If Yes, has this change been approved by or submitted to the Enrollment Management Council? Drop-down

12. Does this course revision affect another Department or College? No
    If yes, the signature page MUST be signed by Dean of College affected.

Revised - 11/7/12

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(New, Revised, or Deleted Program Form - Page Two)
12. A New or Revised Catalog Program Page must be attached.
NOTE: For Revised Catalog Program Pages:
☐ ALL changes should be made in RED.
☐ Deletions should be in **BOLD** with a strikethrough.
☐ Additions should be in **BOLD ITALICS**.
☐ Refer to Sample Program Catalog Page Revisions for layout format.

13. **Provide the Justification/Rationale for New, Revised, or Deleted Programs.**
The current required number of hours for the B.A. in Writing and Linguistics (33) is not in compliance with the stated number of hours (30) for a B.A. degree as outlined in the Graduation Requirements in the Undergraduate Catalog.

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**WRITING AND LINGUISTICS**

**B.A., 126 HOURS**

*See Core Curriculum on page Error! Bookmark not defined. for required courses in Area A1 through Area E.*

**Area A1 - Communication Skills** ........................................................................................................................................................ 6 Hours
**Area A2 - Quantitative Skills** .......................................................................................................................................................... 3 Hours
**Area B - Global Engagement** .......................................................................................................................................................... 4 Hours
**Area C - Humanities, Fine Arts, and Ethics** ..................................................................................................................................... 6 Hours
**Area D - Natural Sciences, Mathematics, and Technology** ....................................................................................................... 11 Hours
**Area E - Social Sciences** ................................................................................................................................................................... 12 Hours
**Area F - Courses Appropriate to Major** ..................................................................................................................................... 18 Hours

Select 9-18 hours from the following:
- LING 2090 - Selected Topics in Writing and Linguistics (3)
- WRIT 2090 - Selected Topics in Writing and Linguistics (3)
- WRIT 2131 - Everyday Creative Writing (3)
- WRIT 2133 - Forms in Writing (3)
- WRIT 2230 - Careers in Writing and Linguistics (3)
- WRIT/LING 2430 - Essential Grammar for Successful Writing (3)
- WRIT 2533 - Writers on Writing (3)
- WRIT 2535 - Writing and Place (3)

Foreign Language - through 2002 or its equivalent (0-6 hours)
Additional Courses from the following (not taken in Area B, C, or E) (0-3 hours):
- CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)
- COMM 1100 - Introduction to Human Communication (3)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- FILM 2331 - Introduction to Film Studies (3)
- GCM 1321 - Desktop Publishing (2) and GCM 1411 - Desktop Publishing Lab (1)
- IT 1130 - Introduction to Information Technology (3)
- WGST 2530 - Introduction to Women and Gender Studies (3)
- WRIT 2130 - Technical Communication (3)
- WRIT 2531 - Introduction to Screenwriting (3)

**Health and Physical Activities** .................................................................................................................................................. 4 Hours
- HLT/HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation** ................................................................................................................................................................................. 2 Hours
- FYE 1220 - First Year Seminar (2)

**Major Requirements**

**Common Body of Knowledge Courses** ................................................................................................................................. 12 Hours

Students must complete at least two common body of knowledge courses with a minimum grade of "C" before attempting 4000-5000 level classes.
- LING 3630 - Language and Linguistic Theory (3)
- WRIT 3130 - Creative Writing (3)
- WRIT 3220 - Foundations in Professional and Technical Writing (3)
- WRIT 3531 - Introduction to Writing Studies (3)

**Upper Division Requirements** ..................................................................................................................................................... 181 Hours

Select one of the following Processes of Writing and Language courses:
- LING 4333 - Semantics (3)
- WRIT 3233 - Professional Editing (3)
- WRIT 3234 - Research Methods for Writers (3)
- WRIT 3520 - Revision, Grammar and Culture (3)

Select one (3-6 hours) from the following Capstone Experience courses:
- WRIT 4790 - Internship in Writing and Linguistics (3-6)
- WRIT 5430 - Advanced Poetry Writing (3)
- WRIT 5530 - Sociolinguistics (3) OR LING 5530 - Sociolinguistics (3)
WRIT 5531 - Advanced Creative Nonfiction (3)
WRIT 5540 - Advanced Fiction Writing (3)
WRIT 5650 - Writing for Publication (3)
WRIT 5930 - Technical Writing (3)
Select 12-15 hours from the following upper-division courses in the major as approved by advisor:

Creative Writing
WRIT 3140 - Writing for Young Readers (3)
WRIT 3151 - Advanced Screenwriting (3)
WRIT 3153 - Writing Film Adaptations (3)
WRIT 4130 - Creative Non-fiction (3)
WRIT 4430 - Poetry Writing (3)
WRIT 4530 - Fiction Writing (3)
WRIT 5430 - Advanced Poetry Writing (3)
WRIT 5531 - Advanced Creative Nonfiction (3)
WRIT 5540 - Advanced Fiction Writing (3)
WRIT 5632 - Writing Flash Prose (3)

Professional Writing
WRIT 3030 - Selected Topics in Writing (3)
WRIT 3131 - Teaching Writing (3)
WRIT 3133 - Tutoring Writing (3)
WRIT 3230 - Writing in the Workplace (3)
WRIT 3232 - Document Creation for Writers Writing Visual Information (3)
WRIT 3233 - Professional Editing (3)

Professional Writing
WRIT 3234 - Research Methods for Writers (3)
WRIT 3430 - Linguistics and Grammar for Teachers (3)
WRIT 3433 - Comic Book Writing in American Culture (3)
WRIT 3435 - Writing and Healing (3)
WRIT 3520 - Revision, Grammar and Culture (3)

WRIT 4380 - Writing Grants and Proposals (3)
WRIT 4550 - Literacy and Identity (3)
WRIT 4560 - Writing Argument (3)
WRIT 4570 - Writing, Rhetoric, and Culture (3)
WRIT 4790 - Internship in Writing and Linguistics (1-6)
WRIT 5030 - Selected Topics in Writing (3)
WRIT 5130 - Modern English Grammar (3)
WRIT 5330 - History of English Language (3)
WRIT 5530 - Sociolinguistics (3)
WRIT 5550 - Technologies of Writing (3)
WRIT 5633 - Writing the Body (3)
WRIT 5650 - Writing for Publication (3)
WRIT 5930 - Technical Writing (3)

Linguistics
LING 3030 - Selected Topics in Linguistics (3)
LING 3031 - Phonology (3)
LING 3032 - Syntax (3)
LING 3337 - Language, Power, and Politics (3)
LING 3338 - Language and Law (3)
LING 3533 - Introduction to Language (3)
LING 3534 - Psychology of Language (3)
LING 4133 - Gullah and Geechee Language and Culture (3)
LING 4333 - Semantics (3)
LING 5130 - Modern English Grammar (3)
LING 5330 - History of the English Language (3)
LING 5530 - Sociolinguistics (3)

Minor - Required ............................................................................................................................................................................... 15 Hours

E lectives (advisor approved) .......................................................................................................................................................... 1512 Hours

ADVISEMENT: Writing and Linguistics majors are advised in the CLASS Advisement Center until they have earned 30 hours. At that time, they are assigned an academic advisor in the Department of Writing and Linguistics, Newton Building, (912) 478-0141. Writing and Linguistics majors in the University Honors Program are advised in the Department beginning their first semester of enrollment at Georgia Southern University.

PROGRAM ADMISSION CRITERIA: Students must have an institutional GPA of 2.0 or higher to become a major in Writing and Linguistics.

OTHER PROGRAM REQUIREMENTS: Writing and Linguistics majors must earn a grade of "C" or better in all courses in the major.

HONORS IN WRITING AND LINGUISTICS

To graduate with Honors in Writing and Linguistics, a student must:
• be admitted to the University Honors Program;
• successfully complete at least three credit hours of UHON 4191 over three semesters;
• successfully complete and present an Honors Thesis or Capstone Project;
be in good standing in the University Honors Program at the time of graduation.

Program Approval Signature Form

New/Revised Program
Current Program Title: Writing and Linguistics, B.A.
Proposed Program Title:

Approval Signatures
Recommend
Not Recommend Chairperson, Department Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Department/School Chairperson Date
EPC Review Not Required (Initials of Dept./School Chair or EPC Chair)
Review Only (no action needed)
Recommend
Not Recommend Chairperson, EPC Executive Committee (If Applicable) Date
Recommend
Not Recommend Director of University Honors Program (If Applicable) Date
Recommend
Not Recommend Chairperson, College Curriculum Committee (If Applicable) Date
Recommend
Not Recommend Dean of the College Date
Recommend
Not Recommend * Dean of the College Affected Date
(Required if revision affects another college/department)
Recommend
Not Recommend Dean of the Graduate College (If Applicable) Date
Recommend
Not Recommend Chairperson, Senate Undergraduate/Graduate Committee Date
Recommend
Not Recommend Provost/Vice President for Academic Affairs (Final sign-off) Date

* Consultation between appropriate chairpersons and deans MUST occur if this item impacts another unit before final approval.

Revised - 11/7/12
Faculty Senate Librarian’s “Revised” Report for June 2013
Respectfully Submitted May 31, 2013
Anthony G. Barilla

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

June Report

- **Academic Standards Committee**  no report  
  Chair: Rob Yarbrough (COSM)

- **Faculty Development Committee**  no report  
  Chair: Michelle Reidel (COE)

- **The Faculty Service committee**  no report  
  Chair: John Brown (COBA)

- **Faculty Athletic Representative to the NCAA**  no report  
  Chris Geyerman (CLASS)

- **General Education Core Curriculum Committee**  no report  
  Chair: Jody Langdon (CHHS)

- **Graduate Committee**  pages 2 - 13  
  Chair: Jill Lockwood (COBA)

- **Library Committee**  no report  
  Chair: Greg Harwood (CLASS)

- **Student Government Representative**  no report  
  Lisa Yocco (COSM)

- **Task Force on Compensation**  page 14  
  Chair: Tony Barilla (COBA)

- **University of Georgia Faculty Council Meeting**  no report  
  Goran Lesaja (COSM)

- **Undergraduate Committee**  pages 14 - 26  
  Chair: Rebecca Ziegler (LIB)
GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – April 11, 2013
Chair: Dr. Jill Lockwood

Present: Dr. Dan Czech, CHHS; Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Ming Fang He, COE; Dr. Simone Charles, JPHCOPH; Dr. Valentin Soloiu, CEIT; Dr. Timothy Teeter, CLASS; Dr. Jill Lockwood, COBA; Dr. Devon Jensen, COE; Dr. John Luque, JPHCOPH; Dr. Sungkyum Lim [Alternate], CEIT; Dr. Sonya Shepherd [Alternate], Library; Dr. Dick Diebolt, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Wayne Smith, Registrar’s Office; Mrs. Melanie Reddick, COGS; Mrs. Erica Colbert, COGS; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Peggy Hargis, CLASS; Dr. David Williams, CEIT; Dr. Brian Koehler, COSM

Absent: Dr. Frank Goforth, CEIT; Dr. Daniel Gleason, COSM; Dr. Rebecca Ziegler, Library; Dr. Todd Hall, CHHS; Dr. Goran Lesaja, COSM; Dr. Lili Li, Library

I. CALL TO ORDER
Dr. Jill Lockwood called the meeting to order on Thursday, April 11, 2013 at 8:03 AM.

II. APPROVAL OF AGENDA
A motion was made to approve the agenda as written. With none opposed, the motion to approve the agenda was passed.

III. APPROVAL OF MINUTES FROM MARCH 14, 2013 MEETING
Dr. Timothy Whelan made a motion to amend the March 14, 2013 Graduate Committee minutes. Dr. Whelan stated the ENGL 5237G – The American Short Story new course submission from the Department of Literature and Philosophy did not go through the proper channels in the department and therefore did not receive approval by the program committee, nor the department. Dr. Whelan made a motion to pull the ENGL 5237G new course from the March 14, 2013 agenda submissions. He stated the course will be re-submitted at a later date, once the course has gone through the appropriate channels in the department/college. With none opposed, the motion to approve the March 14, 2013 minutes with the amendment was passed.
IV. DEMO OF NEW COGS GRADUATION APPLICATION

Mr. Jeb Barger provided a brief overview of the new Graduate Graduation Application process. He stated the exit survey and the graduation application have been merged into one web-based form. Students who miss the application deadline but still would like to graduate during the current term will have the option of paying a $75 non-refundable late fee. If they do not pay the late fee they will be updated to the next term (with the exception of spring semester applications, students will be updated to fall).

Dr. Devon Jensen stated it is hard for his doctorate students to determine if they will be able to complete their program requires by the beginning of the semester. He asked if there would be any exceptions to waive the late fee. Mr. Barger stated if the students miss the deadline and want to graduate in the current term, they must pay the late fee. Mrs. Melanie Reddick said if a student applies for graduation by the deadline and they do not complete the requirements then their application will automatically be updated to the following term.

Dr. Timothy Teeter asked if there is anything in DegreeWorks that reminds students to apply for graduation. Mrs. Reddick said they will have more capabilities to add reminder messages when DegreeWorks is upgraded. Currently, Mrs. Reddick stated a remark can be added to the scribe (programming) for each program in DegreeWorks. The committee requested Mrs. Reddick add the remark.

Dr. Lockwood asked if the survey questions are mandatory. Mr. Barger said all fields on the application are mandatory and the survey results are anonymous. Mr. Barger said changes can be made at any time to the application and the survey results will be distributed to the graduate stakeholders shortly.

V. GRADUATE COMMITTEE CHAIR’S UPDATE

Dr. Lockwood stated one of her goals was to talk to the Provost about the difficulty her college has had in getting graduate programs through the Board of Regents (BOR). She said the Provost has been very understanding, but it is going to get more difficult because the BOR has very little money to give out for new programs. Dr. Lockwood suggested that a permanent agenda item be added to future Graduate Committee agendas to address the programs submitted to the BOR. Dr. John Luque made a motion to add “GSU Programs under Provost/BOR Review Update” as a permanent agenda item. A second was made by Dr. Whelan. The motion to approve the new item on future Graduate Committee agendas was passed.
VI. NEW BUSINESS

A. College of Science and Mathematics

_Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics._

**Department of Geology & Geography**

GEOL 5142G - Stratigraphy and Sedimentation

- Prerequisite(s)

JUSTIFICATION: Past teaching experience and results from the departmental program assessment have consistently shown that prior knowledge and skills from Mineralogy (GEOL 3541) is essential to fully understanding the material in Stratigraphy and Sedimentation (GEOL 5142). Thus the prerequisite for the course is being changed to GEOL 3541 so that students will be more adequately prepared and improve student success in the course. Consequently, General Historical Geology (GEOL 1122) was then removed as a prerequisite as it is already a prerequisite for Mineralogy (GEOL 3541).

**Department of Mathematics**

Course Revision(s):

MATH 7331 - Real Analysis

- Prerequisite(s)

JUSTIFICATION: The prerequisite for this course is being changed from Analysis II (MATH 5332) to Analysis I (MATH 5331) because it was determined that the content of Analysis I is sufficient preparation for this course. Furthermore, to be consistent with catalog descriptions of other graduate mathematics courses, we are listing only the undergraduate course number 5331 instead of both 5331 and 5331G.

MOTION: A motion was made to approve the agenda items submitted by the College of Science and Mathematics. With none opposed, the motion to approve the Course Revisions was passed.

B. College of Engineering and Information Technology

_Dr. David Williams presented the agenda items for the College of Engineering and Information Technology._
Computer Science

Course Deletion(s):

CSCI 5432G – Database Systems

JUSTIFICATION:  
CSCI 5432 is being revised to become CSCI 3432 in order to offer it earlier in the curriculum to motivate students earlier and to improve success in upper-level courses; therefore, since there will be no undergraduate 5000 level version of this course the graduate version is being deleted. A CSCI 7000 level database course already exists as a potential replacement.

Electrical Engineering

New Course(s):

EENG 5543G - Antennas

JUSTIFICATION:  
This is an elective course for the Electrical Engineering program. This course will focus on the operating principles of antennas and radio wave propagations, and how to use simulation tools to model antennas.

Mechanical Engineering

Course Revision(s):

MENG 5137G - Mechanical System Design

➢ Prerequisite(s)

JUSTIFICATION:  
Specific prerequisite courses are listed which is appropriate for the undergraduate version of the course. Incoming graduate students who may have earned an undergraduate engineering degree at an institution other than Georgia Southern may not have taken the specific courses listed as prerequisites; therefore, this would prevent them from enrolling in the course for which they may be fully prepared to take.

Dr. Sonya Shepherd asked if the department checked with the Library to make sure there are adequate resources to support the new course EENG 5543G. Dr. Williams confirmed they did check with the Library.
Mr. Wayne Smith asked if the department submitted the request form for the $35 fee. Dr. Williams said there is a laboratory fee associated with the new course EENG 5543G, and they did complete the paperwork to request the fee.

**MOTION:** A motion was made to approve the agenda items submitted by the College of Engineering and Information Technology. With none opposed, the motion to approve the Course Deletion, New Course, and Course Revision was passed.

C. **College of Liberal Arts and Social Sciences**

*Dr. Christine Ludowise presented the selected topics announcement for the Departments of Music.*

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

**Department of Music**

Selected Topics Announcement(s)

MUSC 7891 - Music and the Brain

**JUSTIFICATION:**

This graduate course was successfully offered as a Special Topics in Fall 2011. Enrollment included Master of Music students from several emphases, including Music Education, Performance, and Technology. Students from other majors, such as Psychology, are also able to enroll. The course may serve as an area requirement for the Music Education emphasis and as an elective for other emphases. The topic of 'music and the brain' examines neurological research and methods in music learning, perception, imagery, infant development, performance anxiety, and other areas. The instructor's research area is music cognition, making her qualified to teach this course. If the course generates enough student enrollment with this second offering, it will be proposed as a new course on an alternating-year basis.

**Department of Sociology and Anthropology**

New Course(s)

ANTH 7790 - Practicum
JUSTIFICATION:

The Master of Arts in Social Science program offers both applied and internship options which students can select instead of completing a master's thesis. We need a practicum course in anthropology (like the sociology practicum course) to accommodate graduate students who are emphasizing anthropology and want to gain practical experience in a vocationally-appropriate setting under the guidance of an anthropology professor.

Course Revision(s)

ANTH 6631 - Seminar in Anthropology

➢ Number, Catalog Description, Prerequisite(s)

JUSTIFICATION:

The course number needs to be changed to a 7000-level course in order to make it accessible to students in doctoral degree programs, especially as the University increases the number of those programs. Anthropology, as a broad-based social science which includes the study of human biology, language and cultures past and present, offers topics of relevance (Anthropology of Violence, Anthropology and Human Problems, etc.) to students outside of the discipline. The catalog description is changed to explain that seminar topics are also based on faculty expertise.

ANTH 6632 - Seminar in Archeology

➢ Number, Catalog Description

JUSTIFICATION:

The course number needs to be changed to a 7000-level course in order to make it accessible to students in doctoral degree programs, especially as the University increases the number of these programs. Archeology is the branch of anthropology which examines the origins, development and characteristics of human culture in prehistoric and historic contexts and from a comparative perspective. The graduate seminars offer topics of relevance to students beyond anthropology (for example, the Archaeology of Conflict, North American Archaeology, etc.). The catalog description is changed to explain that seminar topics are also based on faculty expertise.

Dr. Jensen asked if there are any changes to the content of the ANTH 6632 course, since the course is being changed to a 7000-level course. Dr. Hargis said no, the course is already being taught as standalone graduate seminars.
MOTION: A motion was made to approve the agenda items submitted by the College of Liberal Arts and Social Sciences. With none opposed, the motion to approve the New Course and Course Revisions was passed.

D. Jiann-Ping Hsu College of Public Health

Proposed New, Revised, or Deleted Program(s):
Public Health, M.P.H.

JUSTIFICATION:
The competencies are being updated and other information is being added to be consistent with other sections within the program information.

Environmental Health Sciences, M.P.H.

JUSTIFICATION:
The competencies are being updated and correcting a typo.

Healthcare Administration, M.H.A.

JUSTIFICATION:
Other information is being added to be consistent with other sections within the program information.

Public Health, Dr.P.H.

JUSTIFICATION:
The competencies are being updated and other information is being edited to be consistent with other sections within the program information.

Biostatistics, Dr.P.H.

JUSTIFICATION:
Other information is being edited to be consistent with other sections within the program information.

Community Health Behavior and Education, Dr.P.H.
Dr. Dick Diebolt stated applicants who apply to College of Public Health graduate programs use a national system called SOPHAS. He said there is conflicting information regarding the $50 application fee, because some proposals reference removal of the fee and others do not.

Dr. Diebolt also had questions related to the candidacy examination section of the Doctor of Public Health program. He said the proposal states students are only allowed one retake of the exam, but it does not indicate what will happen if the student does not pass the retake. Dr. Simone Charles stated the handbook states the students will be excluded; however, the students are allowed one appeal. Dr. Diebolt asked if the student would be excluded immediately, or if the student would be allowed to complete the semester and then be excluded at the end of the semester. Dr. Charles was not sure how to answer the question. Dr. Diebolt said it would be good to have some kind of wording in the proposal to address this issue. Dr. Luque and Dr. Charles said they would inform Dr. Stuart Tedders of the suggestions.

MOTION: Dr. Charles made a motion to table the items submitted by the Jiann-Ping Hsu College of Public Health, because no one was present to discuss the agenda items. A second was made by Dr. Jensen. The motion to table the Program Revisions was passed.

Dr. Ming Fang He stated the College of Education has the same candidacy examination policy that allows the student one retake before they are excluded. She stated they also have a two “C” exclusion policy. Dr. He asked if the College of Public Health has that policy. Dr. Luque stated their policy was changed this year, and now it is based on the student’s GPA.
E. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.

Course Revisions

COUN 7437 – School Counseling Program Coordination and Curriculum
- Prerequisites

JUSTIFICATION:

The changes in pre-requisites are requested for purposes of enrollment management. The changes will allow EDS counselor education students seeking initial school counseling certification to enroll in this school counseling specialty class with permission of the instructor, thereby facilitating the students' progression in the program without unnecessary delays due to course rotation.

COUN 7445 – Ethics and Foundations of School Counseling
- Prerequisites

JUSTIFICATION:

The changes in pre-requisites are requested for purposes of enrollment management. The changes will allow EDS counselor education students seeking initial school counseling certification to enroll in this school counseling specialty class with permission of the instructor, thereby facilitating the students' progression in the program without unnecessary delays due to course rotation.

COUN 7448 – Leadership, Consultation and Intervention in the Schools
- Prerequisites, Co-requisites

JUSTIFICATION:

The changes in pre-requisites and co-requisites are requested for purposes of enrollment management. The changes will allow EDS counselor education students seeking initial school counseling certification to enroll in this school counseling specialty class with permission of the instructor, thereby facilitating the students' progression in the program without unnecessary delays due to course rotation.

COUN 7449 – Family/School/Community Collaboration
- Prerequisites, Co-requisites

JUSTIFICATION:

The changes in pre-requisites and co-requisites are requested for purposes of enrollment management. The changes will allow EDS counselor education students seeking initial school counseling certification to enroll in this school counseling specialty class with permission of the instructor, thereby facilitating the students' progression in the program without unnecessary delays due to course rotation.
EDUC 8230 – Curriculum Design and Evaluation

Level, Prerequisites

JUSTIFICATION:

Course level is being changed to allow master's students to enroll in this course as an elective. This change will make this course level consistent with other 8000-level Educational Psychology courses. Current course prerequisite is no longer needed with this change.

EDUF 8231 – Global Education

Level

JUSTIFICATION:

Course level is being changed to allow master's students to enroll in this course as an elective. This is important given the increased emphasis on globalization.

EDUF 8236 – International Study of Educational Practices

Level, Prerequisites

JUSTIFICATION:

Course level is being changed to allow master's students to enroll in this course as an elective. This is important given the increased emphasis on globalization. Also, instructor permission is being removed as course prerequisite.

EDUF 9632 – Regional Issues in Multicultural Education

Number (to 8233), Level, Schedule Type, Prerequisites, Catalog Description

JUSTIFICATION:

Course number and level are being changed to allow master's and Ed.S. students to enroll in this course as an elective. This is important given the increased emphasis on globalization. This also brings course number in line with other two multicultural/international courses offered (EDUF 8231 and EDUF 8236).

Note that the minimum grade allowed on the prerequisite course is changed to a “C”.

Proposed New, Revised, or Deleted Programs

Curriculum Studies, Ed.D.

JUSTIFICATION:

Program of study revision needed due to change in course number
Early Childhood Mathematics, Endorsement

JUSTIFICATION:

COE's Early Childhood Math Endorsement program has not been offered or listed in Graduate Catalog since Fall 2010. An updated math endorsement program, COST's K-5 Math Endorsement, was approved in Fall 2010 and first listed in Catalog in Fall 2011. This proposal is to officially remove the COE's Early Childhood Math Endorsement from the university's list of approved programs.

MOTION: A motion was made to approve the agenda items submitted by the College of Education. With none opposed, the motion to approve the Course Revisions and Revised/Deleted Programs was passed.

F. Program Review
Candace Griffith said the Faculty Senate Bylaws were amended a couple of years ago to state that the Graduate Committee and Undergraduate Committee are responsible for reviewing the program reviews. The programs under review in spring 2013 include: Doctorate of Public Health, Master of Music, and MFA in Art. Ms. Griffith said the Graduate Committee’s reports/rubrics on the programs are due to the Provost Office by the end of April or early May.

Dr. Lockwood suggested an agenda item be added to the first fall Graduate Committee meeting to discuss formation of the sub-committees who will participate in the spring 2014 program reviews.

Sub-Committee Members for the spring 2013 program reviews are as follows:
Doctorate of Public Health – Dr. Dick Diebolt and Dr. Simone Charles
Master of Music – Dr. Devon Jensen and Dr. Timothy Whelan
MFA in Art – Dr. Ming Fang He and Dr. Amanda King

Mrs. Audie Graham will email sub-committee members all program review information following the meeting. The sub-committees were given a deadline of 5 pm on April 26, 2013 to submit their program review reports/rubrics to Mrs. Graham at agraham@georgiasouthern.edu. Mrs. Graham will email all reports/rubrics to the Graduate Committee to request approval electronically. Approved information will be sent to Ms. Griffith by early May.
VII. OLD BUSINESS
A. Duplicate Program Completion Statement

Revised Catalog Statement:

Earning a Duplicate Degree

A student with a master’s, education specialist or doctorate earned from Georgia Southern University or another institution may earn the same degree in the same field or in a different field at Georgia Southern University. The rules governing transfer credit for the first degree will apply.

Dr. Diebolt distributed the revised catalog statement for the committee to review. A motion was made to approve the revised statement. With none opposed, the motion to approve the revised duplicate program completion statement was passed.

VIII. ANNOUNCEMENTS
A. Commencement Speaker Update – Dr. Diebolt stated Dr. Michio Kaku will be the graduate commencement speaker during the May 10, 2013 Graduate Commencement Ceremony. Dr. Kaku will attend the Doctoral & MFA Commencement Brunch in the Russell Union Ballroom prior to commencement, and he will also attend the reception following the ceremony. Dr. Diebolt said the speaker was approved by the President’s Cabinet.

B. 2013-2014 Graduate Committee Meeting Schedule – The proposed meeting schedule was distributed for the committee’s review. The committee agreed to move the start time from 8 am to 9 am. Dr. Charles made a motion to approve the meeting schedule as written. A second was made by Dr. Amanda King. The motion to approve the 2013-2014 Graduate Committee Meeting Schedule was passed.

Dr. Lockwood thanked the committee and announced that she will more than likely be retiring at the end of the fall semester.

IX. ADJOURNMENT
There being no further business, the meeting was adjourned on April 11, 2013 at 8:57 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved April 26, 2013
by electronic vote of Committee Members

Minutes of the Compensation Task Force
Salary Compensation Taskforce
April 8, 2013
1 pm
COBA 3311

Members in attendance: Anthony Barilla, Jerri Kropp, Trent Maurer, Fred Smith, Mark Welford

Tony opened the meeting and noted that Provost Bartels had requested a preliminary copy of our work. He was planning to send her a copy as soon as he finished with the college-level analyses.

Mark noted that in COSM, chairs have been asked to do their own analyses and propose solutions for dealing with compression and inversion. One idea suggested was that those who are more seriously compressed should get a 10% raise and those less seriously compressed should get a 5% raise. However, if raises are based on existing salaries, those most seriously compressed might actually get a smaller raise than those less seriously compressed, even though the percentages are different.

Jerri noted that in reviewing the minutes of the last Faculty Senate meeting, President Keel did not mention this Taskforce in his remarks addressing the faculty salary issue, which was puzzling. Tony pointed out that although President Keel may not have mentioned our Taskforce by name, one of the suggestions he discussed was our idea that a faculty member might receive a raise after every successful post-tenure review, so clearly our ideas are being passed along.

During the meeting, Tony finished the calculations necessary to do one of the compression metrics and the Taskforce briefly discussed the results. It was evident from the numbers that many faculty members are extremely seriously compressed. Tony announced that once he had finished the calculations for the college-level analyses, he would send the final data to the members of the Taskforce, as well as update the Faculty Welfare Committee and the Provost on where our work stands.
UNDERGRADUATE COMMITTEE

MINUTES
April 2, 2013, 3:30 P.M.
I. CALL TO ORDER
Voting Members Present: Dr. Greg Chamblee, Dr. Gustavo Maldonado, Ms. Jessica Minihan, Dr. Kathy Thornton, Ms. Lisa Yocco, Dr. Mary Hazeldine, Dr. Melissa Garno, Dr. Patrick Wheaton, Dr. Rebecca Ziegler, Dr. Joy Darley, Dr. Mohammad Ahad

Absent: Dr. Adrian Gardiner, Dr. Biswanath Samanta, Dr. Jacob Warren, Dr. James Stephens, Dr. James Woods, Dr. Jiehua Zhu, Dr. Sabrina Ross

Non-Voting Members Present: Dr. Diana Cone, Ms. Candace Griffith, Mrs. Melissa Lanier, Mr. Wayne Smith, Ms. Doris Mack

Visitors: Dr. Kathy Albertson, Dr. Brian Koehler, Dr. Christine Ludowise, Ms. Debbie Sutton, Dr. David Williams

Dr. Zeigler called the meeting to order at 3:34 p.m.

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

III. COLLEGE OF BUSINESS ADMINISTRATION
Construction Management
Course Revision(s)
FROM: TCM 4530 – Senior Project
Credit and Billing hours 0 to 3
TO: TCM 4530 – Senior Project
Credit and Billing hours 0 or 3

JUSTIFICATION:
The credit hours and billing hours for TCM 4530 is changing from 0 to 3, to 0 or 3. This information was not completed correctly for the January 2013 Undergraduate Committee Curriculum meeting.

A Maldonado/Wheaton motion to approve this course revision was passed unanimously.

IV. COLLEGE OF HEALTH & HUMAN SCIENCES
 School of Nursing
Proposed New, Revised, or Deleted Program(s)
Nursing, B.S.N. (REVISED PROGRAM)
JUSTIFICATION:
Revisions were needed because CHEM 1151 and CHEM 1152 was added in Area D and as a result one carry over credit hour from Area D will be used as an elective hour.

A Hazeldine/Chamblee motion to approve this program revision was passed unanimously.
V. COLLEGE OF SCIENCE & MATHEMATICS
Department of Geology & Geography
Course Revision(s)
FROM: GEOG 3130 - Conservation
Prerequisite(s): Minimum grade of “D” in GEOG 1111.
TO: GEOG 3130 - Conservation
Prerequisite(s): Minimum grade of “D” in GEOG 1111, BIOL 1130, BIOL 1230, BIOL 1331, BIOL 1335, TCGT 1530 or permission of instructor.

JUSTIFICATION:
The current prerequisite for this course is Climate and the Landscape (GEOG 1111). The prerequisites should be expanded to include any one of the following alternative courses: General Biology (BIOL 21130), Environmental Biology (BIOL 1230), Insects and People (BIOL 1331), Plants and Civilization (BIOL 1335), or Global Sustainability and Innovation (TCGT 1530). Experience has shown that many Geography majors were converted from other majors in their second or a later year in college, and upper-level Geography courses are frequently taken by many non-major students. Thus the inclusion of the above proposed courses as the alternative prerequisites will broaden the student base in Conservation (GEOG 3130) and help recruit majors for the Department of Geology and Geography. The proposed courses all have sufficient background to merit their inclusion as alternative prerequisites.

FROM: GEOG 4130 - Biogeography
Prerequisite(s): Minimum grade of “D” in GEOG 1111.
TO: GEOG 4130 - Biogeography
Prerequisite(s): Minimum grade of “D” in GEOG 1111, BIOL 1130, BIOL 1230, BIOL 1331, BIOL 1335, GEOL 1430 or permission of instructor.

JUSTIFICATION:
The current prerequisite for this course is Climate and the Landscape (GEOG 1111). The prerequisites should be expanded to include any one of the following alternative courses: General Biology (BIOL 1130), Environmental Biology (BIOL 1230), Insects and People (BIOL 1331), Plants and Civilization (BIOL 1335), or Dinosaurs, Extinctions, and Disasters (GEOL 1430). Experience has shown that many Geography majors were converted from other majors in their second or a later year in college, and upper-level Geography courses are frequently taken by many non-major students. Thus the inclusion of the above proposed courses as alternative prerequisites will broaden the student base in Biogeography (GEOG 4130) and help recruit majors for the Department of Geology and Geography. The proposed courses all have sufficient background to merit their inclusion as alternative prerequisites.
FROM: GEOG 5142 – Stratigraphy and Sedimentation
Prerequisite(s): Minimum grade of “D” in GEOG 1122.

TO: GEOG 5142 – Stratigraphy and Sedimentation
Prerequisite(s): Minimum grade of D in GEOG 3541 or permission of instructor.

JUSTIFICATION:
Past teaching experience and results from the departmental program assessment have consistently shown that prior knowledge and skills from Mineralogy (GEOL 3541) is essential to fully understanding the material in Stratigraphy and Sedimentation (GEOL 5142). Thus the prerequisite for the course is being changed to GEOL 3541 so that students will be more adequately prepared and improve student success in the course. Consequently, General Historical Geology (GEOL 1122) was then removed as a prerequisite as it is already a prerequisite for Mineralogy (GEOL 3541).

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

Proposed New, Revised, or Deleted Program(s)
Geology, B.A. *(REVISED PROGRAM)*

JUSTIFICATION:
As part of the specific major requirement, B.A. Geography students are currently required to take five 3000 or above level courses in the area of either regional or human geography. The specific requirements should be expanded to allow students take the following physical geography courses: Conservation (GEOG 3130), Weather and Climate (GEOG 3330), and Biogeography (GEOG 4130). Geographers now agree that the Geography curriculum should be designed to provide students with opportunities to be exposed to both the physical and the human side of Geography. An integrated approach of studying geography will allow students not only to examine physical and human processes of geographical problems simultaneously, but also the complex interaction between the two interrelated processes. The inclusion of the three courses in the specific major requirement will accomplish these goals.

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

VI. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Department of Communication Arts
New Course(s)
COMS 3430 - Communication and Leadership

This course covers the theories and practices associated with leadership in groups and organizations. Focuses on interactive aspects of leading and following, and developing leadership skills from a communication perspective. Topics will include perspectives of a leader's communication interactions with regard to: change, culture, decision making, diversity, ethics, followership, groups and teams, influence, organizations, and styles. Prerequisite(s): A minimum score of “C” in COMM 1100. 3 credit hours.
JUSTIFICATION:
This course is needed to provide students a structured opportunity to explore concepts and practices related to communication and leadership. The course will act as an upper division elective for majors. This course has been offered twice before, as a special topics course, and has met enrollment both times.

A Garno__ Maldonado motion to approve this new course was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Communication Arts, B.A. (DELETED PROGRAM)
JUSTIFICATION:
The program is being deleted for four reasons. 1. Changes in prerequisites for courses in related areas (JOUR, PRCA, MMC, THEA) have made it difficult to deliver the program. 2. Assessment is impossible because there are no required major courses. Students have multiple menus from which to select courses, resulting in the possibility of multiple students with no major courses in common. 3. Very few students choose the B.A. Communication Arts. 4. Comprehensive program review determined there was no need for the program. This included the finding that no peer or aspirational institution offers a comparable program.

A __Garno__/__Maldonado motion to approve this deleted program revision was passed unanimously.

Department of History
New Course(s)
HIST 3150 - The History of Vietnam, 236 B.C. to Present
In this course, students will be introduced to the history of Vietnam from its origins in 236 B.C. through the present. Included will be the impact of a thousand years of Chinese colonial rule until 939 and then the country's independent development and expansion versus its neighbors in Southeast Asia before the arrival of the French in the early 19th century. The course will then shift to Vietnam's long struggle to regain its independence that only concluded in 1975. Students will develop advanced proficiency in history through readings and writing assignments as well as individual research projects.
Prerequisite(s):
No prerequisite.
3 credit hours.

JUSTIFICATION:
This course will provide history majors with a course for their non-Western course requirement. When taught as a special topics course, it has proven to attract student interest.

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

Proposed New, Revised, or Deleted Program(s)
History, B.A. (REVISED PROGRAM)
JUSTIFICATION:
The Department is adding another course to the program in the area of Non-European (specifically Southeast Asia) history. The History of Vietnam has been taught three times as a special topics course and student demand for the course is very high.

A _ Hazeldine/___Yocco _ motion to approve this program revision was passed unanimously.
Department of Music
Course Revision(s)

FROM: MUSA 5110 – Coaching for Singers
Grade Mode of S = Satisfactory/Unsatisfactory

TO: MUSA 5110 – Coaching for Singers
Grade Mode of N = Normal

JUSTIFICATION:
When MUSA 5110 and 5110G were created last year they were supposed to be for a normal grade. Somehow the forms went through with S = Satisfactory/Unsatisfactory. This was only noticed when it came time to submit grades at the end of the Fall Semester. This course should have a normal grade so it can count towards the student's GPA.

A Wheaton_/_Chamblee_ motion to approve this course revision was passed unanimously.

Selected Topics Announcement(s)

MUSC 3031 - Selected Topics: The History of Rock-and-Roll
JUSTIFICATION:
The Department of Music would like to introduce a course on the history of rock-and-roll into the curriculum. Before doing so, the Department would like to gauge student interest. The course is designed to have students understand and comment upon the social ramifications of Rock-and-Roll. Upon completion, students will be able to compare and contrast the various stages of Rock's development, and comment on how Rock-and-Roll served as a voice for social commentary, as well as shaping the direction of social behavior of society as a whole. Students will be assessed using short quizzes, writing assignments, and exams.

MUSC 3031 - Selected Topics: Latin American Music
JUSTIFICATION:
The Department of Music would like to introduce a course on the history, development, and current state of Latin American Music. Before doing so, the Department would like to gauge student interest. The course is designed to allow students to understand the unique variety of Latin American Music by studying its origins, development, and current state, as well as its socio-historical context and influences. The course will be offered in on-line format and students will be assessed through quizzes, assignments, and guided discussion postings.
Selective Topic Announcements are for information only.

VII. COLLEGE OF ENGINEERING & INFORMATION TECHNOLOGY

Computer Sciences

Course Revision(s)

FROM: CSCI 1301 – Programming Principles I
Prerequisite(s): Minimum grade of “C” in MATH 1111, a CSCI 12XX prerequisite course (CSCI 1230, CSCI 1232 or CSC 1236) and ENGR 1631.

TO: CSCI 1301 – Programming Principles I
Prerequisite(s): Minimum grade of “C” in MATH 1113.

JUSTIFICATION:
The department proposes to strengthen the Math 1111 requirement to Math 1113 to improve RPG and to delete the CSCI pre-requisite course CSCI 12XX (which represents any of three introductory programming courses). ENGR 1631 is removed as a housekeeping issue; ENGR 1631 no longer exists (the number was changed to ENGR 1731 several years ago) and was an optional prerequisite.

FROM: CSCI 1302 – Programming Principles II
A continuation of CSCI 1301. Emphasis is on advanced programming techniques such as recursion, data and responsibility driven design and implementation, GUI and file processing techniques.
Prerequisite(s): Minimum grade of “C” in CSCI 1301 and CISM 2230

TO: CSCI 1302 – Programming Principles II
This course is a continuation of CSCI 1301. Emphasis is on advanced techniques such as recursion, regular expressions, refactoring, object oriented programming concepts and constructs, reusing components, templates/generics, interfaces and classes. Experiences include use of an integrated development environment and shared (code) repositories.
Prerequisite(s): Minimum grade of “C” in MATH 1441, MATH 2130 and CSCI 1301.
Co-requisite(s): CSCI 3236.

JUSTIFICATION:
Modernize content, establish fundamental math pre-requisites for the CS major (enrollment in the CSCI 1302 course is the requirement for declaring a CS major), as well as assure appropriate theoretical background for contemporary advanced programming by establishing a co-requisite with the CSCI 3236 Theoretical Foundations course.

FROM: CSCI 5432 – Database Systems
TO: CSCI 3432 – Database Systems

JUSTIFICATION:
Moving the course earlier in the curriculum is intended to motivate students earlier and to improve success in upper-level courses.
FROM: CSCI 5436 - Distributed Web Systems Design
Prerequisite(s): Minimum grade of “C” in CSCI 5432.
TO: CSCI 5436 - Distributed Web Systems Design
Prerequisite(s): Minimum grade of “C” in CSCI 3432.

JUSTIFICATION:
Moving CSCI 5432 earlier in the curriculum is intended to motivate students earlier and to improve success in upper-level courses. Therefore, the prerequisites must be changed for this course to reflect the renumbering of CSCI-5432.

FROM: CSCI 5530 - Software Engineering
Prerequisite(s): Minimum grade of “C” in CSCI 5432, CSCI 5335 and CSCI 5330.
TO: CSCI 5530 - Software Engineering
Prerequisite(s): Minimum grade of “C” in CSCI 3432, CSCI 5335 and CSCI 5330.

JUSTIFICATION:
Moving CSCI 5432 earlier in the curriculum is intended to motivate students earlier and to improve success in upper-level courses. Therefore, the prerequisites must be changed for this course to reflect the renumbering of CSCI-5432.

A _Maldonado_/__Yocco_ motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Computer Sciences, B.S.C.S. (REVISED PROGRAM)

JUSTIFICATION:
The department proposes to strengthen the Math 1111 requirement to Math 1113 to improve RPG and to delete the CSCI pre-requisite course CSCI 12XX (which represents any introductory programming courses) and replaces it with an upper-level requirement of CSCI 5436 Distributed Web Systems Design instead of it being an elective. STAT 2231 is moved to Area F as a course appropriate to the major requirement instead of being a Specific Requirement due to the CSCI 12XX electives being removed as options. CSCI 5431Computer Security becomes a Major Requirement instead of an elective option in the program. The repositioning of CSCI 5431 increases the Major Requirements total hours to 42 and decreases the number of elective courses from four (4) to three (3) and reduces the number of elective hours to a total of eleven (11) instead of 10-13. The total number of hours required in the program of 126 remains unchanged.

A __ Maldonado__/__Yocco ____ motion to approve this program revision was passed unanimously.
Electrical Engineering
New Course(s)

**EENG 5543 – Antennas**
This course introduces basic concepts of dipoles and monopoles, solution to radiation problems, antenna parameters, different types of antennas, antenna aperture/array theory, radio wave propagation, impact of antenna performance in communication links. The course also includes laboratory activities in support of instruction. Graduate students will be required to complete additional assignments and a culminating research project commensurate with graduate level work that is not required of undergraduate students. Prerequisite(s): Minimum grade of “C” in EENG 3230 or permission of instructor. No prerequisite. 4 credit hours.

*JUSTIFICATION:*

This is an elective course for the Electrical Engineering program. This course will focus on the operating principles of antennas and radio wave propagations, and how to use simulation tools to model antennas.

_A Thornton_/___Maldonado___ motion to approve this new course was passed unanimously.

Course Revision(s)

**FROM: ENGR 2323 – Digital Design Lab**
Prerequisite(s): Minimum grade of “D” in ENGR 2332.

**TO: ENGR 2323 – Digital Design Lab**
Prerequisite(s): Minimum grade of “C” in ENGR 2332.

*JUSTIFICATION:*

This course introduces basic concepts of dipoles and monopoles, solution to radiation problems, antenna parameters, different types of antennas, antenna aperture/array theory, radio wave propagation, impact of antenna performance in communication links. The course also includes laboratory activities in support of instruction. Graduate students will be required to complete additional assignments and a culminating research project commensurate with graduate level work that is not required of undergraduate students.

**FROM: ENGR 2334 – Circuit Analysis**
Prerequisite(s): Minimum grade of “D” in ENGR 2341 and PHYS 2212.

**TO: ENGR 2334 – Circuit Analysis**
Prerequisite(s): Minimum grade of “C” in ENGR 2341 and PHYS 2212.

*JUSTIFICATION:*

The minimum grade of "C" will now be required for the prerequisite for this course to improve student success (RPG) in the program.

_A Thornton_/___Maldonado___ motion to approve these course revisions was passed unanimously.
Proposed New, Revised, or Deleted Program(s)
Electrical Engineering, B.S.E.E. **(REVISED PROGRAM)**
**JUSTIFICATION:**
This new elective course will provide students with the opportunity to learn about advanced topics and new technologies in the design of antennas.
*A Thornton__/ Maldonado motion to approve this program revision was passed unanimously.*

**Mechanical Engineering**
Course Revision(s)
**FROM:** MENG 5137 – Mechanical System Design
Prerequisite(s): Senior standing or permission of the instructor.
**TO:** MENG 5137 – Mechanical System Design
Prerequisite(s): Minimum grade of “D” in MENG 3130, MENG 3135, MENG 3233, MENG 3333, MENG 3521m ENGR 2112 and ENGR 3235.
**JUSTIFICATION:**
A typographical error was made in a previous version of this course revision form which indicated that MENG 3531 was an additional prerequisite requirement. The course number should have been MENG 3521 instead.
*A _Maldonado/_ Garno_ motion to approve this course revision was passed unanimously.*

**VIII. OTHER BUSINESS** – Dr. Thornton discussed the need for the UG committee to evaluate six undergraduate program reviews. After discussion with the committee, Dr. Thornton determined that she will assign members to complete each of the needed reviews and coordinate an orientation session on how to complete the evaluations.

**IX. ADJOURNMENT**
*There being no further business to come before the committee, a _Wheaton____/___Yocco_____ motion to adjourn the meeting at __4:16_p.m. passed unanimously.*

**AMENDMENT:** There is a motion to amend the March 5, 2013 Undergraduate Committee minutes. It has been stated by Dr. David Dudley that ENGL 5237 – The American Short Story new course submission from the Department of Literature and Philosophy did not go through the proper channels in the department and did not receive approval by the program committee, nor the department. Dr. Christine Ludowise made a motion to table ENGL 5237 new course from the March 5, 2013 agenda submissions. She stated the course will be re-submitted at a later date, once the course has gone through the appropriate channels in the department/college.
Respectfully Submitted by,
Melissa Lanier
Recording Secretary
**PLEASE SEE BELOW**

**IMPORTANT INFORMATION**

Schedule of Meetings
Undergraduate Committee
2013-2014 Academic Year

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Time</th>
<th>Meeting Location</th>
<th>Agenda Items Due to Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3, 2013</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>August 20, 2013 August 27, 2013</td>
</tr>
<tr>
<td>October 1, 2013</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>September 17, 2013 September 24, 2013</td>
</tr>
<tr>
<td>November 5, 2013</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>October 22, 2013 October 29, 2013</td>
</tr>
<tr>
<td><em>January 21, 2014</em></td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>November 26, 2013 January 14, 2014</td>
</tr>
<tr>
<td>February 4, 2014</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>January 21, 2014 January 28, 2014</td>
</tr>
<tr>
<td>March 4, 2014</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>February 18, 2014 February 25, 2014</td>
</tr>
<tr>
<td>April 1, 2014</td>
<td>3:30 p.m.</td>
<td>TBA</td>
<td>March 18, 2014 March 25, 2014</td>
</tr>
</tbody>
</table>

*Last meeting for items to be approved to be included in the 2014-2015 Undergraduate and Graduate Catalogs. Note: Items requiring Board of Regents/System Office approval may not be included in the catalogs if they are still pending Board of Regents/System Office approval.

**2013-2014 Schedule has been approved by committee members – 4/18/2013**

**Important Dates**

Good afternoon, Can we have Program Review added to the agenda of the September Undergraduate Committee to give the committee a heads-up on their responsibility? The actual work is done in March/April of the following spring. Attached is a blurb noting this responsibility as part of UC along with the programs due review in spring 2014.

Thanks. Candice

**Two Attachments Below:**

* Undergraduate Academic Programs Due – Comprehensive Program Review Spring 2014

**University Level Program Review**

**Georgia Southern University**

Undergraduate Academic Programs Due

Comprehensive Program Review Spring 2014

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_program#p3.6.3_comprehensive_academic_program_review).

**College of Education**

BSEd Early Childhood
Education 2005-06 2013-14
BSEd Health and Physical Education 2007-08 2013-14
BSEd Middle Grades Education 2005-06 2013-14
BSEd Special Education 2009-10 2013-14
**University Level Program Review**

Comprehensive Academic Program Review is conducted annually with programs rotating on a seven-year cycle. Responsibility for review of undergraduate academic programs at the university level lies with the Undergraduate Committee. The Undergraduate Committee’s authority for program review is invested by the Faculty Senate *Bylaws*, as shown below.

**SECTION 9.**

The responsibilities of the UNDERGRADUATE COMMITTEE shall be as follows:

a. recommend to the Faculty Senate policy and procedures concerning undergraduate programs and curricula; review and approve all changes in undergraduate courses, major and minor programs, emphases, concentrations, and degrees; and maintain continuous review of all undergraduate academic programs;

b. address other specific questions in this area that may be requested by the Senate Executive Committee; and

c. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Sections 3 and 11.*

**SECTION 10.**

Voting membership 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 Senate Executive Committee 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.
SECTION 11.
The Chair of the Undergraduate Committee shall present the minutes to the Senate as a regular agenda item. Motions approved by the Senate shall be forwarded on to the President or other appropriate party for final disposition.
A summary of business conducted by the Faculty Senate committees since the last Librarian’s Report:

- **Academic Standards Committee**
  Chair: Rob Yarbrough (COSM)
  pages 2-3

- **Faculty Development Committee**
  Chair: Michelle Reidel (COE)
  no report

- **Faculty Service committee**
  Chair: John Brown (COBA)
  no report

- **Faculty Athletic Representative to the NCAA**
  Chris Geyerman (CLASS)
  no report

- **Faculty Welfare Committee**
  Chair: Robert Costomiris (CLASS)
  pages 3 - 12

- **General Education Core Curriculum Committee**
  Chair: Jody Langdon (CHHS)
  no report

- **Library Committee**
  Chair: Greg Harwood (CLASS)
  no report

- **Student Government Representative**
  Lisa Yocco (COSM)
  no report

- **Task Force on Compensation**
  Chair: Tony Barilla (COBA)
  no report

- **University of Georgia Faculty Council Meeting**
  Goran Lesaja (COSM)
  no report

- **Graduate Committee**
  Chair: Jill Lockwood (COBA)
  no report

- **Undergraduate Committee**
  Chair: Gustavo Maldonado (CEIT)
  no report
In attendance:  Yasar Bodur (COE), Greg Brock (COBA), Diana Cone (Provost’s Delegate), Jennie Dilworth (CHHS), Hemchand Gossai (CLASS), Bill Levernier (COBA), David Lowder (LIB), Santanu Majumdar (CLASS), Diana Sturges (CHHS), Robert Vogel (JPHCOPH), Rob Yarbrough (COSM)

The purpose of the meeting was to discuss the findings of the Plus/Minus subcommittee (see attached files).

Rob Yarbrough read a statement from Registrar Velma Burden, received via email. The text reads as follows:

“The implementation and testing stages of the plus/minus system could have a tremendous impact on the current resources within the Registrar's Office. Additionally, this type of change could impact several integrated systems and cause the need to run dual systems in Banner. For example, processing of academic grades and hope grades may cause a concern. We need to involve IT Services, Academic Affairs and Financial Aid and possibly others in the discussions to determine the potential for implementation at Georgia Southern. Since this is in the early stages, we would like to have more time to research the impact on our office and gain more information regarding what would be required.”

The committee agreed that it is prudent to keep these campus entities abreast of the committee’s discussions. However, the committee also agreed that implementation issues should not drive the decision of whether or not to present a motion to the full Senate for consideration.

As a point of departure, Rob Yarbrough reminded the committee that any plus/minus system would necessarily include the current A, B, C, etc. framework. Discussion centered on consistency issues within any proposed plus/minus system or framework. Santanu Majumdar expressed his concern that there may be grade consistency issues across sections of the same course, given the choice faculty would have with regards to any new system. Hemchand Gossai noted that faculty already possess a great deal of freedom and flexibility with regards to grading and issuing course grades. Yasar Bodur concurred and argued that students would know exactly what to expect because faculty presumably would include their grading policy in the course syllabus. Gossai also noted that a plus/minus system would be a more discerning and fairer system than the current grading scheme, as faculty would have more options that would more accurately reflect student performance. Diana Sturges expressed concern over being forced to use a plus/minus grading scheme in her courses. Several committee members pointed out the faculty would not be forced to use pluses and minuses as the current grading scheme would be
part of a plus/minus system and thus would still be an option. Sturges commented that she could foresee a significant amount of pressure coming from students to use pluses and minuses, which she concluded might in effect force her to use the system whether she wanted to or not.

The discussion turned to other potential negative aspects of a plus/minus system, in particular the potential for bringing down the GPAs of students who have 4.0 or something very close to it. The argument is that a student who receives an A- grade rather than an A under the current system would see a declining effect on her/his GPA. The correlative of course is that students who consistently fall in the higher end (e.g. 88-89), would benefit by potentially receiving more quality points (B+, e.g.) than they do under the current system.

Ultimately, the committee decided to move forward with a motion for implementing a plus/minus system at Georgia Southern to the Faculty Senate, tentatively slated for inclusion at the June 2013 meeting. Yarbrough reminded the committee that some details would still need to be finalized before a motion could be submitted (e.g. inclusion of an A+ grade, quality point values for grades (A- = 3.67 or 3.7).

In closing, Rob Yarbrough informed the committee that his term on the Faculty Senate would end after the current academic year, and thus he would no longer be a member of the Academic Standards Committee. He asked that committee members who would be serving in 2013-14 consider standing for the Chair position, which is elected by majority vote of the committee’s voting members (note that per recent changes to the Faculty Handbook, any voting member of the committee is eligible to serve as Chair—not only Senators).

Respectfully Submitted,
Rob Yarbrough
Chair, Academic Standards Committee (2012-13)

Faculty Welfare Committee Meeting Minutes
11 November 2012, 9:00A

Presiding: Robert Costomiris, Chair (CLASS)
Members Attending (names in bold): Mohammad Ahad (CEIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), Jerri Kropp (CHHS), Terry Diamanduros (COE), Mosfequr Rahman (CEIT), Todd Hall (CHHS), Mary Hazeldine (COBA), Yasar Bodur (COE), James Stephens (JPHCOPH), Fred Smith (LIB), Frederic Mynard (COSM), Talar Markossian (JPHCOPH), Lori Gwinett (LIB), Rob Yarbrough (COSM; Recording), Diana Cone (Assoc. Provost).

The committee met to discuss ways in which the two motions (Periodic Review of Department Chairs and No Confidence Votes in Department Chairs) which were rejected by the President last May might be revised by the committee so that they might not be vetoed by the President.
Faculty Welfare Committee Meeting Minutes  
30 November 2012  
3213 Henderson Library

Presiding: Robert Costomiris, Chair (CLASS)  
Members Attending (names in bold): Mohammad Ahad (CEIT), Patricia Walker (CLASS),  
Stephanie Sipe (COBA), Jerri Kropp (CHHS), Terry Diamanduros (COE), Mosfequr Rahman (CEIT), Todd Hall (CHHS), Mary Hazeldine (COBA), Yasar Bodur (COE), James Stephens (JPHCOPH), Fred Smith (LIB), Frederic Mynard (COSM), Talar Markossian (JPHCOPH), Lori Gwinett (LIB), Rob Yarbrough (COSM), Diana Cone (Assoc. Provost).

The committee met jointly with Provost Bartels and the Council of Deans to discuss ways in which the two motions (Periodic Review of Department Chairs and No Confidence Votes in Department Chairs) which were rejected by the President last May might be revised by the committee.

The Provost and Deans did not think the No Confidence motion sent the right message to be included in the Faculty Handbook. This issue was resolved by suggesting that an early vote could take place if 30% of the voting faculty voted for that option.

After a robust and productive discussion the FWC resolved to revise last year’s rejected motion, share it with the Provost, and submit it to the Senate before the next meeting in February 2013.

These are the two documents we brought to the meeting.

Faculty Welfare Committee  
6 May 2012 (20 November 2012)  
Periodic Review of Department Chairs (Revision 1)

In the interests of shared governance and to insure consistency across academic departments the Faculty Welfare Committee moves that the following policy be adopted by the Faculty Senate and placed in the Faculty Handbook under Section 105.03 “Evaluation of Administrators.”

The term of office for Department Chairs shall be reviewed every five years. A Chair shall not be limited to a particular number of consecutive terms. In the fourth year of a Chair’s tenure and as soon as possible after the Chair’s fourth annual evaluation, the Dean of the Chair’s college shall conduct a thorough review of the Chair’s performance to determine whether the current chair should be recommended for renewal for a succeeding term. This review shall include:

1. a meeting between the Dean and the faculty of the department to discuss their concerns
2. a review by the department’s faculty of the faculty’s annual evaluations of the Chair and all other relevant evidence, including but not limited to: the Chair’s CV, the Chair’s annual reports to the Dean, a summary of the Chair’s
accomplishments for the current term over the past four years, and a summary of the Chair’s goals for the coming term for the department for the next five years.

3. a vote by the voting members of the department to recommend or not to recommend that the current chair be renewed to evaluate the level of support for the chair’s performance.

Voting will be by secret anonymous ballot at the time of the meeting or electronically. Votes will be tabulated by two members of the department in conjunction with a representative of the Dean’s office and the results presented to the Dean. The results will be presented to the department and the Dean. After considering the vote of the faculty and following any additional consultation deemed appropriate, the Dean will either reappoint the Chair for another five year term or begin the process for the selection of a new Chair. Whatever the Dean decides, he/she will provide to the faculty in writing an a detailed explanation of his/her decision.

Faculty Welfare Committee
6 May 2012 (20 November 2012)
Votes of No-Confidence in Department Chairs (Revision 1)
In the interests of shared governance and consistency across academic departments, The Faculty Welfare Committee moves that the following policy be adopted by the Faculty Senate and placed in the Faculty Handbook.

A vote of no-confidence may be called for at any time during a Chair’s term but not more than once per semester. To call a vote of no confidence, the faculty will meet in the absence of the chair to determine the level of confidence in the chair. If 30% of the eligible tenured voting faculty believe the evidence warrants a vote of no confidence in the chair the faculty will petition the Dean of the College to call the question. The Dean must then meet with the department in the absence of the chair to discuss the petition and, if it is deemed necessary at that time by the faculty, to oversee a vote of no-confidence. Voting will be by secret anonymous ballot at the time of the meeting or electronically. Votes will be tabulated by two members of the department in conjunction with a representative from the Dean’s office. The results will be presented to the department and the Dean. A simple majority of the eligible voting faculty will be required to pass a vote of no confidence in a Chair. After considering the vote of the faculty and following any additional consultations deemed appropriate, the Dean will decide if the Chair will continue in the job.

If the Dean decides to continue the term of the Chair despite a negative vote by the department’s faculty, the Dean will provide to the faculty in writing an a detailed explanation of his/her decision.
allow the Chair to continue the Chair’s appointment. Further, the Chair, in the interest of departmental cohesion, will provide the department with a written plan to address which addresses the complaints brought forth issues raised by the faculty in the vote of no confidence.

If, after consideration of the Dean’s and the Chair’s response, the faculty is dissatisfied with the results, upon a vote of 70% or more of eligible faculty, they may appeal the decision of the Dean to the Provost for further review and action.

**Faculty Welfare Committee Meeting Minutes**

20 February 2013

2073 Russell Union

Presiding: Robert Costomiris, Chair (CLASS)

Members Attending (names in bold): Mohammad Ahad (CEIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), Jerri Kropp (CHHS), Terry Diamanduros (COE), Mosfequr Rahman (CEIT), Todd Hall (CHHS), Mary Hazeldine (COBA), Yasar Bodur (COE), James Stephens (JPHCOPH), Fred Smith (LIB), Frederic Mynard (COSM), Talar Markossian (JPHCOPH), Lori Gwinett (LIB), Rob Yarbrough (COSM), Diana Cone (Assoc. Provost).

Guest: Goran Lesaja

The issue of faculty compensation was the main focus of today’s meeting. Gora Lesaja (Mathematics) who is on the faculty Senate was a guest. He was interested in ways that the university could begin to compensate faculty for all the work done currently without compensation.

The committee talked about this issue and tried to enumerate the kinds of work that go unrewarded and how such work might be compensated. We also discussed what, if any, standard levels of work exist across the university.

We agreed to continue this conversation at the next meeting.
Presiding: Robert Costomiris, Chair (CLASS)
Members Attending (names in bold): Mohammad Ahad (CEIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), Jerri Kropp (CHHS), Terry Diamanduros (COE), Mosfequr Rahman (CEIT), Todd Hall (CHHS), Mary Hazeldine (COBA), Yasar Bodur (COE), James Stephens (JPHCOPH), Fred Smith (LIB), Frederic Mynard (COSM), Talar Markossian (JPHCOPH), Lori Gwinett (LIB), Rob Yarbrough (COSM), Diana Cone (Assoc. Provost).

The FWC continued to discuss Senator Goran Lesaja’s request (2/20/13) that the FWC consider drafting a university wide policy regarding ways by which faculty might be compensated for work that is currently uncompensated, undercompensated, or compensated differently across campus “units.”

**Such uncompensated work includes, for example:**

1) Helping undergraduate students conduct research  
2) Supervising graduate students  
3) Supervising independent study of undergraduate and graduate students  
4) Extraordinary service to the department, college, or university  
   for example: lots of committee work  
5) Work on program accreditation  
6) Taking over classes for sick faculty, or faculty called away unexpectedly  
7) Mentoring Honors students/ supervising Honors theses

**Regarding this issue, the committee considered the following:**

1) What other issues we should include in the above list  
2) How faculty might be compensated when there are no monetary raises  
   Time released from teaching?  
   Summer compensation?  
3) During what time period such compensation should be awarded.  
4) How this initiative might be affected if the university adopts Pathways to Success  
5) What constitutes a normal workload for faculty? (perhaps we need to allow for different credit awarded depending on workload expected in a particular unit)  
6) What is the level of service expected of a faculty member?

**What kinds of additional compensation might there be?**

1) Additional travel funds  
2) Summer funds for NOT teaching  
3) Summer teaching priority  
The committee agreed to continue this discussion at a later meeting.
The committee discussed the composition of two motions.

1) **Equitable Workload and Faculty Compensation.**

2) **Periodic Review of College Deans.**

Realizing that the academic year was coming to an end, the committee agreed to try to finish its work before the end of the academic year.
The committee finished its discussion of two motions and voted to approve both of them. However, a few days after the meeting some Mynard and Walker recommended some changes to the motions we had passed. This resulted in several e-mails back and forth amongst the entire committee until we arrived at revised motions to which all members of the committee agreed. It is those revised motions that appear here.

**Motion 1: Equitable Workload and Compensation for Faculty**

**Rationale:**

Over the course of Spring semester 2013 the Faculty Welfare Committee has been discussing the amount of faculty work that goes beyond the expected levels of teaching and service to the institution. Such uncompensated work includes but is not limited to, for example: 1) helping undergraduate students conduct research; 2) supervising graduate students; 3) supervising independent study of undergraduate and graduate students; 4) extraordinary service to the department, college, or university; 5) work on program accreditation; 6) assuming teaching responsibilities for indisposed colleagues; 7) mentoring Honors students and supervising Honors students’ theses. In light of the as yet undocumented sense that faculty were either uncompensated or undercompensated for their work the Committee discussed ways in which this situation might be remedied. However, during the Committee’s discussions, it became apparent that in order to establish more equitable workloads and levels of compensation for faculty the university first must ascertain what current workload expectation are in all the departments and colleges on campus, and, if there are pervasive campus-wide disparities, to eliminate them. Only then can the university attempt to begin to compensate faculty equitably across the campus.
Motion:

The 2012-13 Faculty Welfare Committee moves that in the Fall semester of 2013 the Faculty Welfare Committee of 2013-14 conduct a university-wide survey of current practices and policies in order to establish more precisely the standard quantitative expectations for teaching, service, and scholarship.

Based on the data collected in that survey, the 2012-13 Faculty Welfare Committee also moves that the 2013-14 Faculty Welfare Committee make recommendations to the Faculty Senate that establish university-wide standards for workload expectations.

Finally, once that recommendation is in place, the 2012-13 Faculty Welfare Committee moves that the 2013-14 Committee recommend to the Faculty Senate ways in which faculty should be compensated when their workloads exceed the established norms.

Motion 2: Periodic Review of College Deans

First Approved on 4/24/13
Approved with revisions on 5/10/13

In the interests of shared governance, the Faculty Welfare Committee moves that the following policy be adopted by the Faculty Senate and placed in the Faculty Handbook under Section 105.03 “Evaluation of Administrators.”

In the fifth year of a Dean’s tenure, the Provost shall conduct a comprehensive review of the Dean. In this review, the Dean will provide documentation in the form of a portfolio that focuses on his/her accomplishments over the past five years. This Fifth Year Review Portfolio shall be placed in an easily accessible location for review by college faculty. Based on their review of the Dean’s Fifth Year Review Portfolio, the college’s voting membership will convey their evaluation of the Dean to the Provost. A request for an earlier review may be made if asked for by a minimum 30% of the college’s voting membership.

The comprehensive Fifth Year Review of College deans shall include:

1) The Dean’s portfolio, including at a minimum: the Dean’s CV, the Dean’s annual reports to the Provost, a summary of the Dean’s accomplishments for the past five years, a summary of the Dean’s goals for the college for the next five years, a summary of the faculty’s annual evaluations for the past five years and the Provost’s annual evaluations of the Dean for the past five years.

2) A meeting between the Provost and the College Executive Committee* to discuss the Dean’s job performance.
3) After review of the Dean’s Fifth Year Review portfolio, meeting with the Provost, and hearing the assessment of their departmental representative on the College Executive Committee* member, the college faculty will then be asked to indicate whether or not they support the Dean’s job performance by responding to an electronic survey administered by the College Executive Committee*.

4) The results of the faculty electronic survey will be sent to the Provost for inclusion as part of his/her overall summary of the Dean’s Fifth Year Review.

After considering the advisory vote of the college faculty, and following any further consultation between the Provost and faculty, the Provost will decide if the Dean shall continue employment in that role. Whatever the Provost decides, he/she will provide to the faculty in writing a summary of his/her decision.

Voting membership is defined as the “Corps of Instruction” in Article 1, Section 3 of the Statutes of Georgia Southern University and consists of: “full-time professors, associate professors, assistant professors, instructors, lecturers, and teaching personnel with such other titles as may be approved by the Board. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.”

* or its equivalent
Presiding: Robert Costomiris, Chair (CLASS)
Members: Mohammad Ahad (CEIT), Patricia Walker (CLASS), Stephanie Sipe (COBA), Jerri Kropp (CHHS), Terry Diamanduros (COE), Mosfequr Rahman (CEIT), Todd Hall (CHHS), Mary Hazeldine (COBA), Yasar Bodur (COE), James Stephens (JPHCOPH), Fred Smith (LIB), Frederic Mynard (COSM), Talar Markossian (JPHCOPH), Lori Gwinett (LIB), Rob Yarbrough (COSM), Diana Cone (Assoc. Provost).

This document explains how the FWC arrived at a motion different from the one that was approved after an earlier meeting. These are not official minutes since this entire issue was conducted by e-mail.

After completing the Periodic Review of College Deans motion on 5/10/13 Robert Costomiris met with Provost Bartels to discuss the motion on 5/16/13. After listening to her comments and her wish for a broader review process, Costomiris revised the motion to read as follows. A majority of committee members approved the new motion which was sent to the Senate for the June meeting. It must be understood that this motion only represents the first step in building this process. The details must be clarified by the new FWC in Fall 2013. The FWC must take a robust role in drafting this policy to ensure faculty concerns are not displaced by other constituents’ voices.

Revised Motion: Periodic Review of College Deans

Rationale:

In the interests of shared governance, the Faculty Welfare Committee moves that the following preliminary motion be approved by the Faculty Senate. It is the Committee’s intention that the details of this policy be clarified and established by the Faculty Welfare Committee in consultation with the Provost at the start of Fall Semester 2013 so that a completed policy can be presented and voted upon at the October 2013 Faculty Senate meeting.

The Motion:

In the fifth year of a Dean’s tenure (or earlier if requested by 30% of the college’s voting membership) the Provost shall conduct a comprehensive review of the College Dean. This review shall include input from a broad spectrum of constituents including faculty, staff, administrators, students, and the community served by the College. After reviewing all of the material presented by the Dean, the report of the Committee established to assess the Dean’s impact on the college, and the results of the review by the college faculty the Provost will decide if the Dean shall continue employment in that role. Whatever the Provost decides, he/she will make available in writing to all interested parties an explanation of his/her decision.
SENATE LIBRARIAN’S REPORT

OCTOBER 7, 2013

Academic Standards Committee........................................................................................................2
Faculty Athletic Representative’s Report.........................................................................................4
Faculty Research Committee...........................................................................................................8
Faculty Welfare Committee..........................................................................................................12
General Ed. and Core Curriculum Committee.............................................................................14
Graduate Committee....................................................................................................................17
Undergraduate Committee...........................................................................................................48

No Report This Month from the Library Committee
Academic Standards Committee met on August 8, 2013.

Present at the August 8th meeting were Debbie Allen (CHHS), Yasar Bodur (COE), John Brown (COBA), Michelle Cawthon (COSM), Christine Draper (COE), Susan Franks (COE), Lori Gwinett (LIB), Katrina Jackson (LIB), Christopher Kadlec (CEIT), Bill Levernier (COBA), David Lowder (LIB), Santanu Majumdar (CLASS), Lisa Smith (LIB), Wayne Smith (REG), Robert Vogel (JPHCOPH), Rob Yarbrough (COSM)

Not present at the August 8th meeting were Greg Brock (COBA), Diana Cone (Provost), Jennie Dilworth (CHHS), Hemchand Gossai (CLASS), Renee Hotchkiss (JPHCOPH), John King (COBA), Aniruddha Mitra (CEIT), Connie Murphey (FIN AID), Marshall Ransom (COSM), Diana Sturges (CHHS), Chun Zhao (COSM)

### Appeals for August 8, 2013

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Academic Standards Committee met on August 14, 2013.

Present at the August 14th meeting were Debbie Allen (CHHS), Diana Cone (Provost), Susan Franks (COE), Lori Gwinett (LIB), Renee Hotchkiss (JPHCOPH), Katrina Jackson (LIB), Aniruddha Mitra (CEIT), Marshall Ransom (COSM), Wayne Smith (REG), Diana Sturges (CHHS), Robert Vogel (JPHCOPH),

Not present at the August 14th meeting were Yasar Bodur (COE), Greg Brock (COBA), John Brown (COBA), Michelle Cawthon (COSM), Jennie Dilworth (CHHS), Christine Draper (COE), Hemchand Gossai (CLASS), Christopher Kadlec (CEIT), John King (COBA), Bill Levernier (COBA), David Lowder (LIB), Santanu Majumdar (CLASS), Connie Murphey (FIN AID), Lisa Smith (LIB), Rob Yarbrough (COSM), Chun Zhao (COSM)

**Appeals for August 14, 2013**

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NCAA Faculty Athletic Representative Report to the Faculty Senate

Georgia Southern University

October, 2013

Submitted by

Chris Geyerman, NCAA Faculty Athletic Representative

Items to report:

First, the announcement for NCAA Ethnic Minority and Women’s Enhancement Postgraduate Scholarship for Careers in Athletics is below. Please send any potential applicants to Chris Geyerman, NCAA Faculty Athletic Representative.

**NCAA Ethnic Minority and Women's Enhancement Postgraduate Scholarship for Careers in Athletics**

This is to announce that applications are now being accepted for the 2014-15 Ethnic Minority and Women's Enhancement Postgraduate Scholarship. The scholarships are for ethnic minorities and women interested in pursuing an advanced degree in a sports-related field.

The NCAA awards 13 scholarships to ethnic minorities and 13 scholarships to women college graduates who will be entering their initial year of postgraduate studies. The one-time $7,500 scholarships are non-renewable grants awarded once per school year.

Awardees of the scholarship must be entering their initial year of postgraduate studies during the 2014-15 academic year and have been accepted into a sports administration or other program that will help the applicant obtain a career in intercollegiate athletics. Awardees must be a full-time student at all times while using the award.

The application deadline is Monday, December 16. Applicants can apply using the NCAA Program Hub submission system. For access to the online submission system, you may log onto [https://web1.ncaa.org/CRS/exec/login](https://web1.ncaa.org/CRS/exec/login).

Official transcript(s) must be uploaded into the system, not later than **December 16**, in order for the application to be considered.

Thank you for your support of the NCAA Ethnic Minority and Women's Enhancement
Scholarship. If you have any questions, please contact Lori Thomas at lthomas@ncaa.org or 317/917-6683.

Second, the call for NCAA postgraduate scholarship nominations is below. Please send any potential applicants to Chris Geyerman, NCAA Faculty Athletic Representative.

MEMORANDUM

September 17, 2013

TO: Faculty Athletics Representatives ]
    Directors of Athletics ] -- at NCAA Member Institutions.
    Senior Woman Administrators ]

FROM: Jacqueline Singh
    Director for the Office of Evaluation and Program Excellence.

SUBJECT: 2013-14 NCAA Postgraduate Scholarship Nominations.

This is to announce that nominations are now being accepted for the 2013-14 NCAA Postgraduate Scholarship program for fall sports. Nominations can be submitted via the Postgraduate Scholarship online submission system. For access to the online nomination system click the following link https://web1.ncaa.org/pgs/exec/appform.

The online nomination system is completely electronic and is linked to the NCAA national office. The Faculty Athletics Representative (FAR) or FAR designee initiating the nomination process must use the institution's organizational identification and password to log in to the online nomination system. The organizational identification and password are also used by institutions to submit their annual sports sponsorship requirements to the NCAA. Please contact your institution's director of athletics or compliance coordinator for the organizational identification and password if you do not have it.

Important dates for the 2013-14 NCAA Postgraduate Scholarship program are listed below.

Guidelines to determine qualified student-athletes to nominate and nomination instructions can be found at www.ncaa.org. (access requires member log-in and registration into NCAA Connect).

Minimum qualifications include:

• The student-athlete must have an overall undergraduate minimum cumulative grade-point
average of 3.200 on a 4.000 scale.

• The student-athlete must be in at least his or her final season of athletics eligibility for the sport they are nominated or will no longer be utilizing any remaining athletics eligibility.

• The student-athlete must have performed with distinction as a member of the varsity team in the sport in which the student-athlete is being nominated.

• The student-athlete must intend to continue academic work beyond the baccalaureate degree and enroll in a graduate degree program on a part- or full-time basis at an academically accredited graduate or degree-granting professional school.

An institution may nominate a total of five male and five female student-athletes each sports season. If your institution wishes to nominate more than five individuals per gender, please discuss your request with the NCAA Postgraduate Scholarship liaison.

The NCAA Postgraduate Scholarship program provides up to 174 scholarships to student-athletes at member institutions annually. Up to 58 scholarships per sport season will be awarded to student-athletes participating in fall, winter and spring sports, 29 for men and 29 for women. The NCAA Postgraduate Scholarship amount is $7,500. Each award recipient will receive a one-time award to be applied toward postgraduate study in an academically accredited graduate degree program.

Thank you for your support of the NCAA Postgraduate Scholarship program. If you have any questions, please contact me or Lori Thomas at 317-917-6683 or at lthomas@ncaa.org.

Please note the deadline time change below.

Important 2013-14 calendar dates include:

Fall sports nomination period opens: Monday, September 16
Fall sports nomination deadline: January 15, 2014, by 5 p.m. EST

Winter sports nomination period opens: January 30, 2014
Winter sports nomination deadline: March 31, 2014, by 5 p.m. EST

Spring sports nomination period opens: April 15, 2014
Spring sports nomination deadline: June 16, 2014, by 5 p.m. EST
Third, the call for NCAA Walter Byers and Jim McKay scholarship nominations is below. Please send any potential applicants to Chris Geyerman, NCAA Faculty Athletic Representative.

MEMORANDUM

TO: Faculty Athletics Representatives ]
    Directors of Athletics ]
    Senior Woman Administrators ] -- at NCAA Member Institutions.

FROM: Jacqueline Singh
    Director for the Office of Evaluation and Program Excellence.

SUBJECT: 2013-14 NCAA Walter Byers and Jim McKay Scholarship Nominations.

The nomination process for the distinguished 2013-14 NCAA Walter Byers and Jim McKay Scholarships is now open. Online nominations must be submitted not later than Wednesday, January 15, 2014, by 5 p.m. EST.

The Walter Byers Scholarship Program provides one male and one female student-athlete a $24,000 postgraduate scholarship in recognition of outstanding undergraduate achievement (minimum of 3.5 cumulative grade point average) and potential for success in postgraduate study in their chosen careers. The scholarship may be renewed for a second year.

The Jim McKay Scholarship Program provides for one male and one female student-athlete a $10,000 postgraduate scholarship in recognition of outstanding academic achievement (minimum of 3.5 cumulative grade point average) and potential to make a major contribution in the sports communications industry.

For access to the online nomination system click the following link https://web1.ncaa.org/CRS/exec/login

Should you have any questions regarding these two scholarship programs please contact Lori Thomas at 317-917-6683 or at lthomas@ncaa.org.
Fourth, the link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University:


Fifth, the link to the 2012-2013 Southern Conference Honor Roll is below.


Georgia Southern University Faculty Research Committee (2013-14)
September 4, 2013, 12 PM Veazey Hall 2002C
Minutes

I. The meeting was called to order by Ele Haynes at 12:05 PM

II. The agenda was approved as read

III. Minutes of the April 24, 2013 were approved as read by the returning members of the committee.

IV. Roll Call:

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<th>Member</th>
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<td>Li Li - CHHS</td>
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<td>Bob Fernekes - Library</td>
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<td>Jun Liu – COBA</td>
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<td>Shijun Zheng - COSM</td>
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<td>Janice Steirn - Senate Appointed</td>
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<td>Ele Haynes – VPRED</td>
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V. Welcome
A. Introduction of members - The committee members introduced themselves by giving their names, college represented, and experience with the Faculty Research Committee.

B. Election of Committee Chair – Two members of the committee indicated willingness to serve as committee chair. Dr. Fernekes and Dr. Li. Dr. Li deferred to Dr. Fernekes based upon his prior experience with this committee. The committee voted to elect Dr. Fernekes by consensus.

VI. SharePoint and Website Tour –

A. Ele gave the committee a brief tour of the existing web based committee work spaces. The FRC maintains SharePoint site for the fiscal year. The workspace is only accessible by current committee members. Committee members are able to upload, download and edit documents on the site.

B. Each committee member should have received an email invitation to view the site this week. Committee members who did not receive the email should contact Ele for access.

C. The website contains the guidelines for the competitions for this year. Committee members are responsible for making their colleges aware of the opportunities and become familiar with the guidelines now to accurately assist their colleagues in submission over the next few months.

http://inside.georgiasouthern.edu/vpr/research/frc/FRC2013-14/SitePages/Home.aspx

http://www.georgiasouthern.edu/research/orssp/pre-award_institutional_funding.html

VII. Committee Work

A. Award for Excellence in Research

i. 2 awards are given each fiscal/academic year. Awards are accompanied by a $4000 stipend paid in July. Recipients are required to participant and present in the Focus on Excellence Lecture series in the year following award. All recipients must be on GSU contract for the academic year following election.

1. Award winners for 2013-14 are Juan Luque, JPHCOPH and Bryant Smalley, CHHS.
2. Jacob Warren was elected as award recipient in 2013. He left GSU to take a position at Mercer. Per the current guidelines, the award recipient must be a faculty member during the service year. The 2012-13 committee elected to replace Dr. Warren with the runner up candidate, Dr. Luque in accordance with the guidelines established by prior committees.

3. Based upon the experience of the last committee usage, Dr. Shah suggested a revision to the existing rubric to expand the valuation scale. The expanded scale will allow for greater differentiation among top candidates in numeric scoring. Committee members reviewed the rubric and agreed by consensus to increase the scale by a factor of 3. The revised rubric has been posted to SharePoint and will be uploaded to the Internal Funding website.

ii. Deadlines

1. September 30, 2013 – Nominations submitted to ORSSP
   a. Three announcements have been sent through GSFAC to seek nominations. 2 nominations have been received to date. 2 additional advertisements are scheduled. One for September 4 and one for the week of September 23.
   b. College representatives should encourage their college to submit their nominations prior to the September 30 deadline.
2. November 15, 2013 – Application deadline
4. December 4, 2013 – Application Review Presentations (Held for completion of task)
5. March 1, 2014 – Nominations due to VPRED and Provost

B. Faculty Research Seed Internal Funding Award
   i. Program allows for up to $10,000 in budgeted requests
   ii. Projects funded under this program must describe the external funding opportunity to which the funded project is intended to lead.
   iii. Deadlines
       1. January 24, 2014 – Applications submitted to ORSSP
       2. May 1, 2014 – Award letters prepared for recipients
       3. July 1, 2014 – No pre-award spending in FY14

C. Faculty Research Scholarly Pursuit Internal Funding Award
   i. Program allows for up to $5,000 in budgeted requests
   ii. A specified product is required for this funding. (exhibit, publication, presentation, etc.)
   iii. The product is required before any requested stipend can be paid.
   iv. Deadlines
       1. January 24, 2014 – Applications submitted to Research Integrity
       2. May 1, 2014 – Award letters prepared for recipients
       3. July 1, 2014 – No pre-award spending in FY14

D. Publication Fund – Rolling Deadlines
   i. Guidelines – The publication fund contains $5000 for the fiscal year. The fund pays for page charges, image charges, open access fees, non-scientific editorial fees, application fees of less than $100 after publication acceptance.
   ii. The fund is paid on a first come basis. Department chairs are tasked with determining the scientific merit of the work and the journal stature.
   iii. The fund is historically sufficient to pay applicant requests through at least March of the fiscal year.

E. Sponsor Collaboration Support Program (Travel Fund)
   i. Guideline - The sponsor collaboration support travel fund was rolled under the funding for publications last year. The fund is intended to support faculty members who have opportunity to meet with potential funding officers and program officers of granting agencies to enhance external funding opportunities.
   ii. Applications to this fund are evaluated and approved by the VPRED office to allow for strategic access to agency officials and synergistic use of funding where possible.
   iii. This is the 3rd year the funding source has been available. To date, no one has requested access.

F. Grant Writing Workshop
   i. Grant Writing Workshop – The committee has sponsored 2 prior grant writing workshops. Both were well received and we have had a good return on investment on both.
      1. CUR- Small scale, individual attention – 2011-12 (5 grant proposal submissions from 12 participants; 1 funded)
      2. Stephen Russell- large scale – classroom presentation – 2012-13 (Positive participant responses, participants self-reported submission enhancement)
      3. TBD – 2013-14 – Committee members tasked with bringing potential workshop presentation sources to the committee.
   ii. Committee Assignment – options for workshop sources for a March/May presentation timeframe.

G. Limited Submission Funding
   i. Ad Hoc –
1. Committee members may, from time to time, be asked to read grant applications for programs where there is a limit on the number GSU faculty who may submit to the specified program. Assignments will be made based upon need, discipline and expertise. Turnaround on the evaluations will be short. This will not occur regularly.

H. Calendaring of meetings
   i. Fall Semester –
      1. Excellence orientation – Excellence review materials will be posted to the SharePoint site.
      2. The committee will meet face to face on November 20, 2013 at 12 Noon in Veazey Hall conference room 2002C. Members will be prepared to present their primary and secondary reviews of assigned excellence award applications.
      3. Committee members with specific issues related to meeting times or work assignments will email the chair for assistance.
      4. Committee members who have questions about the use of the SharePoint, review process or need additional orientation are invited to contact the committee chair or Ele for additional assistance.
   ii. Spring Semester – Committee members will provide their spring schedules of availability to the committee chair by the end of October to allow for scheduling of a standing meeting time for the spring semester.

VIII. Adjourn – 1:45 PM
Faculty Welfare Committee Meeting Minutes

September 18, 2013 at 11:15 am

Presiding:  Fred Smith

Members Present:  Terry Diamanduros, Xinfang Wang, Cynthia Frost, Evans Afriyie, Diana Cone, Marlo Rouse-Arnette

Fred Smith called the meeting to order and introduced Dr. Diane Cone from the Provost Office and Dr. Robert Costomiris who served as chair of the FWC last year and is currently the Faculty Senate Moderator for the 2013-2014 term. Dr. Costomiris came to today’s meeting to give the committee its charge for this year. There are two charges 1) draft a procedure for the periodic review of Deans and 2) continue the work of last year’s FWC on raising the level of recognition or compensation for service activities by faculty.

Dr. Costomiris reviewed the progress made by last year’s FWC committee on three items: 1). Periodic evaluation of department chairs; 2). Periodic evaluation of Deans; and 3). Recognition of service. The work on the periodic review of department chairs was completed last year but the other two items were not brought to fruition. Work that was done by the 2012-2013 committee on the Deans’ evaluation policy was based on the done for the department chairs’ evaluation. However, input from the Provost indicated that more work was needed and that the process would be more involved than the Committee initially envisioned. This year’s committee is charged with continued work on development of a policy for the periodic review of deans. Dr. Diane Cone reviewed the current process of evaluation of deans at the college level. The Committee’s discussion included inviting the Provost to a committee meeting for further input about structuring the evaluation and possible criteria to be addressed in an evaluation of deans and the Committee’s reviewing examples of deans’ reviews from other universities. The committee decided to invite the Provost to a future FWC meeting for further discussion of policy development of periodic evaluations of deans.

During the discussion of the work of last years’ FWC, the matter of the beginning point for the department chair review was raised. The policy for the reviews states that under normal circumstances they will take place when a chair has served five years, but it does not address when current chairs who have served for five years or more will be reviewed. A timeframe must be established for the evaluation of department chairs. Further discussion is needed on working out the details. Dr. Cone said she would bring this matter to the attention of the Provost.

Another topic of discussion was uncompensated service by faculty. Fred Smith reviewed last year’s motion that the 2013-2014 Faculty Welfare Committee would conduct a survey to determine expectations for teaching, scholarship and service as well as workload expectations. Discussion followed about the possibility of pursuing development of a survey and further work needed on this project. It
was determined that this would be the second priority of this year’s committee and that the Deans’
evaluation policy development would be the first priority for our committee.

Last year’s FWC discussed this matter over the course of several meetings over several months. In the
opinion of last year’s Committee, the current faculty of Georgia Southern spend considerable time and
energy on various activities which are not all traditional service but come closer to fitting into that
category than any other. Service has always been an expectation of faculty, but the amount and variety
of it have gone up over time. Some of today’s service is not voluntary and is assigned by administrators.
At the same time, the Committee thought that the perception of the value of service was at an all time
low. The goal of last year’s Committee was to raise awareness of the issue and identify ways to
compensate faculty for the current level of service expected. Describing the problem was not difficult,
but arriving at concrete solutions was elusive. The survey was to be the first step.

The meeting ended at 12:05pm.

Respectfully submitted,

Terry Diamanduros, Ph.D.
General Education and Core Committee - Overall Minutes:

August 28th 2013

8:00am

IT Building 3rd Floor

Present: Amy Ballagh, Helen Bland, Michelle Cawthorn, Diana Cone, Nicholas DeBonis, Teresa Flateby, Lucy Green, Ellen Hendrix, June Joyner, John O'Malley, David Shirley, Lisa Smith, Rebecca Ziegler

Absent: Elizabeth Edwards, Aniruddha Mitra, Edward Mondor, Dominique Quarles

Special Guest: Provost Bartels

- Jody Landgon
  - Welcome
  - Review charge and history

- Provost Bartels
  - discussed how General Education is on the calendar for Program Review
  - asked if all outcomes have been reviewed at this point
  - David discussed how each outcome has had, at some level, a form of review thus far

- Groups divided into their working sub-committees and then reconvened about 30 minutes later.

- Progress was reviewed from each sub-committee

- Discussed how GECC can approve the proposal for re-conceptualizing outcomes to view effective analysis of information, problem solving, and effective communication as being measured across the curriculum vs other outcomes that will be measured in the core.

- Policies and Procedures discussed how they will continue to work on language for the outcomes, and have them ready for vote for the next meeting

- Curriculum committee is going developing a plan to identifying measures for the core that are appropriately representative.

- Meeting adjourned
Meeting Minutes of the General Education and Core Curriculum Committee

September Meeting

9/25/13

Present: Ellen Hendrix, Diana Cone, Amy Ballagh, June Joyner, Aniruddha Mitra, Jody Langdon, Michelle Cawthorn, Rebecca Ziegler, Nick DeBonis, Linda Mullen, David Shirley

Absent: Gustavo Maldonado, Elizabeth Edwards, Ruth Whitworth, Lisa Smith, Helen Bland, Lucy Green, Ed Mondor, Evans Afriyie-Gywau, Teresa Flateby, Azell Francis

Old Business

David gave the group a brief update on the summer assessment retreat and related reports. All reports are due on October 1st, 2013.

For the Quality of Life outcome, multiple choice tests from Healthful Living and data from the NSSE were used as measures. From these items we should be able to make recommendations addressing competencies and targets for future assessments. The same can be said for Problem Solving and Upper Level writing. We are working hard on establishing competencies for upper level writing.

New Business

a. Outcome revision- majority of voting members

- Nick moved to vote on quality of life, seconded.
- Rationale: Want to recognize both HLTH 1520 and KINS physical activity classes.
- Discussion:
  - How to measure? Largely indirect
    - CLEC events, FYE series, etc. ~ percent of students who go
    - Fitness attendance
    - We could also talk to departments about internal
  - Questions about lifelong learning?
    - There are some indicators in the literature. Jody also found a course evaluation that measures lifelong learning.
    - could use exit surveys from programs
    - alumni surveys
    - volunteer transcripts
      - Rebecca suggested some sort of certificate to recognize students who complete this.
    - going to schools for STEM fairs
  - Does student engagement office offer any recognition? Not really.
● Amendment to reword outcome to “lifelong learning and wellness”.
  ○ Vote: unanimous approval
b. Outcome revision -Use of Technology and Effective Analysis of Information

● June moved to vote on revision of effective analysis of information and deletion of use of technology
● Rationale: difficult to assess use of technology and summer assessment group felt it was more indicative of information literacy.
● Discussion:
  ○ We have not found a good assessment for technology and its differences across disciplines.
  ○ Move to effective analysis outcome. Was wordsmithed a bit.
    ■ adding something about “appropriate discipline”
    ■ maybe add a clause about “applying appropriate technology to discipline”
      ● still remains difficult to measure
  ○ Effective analysis is throughout the curriculum, so we have to measure it at all levels
    ■ must be individual work, not group
    ■ measured in some programs already
    ■ something that we can do across all classes and students at the university
    ■ capstone classes
      ● included appropriate technology then leave it up to programs to measure?
    ■ “digital literacy” is not quite the same as technology but might work well instead
    ■ proposed to keep “use of technology” but change to digital literacy
      ● if it is this specific, this may change and keep analysis of information separate.
  ○ Faculty members do not want to eliminate assessing technology use. Motion was withdrawn.

Announcements

a. Be on the lookout for changes to the effective communication outcome in October.

b. Please send comments and supporting material to Jody about digital literacy with an accompanying measure.

c. If something comes up in senate, our senators on the committee can answer questions if they arise in the librarian’s report. Jody will be at the October meeting.

Breakout into Subcommittees

Meeting Adjourned at 9:15am
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – September 12, 2013

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Timothy Whelan, CLASS; Dr. Amanda King, COBA; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Li Li, CHHS; Dr. Camille Rogers, COBA; Dr. Hani Samawi, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Young Zhu, [Alternate] CEIT; Dr. Breyan Haizlip, [Alternate] COE; Mr. Emerson Christie, GSO Student Representative; Dr. Charles E. Patterson, VPRE/COGS; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. David Williams, CEIT; Dr. Juan Vargas, CEIT; Dr. Brian Koehler, COSM; Dr. Dan Calhoun, COE

Absent: Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Chris Kadlec, CEIT; Dr. Marc Mitchell, CLASS; Dr. Devon Jensen, COE; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER
Dr. Charles E. Patterson called the meeting to order on Thursday, September 12, 2013 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Rebecca Ziegler made a motion to approve the agenda as written. A second was made by Dr. Frank Goforth and the motion to approve the agenda was passed.

III. ELECTION OF GRADUATE COMMITTEE CHAIR
Dr. Patterson asked for volunteers or nominations for the election of the 2013-2014 Graduate Committee Chair. Dr. Deborah Allen and Dr. Bob Fernekes received nominations. After tallying the results of a ballot vote Dr. Fernekes was elected to serve as Chair for the 2013-2014 Graduate Committee meetings.

IV. APPROVAL OF 2013-2014 GRADUATE COMMITTEE MEETING SCHEDULE
Dr. Camille Rogers asked if the January meeting is actually the final date to get items into the 2014-2015 catalog. Mr. Wayne Smith said the Registrar’s Office is going to try to get items from all meeting into the catalog. Dr. Rogers made a motion to approve the 2013-2014 Graduate Committee meeting schedule. A second was made by Dr. Goforth and the motion to approve the schedule was passed. [After the meeting, Mr. Wayne Smith clarified that the Graduate Catalog will remain on a fall update schedule, but a spring update will be conducted only in cases where clarification was required to remain compliant with program information.]

V. DEAN’S UPDATE
Dr. Patterson provided an update on the following Information Items:

- The College of Graduate Studies has been meeting with the colleges individually for the annual COGS Program Directors’ fall meetings. The meetings have been very well attended and there have been good discussions about initiatives that COGS will be looking at and gaining insight from the colleges of what their primary initiatives are as the fall recruitment cycle approaches. Dr. Patterson further stated that COGS is discussing the colleges’ approach to goal-oriented enrollment management for graduate education. Dr. Patterson said he was pleased to report that most colleges have met their goals they established last year. He stated that as of today, graduate enrollment is up by 54 students overall. Dr. Patterson also stated that it is good to see support from all graduate stakeholders for the goal-oriented approach. COGS uses Blackboard Analytics to run reports and the data is pulled from Banner. Program Directors are encouraged to contact Mr. Tristam Aldridge if they need data to assist them in reaching new goals for fall 2014.

- Digital Commons is housing the new Electronic Thesis and Dissertation system. The system is live now and the Library has been very supportive and instrumental during this implementation. This system will allow COGS to create a more robust system for ETD submissions.
• International transcript evaluations are now being done in house by COGS. Dr. Patterson stated that this will speed up the process and save international applicants some money. Mr. Aldridge said his office still reserves the right to ask for WES if they are unable to arrive at a degree of equivalency with the resources they have to use.

• Dr. Patterson said he was very pleased to have Dr. Michio Kaku as the spring 2013 graduate commencement speaker. He is looking forward to engaging the Graduate Committee again this year to identify nominees and make a decision on a speaker for the spring 2014 ceremony. Mrs. Audie Graham will send a call for nominations out to the committee in the coming weeks.

• In the past COGS has done a face-to-face graduate orientation. The orientation is now online and this fall it has already received more than 600 views. COGS will continue to modify the orientation as needed. Dr. Patterson asked everyone to let COGS know if their students provide feedback and if they need to incorporate additional material.

• The online graduate assistant hiring process is also live. Students who are seeking assistantships and departments making decisions on assistantship appointments may utilize this online system. Contact Mrs. Marla Bruner in COGS if you have any questions regarding this process.

• The Office of Graduate Admissions in COGS has been very active in implementing the new AY Hobsons graduate application. COGS will be conducting training sessions from the user prospective before they go for a full launch. Mr. Aldridge said they are proceeding on schedule. Pilots are being done in the fall and they hope to migrate all of the programs at the beginning of spring.

• Emerson Christie was introduced as the representative of the Graduate Student Organization.

Dr. Ziegler asked if the COGS meetings with the colleges are open. She said there might be some benefit from the Library if the liaisons attend. Mrs. Graham will share college meeting dates with Dr. Ziegler.

VI. NEW BUSINESS

A. Comprehensive Program Review

Ms. Candace Griffith stated the Graduate Committee is responsible for reviewing program reviews at a university level. She reported that programs are currently in the process of conducting their individual program reviews. She said the Provost Office will receive the reviews around March 1, 2014 and she will forward the documents electronically to Dr. Fernekes and at Dr. Fernekes’ request also distribute to the reviewing sub-committee (TBD). Ms. Griffith distributed a packet of information that the committee could use for the comprehensive program reviews (CPR). The packet (attachment) included guidelines for the CPR, CPR rubric, Board of Regents (BOR) guidelines, BOR rubric, and some feedback the USG provided to Kennesaw State University. This year there will be 27 graduate programs to review. The intent is for the Graduate Committee to vote on the completed rubrics and review reports at the April 2014 meeting. In addition to being appended to the minutes of the April 2014 meeting. The committee will send completed rubrics and review reports to Ms. Griffith and she will draft a cover memo to the Provost and include the committee’s CPRs. Contact Ms. Griffith if you would like to receive training on the CPR process and the Provost Office will arrange something.

Dr. Patterson asked if the Provost Office will be contacting the programs who will have to submit CPRs. Ms. Griffith said yes, the Provost will take lead on collecting reviews from colleges.

Dr. Fernekes said the Graduate Committee will develop subcommittees for the CPRs by the February meeting, and the committee members will be given the opportunity to volunteer on which subcommittee they would like to serve on. Dr. Fernekes said he will ask the Provost Office to forward each program review to him and to the reviewing sub-committee (TBD) as soon as they arrive in their office, instead of waiting and sending them all at one time. This will allow the subcommittees to begin working on the CPRs as soon as possible. Dr. Fernekes told the committee members to let him know if they would like CPR training and he will assist in coordinating a session with the appropriate people.

Dr. Linderholm asked Ms. Griffith if she or a Provost Representative would be willing to attend the College of Education CPR orientation meeting as a resource if questions arise. Ms. Griffith said she would attend and that she will also ask Dr. Jean Bartels and Dr. Diana Cone if either of them would like to attend.

B. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.
Course Revisions
EDLD 7533 - Mobilizing Communities
➢ Catalog Description
JUSTIFICATION:
The catalog description is being updated to use the term "stakeholders" rather than "publics" in two places in the description. The updated term is used now by the education community.

EDLD 8434 - The Community College
➢ Prerequisites
JUSTIFICATION:
The prerequisite is being removed since admission to the doctoral program is no longer required. Master's level students may take this course since it was approved by Graduate Committee on 11/11/2010 as a "specialized content course" option on the program of study for the M.Ed. in Higher Education Administration.

Proposed New, Revised, or Deleted Programs
Master of Arts in Teaching
JUSTIFICATION:
The course sequence is being changed to reflect a more accurate progression of the knowledge and skills in the program.

M.Ed. in Higher Education
JUSTIFICATION:
A student questioned why her diploma listed only "M.Ed. in Higher Education" and did not include the word "Administration" as shown in the Catalog and on recruitment materials. After investigation, COE has confirmed that "Higher Education Administration" is actually a track under the degree/major: M.Ed. in Higher Education. The "Higher Education Administration" track was added in 1998, and each of the two tracks at that time had a separate page in the Catalog (without any mention that they were in fact tracks and not separate majors). In 2000, the "Student Services" track was deleted leaving only the "Higher Education Administration" track. The way the Catalog currently presents this track, it is easy to see why a person would assume it is the major. To avoid any confusion in the future, we are requesting that the name of the major be changed from "Higher Education" to "Higher Education Administration."

Ed.S. in Educational Leadership
JUSTIFICATION:
The Ed.S. in Educational Leadership program is a cohort-based program and all courses must be taken in a prescribed sequence. Currently, student cohorts are admitted to the program only in fall semester. This proposal is to remove the admission semester information from the program's Graduate Catalog page, since any change in admission dates is coordinated between the program and the Graduate Admissions Office. Admission dates are not normally listed on a catalog program of study page. Admission dates will be provided to prospective candidates in the program's recruitment materials.

Dr. Dick Diebolt asked if the wording “democracy-center” in the catalog description in course EDLD 7533 should be “democracy-centered”. Dr. Linderholm said the word should be “centered” and that they would make the revision.

Dr. Diebolt asked if it is necessary for non-degree students to have to complete a transcript evaluation with the College of Education before being admitted as a degree seeking student in the MAT in Teaching program. He was referring to item 2 in the admission requirements. Dr. Linderholm said they have a certification officer in their college who does this process for all MAT concentrations and it is required by the PSC.

Dr. Diebolt referred to item 6 in the admission requirements for the MAT in Teaching program and asked if the minimum scores are published somewhere that would state the acceptable SAT, ACT, or GRE scores that students could submit to replace the passing score of the GACE Basic Skills Assessment. Dr. Linderholm said she thinks this item will be changing soon because their college is not going to be allowed to have this exemption and everyone may be required to take the GACE.
Dr. Patterson asked if a new program code would have to be created when the M.Ed. in Higher Education program name is changed to M.Ed. in Higher Education Administration, so that it will not affect past students. There was a discussion of how this name change was already made in the catalog and that students have had the expectation that “Administration” would be included on their degree. Mr. Wayne Smith said he would have to check on this and follow up with Dr. Linderholm. Ms. Griffith stated this name change would require administrative USG notification and approval, SACS notification and the BOR will review the curriculum. Following the meeting Mr. Smith sent an email explaining that “if the change was made effective fall 2014 to Higher Education Administration, students will graduate with a major in Higher Education Administration beginning fall 2014. Students who graduated or will graduate before fall 2014 will have graduated with a major of Higher Education”.

Dr. Patterson asked for clarification of what the college is requesting for the Ed.S in Educational Leadership program. Dr. Linderholm said they would like to clean up the language about admission in the catalog. Mr. Aldridge said he is aware that Educational Leadership only accepts in the fall.

MOTION: Dr. Rogers made a motion to approve the agenda items submitted by the College of Education, with the understanding that the minor revision be made to the EDLD 7533 catalog description. A second was made by Dr. Amanda King. The motion to approve the Course Revisions and Revised Programs was passed.

Revised EDLD 7533 Course Revision form is below.

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**Course Revision Form**

**To:** Graduate Committee (GC)  
**Date Submitted:** 08/20/13  
**UGC/GC Meeting Date:** 09/12/13  
**Proposed Effective Term:** 201408  
**Classification of Instructional Program (CIP) Code:** 130401

**Georgia Southern University**

**College Code:** 14 - COE  
**Department Code:** 1406  
**Department:** LTHD

1. **Current Course:** Subject: EDLD  
   **Number:** 7533  
   **Full Course Title:** Mobilizing Communities

2. **Course Change:**  
   - Catalog Description  
   - Drop-down  
   - Drop-down  
   - Drop-down  
   - Drop-down

3. **Is this course cross-listed with other courses?** No  
   If Yes, please list the cross-listed course(s) below.  
   - Subject:___  
   - Number:___  
   - Subject:___  
   - Number:___  
   - Subject:___  
   - Number:___  
   If yes, a **Course Revision Form** must be submitted for each cross-listed course.

4. **If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses?** Drop-down  
   (You may skip this question only if Subject or Number was not selected from question #2)  
   If Yes, please list the other course(s) below.  
   - Subject:___  
   - Number:___  
   - Subject:___  
   - Number:___  
   - Subject:___  
   - Number:___  
   - Subject:___  
   - Number:___  
   If yes, a **Course Revision Form** must be submitted for each course listed above.

5. **Does this course revision require a program revision?** No  
   If yes, a **Proposed New, Revised, or Deleted Program Form** must be submitted for each program on which the course is listed.

6. **Does this course revision 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.

Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.

7. Revised Course: Subject: _____ Number: _____
   Full Course Title: 
   Abbreviated Course Title (max 30 characters): 
   (Only abbreviate if Full Course Title is MORE than 30 characters)

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8. Credit Hours: — — Drop-Down —
   Billing Hours: — — Drop-Down —
   Lecture/Seminar Contact Hours: — — 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: — — Drop-Down —
   Ratio of Contact Hours to Credit Hours: — : — — : —

9. Repeatable for Credit: Drop-down
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)

10. Additional Fees: Drop-down If yes, amount: _____

11. Level: Drop-down Drop-down Drop-down

Course Revision-Page Two

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

13. Schedule Type: Drop-down Drop-down Drop-down
    (Default)
    *Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *

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*Are prerequisites to be enforced at Registration? Drop-down*
COURSE CO-REQUISITE(S)

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Additional co-requisite(s):

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

CURRENT

CATALOG DESCRIPTION

This course is designed to provide the beginning administrator with the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various publics. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-center school leader to provide means of access to the school’s systems. Interacting with internal and external publics as a key role in school leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles Relationship Development and ELCC Standards.

PROPOSED

CATALOG DESCRIPTION

This course is designed to provide the beginning administrator with the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various stakeholders. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-centered school leader to provide means of access to the school’s systems. Interacting with internal and external stakeholders as a key role in school leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles Relationship Development and ELCC Standards.

REMARDS

And JUSTIFICATION: (Short summary)

The catalog description is being updated to use the term "stakeholders" rather than "publics" in two places in the description. The updated term is used now by the education community. Also, “democracy-centered” is corrected by adding “ed” on the third line.

C. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Geology & Geography

Course Revision(s)

GEOL 5140G - Vertebrate Paleontology

Prerequisite(s)

JUSTIFICATION:

After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber Introduction to the Earth as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia "Common Core" numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

GEOL 5141G – Paleontology

Prerequisite(s)

JUSTIFICATION:

After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber Introduction to the Earth as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia "Common Core" numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

GEOL 5231G - General Oceanography

Prerequisite(s)
JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber Introduction to the Earth as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia "Common Core" numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

GEOL 5431G - Coastal Geology
- Prerequisite(s)

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber Introduction to the Earth as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia "Common Core" numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

GEOL 5530G – Geomorphology
- Prerequisite(s)

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber Introduction to the Earth as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia "Common Core" numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

Mathematics
Course Revision(s)
MATH 5436G – Introduction to Fractals
- Prerequisite(s)

JUSTIFICATION:
The prerequisite of Intermediate Linear Algebra (MATH 5335) is being changed to Analysis I (MATH 5331) because it was determined the content in Analysis I is more appropriate as preparation for this course. Consequently, the prerequisite courses Calculus III (MATH 2243) and Mathematical Structures (MATH 2332) are being removed as they are already prerequisites for Analysis I (MATH 5331).

Dr. Diebolt asked who checks the pre-requisites. Dr. Koehler said he usually does and they do have the function turned on in WINGS.

Dr. Diebolt stated the proposed course prerequisites for GEOL 5231G should be listed as 5230 and 5230G. Dr. Koehler agreed and said he would make the revision.

MOTION: Dr. King made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that the revised GEOL 5231G Course Revision form be submitted to correct the prerequisite change. A second was made by Dr. Allen. The motion to approve the Course Revisions was passed.

Revised GEOL 5231G Course Revision form is below.
Georgia Southern University

Course Revision Form

To:  Graduate Committee (GC)  (Date Format: mm/dd/yy)  UGC/GC Meeting Date: 09/12/13

UGC/GC Meeting Date: 05/22/13

Graduate Committee (GC)  (Date Format: mm/dd/yy)  Date Submitted: 05/22/13

Term Format: 201108  Proposed Effective Term: 201308

(CIP Code Format: 123456)  Classification of Instructional Program (CIP) Code: _____

College Code: 15 - COSM  Department Code: 1512  Department: Geology and Geography

1. Current Course: Subject: GEOL  Number: 5231G
   Full Course Title: General Oceanography

2. Course Change:
   Prerequisite(s) Drop-down
   Drop-down
   Drop-down
   Drop-down
   Drop-down

3. Is this course cross-listed with other courses?  No
   If Yes, please list the cross-listed course(s) below.
   Subject:  Number:  Subject:  Number:
   Subject:  Number:  Subject:  Number:
   If yes, a Course Revision Form must be submitted for each cross-listed course.

4. If Subject or Number was selected from item #2, is the current course listed as a prerequisite or co-requisite for other courses?  No (You may skip this question only if Subject or Number was not selected from question #2)
   If Yes, please list the other course(s) below.
   Subject:  Number:  Subject:  Number:  Subject:  Number:  Subject:  Number:
   If yes, a Course Revision Form must be submitted for each course listed above.

5. Does this course revision require a program revision?  No
   If yes, a Proposed New, Revised, or Deleted Program Form must be submitted for each program on which the course is listed.

6. Does this course revision 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.

     Complete the appropriate areas in the remainder of this form based on your selection(s) in item #2.

7. Revised Course: Subject:  Number:  
   Full Course Title:  
   Abbreviated Course Title (max 30 characters):  
   (Only abbreviate if Full Course Title is MORE than 30 characters)

8. 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:  
   Total Contact Hours:  
   Ratio of Contact Hours to Credit Hours:  :  
   :  

9. Repeatable for Credit:  Drop-down
   ("Yes" can count more than once toward graduation. "No" will only count once toward graduation.)
10. **Additional Fees:** Drop-down If yes, amount: 

11. **Level:** Drop-down Drop-down Drop-down

Course Revision - Page Two

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

13. **Schedule Type:** Drop-down Drop-down Drop-down Drop-down 
   *(Default)*

   *Schedule Type must match Lecture, Lab, or Other Hour Type (# 8) *

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| PROPOSED CATALOG DESCRIPTION |  |  |  |  |
VII. OLD BUSINESS - There was no old business to discuss.

VIII. ANNOUNCEMENTS

Dr. Patterson made an announcement regarding the STEM events. Career Services STEM Fair is taking place today. He said the i2Research event will be held in the Williams Center tomorrow. He explained this will be an opportunity for faculty to come together in the STEM fields and have collaborative communication about their research agendas. This is an RSVP event and will be capped at 160-180 people. The i2Explore event is a community wide event that will be held on Saturday, September 14th. The community will be able to come to Georgia Southern and engage in exploration stations demonstrated by faculty and students. He encouraged everyone to attend and to spread the word.

Dr. Allen asked Dr. Patterson if COGS has set a date for the Research Symposium. Dr. Patterson said the date is not final yet, but it normally takes place in March. Dr. Allen said last year she had students that wanted to present but they did not know in enough time. She said her students have to request off three months in advance, so if COGS can come up with a date soon they may get more participation. Dr. Patterson said they are looking at having a speaker and they are trying to time the event when the speaker can come on campus.

Dr. Linderholm said on Friday, September 27th, there will be a Qualitative Lecture Series and Workshop held in CT2, in the Henderson Library. This event has been organized by faculty in the COE, CHHS and CLASS, and JPHCOPH. Contact Dr. Linderholm if you have questions about the event.

Mr. Christie stated the Graduate Student Professional Development Fund grant submission deadlines for fall are September 15th and November 15th at 5 pm. He said the Graduate Student Organization will host a presentation on October 23rd from 3-4 pm where they will discuss what they are looking for in the grant submissions.

Dr. Breyan Haizlip said there is a call for proposals out for the National Youth-At-Risk Conference and the Cross-Cultural Conference. She asked the committee to encourage their students to apply as well as any faculty who would be interested in the poster and presentation sessions for these conferences.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 12, 2013 at 9:45 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved September 30, 2013 by electronic vote of Committee Members

Comprehensive Program Review Packet discussed by Ms. Griffith is below.
Handouts Undergraduate/Graduate Committee
2013-2014 Comprehensive Program Review

1. Schedule of academic programs due review during 2013-2014
2. Georgia Southern University Guidelines for Comprehensive Program Review
3. Georgia Southern University Comprehensive Program Review Rubric
4. Board of Regents Comprehensive Academic Program Review Policy
5. University System of Georgia Rubric for Analysis of CPR Process
6. University System of Georgia Feedback on Kennesaw State University's CPR Processes
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).

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**Total Undergraduate Programs** 8

**Total Graduate Programs** 27

**Total** 35

Revised 5/29/13
Guidelines for Comprehensive Program Review

**Purpose**

At Georgia Southern University, comprehensive program review is intended to facilitate a thoughtful and thorough review of the academic degree program by its faculty and relies upon analysis of data to determine how the quality of a program can be improved. While each academic program is formally reviewed on a seven-year cycle, programs should be conducting an annual, ongoing program self-assessment process. The value of the annual process is the opportunity afforded to a program for a continuous review of its efforts to improve the overall programmatic quality.

**Self-Study Review Process**

1. Program faculty, in consultation with the department chair, complete a self-study for each degree/major (e.g., the BA with a major in Political Science is one self-study; the BS with a major in Political Science is a second self-study), noting in their overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

2. The completed self-study is forwarded to the department faculty and chair for approval.

3. When approved at the department level, the department chair forwards the self-study along with a one-page summary memorandum to the college committee and dean for approval. The chair’s summary memorandum includes an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

4. When approved at the college level, the dean forwards the self-study along with the department chair’s comments and the dean’s one-page summary memorandum to the Provost’s Office by March 1st. The dean’s summary memorandum includes an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

5. The Provost’s Office forwards the entire packet to the chair of the Undergraduate Committee or the Graduate Committee as appropriate. Each of these committees will provide a formal response to the program, indicating whether the program falls below expectations, meets expectations, or exceeds expectations. These committees will also provide a report to the Faculty Senate.

**Self-Study Report**

The self-study report is organized into two sections. Section one is an executive summary, which answers five key questions.

**Section One: General Description of Program**

- What is the program striving to accomplish?
- How well does it meet its goals?
- What are the strengths and weaknesses of the program?
- How has the program improved since the last review cycle?
- What has the program identified as the strategic areas of focus as a result of the self-study?
Section two is a narrative based upon data provided to the program as well as other data the program may have which addresses the following questions. The entire report should be 5-10 pages. Please attach all data in an Appendix.

Section Two: Questions for Consideration

Program Goals and Outcomes
- How are the program’s goals and outcomes assessed?
- What has analysis of the data on the program’s goals and outcomes yielded? What are the findings of the assessments?
- What changes have been implemented to improve the program’s goals and outcomes?

Curriculum
- How is the program’s curriculum characterized?
- How is the curriculum sequenced to support attainment of the student learning outcomes?
- What are the current trends in the discipline and field? How are the trends reflected in the curriculum?
- What changes have been made in the curriculum since the last self-study?

Students
- What is the quality of the students in the program? How is this measured?
- What are the programs efforts and successes in retaining and graduating students?
- How can the program improve its efforts?
- How would you describe the diversity of the students enrolled in the program? How does this description compare to the students enrolled in the program at the time of the last self-study?
- What does the program do to recruit and retain a diverse student population?

Faculty Teaching, Scholarship/Creative Activities, and Service
- How are the three areas evaluated?
- What is the quality of teaching, scholarship/creative activities, and service in the program?
- How has the quality of teaching, scholarship/creative activities, and service been improved?

Faculty and Staff
- How would you describe the diversity of the faculty and staff? How does this description compare to the description of faculty and staff at the time of the last self-study?
- What does the program do to recruit and retain a diverse faculty and staff?

Professional Development
- How has engagement in professional development activities enhanced the program?

Resources
- How may faculty resources be enhanced to support the program’s goals and outcomes?
- How may staff resources be enhanced to support the program’s goals and outcomes?
- How are the current budgetary resources utilized to meet the program’s goals and objectives?
- What other revenue streams have been pursued to support the program’s goals and objectives? What additional funding has been generated to support the program?
- How are decisions made to allocate the current resources?
- How may budget resources be enhanced to support the program’s goals and objectives?

Accreditation or External Review* Note: The most recent program accreditation report may substitute for the external review.
*The external review of the self-study may be conducted in one of two ways:
1. The unit recommends the names of three reviewers external to the University to the dean. The dean submits the self-study to one of the names for review.
Appendices: Information Considered in the Program Review

The following data facilitate the program review. Programs are asked to review these data carefully and use them to inform their analysis of the program. Please be sure to indicate in the narrative where discrepancies or disagreements with the data exist so that these may be addressed. Programs are welcome to include other departmental data as relevant to the review.

- A crosswalk of the program’s goals and outcomes, where these outcomes are addressed in the curriculum, and their relationship/alignment to the departmental, college, and University missions. [Data Source: Department]

- Course Data by Degree Program/Major [Data Source: Office of Strategic Research and Analysis]

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2. The unit recommends the names of five reviewers external to the department, but from within the college and university to the dean. The dean submits the self-study to two of the names for review—one within the college and one outside of the college.

The external reviewers return their comments to the dean who then incorporates them into his or her cover letter for the program.
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- Total number of student credit hours per semester for each of the previous three academic years.
- Total number of student credit hours for major courses per semester for each of the previous three academic years.
- Total number of student credit hours for service courses per semester for each of the previous three academic years.

- Perceived Quality of the Curriculum [Data Source: Department]
  - Summary of Student Ratings of Instruction for the past five academic years.
  - Program accreditation, if applicable.
  - External reviewers’ comments.
  - Comparison of the program to other similar programs outside of Georgia (e.g., top 10 programs and how Georgia Southern’s program compares).

- Student Demographical Information by Total Enrollment, Part-time Enrollment, Full-time Enrollment, Race, Ethnicity, Age, and Gender [Data Source: http://em.georgiasouthern.edu/osra/student-enrollment-data/cpr/]

- Student Retention and Graduation Data for the Program and the University
  - Retention rate for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-ret/]
  - Graduation rate for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-deg/]
  - Number of graduates for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-deg/]
  - Number seeking certification, licensing, etc. for the previous three academic years. [Data Source: Department]
  - Pass rate for certifications, licenses, etc. for the previous three academic years. [Data Source: Department]
  - Number of students pursuing graduate studies (if applicable) for the previous three academic years. [Data Source: Department]
  - Number of students pursuing employment for the previous three academic years. [Data Source: Department]
  - Types of employment sought for the previous three academic years. [Data Source: Department]
Georgia Southern University

- Affiliated Degree Program Staff Demographical Information by Race, Ethnicity, Gender, and Employment Classification [Data Source: Department]

- Affiliated Degree Program Faculty Demographical Information by Race, Ethnicity, and Gender and by Rank, Tenure-Status, Terminal Degree, Relevant Certifications and Gender [Data Source: Department]

<table>
<thead>
<tr>
<th>For 2012-2013 AYR</th>
<th>List each course taught in the major</th>
<th>Identify faculty member teaching course (name)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Amount and Source of External Funding Awarded to Support Teaching, Scholarship/Creative Activities, and Service [Data Source: Department]

- Number, Types, and Quality of Other Scholarship/Creative Activities (e.g., publications, presentations) [Data Source: Department]

- Number and Source of Faculty Awards for Teaching Excellence, Scholarly Excellence, and Excellence in Service [Data Source: Department]

- Number and Percentage of Faculty and Staff Engaged in Professional Development by Activity [Data Source: Department]

- Student/Faculty Ratios [Data Source: Office of Strategic Research and Analysis]
  - For the previous three academic years
  - Per student credit hour

- Staff/Faculty FTE [Data Source: Office of Strategic Research and Analysis]

- Support Resources [Data Source: Department]
  - Library resources available to the program
  - Technological resources available to the program
  - Facilities available to the program

**Definitions**

*Falls Below Expectations* — assessment of the academic program reveals that it is not consistently achieving its overall objectives.

*Meets Expectations* — assessment of the academic program reveals that it is accomplishing its overall objectives.

*Exceed Expectations* — assessment of the academic program reveals that it is accomplishing its overall objectives and going beyond these objectives.
# Comprehensive Program Review Rubric

**Degree/Major (Program)**

**Date of Review**

**Review Committee**

- Undergraduate Committee
- Graduate Committee

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Executive Summary (Section 1)      | • Provides an informative description of the general scope and purpose of the program, including the catalog description.  
  • Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims.  
  • Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims.  
  • Demonstrates how and why the program has improved since the last review, citing specific evidence.  
  • Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2). | • Provides an informative description of what the program seeks to accomplish.  
  • Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims.  
  • Generally delineates program strengths and weaknesses, citing evidence.  
  • Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review.  
  • Identifies strategies for improvement based on the results of the self-study (Section 2). | • Description of program lacks detail.  
  • Evaluation of program goals does not reflect the evidence provided.  
  • Vaguely delineates program strengths and weaknesses.  
  • States that the program has improved since the last review but offers little, if any, evidence.  
  • Areas of strategic focus are not connected or only vaguely connected to self-study results. |       |
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Program Goals and Outcomes** | • Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework.  
• Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals.  
• Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals.  
• Provides a detailed analysis of program assessment results, citing specific assessment data to support claims.  
• Identifies specific programmatic improvements implemented based on assessment results. | • Provides a list of program goals that are generally aligned with mission statement or conceptual framework.  
• Outcomes support student learning and stated program goals but lack one or more SMART qualities.  
• Describes a process used or planned for program evaluation (assessment plan) that reflects program goals.  
• Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims.  
• Identifies general improvements implemented or specific programmatic changes planned based on assessment results. | • Program goals are not aligned with mission statement or conceptual framework.  
• Stated outcomes do not meet SMART criteria.  
• No strategic process for program evaluation is identified, or planned process does not reflect program goals.  
• Analysis of assessment results or discussion of anticipated results is vague or unsupported.  
• Changes made or planned are not addressed or do not reflect assessment results. |       |
| **Curriculum**     | • Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement.  
• Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends.  
• Identifies curriculum improvements implemented based on findings from previous program review. | • Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement.  
• Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum.  
• Identifies curriculum changes made or planned as a result of previous or current program review. | • Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes.  
• Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear.  
• Fails to identify curriculum changes made or planned as a result of previous or current program review. |       |
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Students      | - Describes how the quality of students is measured in terms of academic achievement and documents how student quality has changed over time.  
  - Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts.  
  - Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends.  
  - Cites evidence to demonstrate how student diversity has changed since last review.  
  - Describes the results of past/present efforts to recruit and retain a diverse student population. | - Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality.  
  - Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement.  
  - Describes diversity of students in program, citing evidence.  
  - Describes how student diversity has changed over time, citing evidence.  
  - Identifies past/present program efforts to recruit and retain a diverse student population. | - The process for evaluating student quality is unclear or unlikely to yield useful student data.  
  - Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed.  
  - Diversity of students is not clearly described or unsupported by data.  
  - Changes in student diversity are not addressed or not supported by evidence.  
  - Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. |
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Faculty Teaching, Scholarship/Creative Activities, and Service** | • Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program’s mission, goals, and outcomes.  
• Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body.  
• Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program’s mission, goals, and outcomes. | • Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals.  
• Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas.  
• Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. | • Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals.  
• Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program.  
• Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. | |
| **Faculty and Staff** | • Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity.  
• Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study.  
• Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. | • Documents the diversity of the faculty and staff by race, gender, and tenure status.  
• Documents how faculty and staff diversity has changed over time, citing evidence.  
• Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. | • Diversity of faculty is unclear or unsupported.  
• Fails to document how faculty and staff diversity has changed over time.  
• Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. | |
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
<td>• Provides a detailed description of how the engagement of faculty in professional development has advanced the program’s mission, goals, and outcomes, citing evidence to support the claim.</td>
<td>• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.</td>
<td>• Professional development activities are not clearly described, or professional development activities are not related to program goals.</td>
</tr>
<tr>
<td><strong>Resources (Faculty, Staff, Budget, Library, Technology, Facilities)</strong></td>
<td>• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims.</td>
<td>• Explains how faculty and staff resources may be enhanced to support program goals and outcomes.</td>
<td>• Does not describe how faculty and staff resources may be used to support program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes.</td>
<td>• Documents how current budgetary resources are utilized to meet program goals and outcomes.</td>
<td>• Description of current budgetary resources is vague and/or does not reflect program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated, documenting how these revenues support the program’s goals and outcomes.</td>
<td>• Identifies other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated.</td>
<td>• Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has been generated</td>
</tr>
<tr>
<td></td>
<td>• Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes.</td>
<td>• Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes.</td>
<td>• Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Explains strategies for using budget resources to enhance program goals/outcomes in the future.</td>
<td>• Explains strategies for using budget resources to enhance program goals/outcomes in the future.</td>
<td>• Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.</td>
</tr>
</tbody>
</table>
## Area of Focus

<table>
<thead>
<tr>
<th>Accreditation or External Review</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The external review includes the department chair’s and the dean’s <strong>one-page</strong> summary memorandum.</td>
<td>• The external review includes the department chair’s and the dean’s summary memorandum.</td>
<td>• External review was not submitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Both the department chair’s and the dean’s summary memorandum include an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.</td>
<td>• Both the department chair’s and the dean’s summary memorandum include an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Both the department chair’s and the dean’s overall assessment of the program is <strong>clearly aligned</strong> with the evidence provided in the self-study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appendix

| Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review. | Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study. | Fails to attach copies of all data referenced in the self-study. |

### Comments:

- Exceeds Expectations
- Meets Expectations
- Below Expectations
3.6.3 Comprehensive Academic Program Review

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution’s strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination (BoR Minutes, April 2010).

Except for programs requiring a formal accreditation review, an institution’s cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. Newly approved programs should automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the System Office. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years. Institutions must also review General Education every five (5) years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs (BoR Minutes, April 2010).

Each USG institution shall provide a web link outlining institutional comprehensive program review procedures and shall post program review results on a password protected institutional web site, which shall include the institutional review cycle and a summary of current institutional reviews (BoR Minutes, April 2010).

Academic Affairs staff will perform periodic analyses on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information (BoR Minutes, April 2010).

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Appendix 4: USG Rubric for Analysis of CPR Processes

Regents Administrative Committee on Effectiveness and Accreditation
Rubric for USG CPR Analysis: Page 1 of 4

<table>
<thead>
<tr>
<th>Character of Institutional Process</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of CPR Focus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of broad-based review and input</td>
<td>Incomplete evidence that process is broad-based and systematic. Limited or incomplete input and feedback from relevant institutional entities. Little provision for external review of program where such review is appropriate.</td>
<td>Process shows incorporation of broad-based institutional collaboration as well as external review where appropriate. Appropriate input and feedback from relevant institutional entities.</td>
<td>Excessive demonstration of broad-based, systematic, ongoing involvement of faculty and staff Process shows multiple levels of review, feedback, and response.</td>
</tr>
<tr>
<td>Process is balanced and comprehensive.</td>
<td>Process prescribed addresses most, but not all, key benchmarks of performance. Consideration of Productivity, Quality, and Viability is ambiguous or incomplete.</td>
<td>Productivity, Quality, and Viability are generally in evidence as themes.</td>
<td>Productivity, Quality and Viability are comprehensively addressed.</td>
</tr>
<tr>
<td>CPR is a meaningful process on campus</td>
<td>While cycles of review include some programs, including General Education, insufficient evidence exists to demonstrate full participation and engagement.</td>
<td>Cycle of review includes most programs, including General Education. Evidence that programs are participating.</td>
<td>Cycle for review covers all programs including General Education. Strong evidence that all programs are participating and are fully engaged.</td>
</tr>
<tr>
<td>Distribution of reports</td>
<td>Website for posting CPR documents is in progress.</td>
<td>Website exists for posting CPR documents. System office and peer reviewers can access website.</td>
<td>Website for posting CPR documents is clear, comprehensive, and accessible to both internal users and peer reviewers.</td>
</tr>
</tbody>
</table>

*Note: The 3 categories are for illustrative purposes only. USG will not rate an institutions’ CPR process as “emerging, established or exemplary.”*
<table>
<thead>
<tr>
<th>Goal Driven</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis is contextual</strong></td>
<td>CPR reports make minimal reference to earlier reviews and inadequately discuss implementation and impact of changes proposed in earlier cycles.</td>
<td>CPR reports include references to earlier cycles of review. Continuity exists between recommendations from earlier cycles and present use of results.</td>
<td>CPR reports make reference to earlier reviews and discuss implementation and impact of recommendations from earlier cycles. Strong demonstration of continuity between past and present CPRs.</td>
</tr>
<tr>
<td><strong>Goals are formed and outcomes are measurable.</strong></td>
<td>Programs do not clearly specify quality related outcomes, including student learning outcomes. Programs do not clearly specify productivity related outcomes. Programs do not clearly specify viability related outcomes.</td>
<td>Programs specify clear quality related outcomes, including student learning outcomes, productivity related outcomes, and viability related outcomes.</td>
<td>All programs specify clear quality related outcomes, including student learning outcomes, productivity related outcomes, and viability related outcomes.</td>
</tr>
<tr>
<td><strong>Performance Expectations</strong></td>
<td>Expectations of performance are not clear or are not adequate to capture critical threshold levels of performance.</td>
<td>Standards of performance are clearly stated, reasonable, and appropriate for the program and institution.</td>
<td>Strong evidence that standards of performance are consistent with discipline and/or accreditation standards. Expectations for process and performance outcomes are clearly defined and articulated.</td>
</tr>
<tr>
<td><strong>Diversity goals</strong></td>
<td>Programs provide an incomplete or ambiguous explanation of how the program supports diversity goals.</td>
<td>Programs provide an adequate explanation of how the program supports diversity goals.</td>
<td>Programs provide a clear and detailed explanation of how the program supports diversity goals.</td>
</tr>
</tbody>
</table>

Note: The 3 categories are for illustrative purposes only. USG will not rate an institutions’ CPR process as “emerging, established or exemplary.”
<table>
<thead>
<tr>
<th>Areas of CPR Focus</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which</td>
<td>The collection and use of data are in evidence, but insufficient to</td>
<td>The identification, collection, analysis, and use of appropriate data are</td>
<td>The use of data is compelling. Data include multi-year trends and</td>
</tr>
<tr>
<td>appropriate data</td>
<td>adequately address specified program outcomes or measures. Inadequate</td>
<td>sufficient to demonstrate congruence with student learning and other program</td>
<td>benchmarking where appropriate for the program. Findings include</td>
</tr>
<tr>
<td>identified,</td>
<td>use of trends and benchmarks where applicable.</td>
<td>outcomes.</td>
<td>references to regional/professional accreditors when appropriate.</td>
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<tr>
<td>collected,</td>
<td></td>
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<td></td>
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<tr>
<td>analyzed and</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>reported.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of</td>
<td>The relationship between a measure and its goal or outcome is not</td>
<td>The measures employed adequately demonstrate congruence with the program</td>
<td>The relationship between a measure and its corresponding goal or outcome</td>
</tr>
<tr>
<td>measures</td>
<td>clearly articulated.</td>
<td>goals and outcomes.</td>
<td>is clearly articulated. Measures of student learning are appropriate to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and consistent with discipline standards.</td>
</tr>
<tr>
<td>Quality of measures</td>
<td>Measures largely rely on self-report or indirect sources.</td>
<td>Metrics employed represent satisfactory combination of direct and indirect</td>
<td>Data clearly include both direct and indirect measures of student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>measures of student learning and other program outcomes.</td>
<td>and other program outcomes.</td>
</tr>
<tr>
<td>Reliability and</td>
<td>Measures do not generate reliable, valid, or critical data to support</td>
<td>Measures generate adequate data to support program goals and outcomes.</td>
<td>Measures generate reliable and valid data that clearly and comprehensively</td>
</tr>
<tr>
<td>validity of data</td>
<td>program goals and outcomes.</td>
<td></td>
<td>support program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linking data to</td>
<td>Analysis and reporting yield non-specific, generalized claims without</td>
<td>Analysis and reporting are adequate to demonstrate the extent to which</td>
<td>Analysis and reporting yield clear and specific evidence related to each</td>
</tr>
<tr>
<td>decisions</td>
<td>supporting evidence.</td>
<td>program outcomes are met.</td>
<td>outcome.</td>
</tr>
</tbody>
</table>

Note: The 3 categories are for illustrative purposes only. USG will not rate an institution's CPR process as "emerging, established or exemplary."
### Emphasis on Quality Assurance and Program Improvement

<table>
<thead>
<tr>
<th>Areas of CPR Focus</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of programmatic areas of excellence and areas in need of improvement.</td>
<td>Reports address program as a whole rather than consider specific factors individually or report addresses individual factors, but does not address how they interrelate.</td>
<td>The structure and processes prescribed by the completed CPRs are adequate to identify programmatic areas of excellence and those in need of improvement.</td>
<td>CPR reports address individual outcomes and specific factors that have been reviewed AND fully define key inter-relationships among them.</td>
</tr>
</tbody>
</table>

| Articulation of realistic and meaningful plans of action | Proposed changes are superficial. For many indicators, report concludes implicitly or explicitly “no action required.” Proposed changes are not supported by reference to results of assessment. Proposed changes include no resource/budget information. | CPR reports include adequate proposed actions in response to findings of review. Proposed changes/actions largely address substantive elements of program. CPR includes at least minimal references to requisite resource/budget information. | CPR reports include multiple proposed actions in response to findings of review. Proposed changes/actions are comprehensive and involve substantive elements of program, including curriculum, course design, and pedagogy. Proposed changes are supported by reference to results of assessment. Proposed changes include resource/budget information. |

| Evaluation and tracking of plans of action               | Action plans include inadequate provision for changes based on ongoing evaluation. Inadequate evidence of institutional response to identification of areas in need of improvement. | Action plans include adequate provision for changes based on ongoing evaluation. Consistent evidence of institutional response to identification of areas in need of improvement. | Action plans clearly define and articulate provision for changes based on ongoing evaluation. Pervasive evidence of institutional response to identification of areas in need of improvement. |

*Note: The 3 categories are for illustrative purposes only. USG will not rate an institution's CPR process as “emerging, established or exemplary.”*
Appendix 5: USG Feedback on KSU’s CPR Processes (Oct. 2010)

NOTE: The Regents Administrative Committee on Effectiveness and Accreditation (RACEA) sought volunteers from USG institutions to participate in a pilot review of CPR sites. Kennesaw State University volunteered for this pilot and received the following feedback from a review team in October 2010.

<table>
<thead>
<tr>
<th>Institution Name: Kennesaw State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Year: 2010</td>
</tr>
<tr>
<td># Programs Reviewed: 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>SHORT narrative of strengths, weaknesses</th>
</tr>
</thead>
</table>
| Character of Institutional Process | • Website is very well done  
          | • Provisions for internal and external review  
          | • Multiple levels of review, but could involve administrators  
          | • Three areas (quality, productivity, viability) not evident  
          | • Faculty involvement not clear  
          | • Timeline exists as cycle only, and it is unclear whether all programs are included |
| Goal Driven             | • Goals are clear but there's no sense of past goals and achievements (in text)  
          | • Benchmarks/expectations not clear  
          | • Diversity sections are clear but not necessarily comprehensive (faculty, staff, students) |
| Culture of Evidence     | • Reports are weak on data  
          | • Some connection to planning in some areas, but not consistent throughout |
| Emphasis on Quality Assurance and Program Improvement | • Strategic Plan established, but not linked to each section  
          | • Tend to focus on additional faculty hires with steps for improvement |

Overall Recommendations for Institution

- Revise template to focus on Quality, Productivity, and Viability (make clear how current areas fit these areas).
- Make use of more basic data related to three areas (Quality, Productivity, Viability)
- Involve administrators in review process
- Link each section to goal-setting/action steps for strategic plan
- Ensure there is a retrospective review of the entire period of CPR and not just a one year snapshot
- Provide detailed analysis of achievements of learning outcomes over several years.
- Assurance of Learning reports are very broad and general. Student learning outcomes might be specifically stated in Assurance of Learning Reports, with specific data on achievement and modifications made in response.
I. CALL TO ORDER

- **Voting Members Present:** Dr. Aniruddha Mitra, Dr. Bettye Apenteng, Dr. Biswanath Samanta, Dr. Greg Chamblee, Dr. Isaac Fung, Dr. James Woods, Dr. Jiehua Zhu, Dr. Karelle Aiken, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Levi Ross, Dr. Maria Alba-Flores, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, Ms. Ruth Baker and Dr. William Amponsah

- **Non-Voting Members Present:** Ms. Candace Griffith, Ms. Debbie Sutton, Dr. Diana Cone, Ms. Doris Mack, Ms. Melissa Lanier and Mr. Wayne Smith

- **Visitors:** Dr. Brian Koehler, Dr. Christine Ludowise, Dr. David Williams, Dr. Jacek Lubecki and Dr. Stephen Rossi

- **Absent with Alternate in attendance:**

- **Absent:** Dr. James Stephens, Dr. Joe Ruhland (notified prior to meeting), Ms. Lisa Yocco (notified prior to meeting) and Dr. Stephen Elisha (notified prior to meeting)

Wayne Smith called the meeting to order at 3:35 p.m.

II. WELCOME AND INTRODUCTIONS

III. ELECTION OF NEW CHAIR

Dr. Kathy Thornton (CHHS) volunteered.

A Ross/Wheaton motion to approve new chair was passed unanimously.

IV. ORIENTATION

- **PROGRAM REVIEW BRIEFING**

  Candace Griffith discussed the process. She indicated that eight reviews were scheduled for Spring 2014 and provided handouts (see attached) to aid with the process. She indicated that all reviews were due by March 1st. Chair Thornton indicated that last year they were able to do much of the work utilizing Google chat. A copy of the handouts provided at the meeting will be included with the published minutes.

- **FORMS SUBMISSION**

  Wayne Smith, Associate Registrar discussed the various forms that are needed to make submissions to the Undergraduate Committee and showed present members where they could find forms on the Office of the Registrar's Web page.

- **GOOGLE GROUP COMMUNICATIONS**

  Debbie Sutton, Recording Secretary, informed present members that a Google Group had been created for all communications for the Undergraduate Committee and encouraged all members to accept the invitation.

V. APPROVAL OF AGENDA

A Chamblee/Wheaton motion to approve the agenda was passed unanimously.
VI. VICE PRESIDENT OF ACADEMIC AFFAIRS

*Items for consideration were presented by Dr. Jacek Lubecki.*

- **Center for International Studies**
  - **Course Revision(s)**
    - **INTS 2130 Introduction to International Studies**
      **JUSTIFICATION:**
      INTS 2130, Introduction to International Studies, will now be taught in classroom and online formats.
    - **INTS 3130 Contemporary World Cultures**
      **JUSTIFICATION:**
      INTS 3130, Contemporary World Cultures, will now be taught in classroom and online formats.
    - **INTS 3230 Global Issues**
      **JUSTIFICATION:**
      INTS 3230, Global Issues, will now be taught in classroom and online formats.

*A Chamblee/Wheaton motion to approve the course revisions was passed unanimously.*

VII. COLLEGE OF HEALTH AND HUMAN SERVICES

*Items for consideration were presented by Dr. Stephen Rossi, Associate Dean.*

- **Health and Kinesiology**
  - **Proposed New, Revised, or Deleted Program(s)**
    - **Nutrition and Food Science, B.S. (REVISED PROGRAM)**
      **JUSTIFICATION:**
      This is a correction to reflect the course name change of CHEM 3530 to “Principles of Biochemistry.”

*A Ziegler/Wheaton motion to approve this program revision was passed unanimously.*

VIII. COLLEGE OF EDUCATION

*Items for consideration were presented by Dr. Greg Chamblee.*

- **Department of Leadership, Technology, and Human Development**
  - **Course Deletion**
    - **EDLD 4090 – Selected Topics in Educational Leadership**
      **JUSTIFICATION:**
      This course has not been offered since FALL 2004. This course was used at that time for a specific contracted partner (AMI), however, the COE is no longer training administrators for AMI and the undergraduate course is not needed for any other purpose.

*A Gregg/Apenteng motion to approve this course deletion was passed unanimously.*

- **Department of Teaching and Learning**
  - **Course Revision**
FROM: ECED 3732 – Methods I Practicum  
Corequisite(s): ESED 4632  
TO: ECED 3732 – Methods I Practicum  
Corequisite(s): None  

JUSTIFICATION:  
This change is to correct an error in the catalog.

A Gregg/Apenteng motion to approve this course revision was passed unanimously.

IX. ALLEN E. PAULSON COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams, Associate Dean.

➢ Mechanical Engineering

Course Revision(s)  
TMAE 5890 – Selected Topics in Applied Engineering  
Repeatable for Credit

JUSTIFICATION:  
The course number may be used repeatedly for credit. It is common to offer a sequence of three 1-credit special topic experiences that collectively can count as a single 3-credit technical elective. This revision will correct a recurring error and allow DegreeWorks to recognize the repeatability of the course.

FROM: MENG 5891 – Special Problems in Mechanical Engineering  
Individual and specialized study in the areas of mechanical engineering that are not otherwise covered in the students’ curriculum. Credit hours 1-3  
TO: MENG 5891 – Special Problems in Mechanical Engineering  
Individual and specialized study in the areas of mechanical engineering that are not otherwise covered in the curriculum. Credit hours 1-6

JUSTIFICATION:  
This change increases the variable credit hours from 1-3 to 1-6 which enables students to take multiple Special Problems courses from different professors within the ME degree program, thus making the course repeatable for credit. The lab contact hours are also modified to reflect the change in credit hours since there is no formal lecture/seminar contact in this special problems course. The course description change removes the possessive case “student’s” from the wording.

A Amponsah/Fung motion to approve these course revisions was passed unanimously.

X. COLLEGE OF BUSINESS ADMINISTRATION

No COBA representative was available to discuss the submitted items.

➢ Department of Marketing and Logistics

Course Revisions  
FROM: LOGT 4233 – Logistics Executive in Residence  
Pre-Requisite(s): LOGT 3231; LOGT 3232; LOGT 4231; LOGT 4232.  
TO: LOGT 4233 – Logistics Executive in Residence
Pre-Requisite(s): LOGT 4231; LOGT 4232; or Permission of Instructor.

JUSTIFICATION:
The current prerequisites are too restrictive and higher than any other Logistics course. This change in the prerequisites will now mirror the capstone Logistics course – Seminar in Intermodal Distribution (LOGT 4263). Also, due to this being an elective that is taught once a year (spring), only about 20% of the students meet the current prerequisites and this change will allow a large group of seniors the opportunity to take the class. Finally, the inclusion of “or permission of the instructor” will allow individual students from related areas to be included (i.e., IS with Logistics minors that may not meet the normal prerequisites due to a different major.

FROM: LOGT 4263 – Seminar in Intermodal Distribution
Senior seminar in the Logistics and Intermodal Transportation major. This course is designed to be the capstone for the major and requires knowledge of a wide range of logistic terms and concepts. Students are required to read extensively from the current literature in the field and to conduct research into organizations and/or topics related to intermodal distribution. Pre-requisite(s): LOGT 4231 or LOGT 4232

TO: LOGT 4263 – Seminar in Intermodal Distribution
Senior seminar in the Logistics and Intermodal Transportation major. This course is designed to be the capstone for the major and requires knowledge of a wide range of logistic terms and concepts. Students are required to read extensively from the current literature in the field and to conduct research into organizations and/or topics related to intermodal distribution. Pre-requisite(s): LOGT 4231 or LOGT 4232

JUSTIFICATION:
This is the capstone class in this degree. The “concurrent” enrollment option allows a student to enroll in the capstone course after taking only one LOGT class. This will ensure the student has completed at least one other senior level class before taking the capstone.

➢ Department of Finance and Economics
Course Revision
FROM: FINC 4790 – Internship in Finance
The student is to work with/for a manager of the enterprise in a management training or special projects capacity. Management level responsibilities and duties are expected of the student. Prerequisite(s): Senior standing. For students with an emphasis, the required course(s) of the emphasis must be completed.

TO: FINC 4790 – Internship in Finance
The student is required to work with/for a manager of the enterprise in a management training or special projects capacity. Management level responsibilities and duties are expected of the student.

JUSTIFICATION:
Making catalog description consistent with recent elimination of emphasis areas.

Program Revision
BBA, Finance
JUSTIFICATION:
We propose the revision of the finance core from 7 to 8 total courses (from 5 required, 2 major electives to 5 required 3 major electives) to be consistent with the major course credit hour requirements of other majors within the college.

➢ COBA Honors Program
New Courses(s)
BUS 3610 – Honors Business Seminar
JUSTIFICATION:
This seminar style course is designed to acquaint COBA Honors students with the scientific method and how it is used in business to advance knowledge of the business disciplines. In this course, students will examine the various options for the Honors Thesis/Capstone Project in COBA. With the assistance of the COBA Honors Advisory Council and keeping in mind the personal and professional aspirations articulated in the Honors Business Philosophy Seminar taken the previous semester, the course will culminate with each student selecting an honors thesis topic and a thesis faculty advisor. Students will create an Honors Thesis Proposal and an Honors Thesis Completion Action Plan as part of the course. Prerequisite(s): Honor Student Status. 1 credit hour.

BUSA 3620 – Honors Research Seminar

JUSTIFICATION:
This seminar style course is designed to allow students to explore the principles of effective business leadership through readings, discussions, in-depth interactions with business leaders, and corporate visits. Students will explore how the principles of positive psychology and servant leadership can be merged in the creation of high functioning work teams. The course will include significant coverage of leadership styles, factors that influence life satisfaction, business ethics, and sustainability. The course will culminate with each student writing a personal description of their individual business philosophy and professional goals. This course will be a lead-in to the next course in the sequence (the COBA Honors Thesis Research Seminar) in which students will design a capstone experience that will help them advance toward their individual goals. Prerequisite(s): Honors student status. 2 credit hours.

A Woods/Wheaton motion to table all COBA submissions until the next meeting was passed unanimously.

XI. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler, Associate Dean.

➢ Chemistry

Course Revision(s)
FROM: CHEM 3530 – Nutritional Biochemistry
TO: CHEM 3530 – Principles of Biochemistry

JUSTIFICATION:
This title of this course is being change to “Principles of Biochemistry” to reflect that it will cover a wider variety of biochemical topics and be of interest to students beyond those in the Nutrition and Food Science program. The Nutrition and Food Science Department has been contacted and is submitting their Program Revision Form showing the new title for this course.

A Chamblee/Wheaton motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Chemistry, B.A. (REVISED PROGRAM)

JUSTIFICATION:
The Department of Chemistry has decided to allow an overall “C” average in the degree for Chemistry majors, consistent with the degrees of other programs in the College. This is expected to lessen pressure for grade inflation while still retaining a “C” as prerequisite
A Chamblee/Wheaton motion to approve this course revision was passed unanimously.

Chemistry, B.A. (Concentration in Biochemistry) (REVISED PROGRAM)  
JUSTIFICATION:  
The Department of Chemistry has decided to allow an overall “C” average in the degree for chemistry majors, consistent with the degrees of other programs in the College. This is expected to lessen pressure for grade inflation while still retaining a “C” as prerequisite to starting upper-level coursework.

A Chamblee/Wheaton motion to approve this course revision was passed unanimously.

Chemistry, B.S.CHEM. (REVISED PROGRAM)  
JUSTIFICATION:  
The Department of Chemistry has decided to allow an overall “C” average in the degree for chemistry majors, consistent with the degrees of other programs in the College. This is expected to lessen pressure for grade inflation while still retaining a “C” as prerequisite to starting upper-level coursework.

A Chamblee/Wheaton motion to approve this course revision was passed unanimously.

Chemistry, B.S.CHEM. (Concentration in Biochemistry) (REVISED PROGRAM)  
JUSTIFICATION:  
The Department of Chemistry has decided to allow an overall “C” average in the degree for chemistry majors, consistent with the degrees of other programs in the College. This is expected to lessen pressure for grade inflation while still retaining a “C” as prerequisite to starting upper-level coursework.

A Chamblee/Wheaton motion to approve this course revision was passed unanimously.

Geology & Geography  
Course Revision(s)  
FROM: GEOL 1122 - General Historical Geology  
Prerequisite(s): GEOL 1141; or permission of instructor  
TO: GEOL 1122 - General Historical Geology  
Prerequisite(s): GEOL 1121; May be taken concurrently with GEOL 1121 with the permission of instructor.  
JUSTIFICATION:  
In changing General Historical Geology (GEOL 1122) last spring to sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141), the Board of Regents required us to instead renumber “Introduction to the Earth” as GEOL 1121 (and leave this course as GEOL 1122) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 1141 – Introduction to the Earth  
TO: GEOL 1121 – Introduction to the Earth  
JUSTIFICATION:  
In the process of changing General Historical Geology (GEOL 1122) to sequentially follow its prerequisite course, Introduction to the Earth (GEOL 1141) the Board of Regents required we instead re-number this course to GEOL 1121 in order to stay
consistent with Georgia “Common Core” numbering. Appropriate catalog changes were made last-minute and this follow up form shows the course numbering change that had to be made during catalog edits to meet this BOR request.

FROM: GEOL 3520 - Field Methods  
Prerequisite(s): GEOL 1142; MATH 1112: or MATH 1113: or permission of instructor  
TO: GEOL 3520 – Field Methods  
Prerequisite(s): GEOL 1122; MATH 1112; or MATH 1113: or permission of instructor  
JUSTIFICATION:  
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes were made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 3541 - Mineralogy  
Prerequisite(s): GEOL 1141; CHEM 1145  
TO: GEOL 3541 – Mineralogy  
Prerequisite(s): GEOL 1121; CHEM 1145  
JUSTIFICATION:  
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes were made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 3542 - Petrology  
Prerequisite(s): GEOL 1142; GEOL 3541  
TO: GEOL 3542 – Petrology  
Prerequisite(s):GEOL 1122; GEOL 3541  
JUSTIFICATION:  
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes were made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 3790 - Teaching Internship in Geology  
Prerequisite(s): Permission of instructor and a minimum grade of “B” in two of the following three courses, one of which must be the course in which the student will intern: GEOL 1141, GEOL 1142, or GEOL 1340.  
TO: GEOL 3790 - Teaching Internship in Geology  
Prerequisite(s): Permission of instructor and a minimum grade of “B” in two of the following three courses, one of which must be the course in which the student will intern: GEOL 1121, GEOL 1122, or GEOL 1340.  
JUSTIFICATION:  
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to
the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 4530 - Tectonics  
Prerequisite(s): GEOL 1141
TO: GEOL 4530 - Tectonics  
Prerequisite(s): GEOL 1121

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 5140 - Vertebrate Paleontology  
Prerequisite(s): GEOL 1142 or permission of instructor. GEOL 5141 strongly recommended. 
TO: GEOL 5140 - Vertebrate Paleontology  
Prerequisite(s): GEOL 1122 or permission of instructor. GEOL 5141 strongly recommended.

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 5141 - Paleontology  
Prerequisite(s): GEOL 1142; or permission of instructor
TO: GEOL 5141 - Paleontology  
Prerequisite(s): GEOL 1122; or permission of instructor

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 5231 - General Oceanography  
Prerequisite(s): GEOL 1141 or GEOL 5230
TO: GEOL 5231 - General Oceanography  
Prerequisite(s): GEOL 1121 or GEOL 5230

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to
the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 5431 - Coastal Geology
Prerequisite(s): GEOL 1142; or permission of instructor. GEOL 5142 strongly recommended.

TO: GEOL 5431 - Coastal Geology
Prerequisite(s): GEOL 1122; or permission of instructor. GEOL 5142 strongly recommended.

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

FROM: GEOL 5530 - Geomorphology
Prerequisite(s): GEOL 1142 or GEOL 1111; or permission of instructor

TO: GEOL 5530 - Geomorphology
Prerequisite(s): GEOL 1122 or GEOL 1111; or permission of instructor

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

A Ziegler/Haddad motion to approve these course revisions was passed unanimously.

Core Curriculum Revision(s)
Area D
Change course number of GEOL 1141 to GEOL 1121

JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent with the BOR request.

A Ziegler/Haddad motion to approve this core curriculum revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Geology, B.A. (REVISED PROGRAM)
JUSTIFICATION:
After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to
the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent wit the BOR request.

Geology, B.S. (REVISED PROGRAM)

JUSTIFICATION:

After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent wit the BOR request.

Geology Minor (REVISED PROGRAM)

JUSTIFICATION:

After GSU approval last spring changing General Historical Geology (GEOL 1122) to GEOL 1142 so that it would sequentially follow its prerequisite course, “Introduction to the Earth” as GEOL 1121 (and leave GEOL 1122 unchanged) to stay consistent with Georgia “Common Core” numbering. Appropriate catalog changes we made last-minute, and this form shows the prerequisite course number change made during catalog edits to stay consistent wit the BOR request.

A Ziegler/Haddad motion to approve these program and minor revisions was passed unanimously.

Mathematics

Course Revision(s)

FROM: MATH 5436 – Introduction to Fractals
Prerequisite(s): MATH 2243, MATH 2332, and MATH 5335

TO: MATH 5436 – Introduction to Fractals
Prerequisite(s): MATH 5331 or MATH 5331G

JUSTIFICATION:

The prerequisite of Intermediate Linear Algebra (MATH 5335) is being changed to Analysis I (MATH 5331) because it was determined the content in Analysis I more appropriate as preparations for this course. Consequently, the prerequisite courses Calculus III (MATH 2243) and Mathematical Structures (MATH 2332) are being removed as they are already prerequisites for Analysis I (MATH 5331).

A Samanta/Zhu motion to approve this course revision was passed unanimously.

XII. OTHER BUSINESS

Wayne Smith reminded members that all course submissions should be made effective Fall semester. Submissions concerning accreditation would be exceptions.

XIII. ADJOURNMENT

A Chamblee/Amponsah motion to adjourn the meeting at 4:14 p.m. passed unanimously.
University Level Program Review

Comprehensive Academic Program Review is conducted annually with programs rotating on a seven-year cycle. Responsibility for review of undergraduate academic programs at the university level lies with the Undergraduate Committee. The Undergraduate Committee's authority for program review is invested by the Faculty Senate Bylaws, as shown below.

SECTION 9. The responsibilities of the UNDERGRADUATE COMMITTEE shall be as follows:

a. recommend to the Faculty Senate policy and procedures concerning undergraduate programs and curricula; review and approve all changes in undergraduate courses, major and minor programs, emphases, concentrations, and degrees; and maintain continuous review of all undergraduate academic programs;

b. address other specific questions in this area that may be requested by the Senate Executive Committee; and

c. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, Sections 3 and 11.

SECTION 10. Voting membership 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 Senate Executive Committee 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.

SECTION 11. The Chair of the Undergraduate Committee shall present the minutes to the Senate as a regular agenda item. Motions approved by the Senate shall be forwarded on to the President or other appropriate party for final disposition.
Handouts Undergraduate/Graduate Committee
2013-2014 Comprehensive Program Review

1. Schedule of academic programs due review during 2013-2014
2. Georgia Southern University Guidelines for Comprehensive Program Review
3. Georgia Southern University Comprehensive Program Review Rubric
4. Board of Regents Comprehensive Academic Program Review Policy
5. University System of Georgia Rubric for Analysis of CPR Process
6. University System of Georgia Feedback on Kennesaw State University’s CPR Processes
Georgia Southern University
Comprehensive Program Review Spring 2014

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/4p3.6.3_comprehensive_academic_program_review).

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<th>Degree</th>
<th>Major</th>
<th>Last Date of Program Review</th>
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Revised 5/29/13
Guidelines for Comprehensive Program Review

Purpose

At Georgia Southern University, comprehensive program review is intended to facilitate a thoughtful and thorough review of the academic degree program by its faculty and relies upon analysis of data to determine how the quality of a program can be improved. While each academic program is formally reviewed on a seven-year cycle, programs should be conducting an annual, ongoing program self-assessment process. The value of the annual process is the opportunity afforded to a program for a continuous review of its efforts to improve the overall programmatic quality.

Self-Study Review Process

1. Program faculty, in consultation with the department chair, complete a self-study for each degree/major (e.g., the BA with a major in Political Science is one self-study; the BS with a major in Political Science is a second self-study), noting in their overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

2. The completed self-study is forwarded to the department faculty and chair for approval.

3. When approved at the department level, the department chair forwards the self-study along with a one-page summary memorandum to the college committee and dean for approval. The chair’s summary memorandum includes an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

4. When approved at the college level, the dean forwards the self-study along with the department chair’s comments and the dean’s one-page summary memorandum to the Provost’s Office by March 1st. The dean’s summary memorandum includes an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.

5. The Provost’s Office forwards the entire packet to the chair of the Undergraduate Committee or the Graduate Committee as appropriate. Each of these committees will provide a formal response to the program, indicating whether the program falls below expectations, meets expectations, or exceeds expectations. These committees will also provide a report to the Faculty Senate.

Self-Study Report

The self-study report is organized into two sections. Section one is an executive summary, which answers five key questions.

Section One: General Description of Program
- What is it this program strives to accomplish?
- How well does it meet its goals?
- What are the strengths and weaknesses of the program?
- How has the program improved since the last review cycle?
- What has the program identified as the strategic areas of focus as a result of the self-study?
Section two is a narrative based upon data provided to the program as well as other data the program may have which addresses the following questions. The entire report should be 5-10 pages. Please attach all data in an Appendix.

Section Two: Questions for Consideration

Program Goals and Outcomes
- How are the program’s goals and outcomes assessed?
- What has analysis of the data on the program’s goals and outcomes yielded? What are the findings of the assessments?
- What changes have been implemented to improve the program’s goals and outcomes?

Curriculum
- How is the program’s curriculum characterized?
- How is the curriculum sequenced to support attainment of the student learning outcomes?
- What are the current trends in the discipline and field? How are the trends reflected in the curriculum?
- What changes have been made in the curriculum since the last self-study?

Students
- What is the quality of the students in the program? How is this measured?
- What are the programs efforts and successes in retaining and graduating students?
- How can the program improve its efforts?
- How would you describe the diversity of the students enrolled in the program? How does this description compare to the students enrolled in the program at the time of the last self-study?
- What does the program do to recruit and retain a diverse student population?

Faculty Teaching, Scholarship/Creative Activities, and Service
- How are the three areas evaluated?
- What is the quality of teaching, scholarship/creative activities, and service in the program?
- How has the quality of teaching, scholarship/creative activities, and service been improved?

Faculty and Staff
- How would you describe the diversity of the faculty and staff? How does this description compare to the description of faculty and staff at the time of the last self-study?
- What does the program do to recruit and retain a diverse faculty and staff?

Professional Development
- How has engagement in professional development activities enhanced the program?

Resources
- How may faculty resources be enhanced to support the program’s goals and outcomes?
- How may staff resources be enhanced to support the program’s goals and outcomes?
- How are the current budgetary resources utilized to meet the program’s goals and objectives?
- What other revenue streams have been pursued to support the program’s goals and objectives? What additional funding has been generated to support the program?
- How are decisions made to allocate the current resources?
- How may budget resources be enhanced to support the program’s goals and objectives?

Accreditation or External Review* Note: The most recent program accreditation report may substitute for the external review.
*The external review of the self-study may be conducted in one of two ways:
1. The unit recommends the names of three reviewers external to the University to the dean. The dean submits the self-study to one of the names for review.
Georgia Southern University

2. The unit recommends the names of five reviewers external to the department, but from within the college and University to the dean. The dean submits the self-study to two of the names for review—one within the college and one outside of the college.

The external reviewers return their comments to the dean who then incorporates them into his or her cover letter for the program.
Appendices: Information Considered in the Program Review

The following data facilitate the program review. Programs are asked to review these data carefully and use them to inform their analysis of the program. Please be sure to indicate in the narrative where discrepancies or disagreements with the data exist so that these may be addressed. Programs are welcome to include other departmental data as relevant to the review.

- A crosswalk of the program's goals and outcomes, where these outcomes are addressed in the curriculum, and their relationship/alignment to the departmental, college, and University missions. [Data Source: Department]

- Course Data by Degree Program/Major [Data Source: Office of Strategic Research and Analysis]

<table>
<thead>
<tr>
<th>For 2012-2013 AYR</th>
<th>List each course taught in the major</th>
<th>Note the number of course sections</th>
<th>Note whether course is lower-division (LD), upper-division (UD), service, or graduate</th>
<th>Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online</th>
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<td>Graduate:</td>
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<th>List each course taught in the major</th>
<th>Note the number of course sections</th>
<th>Note whether course is lower-division (LD), upper-division (UD), service, or graduate</th>
<th>Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online</th>
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<tr>
<td>For 2010-2011 AYR</td>
<td>List each course taught in the major</td>
<td>Note the number of course sections</td>
<td>Note whether course is lower-division (LD), upper-division (UD), service, or graduate</td>
<td>Mode of delivery – traditional (T); online (O); blended or hybrid (H) and if blended % offered online</td>
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<td>Graduate:</td>
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</table>

- Total number of student credit hours per semester for each of the previous three academic years.
- Total number of student credit hours for major courses per semester for each of the previous three academic years.
- Total number of student credit hours for service courses per semester for each of the previous three academic years.

- Perceived Quality of the Curriculum [Data Source: Department]
  - Summary of Student Ratings of Instruction for the past five academic years.
  - Program accreditation, if applicable.
  - External reviewers’ comments.
  - Comparison of the program to other similar programs outside of Georgia (e.g., top 10 programs and how Georgia Southern’s program compares).

- Student Demographical Information by Total Enrollment, Part-time Enrollment, Full-time Enrollment, Race, Ethnicity, Age, and Gender [Data Source: http://em.georgiasouthern.edu/osra/student-enrollment-data/cpr/]

- Student Retention and Graduation Data for the Program and the University
  - Retention rate for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-ret/]
  - Graduation rate for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-deg/]
  - Number of graduates for each of the previous three academic years. [Data Source: http://em.georgiasouthern.edu/osra/cpr-deg/]
  - Number seeking certification, licensing, etc. for the previous three academic years. [Data Source: Department]
  - Pass rate for certifications, licenses, etc. for the previous three academic years. [Data Source: Department]
  - Number of students pursuing graduate studies (if applicable) for the previous three academic years. [Data Source: Department]
  - Number of students pursuing employment for the previous three academic years. [Data Source: Department]
  - Types of employment sought for the previous three academic years. [Data Source: Department]
- Affiliated Degree Program Staff Demographical Information by Race, Ethnicity, Gender, and Employment Classification [Data Source: Department]

- Affiliated Degree Program Faculty Demographical Information by Race, Ethnicity, and Gender and by Rank, Tenure-Status, Terminal Degree, Relevant Certifications and Gender [Data Source: Department]

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<th>For 2012-2013 AYR</th>
<th>List each course taught in the major</th>
<th>Identify faculty member teaching course (name)</th>
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<tr>
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- Amount and Source of External Funding Awarded to Support Teaching, Scholarship/Creative Activities, and Service [Data Source: Department]

- Number, Types, and Quality of Other Scholarship/Creative Activities (e.g., publications, presentations) [Data Source: Department]

- Number and Source of Faculty Awards for Teaching Excellence, Scholarly Excellence, and Excellence in Service [Data Source: Department]

- Number and Percentage of Faculty and Staff Engaged in Professional Development by Activity [Data Source: Department]

- Student/Faculty Ratios [Data Source: Office of Strategic Research and Analysis]
  - For the previous three academic years
  - Per student credit hour

- Staff/Faculty FTE [Data Source: Office of Strategic Research and Analysis]

- Support Resources [Data Source: Department]
  - Library resources available to the program
  - Technological resources available to the program
  - Facilities available to the program

**Definitions**

*Falls Below Expectations* — assessment of the academic program reveals that it is not consistently achieving its overall objectives.

*Meets Expectations* — assessment of the academic program reveals that it is accomplishing its overall objectives.

*Exceed Expectations* — assessment of the academic program reveals that it is accomplishing its overall objectives and going beyond these objectives.
Comprehensive Program Review Rubric

Degree/Major (Program)

Date of Review

Review Committee

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
</tr>
</thead>
</table>
| Executive Summary (Section 1)| • Provides an informative description of the general scope and purpose of the program, including the catalog description.  
• Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims.  
• Clearly describes specific program strengths and weaknesses in terms of curriculum, students, faculty, staff, and other resources, citing evidence from Section 2 to support its claims.  
• Demonstrates how and why the program has improved since the last review, citing specific evidence.  
• Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).  | • Provides an informative description of what the program seeks to accomplish.  
• Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims.  
• Generally delineates program strengths and weaknesses, citing evidence.  
• Clearly explains how the program has improved or has failed to improve since last review cycle, or describes general program accomplishments if this is initial review.  
• Identifies strategies for improvement based on the results of the self-study (Section 2). | • Description of program lacks detail.  
• Evaluation of program goals does not reflect the evidence provided.  
• Vaguely delineates program strengths and weaknesses.  
• States that the program has improved since the last review but offers little, if any, evidence.  
• Areas of strategic focus are not connected or only vaguely connected to self-study results. |

Scoring System
25 – 30 = exceeds expectations  
16 – 24 = meets expectations  
10 – 15 = below expectations

Rubric Instructions: Use the rubric criteria for each category to evaluate the report and determine the appropriate designation. If the report fails to achieve more than one criterion in a specific category, the next lower designation should be assigned.
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Program Goals and Outcomes</td>
<td>• Provides a list of relevant and realistic program goals clearly aligned with mission statement and/or conceptual framework.</td>
<td>• Provides a list of program goals that are generally aligned with mission statement or conceptual framework.</td>
<td>• Program goals are not aligned with mission statement or conceptual framework.</td>
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<td></td>
<td>• Provides SMART (specific, measurable, aggressive and attainable, results-oriented, time-bound) outcomes that support student learning and stated program goals.</td>
<td>• Outcomes support student learning and stated program goals but lack one or more SMART qualities.</td>
<td>• Stated outcomes do not meet SMART criteria.</td>
<td></td>
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<tr>
<td></td>
<td>• Describes a strategic process used for conducting program evaluation (assessment plan) aligned with program and SMART goals.</td>
<td>• Describes a process used or planned for program evaluation (assessment plan) that reflects program goals.</td>
<td>• No strategic process for program evaluation is identified, or planned process does not reflect program goals.</td>
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<tr>
<td></td>
<td>• Provides a detailed analysis of program assessment results, citing specific assessment data to support claims.</td>
<td>• Provides a general analysis of program assessment results or a discussion of how anticipated results will be addressed. Evidence is provided to support claims.</td>
<td>• Analysis of assessment results or discussion of anticipated results is vague or unsupported.</td>
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<td>• Identifies specific programmatic improvements implemented based on assessment results.</td>
<td>• Identifies general improvements implemented or specific programmatic changes planned based on assessment results.</td>
<td>• Changes made or planned are not addressed or do not reflect assessment results.</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>• Provides a rationale for the program of study, noting how courses are sequenced to evaluate each of the program and student learning outcomes and support progressive levels of student achievement.</td>
<td>• Provides a general characterization of the curriculum, noting how courses address program goals and student learning outcomes and progressive levels of student achievement.</td>
<td>• Provides a vague description of the curriculum and does not relate it to the overall program goals/outcomes.</td>
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<td>• Cites evidence of current trends in the discipline/field and documents how the curriculum reflects those trends.</td>
<td>• Describes trends in the discipline/field and describes the extent to which those trends are or are not reflected in the curriculum.</td>
<td>• Trends in the discipline/field are not sufficiently evidenced and/or the extent to which they are reflected in the curriculum is unclear.</td>
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<td>• Identifies curriculum improvements implemented based on findings from previous program review.</td>
<td>• Identifies curriculum changes made or planned as a result of previous or current program review.</td>
<td>• Fails to identify curriculum changes made or planned as a result of previous or current program review.</td>
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<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
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</table>
| Students     | - Describes how the quality of students is measured in terms of **academic achievement** and documents how student quality has changed over time.  
- Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts.  
- Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends.  
- Cites evidence to demonstrate how student diversity has changed since last review.  
- Describes the results of past/present efforts to recruit and retain a diverse student population.  
- Describes how the quality of students is measured and how student quality has changed over time, or provides a logical plan for evaluating student quality.  
- Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement.  
- Describes diversity of students in program, citing evidence.  
- Describes how student diversity has changed over time, citing evidence.  
- Identifies past/present program efforts to recruit and retain a diverse student population.  | - The process for evaluating student quality is unclear or unlikely to yield useful student data.  
- Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed.  
- Diversity of students is not clearly described or unsupported by data.  
- Changes in student diversity are not addressed or not supported by evidence.  
- Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population. | | |
## Georgia Southern University
### University-Level Comprehensive Program Review

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
<th>Score</th>
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</thead>
</table>
| Faculty Teaching, Scholarship/Creative Activities, and Service | - Clearly describes a process for evaluating teaching, scholarship/creativity activity, and service that is **clearly aligned** with the program’s mission, goals, and outcomes.  
- Documents the quality of teaching, scholarship/creative activities, and service in the program, citing evidence of high quality as defined by the discipline or accrediting body.  
- Documents how the quality of teaching, scholarship/creative activities, and service has improved since the last review, aligning these improvements with the program’s mission, goals, and outcomes. | - Describes a process for evaluating teaching, scholarship/creativity activity, and service that is generally aligned with program mission and goals.  
- Describes the quality of teaching, scholarship/creative activities, and service in the program, or clearly acknowledges deficiencies in one or more of these areas.  
- Describes how the quality of teaching, scholarship/creative activities, and service has improved over time. | - Does not describe a process for evaluating teaching, scholarship/creativity activity, and service that is aligned with program mission and goals.  
- Does not provide evidence to demonstrate the quality of teaching, scholarship/creative activities, and service in the program.  
- Does not provide evidence showing how the quality of teaching, scholarship/creative activities, and service has improved over time. | | |
| Faculty and Staff | - Defines what a diverse faculty and staff population looks like for that major (i.e., context) and documents how the program reflects that level of diversity.  
- Documents how faculty and staff diversity has changed since last review, citing evidence from previous self-study.  
- Documents strategic past/present program efforts to recruit and retain a diverse faculty and staff population, citing evidence to demonstrate results. | - Documents the diversity of the faculty and staff by race, gender, and tenure status.  
- Documents how faculty and staff diversity has changed over time, citing evidence.  
- Describes strategic past/present efforts to recruit and retain a diverse faculty and staff population. | - Diversity of faculty is unclear or unsupported.  
- Fails to document how faculty and staff diversity has changed over time.  
- Provides only anecdotal evidence (or no evidence) of efforts to recruit and retain a diverse faculty and staff population. | | |
<table>
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<th>Area of Focus</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>• Provides a detailed description of how the engagement of faculty in professional development has advanced the program’s mission, goals, and outcomes, citing evidence to support the claim.</td>
<td>• Explains how the engagement of faculty in professional development has enhanced program outcomes, or describes how professional development should be enhanced to better support program goals.</td>
<td>• Professional development activities are not clearly described, or professional development activities are not related to program goals.</td>
</tr>
<tr>
<td>Resources (Faculty, Staff, Budget, Library, Technology, Facilities)</td>
<td>• Provides a detailed explanation of how faculty and staff resources may be enhanced to support program goals and outcomes, citing evidence to support the claims.</td>
<td>• Explains how faculty and staff resources may be enhanced to support program goals and outcomes.</td>
<td>• Does not describe how faculty and staff resources may be used to support program goals and outcomes.</td>
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<tr>
<td></td>
<td>• Clearly documents how current budgetary resources are utilized, documenting alignment between expenditures and achievement of goals and outcomes.</td>
<td>• Documents how current budgetary resources are utilized to meet program goals and outcomes.</td>
<td>• Description of current budgetary resources is vague and/or does not reflect program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Identifies other revenue streams that have been pursued to support program goals/outcomes, and additional funding that has been generated.</td>
<td>• Identifies how decisions related to allocation of current resources are generally aligned with program goals and outcomes.</td>
<td>• Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has been generated</td>
</tr>
<tr>
<td></td>
<td>• Identifies how decisions related to allocation of current resources are documenting how this process supports the program’s mission, goals, and outcomes.</td>
<td>• Explains strategies for using budget resources to enhance program goals/outcomes in the future.</td>
<td>• Does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Explains strategies for using budget resources to enhance program goals/outcomes in the future, identifying shortfalls and sources of additional funding.</td>
<td></td>
<td>• Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.</td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Accreditation or External Review    | - The external review includes the department chair's and the dean's one-page summary memorandum.  
   - Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations.  
   - Both the department chair's and the dean's overall assessment of the program is clearly aligned with the evidence provided in the self-study. | - The external review includes the department chair's and the dean's summary memorandum.  
   - Both the department chair's and the dean's summary memorandum include an overall assessment of the program—whether it falls below expectations, meets expectations, or exceeds expectations. | - External review was not submitted.                                                   |       |
| Appendix                            | Provides an appendix identifying all attachments. Attaches copies of all data and other artifacts referenced in the self-study. All attachments are cited in the self-study and clearly relevant to the program review. | Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study. | Fails to attach copies of all data referenced in the self-study.                           |       |

Comments:
3.6.3 Comprehensive Academic Program Review

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution’s strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination (BoR Minutes, April 2010).

Except for programs requiring a formal accreditation review, an institution’s cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. Newly approved programs should automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the System Office. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years. Institutions must also review General Education every five (5) years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs (BoR Minutes, April 2010).

Each USG institution shall provide a web link outlining institutional comprehensive program review procedures and shall post program review results on a password protected institutional website, which shall include the institutional review cycle and a summary of current institutional reviews (BoR Minutes, April 2010).

Academic Affairs staff will perform periodic analyses on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information (BoR Minutes, April 2010).
# Appendix 4: USG Rubric for Analysis of CPR Processes

*Regents Administrative Committee on Effectiveness and Accreditation*

**Rubric for USG CPR Analysis: Page 1 of 4**

<table>
<thead>
<tr>
<th>Character of Institutional Process</th>
<th>Areas of CPR Focus</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of broad-based review and input</td>
<td>Incomplete evidence that process is broad-based and systematic. Limited or incomplete input and feedback from relevant institutional entities. Little provision for external review of program where such review is appropriate.</td>
<td>Process shows incorporation of broad-based institutional collaboration as well as external review where appropriate. Appropriate input and feedback from relevant institutional entities.</td>
<td>Extensive demonstration of broad-based, systematic, ongoing involvement of faculty and staff. Process shows multiple levels of review, feedback, and response.</td>
<td></td>
</tr>
<tr>
<td>Process is balanced and comprehensive.</td>
<td>Process prescribed addresses most, but not all, key benchmarks of performance. Consideration of Productivity, Quality, and Viability is ambiguous or incomplete.</td>
<td>Productivity, Quality, and Viability are generally in evidence as themes.</td>
<td>Productivity, Quality and Viability are comprehensively addressed.</td>
<td></td>
</tr>
<tr>
<td>CPR is a meaningful process on campus</td>
<td>While cycles of review include some programs, including General Education, insufficient evidence exists to demonstrate full participation and engagement.</td>
<td>Cycle of review includes most programs, including General Education. Evidence that programs are participating.</td>
<td>Cycle for review covers all programs including General Education. Strong evidence that all programs are participating and are fully engaged.</td>
<td></td>
</tr>
<tr>
<td>Distribution of reports</td>
<td>Website for posting CPR documents is in progress.</td>
<td>Website exists for posting CPR documents. System office and peer reviewers can access website.</td>
<td>Website for posting CPR documents is clear, comprehensive, and accessible to both internal users and peer reviewers.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The 3 categories are for illustrative purposes only. USG will not rate an institutions' CPR process as "emerging, established or exemplary."*
<table>
<thead>
<tr>
<th>Goal Driven</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of CPR Focus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis is contextual</strong></td>
<td>CPR reports make minimal reference to earlier reviews and inadequately discuss implementation and impact of changes proposed in earlier cycles.</td>
<td>CPR reports include references to earlier cycles of review. Continuity exists between recommendations from earlier cycles and present use of results.</td>
<td>CPR reports make reference to earlier reviews and discuss implementation and impact of recommendations from earlier cycles. Strong demonstration of continuity between past and present CPRs.</td>
</tr>
<tr>
<td><strong>Goals are formed and outcomes are measurable.</strong></td>
<td>Programs do not clearly specify quality related outcomes, including student learning outcomes. Programs do not clearly specify productivity related outcomes. Programs do not clearly specify viability related outcomes.</td>
<td>Programs specify clear quality related outcomes, including student learning outcomes, productivity related outcomes, and viability related outcomes.</td>
<td>All programs specify clear quality related outcomes, including student learning outcomes, productivity related outcomes, and viability related outcomes.</td>
</tr>
<tr>
<td><strong>Performance Expectations</strong></td>
<td>Expectations of performance are not clear or are not adequate to capture critical threshold levels of performance.</td>
<td>Standards of performance are clearly stated, reasonable, and appropriate for the program and institution.</td>
<td>Strong evidence that standards of performance are consistent with discipline and/or accreditation standards. Expectations for process and performance outcomes are clearly defined and articulated.</td>
</tr>
<tr>
<td><strong>Diversity goals</strong></td>
<td>Programs provide an incomplete or ambiguous explanation of how the program supports diversity goals.</td>
<td>Programs provide an adequate explanation of how the program supports diversity goals.</td>
<td>Programs provide a clear and detailed explanation of how the program supports diversity goals.</td>
</tr>
</tbody>
</table>

*Note: The 3 categories are for illustrative purposes only. USG will not rate an institution's CPR process as “emerging, established or exemplary.”*
### Culture of evidence

<table>
<thead>
<tr>
<th>Areas of CPR Focus</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree to which appropriate data are identified, collected, analyzed and reported.</td>
<td>The collection and use of data are in evidence, but insufficient to adequately address specified program outcomes or measures. Inadequate use of trends and benchmarks where applicable.</td>
<td>The identification, collection, analysis, and use of appropriate data are sufficient to demonstrate congruence with student learning and other program outcomes.</td>
<td>The use of data is compelling. Data include multi-year trends and benchmarking where appropriate for the program. Findings include references to regional/professional accreditors when appropriate.</td>
</tr>
<tr>
<td>Relevance of measures</td>
<td>The relationship between a measure and its goal or outcome is not clearly articulated.</td>
<td>The measures employed adequately demonstrate congruence with the program goals and outcomes.</td>
<td>The relationship between a measure and its corresponding goal or outcome is clearly articulated. Measures of student learning are appropriate to and consistent with discipline standards.</td>
</tr>
<tr>
<td>Quality of measures</td>
<td>Measures largely rely on self-report or indirect sources.</td>
<td>Metrics employed represent satisfactory combination of direct and indirect measures of student learning and other program outcomes.</td>
<td>Data clearly include both direct and indirect measures of student learning and other program outcomes.</td>
</tr>
<tr>
<td>Reliability and validity of data</td>
<td>Measures do not generate reliable, valid, or critical data to support program goals and outcomes.</td>
<td>Measures generate adequate data to support program goals and outcomes.</td>
<td>Measures generate reliable and valid data that clearly and comprehensively support program goals and outcomes.</td>
</tr>
<tr>
<td>Linking data to decisions</td>
<td>Analysis and reporting yield non-specific, generalized claims without supporting evidence.</td>
<td>Analysis and reporting are adequate to demonstrate the extent to which program outcomes are met.</td>
<td>Analysis and reporting yield clear and specific evidence related to each outcome.</td>
</tr>
</tbody>
</table>

*Note: The 3 categories are for illustrative purposes only. USG will not rate an institution's CPR process as "emerging, established or exemplary."*
### Emphasis on quality assurance and program improvement

<table>
<thead>
<tr>
<th>Areas of CPR Focus</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of programmatic areas of excellence and areas in need of improvement</td>
<td>Reports address program as a whole rather than consider specific factors individually OR report addresses individual factors, but does not address how they interrelate.</td>
<td>The structure and processes proscribed by the completed CPRs are adequate to identify programmatic areas of excellence and those in need of improvement.</td>
<td>CPR reports address individual outcomes and specific factors that have been reviewed AND fully define key inter-relationships among them.</td>
</tr>
<tr>
<td>Articulation of realistic and meaningful plans of action</td>
<td>Proposed changes are superficial. For many indicators, report concludes implicitly or explicitly “no action required.” Proposed changes are not supported by reference to results of assessment. Proposed changes include no resource/budget information.</td>
<td>CPR reports include adequate proposed actions in response to findings of review. Proposed changes/actions largely address substantive elements of program. CPR includes at least minimal references to requisite resource/budget information.</td>
<td>CPR reports include multiple proposed actions in response to findings of review. Proposed changes/actions are comprehensive and involve substantive elements of program, including curriculum, course design, and pedagogy. Proposed changes are supported by reference to results of assessment. Proposed changes include resource/budget information.</td>
</tr>
<tr>
<td>Evaluation and tracking of plans of action</td>
<td>Action plans include inadequate provision for changes based on ongoing evaluation. Inadequate evidence of institutional response to identification of areas in need of improvement.</td>
<td>Action plans include adequate provision for changes based on ongoing evaluation. Consistent evidence of institutional response to identification of areas in need of improvement.</td>
<td>Action plans clearly define and articulate provision for changes based on ongoing evaluation. Pervasive evidence of institutional response to identification of areas in need of improvement.</td>
</tr>
</tbody>
</table>

**Note:** The 3 categories are for illustrative purposes only. USG will not rate an institution's CPR process as "emerging, established or exemplary."
Appendix 5: USG Feedback on KSU’s CPR Processes (Oct. 2010)

NOTE: The Regents Administrative Committee on Effectiveness and Accreditation (RACEA) sought volunteers from USG institutions to participate in a pilot review of CPR sites. Kennesaw State University volunteered for this pilot and received the following feedback from a review team in October 2010.

<table>
<thead>
<tr>
<th>Institution Name: Kennesaw State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Year: 2010</td>
</tr>
<tr>
<td># Programs Reviewed: 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>SHORT narrative of strengths, weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character of Institutional Process</td>
<td>• Website is very well done</td>
</tr>
<tr>
<td></td>
<td>• Provisions for internal and external review</td>
</tr>
<tr>
<td></td>
<td>• Multiple levels of review, but could involve administrators</td>
</tr>
<tr>
<td></td>
<td>• Three areas (quality, productivity, viability) not evident</td>
</tr>
<tr>
<td></td>
<td>• Faculty involvement not clear</td>
</tr>
<tr>
<td></td>
<td>• Timeline exists as cycle only, and it is unclear whether all programs are included</td>
</tr>
<tr>
<td>Goal Driven</td>
<td>• Goals are clear but there’s no sense of past goals and achievements (in text)</td>
</tr>
<tr>
<td></td>
<td>• Benchmarks/expectations not clear</td>
</tr>
<tr>
<td></td>
<td>• Diversity sections are clear but not necessarily comprehensive (faculty, staff, students)</td>
</tr>
<tr>
<td>Culture of Evidence</td>
<td>• Reports are weak on data</td>
</tr>
<tr>
<td></td>
<td>• Some connection to planning in some areas, but not consistent throughout</td>
</tr>
<tr>
<td>Emphasis on Quality Assurance and Program Improvement</td>
<td>• Strategic Plan established, but not linked to each section</td>
</tr>
<tr>
<td></td>
<td>• Tend to focus on additional faculty hires with steps for improvement</td>
</tr>
</tbody>
</table>

Overall Recommendations for Institution

- Revise template to focus on Quality, Productivity, and Viability (make clear how current areas fit these areas).
- Make use of more basic data related to three areas (Quality, Productivity, Viability)
- Involve administrators in review process
- Link each section to goal-setting/action steps for strategic plan
- Ensure there is a retrospective review of the entire period of CPR and not just a one year snapshot
- Provide detailed analysis of achievements of learning outcomes over several years.
- Assurance of Learning reports are very broad and general. Student learning outcomes might be specifically stated in Assurance of Learning Reports, with specific data on achievement and modifications made in response.
AMENDED LIBRARIAN’S REPORT
NOVEMBER 2013 (amended 11/19/13)

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<td>Library Committee</td>
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<td>Faculty Welfare Committee</td>
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<td>Faculty Athletic Representative Report</td>
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<td>Undergraduate Committee</td>
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</tbody>
</table>
GECCC October 2013 Meeting

Present: Jody Langdon, June Joyner, Linda Mullen, Ed Mondor, Annirudha Mitra, Lisa Smith, Rebecca Ziegler, Amy Ballagh, David Shirley, Terry Flateby, Ellen Hendrix, Lucy Green, Ruth Whitworth

Absent: Elizabeth Carr Edwards, Helen Bland, Evans Afriyie-Gyawu, Nick DeBonis, Diana Cone, Gustavo Maldonado.

New Business
1. Motion to Approve Changes to the Quality of Life outcome. New Quality of Life reads as follows: Students participate in intellectual and physical activities that contribute to lifelong learning and wellness. Motion Passed.

2. Motion to Approve Changes to the Use of Technology outcome --
   1. Need to change because it’s hard to measure. We have changed the outcome to information literacy, which encompasses use of technology. The committee used the AAC&U and ACRL to make a new outcome. We did some word smithing access, evaluate and user ethically.
   2. The new outcome reads:
      Information Literacy
      Students are able to access, evaluate, and use information effectively and ethically to accomplish a specific purpose.
      *Should we include a glossary to define what we mean by these terms? That way those in the future will know what we meant.
      Motion Passed.

3. Motion to Approve Changes to the Effective Communication outcome -- two options. There was some discussion of whether or not we want to remove oral communication from the outcome. We agree that it’s valuable. One suggestion was to say effectively communicate and maybe parenthetically include some types of communication. However, if it’s in () then we have to measure it. For assessing this it has to be individual work that’s measured.

   We chose to alter option 2. The new outcome reads: Students will demonstrate competence in communication through various genres using appropriate language, organization, supporting evidence, and content appropriate to the purpose and audience.

   Motion passed.

4. Motions to change the assessment cycle to two years.
   Supporting document provided an outline of the two year cycle and it was approved.

5. Motion to review and vote on the core competency measurement levels.
   Timeline is selected as needed. For JMU, we asked for help from the science
departments and students. We discussed how students were selected. We've matched Gen Ed outcomes with BOR outcomes. There is a lot of pressure on FYE. Eventually we may move away from this. We are moving to a new QEP. Plus, as the culture changes on campus for assessment we will get more buy in from other units.

Motion passed.

6. Ellen reviewed what her committee is doing regarding reviewing the core and the policy for adding or deleting CORE courses. Once we propose the process, then it will come up for discussion in the faculty senate.

7. The next meeting is November 20. We will vote on policy for approving/deleting CORE courses.

8. Assessment committee and policies committee met as small groups briefly.

Meeting Adjourned at 9:30am
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – October 10, 2013

Present: Dr. Frank Goforth, CEIT; Dr. Deborah Allen, CHHS; Dr. Amanda King, COBA; Dr. Dawn Tysinger, COE; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library; Dr. Li Li, CHHS; Dr. Marc Mitchell, CLASS; Dr. Devon Jensen, COE; Dr. Hani Samawi, JPHCOPH, Dr. Bob Fernekes, Library; Dr. Yong Zhu, [Alternate] CEIT; Dr. Cheryl Metrejean, [Alternate] COBA; Mr. Emerson Christie, GSO Student Representative; Ms. Azell Francis, SGA Student Representative; Dr. Charles E. Patterson, VPRED/COGS; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Melanie Reddick, COGS; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Brian Koehler, COSM; Dr. Peggy Hargis, CLASS; Dr. Stephen Rossi, CHHS; Dr. Mike Nielsen, CLASS, Dr. Stuart Tedders, JPHCOPH, Taijah Davis, SGA

Absent: Dr. Timothy Whelan, CLASS; Dr. Michele McGibony, COSM; Dr. Chris Kadlec, CEIT; Dr. Camille Rogers, COBA; Dr. Jonathan Copeland, COSM

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, October 10, 2013 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Hani Samawi made a motion to approve the agenda as written. A second was made and the motion to approve the agenda was passed.

III. APPROVAL OF MINUTES FROM SEPTEMBER 12, 2013 MEETING
Dr. Fernekes stated this item was held over from last year, when the Chair requested this item be included on the agenda. He said the September 12th minutes have already been approved electronically and there is no reason to have previously approved minutes listed because it just extends the length of the agenda. He said this would be the last time this item will appear on the agenda. There were no objections from the committee.

IV. DEAN’S UPDATE
Dr. Charles Patterson said previously the College of Graduate Studies sent out a broad solicitation for graduate commencement speakers for the spring 2014 ceremony. To date COGS has received 15 nominations/recommendations. He reminded everyone that the deadline to provide nominations to Marla Bruner is October 23rd. At the end of October COGS will send a survey to the Graduate Committee for them to rank speaker nominations.

Dr. Patterson said to date graduate enrollments is up 37 new students and down 7 continuing students for fall 2013, which results in +30 students overall. COGS meetings with Program Directors are continuing. The last meeting will be with Jiann-Ping Hsu College of Public Health. Discussions are going well and COGS will be sending out a call for goals soon to each of the colleges so they can start their needs assessment and project fall 2014 enrollment goals. Dr. Devon Jensen asked for clarification of what makes up the 7 continuing students that caused the enrollment to go down. Dr. Patterson said the students may have graduated or dropped out. Dr. Patterson said those figures are overall graduate enrollment across the institution.

V. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEW
Dr. Fernekes distributed a handout that consisted of two Graduate Committee completed university level program reviews from 2012. These handouts will serve as a guide for the committee when they are completing the spring 2014 Comprehensive Program Reviews. Additional information can be found on the Provost website, http://academics.georgiasouthern.edu/procedures/comprehensive-review/. Dr. Fernekes said the subcommittees will complete their assigned program review reports and rubrics, and then the Graduate Committee as a whole will approve the documents during the April Graduate Committee meeting.
During the November meeting Dr. Fernekes will circulate a signup sheet for the committee to have the opportunity to select which subcommittees they would like to serve on.

Dr. Patterson said the Office of Strategic Research and Analysis’s website has a couple of links that deal with comprehensive program reviews. The information on their site contains quantitative data. He encouraged the subcommittees to review this data, the information in the fact books and application information for their program reviews. If additional information is needed from COGS subcommittees can contact Ms. Perla Middleton to request quantitative data on applicants, conversion rates and markets.

Dr. Jensen asked if there is any report that shows the different types of accreditation and program reviews that programs have to do across campus. He explained that College of Education just finished NCATE, then they had SACS and now they are working on CPR’s. He stated it becomes a burden on Program Directors and Department Chairs because of all the different assessments and reports that are required. Ms. Candace Griffith said there is a master accreditation list on the Provost Office website that lists accreditations by college. She said the Provost Office does consider this when they are setting the schedule for CPR’s. Ms. Griffith said the last time the schedule was changed was in 2008 or 2009. She said Deans were asked to schedule their program reviews at the time that they felt would be best to coincide with program’s accreditation. Ms. Griffith said as we move forward the Provost is looking more in depth at what is required of the CPR’s to see if process can be streamlined. She said this cannot be substituted because it is a Board of Regents requirement that programs complete a CPR. A number of other committee members expressed their concern of the large burden that is placed on the faculty to complete these assessments/reports. There was a discussion of what the difference is between CPR and what SACS is asking for. Ms. Griffith explained that CPR is a bottom up approach and SACS is top down. The BOR is looking at faculty assessment in the CPR’s. Dr. Frank Goforth said the difference should be clarified to faculty and to stress the outcome of what BOR wants and how it differs from SACS.

VI. NEW BUSINESS

A. Jack N. Averitt College of Graduate Studies

Discussion Item:
Advisement Plan

Dr. Patterson said some programs include their advisement plans in the graduate catalog, but other programs do not. He said as we look at retention and progression of graduate programs the advisement piece is very important. Dr. Patterson proposed that during the next revision of the graduate catalog all programs should formulize their advisement plan and update the information in the catalog. Dr. Patterson said he can distribute examples to the committee and to graduate stakeholders. Advisement plans will be program specific and should include information on who their advisors are and how they can be located. After a brief discussion, there were no objections from the committee. Dr. Patterson will initiate conversations with Program Directors and ask that they review the graduate advisement plans codified in the Graduate Catalog and, as needed, update this information during the next cycle of catalog updates. Mr. Wayne Smith said the deadline to submit changes for the 2014-2015 catalog is the January meeting, but the Registrar’s Office is going to try to incorporate agenda submissions from all meetings into the next catalog.

B. College of Science and Mathematics

Dr. Brian Koehler presented the agenda item for the College of Science and Mathematics.

Mathematical Sciences
Program Deletion:
K-5 Mathematics Endorsement
JUSTIFICATION:
Current demand for this program has been extremely sparse. Recent growth at Georgia Southern University, particularly in the sciences and engineering, has placed a high need for faculty in the Department of Mathematical Sciences to teach courses for the various undergraduate programs as well as its own M.S. Mathematics program. As such, the Department of Mathematical Sciences has not offered the courses related to this program, “Applications in Arithmetic and Algebra for K-5 Teachers (MATH 6131), Applications in Statistics for K-5 Teachers (MATH 6132), and Applications in Geometry for K-5 Teachers (MATH 6133) for several years.
It is the decision of the Department of Mathematical Sciences, in consultation with the College of Education, to delete this program and remove it from the catalog to avoid misunderstandings with any graduate student who may enroll at Georgia Southern expecting the option to earn this endorsement.

Dr. Koehler stated this submission has one caveat; this item is pending the COE Curriculum Committee's approval. The committee will meet on Friday, October 11th. Dr. Koehler said he has been in contact with Dr. Deborah Thomas, in COE, and she does not anticipate any problems.

Dr. Thomas Koballa asked if there was any discussion to deactivate the program, rather than delete the program. Dr. Koehler said that was considered but the Provost Office explained the deactivation process is used when students are enrolled in the program and they want to allow the students to finish out the program. The Provost Office advised them to submit a program deletion. Dr. Koballa was concerned that once the program is deleted it may be difficult to get the program back. Ms. Griffith explained this action is approved at the institutional level and will not be submitted to BOR, USG or SACS, and if the college decides to bring the endorsement back then approval is only required at the university level. Dr. Koballa said he thinks there should be an active recruitment effort to attract people to this program.

Dr. Dick Diebolt asked if there are any students in the endorsement program and Dr. Koehler confirmed there are no current students enrolled in this program.

MOTION: Dr. Jensen made a motion to approve the agenda item submitted by the College of Science and Mathematics, with the caveat that the item must receive approval from the COE Curriculum Committee. A second was made by Dr. Deborah Allen. The motion to approve the Program Deletion was passed.

On October 14, 2013 Dr. Tracy Linderholm notified the College of Graduate Studies that the COE Curriculum Committee approved the deletion of the K-5 Mathematics endorsement program with no concerns.

C. College of Health and Human Sciences

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

Course Reactivation(s):
NURS 7234 – Primary Care Clinical 3: Adult Health
JUSTIFICATION:
Will continue course for 2 more years.

Course Reactivation(s):
NURS 7243 – Primary Care 3: Adult Health
JUSTIFICATION:
Will continue course for 2 more years.

Course Revision(s):
NURS 7234 – Primary Care Clinical 3: Adult Health
  ➢ Credit hour
JUSTIFICATION:
The Nursing department is making a course revision so this course can be used for two more years before we make it inactive. The lab hours are changing from 2 to 4. This is a correction for the course to be a 3 hour course.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Health and Human Sciences. A second was made by Dr. Jensen. The motion to approve the Course Reactivations and Course Revision was passed.

D. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education.

Course Revisions:
COUN 7448 - Leadership, Consultation and Intervention in the Schools
  ➢ Co-Requisites
JUSTIFICATION:
When course co-requisite changes were approved by Graduate Committee in April 2013, approving students to take “COUN 7738 OR COUN 7739”, the Course Revision Form was marked “Yes” for the question “Are co-requisites to be enforced at Registration?” Since Banner cannot enforce an “or” statement for co-requisites, the current Course Revision Form documents that the co-requisites (already approved in April 2013) will not be enforced at Registration.

The effective date is 201308 since this form documents what Banner is currently doing.

COUN 7449 – Family/School/Community Collaboration

JUSTIFICATION:
When course co-requisite changes were approved by Graduate Committee in April 2013, approving students to take “COUN 7738 OR COUN 7739”, the Course Revision Form was marked “Yes” for the question “Are co-requisites to be enforced at Registration?” Since Banner cannot enforce an “or” statement for co-requisites, the current Course Revision Form is to document that the co-requisites (already approved in April 2013) will not be enforced at Registration.

The effective date is 201308 since this form documents what Banner is currently doing.

New Courses:
FREC 7233 – Teaching Writing in the Elementary School

JUSTIFICATION:
Additional content specific courses are needed in the MEd in Curriculum and Instruction, Accomplished Teaching to satisfy electives specific to certification areas. Many of the teachers in the program are P-5 teachers.

FRMS 7535 – Teaching Middle Grades and Secondary Mathematics

JUSTIFICATION:
Additional content specific courses are needed in the MEd in Curriculum and Instruction, Accomplished Teaching to satisfy electives specific to certification areas. Many of the teachers in the program are middle/secondary teachers.

Revised Program:
MAT, Concentration in Special Education

JUSTIFICATION:
Graduate Catalog does not currently list all content areas for possible candidates for the MAT, Study Concentration 3, Special Education (SPED). To maximize our reach and provide teachers for this critically high need area, we want to list all groups eligible for admission to the concentration.

The MAT is an initial teacher certification program, and individuals holding a bachelor's degree in mathematics, science, social science, or English are eligible to apply for the SPED Study Concentration 3, since they have completed 18 hours of content classes and will meet the SPED certification requirement to be “highly qualified in a subject area.” This proposal is to add those fields (mathematics, science, social science, or English) to the fields already listed in Graduate Catalog (psychology, counseling, child and family development) as acceptable bachelor's degree fields for entering the MAT, Study Concentration 3, Special Education. They are listed in alphabetical order in the following copy.

Dr. Diebolt asked if other students could register for the two GOML courses. Dr. Linderholm stated these courses are exclusively for GOML students.

Dr. Rebecca Ziegler said if Banner is inadequate to support our needs, then we may need to consider changing to a different system. Dr. Linderholm said they will still reinforce the core-requisite, but it will be done at the program level rather than through Banner.

MOTION: Dr. Samawi made a motion to approve the Course Revisions, New Courses, and Revised Program submitted by the College of Education. A second was made by Dr. Amanda King and the motion to approve the items was passed.
Other:
Change to Requirements for Educational Leadership Ed.D. Students holding a Graduate Assistantship

JUSTIFICATION:
The Ed.D program in Educational Leadership – both Higher Education and P-12 - has recently gone through a full program change and instituted a new Doctoral Program beginning Fall 2013. As part of this change, the Tier II component (30 credit hours) has shifted to a cohort model with students taking 2 courses (6 credit hours) per semester over 5 consecutive semesters. Under this cohort model, the classes are delivered through blended mediums having both face-to-face and online components. Since students are required to take 2 classes per semester, they are meeting full program requirements by enrolling in 6 credit hours per semester. The policy problem is that the institutional policy is for students to be enrolled in 9 semester hours to hold a graduate assistantship. Under this current structure, this precludes our graduate students from holding a graduate assistantship once they reach the Tier II component of their doctoral degree. As such, we are seeking an amendment or exception to the policy so that when a student’s full programmatic requirements are less than 9 credit hours, that student can still hold a graduate assistantship. EDLD is not the only program where this applies.

- Master of Music students must register for a minimum of 7 hours to be eligible
- Master of Public Administration students must register for a minimum 8 hours to be eligible
- Master of Science in Nursing must register for a minimum of 5 hours to be eligible

Dr. Patterson asked if the COE received approval from the Graduate Committee to allow six hours to be considered full time for students in the Tier II cohort period of the Educational Leadership Ed.D. program. Dr. Linderholm and Dr. Jensen confirmed that the change was approved by Graduate Committee and the BOR. Dr. Linderholm said most of their students work full time. Dr. Jensen explained that students in the Tier II period are required to take two courses and have one campus visit, and this qualifies as a full course load since they are also working full time. Dr. Jensen said the program is starting to receive requests from other students who do not fit that traditional model, such as international students, and they need the assistantship.

Dr. Diebolt stated he does not recall the committee approving this program to be full time with six hours. Dr. Jensen clarified that the six hours is meeting full programmatic requirements. Dr. Diebolt said international students are required to have nine hours. Dr. Jensen explained the Tier II is a cohort and it is set up for students to only take two courses, and they do not offer any other courses for the students to take. Dr. Jensen said it creates an undue burden on students who are already loaded down with the two courses and then are asked to take another course. There was a discussion of what qualifies students to receive financial assistance.

Dr. Goforth asked if the program precludes students from taking more than the two courses. Dr. Jensen said they do not, but they highly recommend that the students only take the two courses in order to maintain an effective workload.

The committee was concerned that the six hour course load would affect international student’s VISA status. Dr. Linderholm said as long as they can provide justification that the six hours is a full load then there should not be any issues.

There was a discussion on how these students would be tracked using the different systems already in place to determine who will and will not be eligible to receive an assistantship with the reduced credit hours in the Tier II period.

The committee requested the COE resubmit a proposal to codify the Educational Leadership Ed.D. program as full time at six hours. They would also like to see confirmation from the Center for International Studies that states with the COE’s approval the six hours can be classified as a full time student for immigration purposes.

MOTION: Dr. Ziegler made a motion to table the change in requirement item for the Educational Leadership Ed.D. students holding a graduate assistantship; with the understanding that the COE will submit a proposal to reduce the full time requirement to six hours and present written confirmation from International Studies. A second was made by Dr. Allen. The motion to table the item was passed.
E. Jiann-Ping Hsu College of Public Health

*Dr. Stuart Tedders presented the agenda items for the Jiann-Ping Hsu College of Public Health.*

**Department of Biostatistics**

**New Course(s)**

BIOS 6136 - Topics of Inference in Biostatistics II  
**JUSTIFICATION:**  
Required for the major.

BIOS 9132 - Advanced Clinical Trials  
**JUSTIFICATION:**  
Required for the major.

BIOS 9134 - Stochastic Processes for Biological Systems  
**JUSTIFICATION:**  
Required for the major.

BIOS 9135 - Advanced Survival Analysis  
**JUSTIFICATION:**  
Required for the major.

BIOS 9136 - General and Generalized Linear Models  
**JUSTIFICATION:**  
Required for the major.

**Course Deletion(s):**

BIOS 7433 - Biopharmaceutical Statistics in Drug Development  
BIOS 9233 - Bayesian Statistics II  
BIOS 9431 - Descriptive Biostatistics and Assumption Checking  
**JUSTIFICATION:**  
BIOS 7433 has not been offered in over five years. BIOS 9233 and BIOS 9431 do not reflect the goals and directions of the Biostatistics program.

**Course Revision(s)**

BIOS 6331 - Regression Analysis in Biostatistics  
- **Prerequisite(s)**  
**JUSTIFICATION:**  
Changes in prerequisite(s) are due to removing BIOS 6541 as a required prerequisite for Biostatistics students.

BIOS 6531 - Categorical Data Analysis  
- **Prerequisite(s)**  
**JUSTIFICATION:**  
Changes in prerequisite(s) are due to removing BIOS 6541 as a required prerequisite for Biostatistics students.

BIOS 7231 - Clinical Trials Methodology  
- **Prerequisite(s)**  
**JUSTIFICATION:**  
Changes in prerequisite(s) are due to removing BIOS 6541 as a required prerequisite for Biostatistics students.

BIOS 7534 - Data Management for Biostatistics  
- **Number, Credit Hours, Lab Hours, Schedule Type**  
**JUSTIFICATION:**  
This course is primarily a computer intensive course in need of extensive laboratory time to practice and solve data management problems. The addition of two hours of laboratory time will fill this need.

BIOS 7535 - Data Analysis with SAS  
- **Prerequisite(s)**
JUSTIFICATION:
Changes in prerequisite(s) are due to the changing the course number for BIOS 7534 and removing BIOS 6541 as a required prerequisite for Biostatistics students.

BIOS 9130 - Research Seminar in Biostatistics
   ➢ Title, Catalog Description
JUSTIFICATION:
The name change better reflects the topics and concepts presented in the course.

BIOS 9131 - Advanced Statistical Inference for Biostatistics I
   ➢ Title
JUSTIFICATION:
The new title better reflects the nature of the course.

BIOS 9133 - Advanced Statistical Inference for Biostatistics II
   ➢ Title
JUSTIFICATION:
The new title better reflects the nature of the course.

BIOS 9433 - Analysis with Missing and Mis-specified Data
   ➢ Corequisite(s)
JUSTIFICATION:
The corequisite is being deleted because BIOS 9433 will now be a guided elective.

PUBH 9130 - Professional Seminar in Biostatistics
   ➢ Title, Catalog Description
JUSTIFICATION:
The new title and course description better reflects the nature of the course.

Proposed New, Revised, or Deleted Program(s)
Biostatistics, M.P.H.
JUSTIFICATION:
Changes are due to course additions, deletions, and revisions that will strengthen the MPH Biostatistics program.

Biostatistics, Dr.P.H.
JUSTIFICATION:
The additions, deletions, and revisions better reflect the direction of Biostatistics and prepares the students to be more competitive when they graduate.

Dr. Diebolt said before the meeting he notified JPHCOPH of some minor editorial changes that needed to be made to the BIOS 6136, BIOS 9132 and BIOS 9135 new course forms. Dr. Tedders said the changes have been made and resubmitted to the College of Graduate Studies.

MOTION: Dr. Simone Charles made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health, with the understanding that the minor edits be corrected. A second was made by Dr. Goforth. The motion to approve the New Courses, Course Deletions, Course Revisions and Revised Programs was passed.

F. College of Liberal Arts and Social Sciences
   Dr. Peggy Hargis presented the CLASS Dean and the Department of Sociology and Anthropology agenda items for the College of Liberal Arts and Social Sciences.
   Dr. Michael Nielsen presented the Department of Psychology agenda items for the College of Liberal Arts and Social Sciences.

CLASS Dean
Course Deletion(s)
AAST 5437G - Cultures of Africa
JUSTIFICATION:
The Department of Sociology and Anthropology is deleting the Anthropology cross-listed course (ANTH 5437G). The department is moving away from cross-listing graduate and undergraduate sections of courses. The Africana Studies program is also deleting the course because there is not a graduate program in Africana Studies and this course was offered exclusively by Anthropology faculty.

AMST 5131G - Historical Archeology
AMST 5431G - North American Indians
AMST 5432G - Southeastern Indians
JUSTIFICATION:
The Department of Sociology and Anthropology is deleting the Anthropology cross-listed courses (ANTH 5131G, ANTH 5431G, ANTH 5432G). The department is moving away from cross-listing graduate and undergraduate sections of courses. The American Studies program is also deleting the courses because there is not a graduate program in American Studies and these courses were offered exclusively by Anthropology faculty.

WGST 5331G - Gender and Anthropology
JUSTIFICATION:
The Department of Sociology and Anthropology is deleting the Anthropology cross-listed course (ANTH 5331G). The department is moving away from cross-listing graduate and undergraduate sections of courses. The Women's and Gender Studies program is also deleting the course because there is not a graduate program in Women's and Gender Studies and this course was offered exclusively by Anthropology faculty.

Department of Psychology
Course Revision(s)
PSYC 7133 - Advanced Cognitive Psychotherapy
   ➢ Title, Catalog Description, Corequisite(s)
JUSTIFICATION:
The American Psychological Association Council on Accreditation now asks that cognitive psychology courses also address affective aspects of behavior. We are making this change to address that accreditation need.

PSYC 7235 - Group Psychotherapy
   ➢ Corequisite(s)
JUSTIFICATION:
The course in Banner currently has PSYC 7633 as co-requisite, but it should not.

PSYC 7633 - Psychotherapy Skills III: Child and Family Interventions
   ➢ Corequisite(s)
JUSTIFICATION:
The course in Banner currently has PSYC 7235 as co-requisite, but it should not.

Proposed New, Revised, or Deleted Program(s)
Clinical Psychology, Psy.D.
JUSTIFICATION:
Changes are being proposed in order to (1) update the name of the program director/advisor; (2) update courses so that they reflect the current trends in the American Psychological Association Council on Accreditation; (3) include a curriculum vitae in the list of things that applicants should submit; (4) increase consistency between the catalog description of the program and other program materials; (5) reduce the number of credit hours that students must enroll in during the summer, by deleting courses that are less essential to the degree.

Department of Sociology and Anthropology
New Course(s)
ANTH 5135G - Cultural Resource Management
JUSTIFICATION:
Most of the graduate students in the Master of Arts in Social Science (MASS) degree program who are focusing on anthropology are specializing in archaeology. This course will prepare them for employment in Cultural Resource Management (CRM) as most archaeologists will do this type of compliance archaeology for a portion of, or for their entire, career.
Course Deletion(s)
ANTH 5131G - Historical Archeology
ANTH 5133G - Georgia Archeology
ANTH 5331G - Gender and Anthropology
ANTH 5337G - Ethnographic Methods
ANTH 5431G - North American Indians
ANTH 5432G - Southeastern Indians
ANTH 5437G - Cultures of Africa
ANTH 6431 - European Cultures
ANTH 6132 - Southeastern Archeology
ANTH 6135 - Mesoamerican Archeology
ANTH 6330 - Cultural Anthropology
ANTH 6331 - Anthropology and Human Problems
ANTH 6337 - Folklife and Folk Religion
ANTH 6435 - Middle Eastern Cultures

JUSTIFICATION:
These courses are no longer needed. The department is moving away from cross-listing graduate (5000G) and undergraduate sections of courses. In addition, the listed 6000 level courses duplicate lower-division courses and are not needed for the MASS program.

Dr. Ziegler asked if the course deletions were for the same reasons that were brought up during the undergraduate committee, concerning retirement. Dr. Hargis said no, those were specific anthropology classes at the undergraduate level and there was no graduate component. Dr. Hargis said their students are only allowed to take six hours of G level classes and they have stopped offering the G level sections for these courses to their graduate students. Dr. Hargis confirmed the undergraduate portions of these courses will remain.

Dr. Diebolt said prior to the meeting he discussed the following items with Dr. Thresa Yancey regarding the Clinical Psychology, Psy. D. program revision.
1) The program description references the non-medical leave of absence, but there is no information on the medical level procedure in the description. Dr. Diebolt suggested the department include the medical leave procedure in this section, since there is mention of the non-medical leave.
2) How many times are students permitted to take the clinical qualified examination?

Dr. Diebolt said Dr. Yancey replied stating this information is in the program handbook. Dr. Diebolt said it would be helpful to include the information in the program catalog section, or include wording that references the program handbook. Dr. Nielson agreed to make the suggested revisions.

Dr. Diebolt suggested the program include information that explains what will happen if a student does not pass the practicum and define the procedures that will have to be taken.

Dr. Jensen asked if the reduction in program hours is consistent with what other programs are doing, or does it allow the department to effectively move students through the program. Dr. Nielson said it helps them be more in line with what other programs are doing.

MOTION: Dr. Samawi made a motion to approve the agenda items submitted by the College of Liberal Arts and Social Sciences, with the understanding that the Clinical Psychology Psy.D. program forms be revised to include suggested changes. A second was made by Dr. Allen. The motion to approve the Course Deletions, Course Revisions, Revised Program and New Course was passed.

Revised Clinical Psychology, Psy.D, Program Revision Forms are below.
Georgia Southern University

Proposed New, Revised, or Deleted Program Form
(To be used for Programs, Minors, Disciplines, Concentrations, etc.)

To: Undergraduate Committee (UGC) (UGC/GC Meeting Date: 10/10/13)
Yes Graduate Committee (GC) (Date Format: mm/dd/yy) Date Submitted: 08/21/13

(CIP Code Format: 123456) Classification of Instructional Program (CIP) Code: 422801

College Code: 12 - CLASS Department Code: 1215 Department: PSYC

Type of Change: This is a Revised Program

Current Name of Program: Clinical Psychology, Psy.D.

Proposed New or Revised Name of Program:

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

2. Type: (Choose One from the following)
   - 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

(Regents’ format can be found at: http://www.usg.edu/academic_affairs_handbook/)

3. Proposal for: Graduate Major
   If Certificate, 
   - Indicate Type: Drop-down
   - Is Certificate Program recommended for Financial Aid? ☐ Yes ☐ No

4. Degree: Other
   Other: Psy.D.

5. Program Delivery Method: Face-to-Face On Campus

6. Proposed Tuition Type, if not Standard Tuition: Drop-down
   If “Other”, indicate one of the following:
   - Tuition per credit hour:
   - Tuition per Program:

   If online or new tuition rate is proposed for program, complete the Request for Differential e Tuition Rate Form
   (http://services.georgiasouthern.edu/controller/files/DifferentialeTuitionRateRequest.pdf).

7. Is this a change in credits (for Revisions only)? ☒ Yes ☐ No (NOTE: If the answer is No, you may skip question 8.)

8. Total Credit Hours Required: 114-124

9. Target Group of Students: Students seeking eventual licensure as clinical psychologists

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

11. Is it possible this change could affect Enrollment Strategies of the University? No
    - If Yes, has this change been approved by or submitted to the Enrollment Management Council? Drop-down

12. Does this course revision affect another Department or College? No
    If yes, the signature page MUST be signed by Dean of College affected.
12. **A New or Revised Catalog Program Page must be attached.**

   **NOTE:** For Revised Catalog Program Pages:
   - All changes should be made in **RED**.
   - Deletions should be in **BOLD** with a **strikethrough**.
   - Additions should be in **BOLD ITALICS**.
   - Refer to *Sample Program Catalog Page Revisions* for layout format.

13. **Provide the Justification/Rationale for New, Revised, or Deleted Programs.**

   Changes are being proposed in order to (1) update the name of the program director/advisor; (2) update courses so that they reflect the current trends in the American Psychological Association Council on Accreditation; (3) include a curriculum vitae in the list of things that applicants should submit; (4) increase consistency between the catalog description of the program and other program materials; (5) reduce the number of credit hours that students must enroll in during the summer, by deleting courses that are less essential to the degree.
CLINICAL PSYCHOLOGY
Psy.D., 132-143 114-124 HOURS

114 132 Hours beyond Bachelor’s degree including dissertation; 101 148 semester hours of coursework
Advising: Department of Psychology, Dr. Thresa Yancey Bryant-Smalley, P. O. Box 8041, Statesboro, GA, (912) 478-5539, tyancey@georgiasouthern.edu, FAX: (912) 478-0751; http://class.georgiasouthern.edu/psychology/psyd.php

Program Mission
The primary objective of this program is to train doctoral-level professional psychologists to practice psychotherapy and assessment skills in the underserved rural areas of Georgia. This training will be accomplished through coursework, practicum and internship experiences.

Model and Goals
The philosophy of the program is consistent with a practitioner-scholar model of education and training. Therefore, graduates of the program are awarded the Psy.D. degree and are trained to be primarily practitioners of clinical psychology. The graduate experience is designed to develop the personhood of each student on par with academic and technical competence. Keeping in mind the acute need for clinical psychologists in rural areas, students will be selected, in part, for their commitment to a pursuit of rural practice. The faculty has identified goals and objectives for students while in the program. These are based on the core competencies of clinical education and training stated by the American Psychological Association (APA) and the National Council of Schools in Professional Psychology (NCSSP).

This program is based on an inclusive theoretical orientation, taking as elements the following clinical positions: behavioral, cognitive, existential, family systems, humanistic, and psychodynamic. Having been exposed to various theories within each of these major positions, students are encouraged to develop an ego-syntonic, integrated theoretical orientation. A well and broadly trained faculty makes the implementation of this model possible. Although each faculty member has her or his particular eclectic theoretical position, all clinical faculty share overarching humanistic values. Not attempting to educate clinicians who will be all things to all people, our primary emphasis is on competency in the delivery and supervision of adult psychotherapy and assessment services.

The Psy.D. program is consistent with a practitioner-scholar model of education and training. Therefore, graduates of the program are trained primarily to be practitioners of clinical psychology. The graduate experience is designed to develop the academic and technical competence of professional psychology for each student. Keeping in mind the acute need for clinical psychologists in rural areas, students will be selected, in part, for their commitment to a pursuit of rural practice and the goal of working with underserved populations. Students are trained as generalists, who can work with those of varying ages, people from diverse backgrounds, and with many different mental health needs. The faculty has identified goals and objectives for students while in the program based on the core competencies of clinical education and training stated by the American Psychological Association (APA) and the National Council of Schools in Professional Psychology (NCSSP). This program is based on an inclusive theoretical orientation, including the following clinical positions: behavioral, cognitive, existential, family systems, humanistic, and psychodynamic. Having been exposed to various theories, students are encouraged to develop an integrated theoretical orientation. A well and broadly trained faculty makes the implementation of this model possible. Although each faculty member has her or his particular theoretical position, all clinical faculty share overarching humanistic values.

Education and Training Goals and Objectives

1. The foremost goal of this program is to offer high quality graduate education and training in clinical psychology with an emphasis on psychotherapy and assessment in clinical practice.
   • Objective 1.1: Relationship competence: Students will develop the ability to form productive professional relationships.
   • Objective 1.2: Assessment competence: Students will acquire knowledge and demonstrate skill in psychological assessment.
   • Objective 1.3: Intervention competence: Students will demonstrate knowledge and competence in the delivery of psychotherapeutic services associated with treatment of a diverse range of presenting problems.
   • Objective 1.4: Consultation and education competence: Students will acquire foundational knowledge regarding consultative aspects of professional practice.
   • Objective 1.5: Management and supervision competence: Students will acquire foundational knowledge regarding supervisory aspects of professional practice.
   • Objective 1.6: Legal and ethical competence: Students will utilize the ethical code outlined by the American Psychological Association and relevant statutes and laws of the state of Georgia to guide practice in clinical and other professional experiences.

2. The second goal is for the clinical training of students to be well grounded in the breadth of scientific psychology.
   • Objective 2.1: Knowledge of theory and science competence: Students will acquire knowledge in the primary areas of scientific and theoretical principles in psychology.
   • Objective 2.2: Research and evaluation competence: Students will demonstrate skill in (a) critically evaluating scientific inquiries, (b) creating and conducting empirical research, and (c) integrating empirical research to foster integrity in their clinical interventions. Student will demonstrate knowledge in the following scientific, methodological and theoretical foundations of clinical practice: individual differences in behavior; human development; psychopathology; ethics and professionalism.

3. The third goal is to promote in students an understanding of rurality, diversity, and cultural and their impact on clinical practice.
   • Objective 3.1: Cultural and diversity competence: Students are expected to understand the impact of culture and diversity on clinical practice and to take such into consideration when working with diverse individuals.
   • Objective 3.2: Rural culture competence: Students are expected to develop an appreciation for the dynamics of a rural culture and how these forces influence individual development and community functioning.

4. As a fourth goal, this program seeks to instill in students a wish for life-long development of the personhood of the clinician on par with lifelong development of clinical knowledge and skills.
Program Goals and Objectives

1. The primary goal of this program is to increase the quality and availability of mental health services in rural areas, particularly in the state of Georgia, by encouraging students who graduate from this program to practice in rural settings.
   - Objective 1.1: Based on the research that indicates that students who come from rural areas and who receive their professional training in rural settings are more likely to practice in such settings, preference will be given to applicants to this program who come from or reside in rural parts of Georgia.
   - Objective 1.2: Vigorous efforts have been made, and continue, to locate and develop working relationships with rural mental health facilities where students may be placed for practicum.
2. The second goal of this program is to further the recognition and the understanding of the impact of the culture of the rural South on human behavior and mental health.
   - Objective 2.1: Both faculty and students are encouraged to engage in research that furthers understanding of the impact of the rural culture of Georgia.
   - Objective 2.2: Both faculty and students are encouraged to present their research and knowledge of rural practice at professional conferences.

Accreditation

Because we are a new program, the program is not yet accredited by the American Psychological Association (APA). APA considers a doctoral program for accreditation only after the program has students active in all phases of training, including internship. APA accreditation will be sought as soon as is deemed feasible by the Psychology Department faculty. Evidence of our progress toward accreditation is found in the Association of State and Provincial Boards/National Register Designation Committee (ASPBB) listing our program in the National Register of Doctoral Programs Meeting Designation Criteria. Please see the ASPBB website for details associated with this designation.

Applying to the Psy. D. program

Although academic background, intellectual potential and professional experience and skills will be key selection criteria, we intend to recruit students who are committed to providing service to our region. Therefore, students should carefully consider their interest in rural and underserved populations before applying to the program. Applicants will only be considered for the Psy.D. program (i.e., students will not be admitted for a terminal master’s degree in clinical psychology).

Credit for previously taken Courses: Students may be able to substitute credit received for taking graduate courses at a regionally-accredited institution during the last five years. A maximum of 18 hours of graduate level coursework is allowed. All decisions on substituted courses lie with the faculty clinical training committee, and course equivalencies will be determined on a case-by-case basis and only after a student has been admitted to the program. In all cases, documentation (syllabi, tests, grades) from the previous course will be required and reviewed by the appropriate program faculty who will document action taken. Credit will not be given for any clinical courses (i.e., courses where clinical theory and/or skills are taught), with the exception of Assessment II: Intellectual Assessment (PSYC 7234). Students wishing to be exempted from this course must demonstrate proficiency as determined by the clinical committee.

Specific admissions procedures are as follows:

1. Applications will be evaluated once per year for Fall admissions. The deadline for applications is January 15.
2. Applicants will submit an application packet electronically which will consist of all material listed in the Application Checklist. This application can be found at http://cogs.georgiasouthern.edu/gradadmin/applytogradschool.
3. An admissions committee, consisting of six program faculty, including the clinical training committee and an appointed member of the experimental faculty, will review and rank order applications based on the criteria described below.
4. A successful completion of a bachelor’s degree from a regionally accredited institution. Students' academic record will be evaluated based on official transcripts from all previous enrollments in higher education.
   - The minimum GPA required for consideration is 3.3 (out of 4.0).
   - A minimum grade of "B" in the following undergraduate courses: Introductory Psychology, Psychological Statistics, Research Design, Abnormal Psychology.
   - Record of having taken at least two of the following courses: Personality, Social Psychology, Developmental Psychology, Learning and/or Cognition, Health Psychology, Tests and Measurement, Theories of Psychotherapy, Psychology of Substance Abuse.
5. A minimum GRE score of 950 is required for applicants who took the examination prior to August 2011, or a minimum score of 294 for applicants who took the examination after July 31, 2011. The GRE for the Psychology (subject) test is required only for those students who did not earn either a Bachelor's or a Master's degree in psychology.
6. Three letters of recommendation from former professors or appropriate employers/advisors.
7. A written statement of professional goals and a rationale for how the Psy.D. program will further the students' career objectives. This statement will help the committee evaluate applicants' commitment to providing professional service to the rural areas of this region, as well as their understanding of the time commitments involved in undertaking doctoral study.
8. A curriculum vitae.
9. Based upon the recommendation of the Admissions Committee, a personal interview with applicants may be scheduled as part of the admissions process.

Part-time Admission and Part-time Status

The Psy.D. program is designed to be a full-time program that can be completed in five years. However, we realize some students may desire to do a portion of the program part-time. To this end, students may be admitted to the program with part-time status. If they wish to do this, the following criteria must be met:
   - Students must apply via the same admission procedures as full-time students.
   - Students can only begin the program in the Fall semester.
• Students must be admitted with a 18 hours of course credit in non-clinical courses (i.e., they must come into the program with the maximum amount of transfer credit).

Once admitted, part-time students must
• Enroll in a minimum of six credit hours of coursework each semester.
• Be enrolled in the program every semester, unless a Leave of Absence is granted (see below).
• Enroll in necessary co-requisite courses when they are required.
• Enroll in Foundations of Psychotherapy I, II, and Group Psychotherapy (PSYC 7232, PSYC 7433, and PSYC 7235) in consecutive semesters.
• Switch to full-time enrollment (minimum 9 credit hours per semester) for at least one full year to meet the residency requirement (see program manual for details).
• Complete the Psy.D. program within the 8-year time limit allowed for all students.

**Part-time students may switch to full-time status at any point in their training. If a student desires to return to part-time status after being full-time, they must petition the program director.**

**Program Requirements**

The program is designed to be a five-year, full-time program for those entering with a bachelor's degree. The first four years will include coursework and graded practicum experiences. A minimum of one year (12 continuous months) of full-time coursework must be done in residency at Georgia Southern. The fifth year will consist of a full-time (2000 hour) approved internship.

**Grades:**
Students are expected to pass all courses with a grade of "A" or "B". Should a student earn less than a B in any course, he or she is immediately put on probation and must retake the course (and earn an "A" or "B") the next time the course is offered. Earning a second grade below "B" will result in dismissal from the program.

**Bi-Annual Evaluations:**
Twice a year (usually at the end of the Fall and Spring semesters), students will have an individual meeting with their academic advisor and faculty committee for an evaluation of their progress. The committee will consist of the Director of Clinical Training and at least two other professors under whom the student has studied. The evaluation will assess ongoing development of academic performance and professional skills, ethical judgment and sensitivity, as well as personal attributes or behaviors that may call into questions the student's suitability for career in professional psychology. Documented poor performance in any of these areas will be the basis of efforts by the advisor and program faculty to assist the student in forming and completing a plan for improvement; continued poor performance within specified time frames will be the basis for terminating a student's enrollment in the program.

**Clinical Qualifying Examination, and Dissertation:**
Near the end of the third year or beginning of the fourth year of study, students must successfully complete a Clinical Qualifying Examination. This examination requires the student to prepare a written and oral case presentation through which he/she demonstrates satisfactory skills in assessing a case, developing an appropriate conceptualization and formulating a treatment plan, conducting pertinent interventions, and evaluating the progress and outcome of the interventions(s) chosen. The written report will be evaluated by a committee of 3 faculty members. Both the written and oral portions are graded pass/fail. A grade of Pass is required for the student to apply to Internship (see below). The exam may be retaken once, after a three-month remediation period. Failure to pass the exam will result in dismissal from the program.

An acceptable doctoral dissertation proposal will be drafted, typically in the summer of the third year, and implemented in the fourth year of study. It is expected that by the time the student begins internship in the fifth year, the dissertation will have been successfully defended. Subject to the approval of the Director of Clinical Training, the dissertation must consist of an original empirical study. The acceptability of the dissertation proposal, and ultimately the dissertation itself, will be determined by a committee consisting of a chair and at least two other members of the graduate faculty. The constituency of the committee is subject to the approval of the Chair of the Department of Psychology and the Director of Clinical Training. The committee's approval of the dissertation will be in part on an oral defense held open to the university community.

In keeping with the practitioner-scholar model, the program aims to train practitioners who are grounded in the scholarly inquiry of scientific psychology. By the beginning of the fourth year, it is expected that students have drafted a doctoral dissertation proposal. The project should be conducted during the fourth year. At a minimum, the dissertation proposal is to be written, defended, and approved before applying for the pre-doctoral internship. At an aspirational level, it is highly desirable that students will successfully defend the dissertation project before leaving campus for internship.

**Practicum:**
Students begin practicum experiences in the second year of the program following first-year instruction in Psychotherapy foundations, specific instruction in skills, and ethics. In the second and fourth years, students will participate in Vertical Supervision teams. These teams will consist of second-year students doing therapy and assessment and fourth-year students doing supervision under the guidance of faculty mentors. These teams will do their Students in their second year do their practica work in sites on campus: the Georgia Southern Community Psychology Clinic (housed within the Department of Psychology), the Georgia Southern University Center for Counseling and Career Development, and the Regents Center for Learning Disorders (focusing on assessment). In the third year, all students will do their practica in rural clinics or sites who primarily serve rural clients. Students should note that rural training sites often require a substantial time commitment. These sites may be quite a distance from campus and may, in some cases, involve overnight stays. Fourth year students will have either on- or off-campus practicum placements. All practicum placements will be at training sites with which the psychology department has prior written agreements concerning training and supervision criteria. Failure to complete practicum successfully will result in remediation or dismissal, depending on the circumstances for the failure, as described in the Psy.D. Program Handbook.

**Personal Therapy Requirement:**
In our clinical training, we emphasize the development of the clinician as a person in parity with the acquisition of clinical skills and theoretical knowledge. To this end, we require all students to complete a minimum of 15 sessions of personal psychotherapy with a licensed therapist during their time in the program.

- **Internship:**

  Many state examining boards for doctoral level psychologists require candidates for licensure to have completed a one-year, full-time (2,000 hour) pre-doctoral internship. Internship requirements for specific states and/or jurisdictions can typically be found with the licensing policies of the local state licensing boards of interest. Additional up-to-date information regarding state licensure can be obtained from the website of the Association of State and Provincial Psychology Boards (http://www.asppb.org). The listing of the accredited sites is published in the December issue of the American Psychologist each year. The list is also available on-line at http://www.apa.org/ed/accreditation/programs/internships-state.aspx. Typically during their fourth year of study, students will meet with the Director of Clinical Training to discuss internship options. Students will then be encouraged to follow the application process outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) http://www.appic.org. APA accredited internships are preferred but exceptions can be made, particularly for sites that are not accredited but are listed in the APPIC national match. Because one of the overriding goals of the Psy.D. program is to prepare students for rural practice, rural internship sites should be selected whenever possible. Supervision of doctoral students will be done on site.

**Leave of Absence**

Leaves of Absence are discouraged as they can lead to difficulties related to the scheduling and sequencing of courses and experiences, thus greatly extending a student's time in the program. However, leaves of absences for personal reasons may be granted to students after they petition to do so with the DCT and the Dean of the College of Graduate Studies. **Leaves of absence for medical reasons may be obtained by following the Medical Leave of Absence guidelines in the graduate catalog.** Students who have been granted a leave of absence are responsible for notifying the DCT and the Dean of the College of Graduate Studies when they are ready to resume full-time graduate study. Unless there are unusual extenuating circumstances, leaves of absence cannot extend beyond one calendar year. Students who fail to petition for extended absences and do not return after one year of absence will be withdrawn from the program.

**Program of Study**

Below are the courses required for the Psy.D. program. A curriculum by year can be found by visiting the Psychology Department’s web site at http://class.georgiasouthern.edu/psychology/psvd.php

**Foundational Psychotherapy** ................................................................. 15 Hours
- PSYC 7232 - Foundations of Psychotherapy I (3)
- PSYC 7433 - Foundations of Psychotherapy II (3)
- PSYC 7237 - Psychotherapy Skills I (3)
- PSYC 7333 - Psychotherapy Skills II (3)
- PSYC 7633 - Psychotherapy Skills III: Child and Family Interventions (3)

**Foundational Assessment** ............................................................... 9 Hours
- PSYC 7231 - Assessment I: Psychometric Theory (3)
- PSYC 7234 - Assessment II: Intellectual Assessment (3)
- PSYC 7335 - Assessment III: Personality Assessment (3)

**Biological Bases of Behavior** ......................................................... 6.2 Hours
- PSYC 7134 - Physiological Psychology (3)
- PSYC 9331 - Psychopharmacology (3)

**Cognitive and Affective Aspects of Behavior** .................................. 3 Hours
- PSYC 7133 - Advanced Affective and Cognitive Psychology (3)

**History and Systems of Behavior** .................................................. 3 Hours
- PSYC 9235 - History and Systems (3)

**Research Methodology and Data Analysis** ...................................... 6 Hours
- PSYC 7130 - Statistics for Psychology (3)
- PSYC 7131 - Research Design (3)

**Human Development and Individual Differences** ......................... 3 Hours
- PSYC 7331 - Advanced Developmental Psychology (3)

**Psychopathology** ........................................................................ 3 Hours
- PSYC 7239 - Psychopathology (3)

**Professional Standards and Ethics** ............................................... 3 Hours
- PSYC 7235 - Ethics and Professional Issues (3)

**Social Aspects of Behavior** ......................................................... 3 Hours
- PSYC 7332 - Advanced Social Psychology (3)

**Cultural and Individual Diversity** ................................................. 6 Hours
- PSYC 9230 - Diversity Issues in Psychology (3)
- PSYC 9330 - Rural Mental Health (3)

**Advanced Psychotherapy** ............................................................ 6 Hours
- PSYC 7235 - Group Psychotherapy (3)
- PSYC 7238 - Child Psychotherapy (3)

**Consultation and Supervision** ....................................................... 14-15 16-17 Hours
- PSYC 7111 - Supervision I (take a minimum of 8 10 times (max 9 11))
- PSYC 9130 - Professional Development (3)
- PSYC 9131 - Supervision and Consultation (3)

**Clinical Practice** ....................................................................... 18 24-27 Hours
- PSYC 7730 - Practicum I (3)
- PSYC 7731 - Practicum II (3)
- PSYC 7733 - Combined Group Practicum (3) (take a minimum of four two times (max 5))
PSYC 9731 - Rural Practicum (3) (taken two times)

Internship .................................................................................................................................................................. 3 Hours No Credit

Internship in 5th year
PSYC 9711 – Pre-Doctoral Internship I
PSYC 9712 – Pre-Doctoral Internship II
PSYC 9713 – Pre-Doctoral Internship III

Dissertation .......................................................................................................................................................... 13-19 14-21 Hours
PSYC 9999 - Dissertation (14-21/13-19)

Three of the following four courses ............................................................................................................................................. 9 Hours
PSYC 7136 - Geropsychology (3) [Human Development and Individual Differences]
PSYC 7334 - Couples and Family Psychotherapy (3) [Advanced Psychotherapy]
PSYC 7336 - Child Psychopathology (3) [Psychopathology]
PSYC 7337 - Clinical Health Psychology (3) [Foundational Psychotherapy]

Two of the following three courses .............................................................................................................................................. 6 Hours
PSYC 7134 - Physiological Psychology (3)[Biological Bases]
PSYC 7135 - Health Psychology (3)[Biological Bases]

PSYC 7236 - Neuropsychology and Neuropsychological Assessment (3) [Biological Bases]

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

VIII. ANNOUNCEMENTS

Dr. Fernekes distributed a brochure on the Digital Commons@Georgia Southern and SelectedWorks. Digital Commons is an open access repository that contains research, scholarship, and creative works of our faculty, staff and students. SelectedWorks consists of individual sites for faculty and staff that highlight their research and publications. To obtain additional information, contact: Ashley D. Lowery, Digital Collections Specialist at GSU; or Debra Skinner, Coordinator of Cataloging and Metadata at GSU. The website is http://digitalcommons.georgiasouthern.edu/. Dr. Fernekes reminded the committee of the Interuniversity Consortium for Political and Social Research (ICPSR) that maintains and provides access to a vast repository of interdisciplinary, political and social science data for research and instruction, as well as instructional modules. Access ICPSR through GALILEO. For additional information, contact Dr. Bob Fernekes, Information Services Librarian.

Dr. Ziegler distributed a handout of the Center for Research Libraries and reminded everyone that Georgia Southern University is a member of this network. She explained this is a repository that purchases and holds an array of research material. Faculty and students can access material through GALILEO or the catalog on their website, http://www.crl.edu/. The purchase limit is $2000 per year, per user. Dr. Ziegler encouraged everyone to share this information with their colleagues. Dr. Jensen asked how students access the information. Dr. Ziegler said students can check the catalog to see what resources are available by either accessing GALILEO or on the CRL’s website. She explained that the students would place an interlibrary loan request for the material in the regular way and then the Library borrows the material from CRL. People can contact the CRL librarian to discuss what they might have that will meet their research needs.

Mr. Wayne Smith clarified that the items approved in this meeting will not go into the online catalog. The material will go into the 2014-2015 catalog. However, the information approved in this meeting will go into Banner as soon as possible, so that departments can set up courses for registration.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on October 10, 2013 at 10:19 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved November 1, 2013 by electronic vote of Committee Members
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.

CRL acquires and preserves newspapers, journals, documents, archives, and other traditional and digital resources from a global network of sources. Most materials acquired are from outside the United States, and many are from five "emerging" regions of the world: Africa, the Middle East, Southeast Asia, South Asia, and Latin America.

CRL enables 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 are designed to support major research projects, such as the production of scholarly monographs and studies, the writing of dissertations, and seminars at the graduate and advanced undergraduate levels.

Librarians, specialists, and scholars at CRL libraries participate in building this shared CRL collection of research materials through the purchase, proposal, and demand purchase programs. Participation in these programs and in CRL collection seminars and other Global Resources Forum events 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.
Faculty Senate Library Committee  
September 25, 2013  
Essence Notes

Present:
  Bede Mitchell, Library  
  Ann Hamilton, Library  
  Barbara Hendry, CLASS  
  Stephanie Jones, COE  
  Jiehua Zhu, COSM  
  Hani Samawi, JPCOPH  
  Katrina Jackson, Library  
  Tiffanie Townsend, Faculty Senate  
  Alva Wilbanks, Recording Secretary

Bede welcomed the members and reviewed the committee’s charge as noted in the Senate By-Laws Section 27:

a. review and recommend policy for the library, including public services and the allocation of departmental funds;

b. address other specific questions in this area that may be requested by the Senate Executive Committee; and

c. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, Section 3.

Election of Committee Chair:
Bede informed the group that the Faculty Senate has revised its rules, and committee chairs are now to be elected by the committees rather than appointed by the Senate Executive Committee. He reviewed the responsibilities of the chair and asked for volunteers or nominations. He also reviewed the assistance his office would provide the committee: He will act as parliamentarian and his secretary would record the minutes of the meetings. Drafts of the minutes would be forwarded to the chair for revision and on to the committee for approval prior to submission to the Senate Librarian as required in the by-laws. Meetings, usually held 1-2 times each semester, will be coordinated by his office. Agenda topics will be solicited from the committee members regarding topics of interest. Any reports made during Faculty Senate meetings can be given by either Bede, the committee’s Faculty Senate rep Tiffanie, or by the chair should they deem it necessary. Barbara Hendry accepted the position of committee chair. Bede will notify the Senate chair and her department head of her appointment.

Dean’s Report on the State of the Library:
Bede reported that although the State of Georgia and the economy are experiencing tough times, the library has weathered the situation better than many other academic libraries across the country. He stated that the library has experienced no budget cuts so far, although lack of funding increases has made it difficult to maintain all our commitments. He discussed problems other institutions have experienced due to budget cuts, etc. He stated that the formula for funding the campuses will change next year and will emphasize meeting performance expectations in retention, progression and graduation of students. Fortunately, GSU’s RPG rates have been improving the past few years. He reported on the year-end funds the library has received over the past several years, how those dollars are directed toward the library’s collections budget, and how a possible new formula for year-end funding might affect those dollars that have kept the library afloat in the continuous cycle of cost increases.
Bede reported on an upcoming request that will be made of academic departments. Departments will receive lists of the resources the library currently provides that support their academic programs in some way, and the departments will be asked to let the library know of any information resources the departments are not getting that they feel are critical to their programs. Feedback received will assist the library in its strategic planning over the next 3-5 years.

**Voyager Ex Libris to be replaced:**
Bede announced that the University System of Georgia is beginning to plan for the replacement of the current integrated library system software, Voyager Ex Libris which we use to support the control of web-based public access cataloging and authority as well as control of acquisitions, serials, circulation and course reserves modules. He reported on the recent Regents Academic Committee on Libraries kick-off meeting, attended by representatives from all the university system institutions, and the steps to be taken for finding different options to be considered for the next generation library system. Bede will keep the Library Committee updated as planning evolves. Ann reported the anticipated timeline for beginning and implementing a new system is May 2016.

**GALILEO’s Affordable Learning Georgia (ALG):**
The committee viewed a web page for a new project undertaken by the university system, Affordable Learning Georgia, a project to promote student success by providing affordable textbook alternatives, based on a similar initiative by the California State University system. The service will help faculty and staff identify electronic, free, and open educational resources, building on the cost-effective subscription resources provided by GALILEO and the USG libraries. Bede stated that more information on this topic will be pushed out to the departments soon. In addition, he or their department liaisons will be happy to visit those departments interested in hearing more about ALG. More information may be obtained by visiting the ALG site at [http://affordablelearninggeorgia.org/](http://affordablelearninggeorgia.org/)

**SACS Reaffirmation and the Library’s Contribution to the University’s Self-Study:**
Bede reported on the SACS Reaffirmation Team’s progress on preparing the self-study responding to the SACS core requirements and standards for library and information resources. Once the team’s draft is complete, around the middle of October, he will send it to the committee for their review and input. He noted that the standards and requirements will be listed in the draft, but if anyone needed more information they should contact him.

**Open Access and Scholarly Communication: Continuing the discussion begun by the committee last year:**
Members were provided handouts about the open access movement. Bede noted that this movement is a response to growing monopolistic control of scholarly journals by for-profit publishers which usually require authors to relinquish copyright and charge libraries (and individuals) access fees. Open access journals offer an alternative venue for publication of scholarly work. Many are peer-reviewed and they are freely available to everyone. One emerging business model is that submitting authors assist with the costs by paying a publication fee. Bede said he is considering making a formal proposal to the Provost for support from the university to help underwrite these fees, but would first like to get feedback from faculty. He asked the committee members to speak to their colleagues about this, and said he would visit any departments that wished him to speak to their faculty about open access. It was suggested that information about open access be sent to the Associate Deans of each College to forward to the departments and faculty.
Bede also noted that Georgia Southern does currently offer some limited support for faculty costs associated with publishing, including fees for publication in open access journals. This is available through the Faculty Research Committee, as reported by Eleanor Haynes in the Office of Research. More information may be obtained by going to the website “ORSSP-Faculty Research” or the link below. http://www.georgiasouthern.edu/research/orssp/pre-award_faculty_research_committee_research_awards.html

Bede reported on a couple of business plans being tested for operating open access journals. Information was distributed on two libraries that have made commitments to assist in the open access movement and are even budgeting to help underwrite faculty with the cost of submitting articles. Lyman Maynard Stowe Library at the University of Connecticut has established an Open Access Author Fund where a pool of money is set aside to support fees for open access publications. It underwrites reasonable charges for articles written by researchers and published in fee-based journals. Emory University’s Open Access Publishing Fund also provides funds to make it easier for Emory authors to publish in eligible open access journals and books when no alternative funding is available, thereby fostering the exploration of new and innovative publishing models across research communities.

Next Meeting and Agenda:
Bede announced that his office will contact the committee for available meeting dates and agenda topics. Discussion of open access will be continued and committee members should relay topics their departments want to hear about. Bede will send out information to the departments regarding the open access issue and will be happy to visit any department to discuss the issue in more detail.

Digital Commons:
Bede distributed a brochure on Digital Commons, the library’s online repository. The repository will house a variety of research, scholarship, and creative works, including: theses/dissertations, conference proceedings, research publications, presentations, artistic work, etc. of the University’s faculty, staff and students. Find more information at http://digitalcommons.georgiasouthern.edu/

Creative Commons:
The committee viewed the website Creative Commons which offers a series of different copyright licensing options which authors can present to publishers if they want to negotiate the terms of copyright permission for their creative work. Find more information at http://creativecommons.org/licenses/

Bede stated that the topics discussed today would be the type of presentation he would like to present to each department. He will work these topics into an outline he will send out to departments.

Open Access Week:
Ann announced that Open Access Week will be October 14 - 27th. The library will be hosting a USG Open Access-Online Workshop open to all faculty on October 22, 12:00 - 1:30 pm in room 1300 on the first floor of the library. She also offered to add any requested topics to the agendas of the Associate Deans’ meetings.
Bede opened the meeting and welcomed new member, Susan Sammons, representing the College of Health and Human Sciences, via conference call. He announced two agenda topics: Open Access publishing and faculty copyrights, and the mandate from the Board of Regents that Georgia Southern submit a plan for reducing our FY15 Budget by 5%.

Open Access Publishing and Faculty Copyrights:
Barbara distributed drafts of two memos, one directed to associate deans soliciting their help in distributing information about Open Access to their faculty, and the second directed to faculty sharing links for obtaining more information regarding Open Access publishing. The memo includes an offer for Dean Mitchell to visit departments to discuss open access in more detail. The memo goes on to say that if enough interest is generated, Dean Mitchell could pursue university support for help in underwriting the publication fees required by some Open Access journals. The floor was opened for discussion and feedback on the two memos. Discussed was the number of journals available and how one can determine their legitimacy. Bede stated that the Directory of Open Access Journals is considered a sort of gate-keeper for this purpose. For more information go to www.doaj.org. The link will be added to the faculty memo. Katrina suggested that we update the Library’s Digital Commons website to provide a one-stop shopping location for links to useful Open Access web pages. Bede and Barbara will edit the faculty memo according to the committee’s input.

FY15 5% Budget Reduction:
Bede updated the committee on the budget reduction request and how it would affect the Library. He stated that the Library has been one of the University’s top priorities in recent years, receiving generous allocations of year-end funding over the past several years. These funds have been used to make pre-payments to vendors, building up a reserve to subsidize more resources than our subscription budget can actually cover. Bede said that we cannot count on additional year-end funds for FY 15, which will have a drastic impact on the Library’s collections. He reviewed a spreadsheet of anticipated FY14 materials expenditures totaling $2,218,200 and the amount of the FY14 budget totaling $2,319,330, leaving a reserve of $101,130. He noted that the budget total includes prepayments of $622,296, and without such prepayments we would run a deficit. He added that we won’t be affected this fiscal year since our bill has been paid. However, if we receive no year-end funding in Spring, then the August 2014 vendor bill will be more than we have in our budget. This means we must prepare for August by deciding during the Spring which subscriptions to cut in order to reduce the August bill. Without year-end funds, this scenario will come about even if the 5% reduction doesn’t take place.

In late January the Library will begin soliciting academic departments for feedback about current subscriptions, asking which titles could be dropped without undue harm to student learning and faculty research. Feedback will be sought from departments, not individual faculty, to ensure priorities are set
according to the needs of the academic programs. Beyond the collections funds, Bede reviewed some other budget categories that could be considered for cutting: books (both electronic and paper), binding, and operations. He stated that library’s overall budget consists of roughly 67% personnel, 27% materials budget, and 6% operations. A 5% cut across the board would hit personnel with a $152,000 cut, not something he would want to consider; the major portion of the library’s cut would have to come from the collections budget. The Provost has stated that the University’s cuts will not be done across the board, but strategically assessed. With this possibility, the library could see a lower cut assessed, but until we are told otherwise we must be prepared and plan for a 5% cut. Stephanie noted that her department is working toward getting their students away from having to purchase textbooks so it is imperative that they have access to journals. Bede reminded the group of Affordable Learning Georgia and encouraged those that have not already visited the site to do so. Bede explained that the budget cuts stem from the overall system decline in enrollment, with demographic trends indicating that the decline will continue. Barbara noted that this should bolster the argument for Open Access. Hani reported on one university system’s effort to cut costs by dropping expensive journals. Instead, if faculty need a particular article then the library would purchase the article for them. Bede stated that this would not work for the undergraduate level but could be considered for upper advanced levels.

Plans were made for the committee to meet again in late January before the library starts the process of contacting departments for feedback on what subscriptions and databases they could cut. Bede will keep the group posted regarding the 5% budget reductions.
Notes from Faculty Welfare Committee Meeting, October 24

Attending: Moya Alfonso, Jim LoBue, Terry Diamanduros, Cynthia Frost, Diana Cone, Rob Pirro, Sabrina Ross, Mary Hazeldine, Evans Afriyie-Gyawu, Mosfequr Rahman, Olga Amarie, Fred Smith.

The first order of business for the Faculty Welfare Committee this year is to work the Provost to design a procedure for a five year review of deans. The Committee studied various review procedures from other universities in preparation for this meeting. Based on those reviews, the first step was to determine the makeup of a review committee and decide who should chair. The Faculty Welfare Committee made considerable progress on those questions at the meeting. It was also decided that five years was too long to wait for the initial review, and the membership proposed that there be a review after a dean was in his/her position for two years.

A short time after the meeting, the Committee chair discovered that the Committee’s plans were not in agreement with Provost Bartels’ expectations. So a meeting with her was quickly arranged for October 31.

Notes from Faculty Welfare Committee Meeting with Provost Bartels, October 31

Only three FWC members were able to attend the hurriedly arranged meeting with Dr. Bartels, Jim LoBue, Cynthia Frost, and Fred Smith. At the meeting Provost Bartels explained that in her view, the Provost position should lead the five year review and that a review committee was not necessary. She explained that the deans report to her and she is directly responsible for their annual reviews, and this is simply an extension of that responsibility. She also said that she does not see anything to be gained by having a two year review. However, she said that she was in favor of giving faculty the right to call for an earlier review, similarly to the way faculty in a department are able to call for an early review of a chair.

The FWC and Dr. Bartels were in agreement that the five year review contain a faculty evaluation component similar to the process for chair five year review. But in the case of deans, there will be additional components and input will be taken from several other constituencies.

A concern had been raised at an earlier Faculty Welfare Committee meeting that last year’s procedure for a five year review of chairs lacked an explanation of when the procedure would start for those chairs who have already served five years or longer. The Provost explained that that should not be a concern. She and her staff have determined that a total of eight chairs should be reviewed this year and she has provided the deans with a list of those in their colleges.

Submitted by Chair Fred Smith
There is one item to report.

The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University Student-Athletes:  
I. CALL TO ORDER

- **Voting Members Present:** Dr. Biswanath Samanta, Dr. Greg Chamblee, Dr. Isaac Fung, Dr. Karelle Aiken, Dr. Kathy Thornton, Dr. Katy Gregg, Dr. Marla Morris, Dr. Patrick Wheaton, Dr. Rami Haddad, Dr. Rebecca Ziegler, Ms. Ruth Baker, and Dr. William Amponsah

- **Non-Voting Members Present:** Ms. Candace Griffith, Ms. Debbie Sutton, Dr. Diana Cone, Ms. Doris Mack, Ms. Melissa Lanier and Mr. Wayne Smith

- **Visitors:** Dr. Brian Koehler, Dr. Camille Broadway, Dr. Christine Ludowise, Dr. Cindy Randall, Dr. Dan Bauer, Ms. Danielle Smith, Dr. Hans Mortensen, Dr. Peggy Hargis, Dr. Reed Smith and Dr. Stephen Rossi

- **Absent with Alternate in attendance:** Dr. Jiehua Zhu

- **Absent:** Dr. Aniruddha Mitra (notified prior to meeting), Dr. Bettye Apenteng, Dr. Bruce McLean, Dr. James Stephens, Dr. James Woods (notified prior to meeting), Dr. Joe Ruhl, Dr. Levi Ross, Ms. Lisa Yocco (notified prior to meeting), Dr. Maria Alba-Flores, Dr. Stephen Elisha, Dr. Susan Franks

*Dr. Kathy Thornton called the meeting to order at 3:30 p.m.*

II. APPROVAL OF AGENDA

A Chamblee/Amponsah motion to approve the agenda with revisions regarding pages 1, 18, 28, 50, 55 and 337 of original agenda was passed unanimously.

III. VICE PRESIDENT OF ACADEMIC AFFAIRS

*Items for consideration were presented by Ms. Danielle Smith.*

- **Center for International Studies**
  - **Course Deletion(s)**
    - INTS 3336/INTS 3336S International Media Systems
  
  **JUSTIFICATION:**
  The cross-listed course is being deleted by Communication Arts (JOUR 3336 International Media Systems). This course has always been taught by faculty in Communication Arts and will not be offered as a stand-alone course by International Studies.

  A Chamblee/Ziegler motion to approve these course deletions was passed unanimously.

- **Proposed, New, Revised, or Deleted Programs**
  - **Global Citizen Certificate (REVISED PROGRAM)**
  
  **JUSTIFICATION:**
  The changes to the certificate reflect the course deletion(s) made by the Department of Communication Arts.

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

- **Selected Topics Announcement**
  - INTS 3090 – International Defense Policies
JUSTIFICATION:
This course introduces students to the concepts of international defense policies and policy analysis. The course will cover state defense policies and the facets of governments that affect those policies to include economics, military organizations and capabilities, and strategic goals. Specific states to be analyzed will comprise a sampling of those that exert significant influence in the international system, including but not limited to the United States, North Korea, Iran, China, and Saudi Arabia. Upon completion of the course students will be able to evaluate applicable information and identify and analyze defense goals and policies.

Selected topics announcements are for information only.

IV. COLLEGE OF SCIENCE AND MATHEMATICS
   Department of Mathematical Sciences

Items for consideration were presented by Dr. Brian Koehler.

- Proposed New, Revised, or Deleted Program(s)
  Environmental Sustainability Interdisciplinary Concentration [REVISED PROGRAM]

JUSTIFICATION:
There are two corrections being made to the Environmental Sustainability Interdisciplinary Concentration. The course number for Sustainable Materials and Methods for the Interior Environment (INDS 3530) was accidentally listed as INDS 3350 and needs correcting, and Biological Anthropology (ANTH 2131) is being removed as the Board of Regents will not allow courses below the 3000-level to be included in a concentration such as this. Furthermore, review of the GSU catalog by the program director has found four new courses that fulfill the requirements for inclusion in this concentration which need to be added: Sea Turtle Natural History (GEOL 5740), Sustainable Foods (NTFS 3631), Adventure Education (RECR 3230), and Global Issues (INTS 3230).

An Aiken/Fung motion to approve this program revision was passed unanimously.

V. COLLEGE OF HEALTH AND HUMAN SCIENCES

Items for consideration were presented by Dr. Stephen Rossi.

- Interior Design
  Course Revision(s)
  INDS 4437 – Interior Design Portfolio

JUSTIFICATION:
In submitting major curriculum changes last year, it was brought to our attention (after submitting our paper work) that a course we require of our majors, TCM 3333, was changing from a 2 hour credit course to a 3 hour credit course. We were not notified of the change in time to make adjustments. In order to keep our curriculum at 126 hours, we need to reduce 1 hour in our new curriculum. This course, as it is primarily lab based, was easy to reduce to 2 hour credit course without significantly reducing content.

Course Revision(s)
INDS 4446 – Design Studio V

Prerequisite
JUSTIFICATION:
Due to the number change for INDS 4437, INDS 4427 and INDS 3436 should now be listed as a prerequisite for this course.

A Samanta/Wheaton motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Interior Design, B.S. [REVISED PROGRAM]

JUSTIFICATION:
These changes are due to changes made to TCM 3333.

➤ Sport Management
Proposed New, Revised, or Deleted Program(s)
Sport Management, B.S. [REVISED PROGRAM]

JUSTIFICATION:
The changes to the Sport Management major reflect course deletions and course prefix/numbering changes requested by the Department of Communication Arts.

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

VI. COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Cindy Randall.

➤ Department of Marketing and Logistics
Course Revisions
LOGT 4233 – Logistics Executive in Residence
➤ Prerequisite
JUSTIFICATION:
The current prerequisites are too restrictive and higher than any other Logistics course. This change in the prerequisites will now mirror the capstone Logistics course - Seminar in Intermodal Distribution (LOGT 4263). Also, due to this being an elective that is taught once a year (spring), only about 20% of the students meet the current prerequisites and this change will allow a large group of seniors the opportunity to take the class. Finally, the inclusion of "or permission of the instructor" will allow individual students from related areas to be included (i.e. IS with Logistics minors) that may not meet the normal prereqs due to a different major.

LOGT 4263 – Seminar in Intermodal Distribution
➤ Prerequisite
JUSTIFICATION:
This is the capstone class in this degree. The "concurrent" enrollment option allows a student to enroll in the capstone course after taking only one LOGT class. This will ensure the student has completed at least one other senior level class before taking the capstone.

A Fung/Amponsah motion to approve these course revisions was passed unanimously.

➤ Department of Finance and Economics
Course Revision
FINC 4790 – Internship in Finance
➤ Catalog Description
**JUSTIFICATION:**
The revision will make the catalog description consistent with recent elimination of emphasis areas.

A **Fung/Amponsah motion to approve this course revision was passed unanimously.**

**Program Revision**
**BBA, Finance (REVISED PROGRAM)**

**JUSTIFICATION:**
We propose the revision of the finance core from 7 to 8 total courses (from 5 required, 2 major electives to 5 required 3 major electives) to be consistent with the major course credit hour requirements of other majors within the college.

A **Fung/Amponsah motion to approve this program revision was passed unanimously.**

- **COBA Honors Program**
  - **New Courses**
    - BUSA 3610 – Honors Business Seminar

  This seminar style course is designed to acquaint COBA Honors students with the scientific method and how it is used in business to advance knowledge of the business disciplines. In this course, students will examine the various options for the Honors Thesis/Capstone Project in COBA. With the assistance of the COBA Honors Advisory Council and keeping in mind the personal and professional aspirations articulated in the Honors Business Philosophy Seminar taken the previous semester, the course will culminate with each student selecting an honors thesis topic and a thesis faculty advisor. Students will create an Honors Thesis Proposal and an Honors Thesis Completion Action Plan as part of the course.

  **JUSTIFICATION:**
  All COBA Honors students are required to complete an Honors Capstone Thesis project their senior year. This class is the preparatory class that will provide the skills and framework for accomplishing this task. It is designed as the second part of a two course sequence that COBA Honors students will take during their junior year.

  - BUSA 3620 – Honors Research Seminar

  This seminar style course is designed to allow students to explore the principles of effective business leadership through readings, discussions, in-depth interactions with business leaders, and corporate visits. Students will explore how the principles of positive psychology and servant leadership can be merged in the creation of high functioning work teams. The course will include significant coverage of leadership styles, factors that influence life satisfaction, business ethics, and sustainability. The course will culminate with each student writing a personal description of their individual business philosophy and professional goals. This course will be a lead-in to the next course in the sequence (the COBA Honors Thesis Research Seminar) in which students will design a capstone experience that will help them advance toward their individual goals.

  **JUSTIFICATION:**
  This course is the first portion of a two-course sequence that all COBA honors students will be required to take in order to graduate with Honors designation. It will eliminate the need for independent, nested and contract honors courses at the junior and senior level.

A **Fung/Amponsah motion to approve these new courses was passed unanimously.**

**VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**Items for consideration were presented by Dr. Christine Ludowise, Dr. Hans Mortensen, Dr. Patrick Wheaton, Dr. Peggy Hargis and Dr. Dan Bauer:**
CLASS Dean
Course Deletion(s)
AMST 4331 - History of Mass Communication

JUSTIFICATION:
The Department of Communication Arts is deleting the cross-listed course JOUR 4331 - History of Mass Communication. AMST 4331 is not going to be offered as a stand-alone course.

A Gregg/Ziegler motion to approve this course deletion was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Humanities Interdisciplinary Concentration [REVISED PROGRAM]
JUSTIFICATION:
The changes to the minor reflect the course deletion changes made by the Department of Art and the Department of Communication Arts.

Humanities Interdisciplinary Minor [REVISED PROGRAM]
JUSTIFICATION:
The changes to the minor reflect the course deletion changes made by the Department of Art and the Department of Communication Arts.

A Gregg/Ziegler motion to approve these program revisions was passed unanimously.

Department of Art
Course Revision(s)
GCM 4232 - Photo Preparation for Reproduction
JUSTIFICATION:
The prefix of one of the prerequisite courses, JOUR 3333, is changing to MMJ 3333. This course revision reflects that change.

A Gregg/Ziegler motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Art (Studio) Minor [DELETED PROGRAM]
JUSTIFICATION:
Minor does not meet current Board of Regents' guidelines for minor programs of study.

Art (Studio/Graphic Design) Minor [REVISED PROGRAM]
JUSTIFICATION:
The Art (Studio/Graphic Design) minor violates Board of Regents’ policy regarding the structure of minor programs of study. The proposed change to the minor would allow the program to come into compliance.

Graphic Communications Management Minor [REVISED PROGRAM]
JUSTIFICATION:
Current minor does not follow Board of Regents' policy. Proposed changes bring the minor in line with Board of Regents' policy.

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

Department of Communication Arts
New Course(s)
MMFP 2331 - Media Production I
This introductory course teaches the basic principles and essential tools of visual production through the use of camera, lighting, editing and storyboarding. Students are expected to participate in laboratory activities and will produce a limited number of short form productions.

JUSTIFICATION:
As the Multimedia Communication area moves to a new curriculum, this course provides an introduction to visual production that is a necessary requirement of all MMC majors.

MMFP 2336 - Audio Production and Sound Design
Audio Production and Sound Design is a skills based course that introduces students to basic recording techniques, audio editing and sound design for multimedia outlets including radio, television, film and internet. Students are required to write scripts that will be used in production assignments. This course focuses on the role of audio in media storytelling.

JUSTIFICATION:
This course provides an introduction to audio production and is required for Multimedia Communication majors.

MMFP 3331 - Media Production II
This is a production course that further advances storytelling, including all steps of the production process: planning, management, time line, shot scripting, location lighting, sound, and aesthetic enhancement. Students will work individually and collaboratively in the creation of short and longer form productions.

JUSTIFICATION:
This course is a required course in the revamped Multimedia Communication major.

MMFP 3431 - Broadcast Performance
Broadcast Performance provides a student with techniques to become a more effective oral and visual communicator. Course content includes techniques in analyzing and improving voice, pronunciation, inflection and articulation. Students will also learn announcing techniques that are required in a variety of applications, such as news reporting, commercial delivery, interviewing, sportscasting and narration.

JUSTIFICATION:
This course is needed to provide Multimedia Communication and Journalism majors with instruction and supervision in developing a broadcast performance voice.

MMFP 3436 - Advanced Audio Production
Advanced Audio Production introduces students to advanced recording and audio editing techniques. Students will plan, develop and produce a wide range of audio production types in long-form areas such as news, documentary, or uses of music and special effects to support drama and/or visual sound track activities. Final projects are expected to be of the quality necessary for public airing and submission to competitions.

JUSTIFICATION:
This course is an elective upper division course that is open to all Multimedia Communication majors.

MMFP 3531 - Screenwriting for Film and Television
Students will demonstrate the ability to develop scripted film and television content utilizing industry standard formatting. Students will further demonstrate the ability to adapt scripted film and television content for diverse audiences. The course work will include written assignments, critiques and revisions leading to the completion of original scripts.

JUSTIFICATION:
This course is needed to provide Multimedia Communication majors with in-depth instruction in media writing specific to the longer formats of narrative film and television. This course is also part
of the Multimedia Communication program revisions being made as a result of comprehensive program review.

MMFP 3533 - Narrative Film Production
Students will demonstrate the ability to develop scripted film and television content utilizing industry standard formatting. Students will further demonstrate the ability to adapt scripted film and television content for diverse audiences. The course work will include written assignments, critiques and revisions leading to the completion of original scripts.

**JUSTIFICATION:**
This course is needed to provide Multimedia Communication majors with in-depth instruction in media writing specific to the longer formats of narrative film and television.

MMFP 4331 - Sports Production
Sports Production provides a student with the techniques to produce/direct video productions of live sporting events along with the skills needed to operate the equipment associated with such productions. Course content includes techniques for producing/directing, operations of cameras, audio mixing, graphic replay, and switching equipment for a variety of live sports video coverage.

**JUSTIFICATION:**
Due to the growing amount of live sports event coverage by various networks, there is a need for professional training of students for these job opportunities. The Communication Arts Department has offered this training over the past five years as a topics course and students have been able to be hired by various network production companies as a result of this instruction. Thus, we are seeking to make this a permanent course offering. This course not only offers student training for entry into the professional production market, but it also provides great exposure for Georgia Southern University's sporting events on a regional to national level.

MMFP 4335 - Documentary Writing and Production
Through lecture, readings, screenings, discussions, workshops and hands-on projects, this course focuses on the aesthetic and technical fundamentals of documentary writing and production. Students will engage in theoretical and ethical issues of documentary and gain practical experience by researching, writing, planning and producing an original documentary project.

**JUSTIFICATION:**
This course provides essential skills training, practical experience, and professional portfolio development opportunities for Multimedia Communication majors who are interested in pursuing careers in documentary writing and production.

MMFP 4431 - Senior Project I
This is the first course in an advanced two-semester sequence in which each student works as part of a team in the creation of a radio documentary, corporate training or narrative film, or TV pilot or documentary. This course focuses on production conceptualization, scriptwriting and storyboarding, production management, set and costume design and a creation of a production timeline. In addition, students will submit a portfolio and production reel of their previous work and pass a comprehensive exam that documents their grasp of the knowledge and skills they have learned during their four-year program of study.

**JUSTIFICATION:**
This course will be required for the Multimedia Communication major, which is undergoing revisions based on program review.

MMFP 4432 - Senior Project II
This is the second course in an advanced two course sequence in which each student works as part of a team in the completion of an audio documentary, corporate training or narrative film, or TV pilot or documentary. Students will audio record and edit and/or video shoot and edit, create a business and marketing plan, develop a promotional website and premier the work at a public screening.
**JUSTIFICATION:**
This course will be required for Multimedia Communication majors. The proposed changes to the program, including the addition of classes, are a result of program review.

**MMJ 4332 - Sports Journalism**
This course focuses on the theory, instruction and practice of sports journalism across multimedia platforms. Course topics include game coverage, sports-related features, sports columns and sports analysis.

**JUSTIFICATION:**
This course reflects the growing prominence of journalistic coverage with regard to sporting events and the consequent need to provide the type of specialized training required to better prepare students for reporting assignments in this area of coverage. The course would be an upper-division major elective in the revised Journalism degree program, and along with Sports Production, would offer the ability of Georgia Southern students to get more in-depth instruction in sports writing and reporting. The course gives the program/department an additional writing-emphasis elective course for majors. Currently, several of the upper-division electives are not journalistic writing courses, and this would give majors an additional writing-emphasis option.

**MMJ 4335 - STEM Journalism**
This course focuses on the theory, instruction and practice of multimedia journalistic coverage of science, technology, engineering and mathematics (STEM). Journalism related to health and the environment will also be covered.

**JUSTIFICATION:**
The course reflects a growing need in the journalism profession for reporters able to handle in-depth reporting on topics from science, technology, engineering and math (STEM). The STEM course also would offer instruction in STEM sub-disciplines such as a health and environmental sciences. The course reflects a growing emphasis within Georgia Southern on STEM-related courses and existing expertise in health and environmental science, and allows the Communication Arts Department to compliment other STEM offerings across the university. The course would be an upper-division major elective within the revised Journalism degree program. The course gives the program/department an additional writing-emphasis elective course for majors. Currently, several of the upper-division electives are not journalistic writing courses, and this would give majors an additional writing-emphasis option.

**MMJ 4792 - Multimedia Journalism Internship**
This course provides journalism majors with supervised practical experience on a full-time basis at an approved media site.

**JUSTIFICATION:**
This course is needed to supplement the internship course already offered in the major (MMJ 4791). Students are getting internships that require more hours on-site with a media outlet than allowed for credit under the three-hour internship. This six-hour internship course, which would be an upper-division major elective in the revised Journalism major, will offer students the flexibility to accept more challenging and intensive internships at various professional media outlets.

An Amponsah/Chamblee motion to approve these new courses was passed unanimously.

**Course Deletion(s)**
FILM 2434 - The Language of Film

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer
the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 2531 - Introduction to Screenwriting**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3232 - Adaptation of Literature**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3334 - Film and Politics**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3430 - Ireland in Film**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3434 - Introduction to Digital Filmmaking**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3434S - Introduction to Digital Filmmaking**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3531 - Advanced Screenwriting**

**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

**FILM 3535 - Patterns in Film and Literature**
**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

FILM 4020 - Digital Filmmaking Applications
**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

FILM 4910 - Digital Filmmaking Capstone
**JUSTIFICATION:**
Courses are being deleted as a result of changes to the Multimedia Communication major. Changes reflect analysis from comprehensive program review. Additionally, the program will no longer offer the film courses that are cross-listed so the FILM listing is being deleted. These changes have been discussed with the relevant departments.

JOUR 3334 - Broadcast News
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 3336 - International Media Systems
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 3336S - International Media Systems
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 3337 - Law and Ethics of Mass Communication
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 3430 - Media Management and Sales
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 3530 - Media Ethics
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

JOUR 4331 - History of Mass Communication
**JUSTIFICATION:**
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.
JOUR 4712 - Journalism Capstone

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 2110 - Broadcast Technologies

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3233 - Politics and the Media

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3234 - Directing for the Screen

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3331 - Audio Production and Announcing

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3332 - Studio Video Production

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3332S - Studio Video Production

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3334 - Broadcast News

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3339 - Field Video Production

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3434 - Introduction to Digital Filmmaking

JUSTIFICATION:
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3434S - Introduction to Digital Filmmaking
Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 3830 - Multimedia Sound Design

Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 4134 - Advanced Digital Filmmaking

Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 4332 - Specialized Video Production Topics

Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 4334 - Specialized Audio Production Topics

Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

MMC 4910 - Multimedia Capstone

Courses are being revised and content moved into other courses. In addition, many of these courses are cross-listed and one of the cross-listed sections is being retained by the department.

An Amponsah/Chamblee motion to approve these course deletions was passed unanimously.

Course Revision(s)
COMM 4334 - Advanced Law and Ethics
- Prerequisite(s)

As a result of changes to the JOUR and MMC programs, the prerequisite must be changed to reflect the change in the prefix of the prerequisite course, and the prerequisite requirement must include the "C" requirement to meet department minimum standards.

JOUR 2331 - Introduction to Journalism
- Subject, Catalog Description, Prerequisite(s)

Changes reflect incorporation of other media into the previously print-heavy curriculum.

JOUR 3030 - Selected Topics in Journalism
- Subject, Title, Catalog Description, Prerequisite(s)

Changes reflect incorporation of other media into the previously print-heavy curriculum.

JOUR 3331 - News Reporting and Writing
- Subject, Prerequisite(s), Catalog Description

Changes reflect incorporation of other media into the previously print-heavy curriculum.
JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum. This also adds the Introduction to Journalism course as a prerequisite – a prerequisite that should have been listed previously.

JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum.

JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum.

JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum.

JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum.
JOUR 4791 - Journalism Internship
➤ Subject, Title, Credit Hours, Prerequisite(s), Catalog Description

JUSTIFICATION:
Changes reflect incorporation of other media into the previously print-heavy curriculum.

JOUR 4831 - Directed Study in Journalism
➤ Subject, Title, Catalog Description

JUSTIFICATION:
Subject and title changes reflect incorporation of other media into the previously print-heavy curriculum.

MMC 2335 - Introduction to Media Writing
➤ Subject, Catalog Description, Prerequisite(s)

JUSTIFICATION:
Course subject area is being changed to correspond with changes to Multimedia program area as a result of program review.

MMC 3336 - International Media Systems
➤ Subject, Catalog Description

JUSTIFICATION:
This course, which has been cross listed as INTS/JOUR/MMC 3336 is being merged into one subject heading: COMM 3336 to eliminate confusion and excessive paper work. INTS 3336 and JOUR 3336 are being deleted as cross-listed courses.

MMC 3336S - International Media Systems
➤ Subject, Catalog Description

JUSTIFICATION:
This course, which has been cross listed as INTS/JOUR/MMC 3336 is being merged into one subject heading: COMM 3336 to eliminate confusion and excessive paper work. INTS 3336 and JOUR 3336 are being deleted as cross-listed courses.

MMC 3337 - Media Law and Ethics
➤ Subject, Title, Catalog Description

JUSTIFICATION:
A new MMC/JOUR course (3530) was created in 2009 that devotes itself to the topic of media ethics. Therefore, this course title reflects that fact. In addition, by bringing the two currently cross-listed courses MMC and JOUR 3337 under one prefix, course registration will be less confusing for students. The cross-listed course, JOUR 3337, is being deleted as part of this consolidation.

MMC 3430 - Media Management and Sales
➤ Subject, Catalog Description, Prerequisite(s)

JUSTIFICATION:
Current prerequisites are confusing and overly exclusive. Therefore, they are being revised for consistency and inclusivity of possibly-interested student populations. Course subject is being changed to match new program name and eliminate cross-listing.

MMC 3530 - Media Ethics
➤ Subject, Prerequisite(s), Catalog Description

JUSTIFICATION:
Course subject is being changed to eliminate cross-listing confusion, and prerequisites are being simplified. Cross-listed course is being deleted.

MMC 4030 - Selected Multimedia Topics
Subject, Number, Prerequisite(s), Catalog Description

JUSTIFICATION:
The course subject needs to be changed to correspond with changes to the MMC major curriculum. The course number is being lowered to junior level and the prerequisites are being altered to allow more flexibility in course content and scheduling, and to correspond with comparable courses in the Department of Communication Arts.

MMC 4090 - Broadcast Applications

JUSTIFICATION:
The course prefix, description and title are being altered to correspond with the new focus in the multimedia curriculum. The prerequisites are being changed to allow for easier student registration.

MMC 4135 - Advanced Lighting and Cinematography

JUSTIFICATION:
The course subject and prerequisites need to be changed to correspond with the new focus in the MMC major curriculum.

MMC 4331 - History of Mass Communication

JUSTIFICATION:
This course, which has been cross-listed as AMST/JOUR/MMC 4331, is being merged into one subject heading: COMM 4330 to eliminate confusion and excessive paper work. Cross-listed courses, AMST 4331 and JOUR 4331, are being deleted. Change in number is necessitated because another COMM 4331 course already exists.

MMC 4337 - Digital Video Editing

JUSTIFICATION:
This course is being re-designed to coordinate its content with the other new MMFP courses that are being created as part of the changes to the MMC program curriculum. These programs are being revised on the basis of comprehensive program review.

MMC 4791 - Multimedia Communication Internship

JUSTIFICATION:
Course is being modified to align with changes to the MMC major curriculum. The curriculum is being revised in accordance with comprehensive program review.

MMC 4792 - MMC Internship

JUSTIFICATION:
Course is being updated to correspond with changes to major program. Changes to program are being made in accordance with comprehensive program review.

MMC 4891 - Directed Study in Multimedia

JUSTIFICATION:
Changes reflect overall program change, updated standards and course description. Changes also reflect results of comprehensive program review.
PRCA 3330 - Public Relations Writing

Prerequisite(s), Catalog Description

JUSTIFICATION:
Changes to the Multimedia and Journalism programs have resulted in course number changes. This changes the prerequisite of JOUR 2331 to the revised course MMJ 2331.

An Amponsah/Chamblee motion to approve these course revisions was passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Communication Studies, B.S. (REVISED PROGRAM)

JUSTIFICATION:
With last year's deletion of the B.A. in Communication Arts, this degree is developing areas of emphasis or concentration for students in which they may combine COMS coursework with coursework in other programs within the Department of Communication Arts. For example, a student in this degree program may opt to complete an emphasis in Strategic Communication which would combine COMS courses with PRCA courses. Initially, these areas of interest will be advised informally, but if interest and demand for the areas of interest are sufficient, specific areas of emphasis will be added to the official program at a later date. To permit these areas of emphasis, students may need to complete prerequisites; these prerequisites are being added as options to the Area F requirements. Additional revisions to the program are mere housekeeping: the addition of COMS 3430 to the list of major courses and the revision of course numbers and names resulting from changes in the Multimedia and Journalism programs.

Film Studies Interdisciplinary Minor (REVISED PROGRAM)

JUSTIFICATION:
The only changes to this minor program are updates to the course prefixes as a result of the deletion of cross-listed courses.

Journalism, B.S. (REVISED PROGRAM)

JUSTIFICATION:
The B.S. Multimedia Communication Information Emphasis is being deleted and the content is being merged with this program, following the analysis of a recent comprehensive program review. In conjunction with these changes, the course prefix JOUR is being changed to MMJ (for Multimedia Journalism) to reflect the current convergence of print and broadcast journalism and to represent the merging of Multimedia Communication Information courses (MMC) with Journalism courses (JOUR). These changes better reflect the emerging technologies and requisite skill sets that our graduates need in pursuing their professional goals.

Journalism Minor (REVISED PROGRAM)

JUSTIFICATION:
Changes reflect changes made to the Multimedia Communication and Journalism major programs, most notably changes in course prefixes. No substantive changes are being made to this minor program.

Multimedia Communication, B.S. (Digital Filmmaking Emphasis) (DELETED PROGRAM)

JUSTIFICATION:
This degree program is being deleted because the program/content is being merged into the B.S. Multimedia Communication Production Emphasis program to form a single degree program, B.S. Multimedia Communication Film and Production Emphasis. Changes are being made in accordance with analysis from a recent comprehensive program review.

Multimedia Communication, B.S. (Information Emphasis) (DELETED PROGRAM)

JUSTIFICATION:
This program is being deleted and the content is being merged with the B.S. Journalism program to form one degree program. This change follows the analysis and recommendations of a recent comprehensive program review and will better serve our students in today's media environment of convergent media which has blurred the boundaries between traditional print journalism and broadcast journalism, or multimedia communication. A revised B.S. Journalism program is also being submitted.

Multimedia Communication, B.S. (Production Emphasis) [REVISED PROGRAM]

JUSTIFICATION:
The B.S. Multimedia Communication Digital Film Emphasis program is being deleted and merged with this program, per analysis resulting from a recent comprehensive program review. This merger is also producing a change in the course names, prefixes and numbers in the program to reflect the merger and to update the course offerings. The changes in this program include changing the name to reflect the merger of the two programs and to reflect the updated course offerings.

Multimedia Communication Minor [REVISED PROGRAM]

JUSTIFICATION:
The minor is being changed to correspond to the curriculum changes in the Multimedia Communication major programs.

Multimedia Communication Second Discipline Concentration [REVISED PROGRAM]

JUSTIFICATION:
Changes in the Multimedia Communication program necessitate changes in this program.

Public Relations, B.S. [REVISED PROGRAM]

JUSTIFICATION:
Program changes in Multimedia Communication and Journalism are resulting in changes in course subjects, course numbers, and course offerings. The changes to this program simply update the courses to reflect the new MMJ and MMFP courses. The grammar exam requirement is being deleted because that requirement has been rolled into the course content of the Area F courses. Finally, the location for the advisement of pre-Communication students is being corrected.

Public Relations Minor [REVISED PROGRAM]

JUSTIFICATION:
Changes in the Journalism and Multimedia programs have resulted in changes to course prefixes. This minor program is being changed to reflect those changes; no substantive changes are being made to the requirements of this minor program.

Web Media Interdisciplinary Minor [REVISED PROGRAM]

JUSTIFICATION:
Changes in the Multimedia Communication and Journalism programs necessitate changes in this minor program. First, the grammar exam requirement is being deleted because this requirement has been rolled into the course offerings and is no longer a separate requirement. Second, changes in the Multimedia and Journalism course prefixes and course offerings need to be reflected in this minor program course list. Specifically, MMC/JOUR 3337 has been divided into two courses, COMM 3337 and COMM 3530.

An Amponsah/Chamblee motion to approve these program revisions was passed unanimously.

- Department of Literature and Philosophy
  - Course Deletion(s)
    - PHIL 1030H - Introduction to Philosophy

JUSTIFICATION:
PHIL 1030 - Introduction to Philosophy was changed last year to PHIL 2010/2010H/2010S, as mandated by the Board of Regents' Academic Advisory Committee for Philosophy. The "H" section of PHIL 1030 was overlooked when the BANNER changes were made and, as a result, PHIL 1030H needs to be deleted from the curriculum and from BANNER, per request from the Registrar's Office.

**A Fung/Morris motion to approve this course deletion was passed unanimously.**

**Course Revision(s)**
ENGL 2434 - The Language of Film
➢ Cross-List

**JUSTIFICATION:**
FILM 2434 is being deleted by the Department of Communication Arts. The Department of Literature and Philosophy will continue to offer the class. The only change to the ENGL section of the course is to remove the cross-list.

ENGL 3232 - Adaptation of Literature
➢ Cross-List

**JUSTIFICATION:**
FILM 3232 is being deleted by the Department of Communication Arts. The Department of Literature and Philosophy will continue to offer the class. The only change to the ENGL section of the course is to remove the cross-list.

ENGL 3535 - Patterns in Film and Literature
➢ Cross-List

**JUSTIFICATION:**
FILM 3535 is being deleted by the Department of Communication Arts. The Department of Literature and Philosophy will continue to offer the class. The only change to the ENGL section of the course is to remove the cross-list.

IRSH 3430 - Ireland in Film
➢ Cross-List

**JUSTIFICATION:**
FILM 3430 is being deleted by the Department of Communication Arts. The Irish Studies program will continue to offer the class. The only change to the IRSH section of the course is to remove the cross-list.

**A Fung/Morris motion to approve these course revisions was passed unanimously.**

**Proposed New, Revised, or Deleted Program(s)**
Irish Studies Interdisciplinary Minor (REvised PROGRAM)

**JUSTIFICATION:**
The new course IRISH WOMEN WRITERS extends Georgia Southern's upper-division curriculum coverage of Irish literature in a manner congruent with peer and aspirational programs that offer courses in this disciplinary area. Absent this course, our Irish literature offerings leave our English majors with an Irish literature specialty—as well as students minoring in Irish Studies—at a competitive disadvantage. IRISH WOMEN WRITERS also has special efficacy for students minoring in Women's and Gender Studies. In addition, IRISH WOMEN WRITERS enhances students' global cultural competencies, one of Georgia Southern's core strategic goals. This course has been taught twice by means of the Special Topics designation; on each occasion, it completely filled, demonstrating student demand. The other change removes the cross-listed course from FILM.

**A Fung/Morris motion to approve this program revision was passed unanimously.**
Department of Political Science
Course Revision(s)
POLS 3233 - Politics and the Media
  Cross-List
JUSTIFICATION:
MMC 3233 is being deleted by the Department of Communication Arts. The Department of Political Science will continue to offer the class. The only change to the POLS section of the course is to remove the cross-list.

POLS 3334 - Film and Politics
  Cross-List
JUSTIFICATION:
FILM 3334 is being deleted by the Department of Communication Arts. The Department of Political Science will continue to offer the class. The only change to the POLS section of the course is to remove the cross-list.

A Haddad/Amponsah motion to approve these course revisions was passed unanimously.

Department of Sociology and Anthropology
New Course(s)
ANTH 5135 - Cultural Resource Management
Cultural Resource Management (CRM) deals with the research, conservation, and management of cultural resources within a regulatory framework. Most archaeologists will spend some or all of their careers working on CRM projects in the private sector or for a government agency. This course will provide an overview of the scope and practice of CRM work by archaeologists. Graduate students will be given extra assignments to be determined by the instructor which undergraduates are not required to do.

JUSTIFICATION:
This course is needed to prepare our anthropology majors for employment in Cultural Resource Management (CRM) as most archaeologists will do this type of compliance archaeology for a portion of, or for their entire career.

SOCI 3338 - Sociology of the Life Course
The course uses sociological theories, perspectives, and conceptual frameworks to analyze aging-related social issues. It examines the social forces that shape the diverse experiences of aging for individuals throughout the life course. Emphasis is placed on structural issues such as age stratification, the life course, and societal aging as a force in social change.

JUSTIFICATION:
This course will become a regular elective course offering in our B.S. Sociology program. It is part of our Life-Cycle focus (a series of courses that cover topics from childhood to elders).

A Fung/Baker motion to approve these new courses was passed unanimously.

Course Deletion(s)
ANTH 4135 - Mesoamerican Archaeology
ANTH 4233 – Zooarchaeology
JUSTIFICATION:
We no longer have faculty with the expertise needed to teach these courses as the professor who specialized in these areas and taught these courses has retired.

A Fung/Baker motion to approve these course deletions was passed unanimously.

Course Revision(s)
SOCI 3333 - Deviant Behavior

JUSTIFICATION:
The new course title and description better reflect the content of the course.

A Fung/Baker motion to approve this course revision was passed unanimously.

Proposed New, Revised, or Deleted Program(s)

Anthropology, B.A. [REVISED PROGRAM]

JUSTIFICATION:
In order to provide our majors with greater flexibility in developing course plans best suited to their goals and interests, we propose adding the following Board of Regents' approved courses related to anthropology under Area F: FORL 1001 (Elementary Foreign Language I), FORL 1002 (Elementary Foreign Language II), FORL 1060 (Accelerated Elementary Foreign Language), PHIL 2010 (Introduction to Philosophy), PHIL 2630 (Critical Thinking), and POLS 2130 (Scope and Methods in Political Science).

We are deleting ANTH 4233 (Zooarchaeology) and ANTH 4135 (Mesoamerican Archaeology) because we no longer have faculty with the expertise to teach those courses as the professor who taught them retired.

We are adding a course, ANTH 5135 (Cultural Resource Management), as this course will provide students with the knowledge and skills they will need for private and governmental work in cultural resource management, which is the most likely place that our graduates who emphasize archaeology will find archaeology jobs. This course will better prepare them to succeed in getting these jobs.

We are changing the section on Advisement on the program page to provide more detailed information to students on the advisement process.

Sociology, B.S. [REVISED PROGRAM]

JUSTIFICATION:
We added a new course to our curriculum. Last year we deleted two undergraduate courses. This is the first new course we have added in several years. We are also are changing a course title to better reflect its content.

A Fung/Baker motion to approve these program revisions was passed unanimously.

- Department of Writing and Linguistics

Course Deletion(s)
ENGL 1160 - First-Year Composition

List of CLASS courses affected by ENGL 1160 deletion. The prerequisite will need to be removed.

In Africana Studies (AAST):
AAST 3337
AAST 4133

In American Studies (AMST):
AMST 2332/2332S
AMST 3033
AMST 3433
AMST 4133

In Anthropology (ANTH):
ANTH 3337
ANTH 4133

In Comparative Literature (COML):
COML 2531

In Communication Arts (COMM):
COMM 1100/1100S
COMM 1110/1110H/1110S
COMM 2332/2332S
COMM 3433

In English (ENGL):
ENGL 2111/2111H/2111S
ENGL 2112/2112H/2112S
ENGL 2131
ENGL 2232/2232S
ENGL 2331/2331S
ENGL 2332/2332S
ENGL 2434

In Film Studies (FILM):
FILM 2434
FILM 2531

In Humanities (HUMN):
HUMN 2321/2321S
HUMN 2322/2322S

In Japanese (JAPN):
JAPN 3331/3331H/3331S

In Journalism (JOUR):
JOUR 2331
JOUR 3711/3711S
JOUR 4711

In Leadership (LEAD):
LEAD 2031/2031S

In Linguistics (LING):
LING 3030/LING 3030S
LING 3031
LING 3032
LING 3337
LING 3338
LING 3630
LING 4133
LING 4333/4333S
LING 5130
LING 5330 359

In Political Science (POLS):
POLS 3337
POLS 3338

In Women and Gender Studies (WGST):
WGST 5633

In Writing (WRIT):
WRIT 2130
WRIT 2133
WRIT 2531
WRIT 3030/3030S
WRIT 3130/3130S
WRIT 3133
WRIT 3140
WRIT 3220
WRIT 3230
WRIT 3232
WRIT 3233
WRIT 3234
WRIT 3430
WRIT 3433
WRIT 3435
WRIT 3520
WRIT 3531
WRIT 4130/4130S
WRIT 4430
WRIT 4530
WRIT 4550
WRIT 4560
WRIT 4570
WRIT 5130
WRIT 5330
WRIT 5550
WRIT 5633
WRIT 5650
WRIT 5930

List of COBA courses affected by ENGL 1160 deletion. The prerequisite will need to be removed.
ACCT 2101/2101H/2101S
ACCT 2102/2102H
ACCT 3131
ACCT 3231
LSTD 2106/2106H/2106S

JUSTIFICATION:
This course never received approval from the English Advisory Committee, the statewide group responsible for approving changes/additions to Area A of the Core Curriculum. The course has not been offered since Fall 2011.

A Fung/Wheaton motion to approve this course deletion and these course revisions was passed unanimously.

Course Revision(s)
WRIT 2531 - Introduction to Screenwriting
   Cross-List
JUSTIFICATION:
FILM 2531 is being deleted by the Department of Communication Arts. The Department of Writing and Linguistics will continue to offer the class. The only change to the WRIT section of the course is to remove the cross-list.

A Fung/Wheaton motion to approve this course revision was passed unanimously.

VIII. OTHER BUSINESS

No new business was discussed.

IX. ADJOURNMENT

There being no further business to come before the committee, a Wheaton/Amponsah motion to adjourn the meeting at 4:25 p.m. passed unanimously.

Respectfully Submitted,

Debbie Sutton
Recording Secretary