2015

Faculty Senate Librarian's Report-2015

Georgia Southern University

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

Part of the Higher Education Administration Commons

Recommended Citation

Georgia Southern University, "Faculty Senate Librarian's Report-2015" (2015). Faculty Senate Librarian's Reports. 18.
https://digitalcommons.georgiasouthern.edu/faculty-senate-lib-reports/18

This report is brought to you for free and open access by the Faculty Senate Documents at Digital Commons@Georgia Southern. It has been accepted for inclusion in Faculty Senate Librarian's Reports by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
There are 4 items to report.

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University: [http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html](http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html)

2. The Fall 2014 Grade Report for GSU student-athletes:

<table>
<thead>
<tr>
<th>Team</th>
<th>Total</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>542</td>
<td>1611</td>
</tr>
<tr>
<td>FB</td>
<td>1644</td>
<td>3827</td>
</tr>
<tr>
<td>MBK</td>
<td>244</td>
<td>623</td>
</tr>
<tr>
<td>MSOC</td>
<td>330</td>
<td>978</td>
</tr>
<tr>
<td>Golf</td>
<td>181</td>
<td>559</td>
</tr>
<tr>
<td>MTN</td>
<td>152</td>
<td>539</td>
</tr>
<tr>
<td></td>
<td>3093</td>
<td>8137</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rifle</td>
<td>87</td>
<td>282</td>
</tr>
<tr>
<td>WTN</td>
<td>143</td>
<td>483</td>
</tr>
<tr>
<td>WBK</td>
<td>221</td>
<td>663</td>
</tr>
<tr>
<td>VB</td>
<td>185</td>
<td>629</td>
</tr>
<tr>
<td>WSOC</td>
<td>421</td>
<td>1435</td>
</tr>
<tr>
<td>Track/XC</td>
<td>372</td>
<td>1102</td>
</tr>
<tr>
<td>WSW</td>
<td>365</td>
<td>1243</td>
</tr>
<tr>
<td>SB</td>
<td>304</td>
<td>990</td>
</tr>
</tbody>
</table>
3. Below is the text of a memorandum regarding the inclusion of faculty in the new substructure of the NCAA

To: Members of the NCAA Division I Council
From: 1A FAR Board of Directors
Subject: Inclusion of Faculty Voice in the New Substructure
Date: December 18, 2014

The 1A FAR Board of Directors, representing the Faculty Athletics Representatives (FARS) at the 125 institutions and 10 conferences comprising NCAA Division I’s Football Bowl Subdivision (FBS), joins in the views previously expressed by both the Big 10 FARs and the Faculty Athletics Representatives Association (FARA) Executive Committee that the new Division I governance substructure should include broad representation by FARs.

We are pleased that the Division I Board included slots on the new Council for FAR representatives from both 1A FAR and FARA, but we were disappointed that the Board appointed only one additional FAR among the 40 members. As the Council develops the new governance substructure, we submit that the appropriate configuration of the remaining governance bodies should be modeled on the new Committee on Academics which is populated with a roughly equal number of senior athletics administrators and FARs.

We believe that policy development for intercollegiate athletics should be vetted and considered through both an athletics and a campus/academic lens, and challenges should be addressed in a manner that not only embodies – but, equally, is seen to embody – the values of higher education and the enhancement of all facets of the collegiate student experience, including those directly related to the student-athlete experience. Few, if any, collegiate athletics issues are either exclusively athletic or exclusively academic. The inclusion of both senior athletics administrators and FARs via representation in significant numbers throughout the substructure will serve to demonstrate that intercollegiate athletics is a shared partnership between athletics and the greater campus and reflect a renewed commitment to the collegiate model.

We are in agreement that committed, senior athletics administrators should take on significant roles in the new substructure. But, in endeavoring to adhere to a true collegiate model, that experience and expertise should not solely be reflected through the lens of senior athletics administrators. Instead, the goals and ethos of our colleges and universities must be front and center in the consideration and adoption of policies and bylaws that govern intercollegiate athletics. Including a roughly equal number of FARs to work hand-in-hand with senior athletics administrators throughout the governance substructure will assure that issues are vetted and considered through both athletics and a campus/academic lens.

This is a time of growing concern and appropriate scrutiny of topics such as academic preparedness, academic integrity, missed class time, sports injuries and general mental health issues, and the balance between athletics and academic responsibilities. We believe that a greater voice from the campus perspective through significant FAR representation at all levels of NCAA governance can and will enhance the discussion, development, and execution of policy proposals relating to our student-athletes and better reflect the values not only of intercollegiate athletics, but also those of higher education and
the collegiate model. The best policy is policy that has been fully vetted in a collaborative fashion from varying perspectives. Let us work together to incorporate this approach as the substructure is designed.

4. Below is a link to a USA Today story regarding The Coalition to Protect the Student-Athlete Experience, copy of the press release announcing the formation of The Coalition to Protect the Student-Athlete Experience, and a bullet point & Q & A handout for the same.

http://www.usatoday.com/story/sports/college/2015/01/11/ncaa-white-house-president-obama/21595607/

FOR IMMEDIATE RELEASE
January 22, 2015
CONTACT: Javan Hedlund
(719) 488-4051

Broad Coalition Formed to Protect and Improve the Student-Athlete Experience
All 32 Division I Conferences Join Together

(January 22, 2015) - Faced with potential changes that could impact universities of all sizes in all regions of the country, a group of 32 conferences today announced the creation of a coalition designed to protect and improve the student-athlete experience.

The coalition includes all conferences of all sizes throughout Division I. The coalition will serve as a loosely knit forum for the conferences to join together to communicate the many benefits student-athletes receive and to provide input on ways to continuously improve the student-athlete experience.

“For generations, college athletics have been a crucial part of the educational experience. Thanks to the way college sports are run, student-athletes gain an education, learn skills, and have opportunities in life. But today, those benefits are being challenged,” said Craig Thompson, the commissioner of the Mountain West Conference.

“We’re proud of what has been done for student-athletes across the collegiate landscape, recognizing that athletics are an important part of the academic experience,” Thompson added. “I’m pleased every Division I conference has joined together to protect and improve the college experience.”

Under the coalition, named the “Coalition to Protect the Student-Athlete Experience”, individual institutions and conferences will continue to make their own decisions about benefits or other items that fall under their individual purviews.

The 32 conferences of the CCA supporting the formation of the coalition are the America East, American, Atlantic 10, Atlantic Coast, Atlantic Sun, Big 12, Big East, Big Sky, Big South, Big Ten, Big West, Colonial Athletic Association, Conference USA, Horizon League, Ivy League, Metro Atlantic Athletic, Mid-American, Mid-Eastern Athletic, Missouri Valley, Mountain West, Northeast, Ohio Valley, Pac-12, Patriot League, Southeastern, Southern, Southland, Southwestern Athletic, Summit League, Sun Belt, West Coast and Western Athletic conferences.

The Coalition to Protect the Student-Athlete Experience

- Every conference in DI is united – we have a great story to tell and we’re going to tell it.
- Thanks to the way college athletics are run, student-athletes gain an education, learn skills, and have opportunities in life, while in many cases graduating debt free.
Student-athletes deserve support and we provide it. That's why we have formed this coalition – to let people know how universities and students benefit from college athletics.

But proposals to unionize student-athletes or to pay them salaries go too far and would be harmful to what the college experience is all about. Every conference is united in opposing these changes.

We want to protect and improve the student-athlete experience and we're proud to belong to this coalition.

Q. What is the point of the coalition? Why is it needed?
A. We need to do a better job telling our story. Regardless of what conference someone is in or how large or small their institutions are, we are united in the belief that athletics are a vital part of academics and we want to protect and improve the student-athlete experience. We are proud of what the student-athlete experience means to millions of fans, students and alumni and we are concerned about some of the more radical proposals to alter that experience.

Q. What will the coalition do?
The purpose of the coalition is to provide the 32 conferences with a loosely knit forum to discuss information – among themselves and the public - about the many ways student-athletes benefit thanks to the way college sports are run. It also will serve as an informal forum to discuss potential changes and improvements.

Q. Is this in reaction to the lawsuits that have been filed against the NCAA?
A. There is a clear sense that we need to do a better job telling our story. We're proud of the many ways student-athletes benefit from their collegiate experience and we want to make sure we're doing all we can to tell that story. But yes, we certainly do think the changes being sought in these law suits go too far and would not be in the interest of our academic mission or in the interest of student-athletes.

Q. Is the NCAA a part of this?
A. We view them as a partner in what we're doing and they know all about it. We think the more people telling our story the better.

Q. Is this just a PR initiative?
A. We certainly do think we need to do a better job telling our story. But in addition to communications, we think the coalition will be a good way for conferences to informally discuss ideas to protect and improve the student-athlete experience.

Q. Can you be more specific? Give an example of what the coalition might do?
A. Student-athletes today receive many benefits: degrees; scholarships; top-notch coaching; additional financial assistance; travel and hardship benefits; and medical care are just a few examples. Student-athletes deserve support. We provide it and we want people to know it. We want to bring attention to these success stories so people know the truth.

Q. Why is it necessary? It seems redundant, given the role of the NCAA and the CCA.
A. The coalition simply gives us a way to focus on these issues. But it also sends an important signal that everyone at all levels of Division I is united in recognizing that some of the changes being sought go too far and we stand together in opposing them.

Q. Who is in charge of this coalition and how will it operate?
A. We're in the process of creating a committee that will serve as a forum for the 32 conferences to provide input and participate in our efforts.

Q. Are universities part of the coalition or just the conferences?
A. We're beginning with the conferences but we anticipate a phase two in which universities also join. Everywhere you look, people feel the same way – We need to protect and improve the student-athlete experience, without making the extreme changes that some are seeking in the courts.
GECCC JAN 23, 2015

Present: Michelle Cawthorne, Delena Gatch, David Shirley, Rebecca Ziegler, Paolo Gujilde, Charles Glover (SGA), Gustavo Maldonado, June Joyner, Sally Brown, Ruth Whitworth

Not Present: Linda Mullen, Diana Cone, Catherine Howarter, Amy Ballagh, Alan Woodrum, Marshall Ransom, Nan LoBue, Jody Langdon

Michelle reviewed the committee’s history:
GECCC has been a standing senate committee for 2 years, works in conjunction with OIE to accomplish the charge:
General Education outcomes and assessment and Core curriculum outcomes and assessment

The GECCC has 3 sub-committees, each w own jobs: Curriculum, Policies and Procedures, and Assessment

2 agenda items today
Core Course Assessment: BOR wants each core course to report assessment of their own Core outcome; P&P subcommittee reviewed a form for this purpose that is used in program assessment; the same form could be adapted to use for the core course assessment. BOR wants to know if Core outcomes being addressed, assessed, and data being used to improve: plan, implement, targets, etc.

The Core Course Assessment Form Template includes a completed example; the committee will draft simple instructions for completing the form.

Member of the entire GECCC will help people with the form, review the reports, and evaluate whether we are doing justice to the outcomes.

Delena and Michelle agree, based on program assessment and information from the Academic Steering Committee’s work, that the evaluative work is best done at one time in one place (as in a retreat) rather than faculty trying to complete the work between classes and other obligations. Each course will have 2 reviewers: 1 from a similar area, and 1 from an outside area. Each team will review a submission using a rubric designed for the purpose, make notes, and construct a report with the rubric and formal comments.

The final, formal, consolidated reports are due to the BOR by March 2016. The GECCC review must be completed by October 2015 at the latest.

The whole committee discussed the following:
- the pressing nature of getting this information to Deans ASAP; to that end, Michelle, David, and Delena (perhaps Terri?) will be presenting to the Deans’ Council; deans will presumably redeliver the information to associate deans and department chairs.
- necessity of all parties hearing the same message and timeline
- need for support for faculty who have not experienced this process, for instance, collecting, analyzing, and interpreting data, deciding on achievement targets, artifacts, writing action plans, etc. Committee suggested workshops for faculty who are new to this process
- workshops and/or support from CT2
- GECCC faculty liaisons for each core area: June could serve for Area A1 as she is a member of Writing and Linguistics department and the First Year Writing committee; Michelle will serve for Area D; Paolo volunteered for Area E. We will still need a liaison for Area A2, Area B, and Area C.

As a related but separate issue, committee discussed the growing scale, scope, and redundancy of assessment efforts on campus. As possible measures to address these issues:
• rotating faculty positions of 2 years in OIE
• presenting the entire scope and scale of assessment to the faculty Senate (Michelle, David, Delena)
• Motion to Senate to form a new, separate task force (short term work) to investigate best practices at aspirational and sister institutions for models of ways that the faculty continue to be a primary component of the process while maintaining their eligibility for promotion. For example, should there be
  ○ designated assessment committees at the college level? (This is already done in Education and JPHCOPH).
  ○ designated “assessment faculty” at the college and/or department level who have a reduced teaching load?
  ○ staff members assigned to help with assessment (gathering data, collating data, etc)? (JPHCOPH had one)
  ○ some best practices may already be occurring at GSU--but if we’re going to get the message out that this important task is time-consuming and worthwhile, we feel that additional faculty members need to learn for themselves (they need to “construct their own knowledge”)

Actions:

• David will send us links to the documents we looked at today (Core Course Assessment Form Template, Core Curriculum Approval, Review, and Assessment Process Draft, and the Assessment and Curriculum Subcommittee schedule for 2015-2016).
  ○ https://docs.google.com/a/georgiasouthern.edu/document/d/18ez8SW58H6Gz7lOf-iH1SiNuJEFiVzWS_kSXpyRBQI/edit
• The GECCC committee will review Academic Assessment Rubric (link on page two of subcommittee schedule)
• GECCC committee will meet on Friday, Feb 6, at 10:15 in BIOL 2009 (same as today) to design next steps.

ADDENDUM:

The Core Course Assessment Form Template was approved by vote: 9 members in favor, none opposed
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – November 13, 2014

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Deborah Allen, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. Devon Jensen, COE; Dr. Oscar Pung, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Stacy Smallwood, [Alternate] JPHCOPH; Ms. Debra Skinner, [Alternate] Library; Mrs. Manuela Caciula, [Alternate] CHHS; Mr. Tyler Maddox, SGA Student Representative; Dr. Charles Patterson, COGS; Dr. Dick Diebolt, COGS; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS

Guests: Mr. Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Stuart Tedders, JPHCOPH, Dr. Gordon Smith, COBA; Dr. Brian Koehler, COSM; Dr. Jerry Ledlow, JPHCOPH; Dr. David Williams, CEIT; Dr. Robert Vogel, JPHCOPH; Dr. Marina Eremeeva, JPHCOPH

Absent: Dr. Li Li, CHHS; Dr. Michele McGibony, COSM; Dr. Simone Charles, JPHCOPH; Dr. Rebecca Ziegler, Library

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, November 13, 2014 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Deborah Allen made a motion to move the Jiann-Ping Hsu College of Public Health curriculum items to the end of the new business section, so that the tabled items can be addressed at the same time as their new agenda items. A second was made by Dr. Richard Flynn. The motion to reorder the new business items and approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Charles Patterson provided an update on the following items:

☐ In regards to state authorizations, as of today six states have converted from “Red States” to “Green States”. The states include Florida, South Carolina, Tennessee, Arkansas, Kentucky and Oklahoma. The Provost Office is converting these states, which provides Georgia Southern University an opportunity to recruit students in these states. North Carolina remains a “Yellow State”, which means we have the potential to have a physical presence in that state but right now we recognize none. We will continue to accept applications and make decisions on students from North Carolina for online programs.

☐ Dr. Patterson has been asked to serve on the Board of Regents’ ACA Implementation Committee. The first meeting was held last week. There are great challenges in applying the ACA to graduate students. This will require institutions to track student’s time. There are implications for J-1 and F-1 Visa holders for international students. All institutions must be compliant by January 1, 2015. Dr. Patterson hopes to have more information in the coming weeks.

☐ A call for Fall 2015 graduate enrollment goals will be coming soon. Need to have additional discussions of what expectations are with the administration for both undergraduate and graduate.

☐ Dr. Patterson hopes to have additional information on graduate assistant stipends for FY16 budget cycle soon.

☐ The Doctoral & MFA Commencement Reception will be held on Thursday, December 11, 2014, from 68 PM at the Bishop Alumni Center.

☐ The College of Graduate Studies will be hosting a retirement reception of Dr. Dick Diebolt on Monday, December 1, 2014, from 2:30-4:30 PM in the Veazey Hall lobby. Dr. Patterson thanked Dr. Diebolt for his many years of service.
IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

Dr. Fernekes distributed a handout that identifies the two teams for the programs under review. Dr. Fernekes said he has talked to the team leaders and provided suggestions. Alternates will not be serving, unless there is a need because of the absence of a member. Additional information will be provided during the January meeting. The teams are listed below.

- M.S. Mathematics (College of Science and Mathematics)
  Frank Goforth* fgoforth@georgiasouthern.edu Jim Harris
  jkharris@georgiasouthern.edu Simone Charles
  scharles@georgiasouthern.edu James Stephens
  jstephens@georgiasouthern.edu Debbie Allen
  debbieallen@georgiasouthern.edu Devon Jensen
  devonjensen@georgiasouthern.edu Oscar Pung
  opung@georgiasouthern.edu Bob Fernekes
  fernekes@georgiasouthern.edu

- M.S. Sport Management (College of Health and Human Sciences) Dustin Anderson* danderson@georgiasouthern.edu
  Michele McGibony mdavis@georgiasouthern.edu Richard Flynn
  rflynn@georgiasouthern.edu John Brown
  jbrown@georgiasouthern.edu Li Li lili@georgiasouthern.edu Jake
  Simons jsimons@georgiasouthern.edu Dawn Tysinger
  dtysinger@georgiasouthern.edu Rebecca Ziegler
  rziegler@georgiasouthern.edu

*Team Leaders

V. NEW BUSINESS

A. College of Education

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

Department of Teaching and Learning
Course Revisions MSED 8331 – Trends in the Content Areas ➢ Title

JUSTIFICATION:
Since several of the courses listed for this program have the word “trends” in the course title, we felt it was necessary to change the title of this course to more succinctly reflect the focus of the course.

Course Reactivation SPED 7736 – Internship in Special Education
JUSTIFICATION:
SPED 7736 Internship in Special Education is being reactivated to provide candidates in the MAT program with a more extensive clinical experience. The course will be offered the semester before student teaching and allow for the creation of a yearlong clinical experience.

Proposed New, Revised, or Deleted Programs MAT in Teaching, Concentration in Special Education
JUSTIFICATION:
The Georgia Professional Standards Commission (GaPSC) has developed and implemented a required ethics admission assessment. This assessment has been added to the admissions requirements. Incorrect information was included in admission requirement #6, and it has been deleted. ITEC 3230 or ITEC 7530 will be deleted from the program of study as a pre-requisite since the students are entering the program with the content and skills covered in this course, making the course unnecessary. Certification information has been revised to reflect recent GaPSC certification rule changes and tiered certification. The courses in the program are being reordered to streamline
candidates' progression and aid in the advisement process. SPED 7736 will be reactivated to create a two-
semester clinical experience at the end of the program. This extended clinical experience will provide candidates 
with increased clinical hours, which will strengthen the program's field component and improve candidate 
preparation, but will require an increase in program hours by 3 credits. The revisions to the program 
requirements will help to fully identify additional requirements for candidates.

MAT in Teaching, Concentration in Middle Grades Education 
JUSTIFICATION:
The Georgia Professional Standards Commission (GaPSC) has developed and implemented a 
required ethics admission assessment. This assessment has been added as an admission 
requirement. Incorrect information was listed for admission requirement #6, so that information has 
been deleted. Also, certification information was updated on the program of study to reflect recent 
changes in GaPSC certification rules and tiered certification.

MAT in Teaching, Concentration in P-12 Education with Teaching Field in Spanish 
JUSTIFICATION:
The Georgia Professional Standards Commission (GaPSC) has developed and implemented a 
required ethics admission assessment. Incorrect information was provided for admission requirement 
#6, and it has been deleted. This assessment has been added as an admission requirement. Also, 
certification information was updated to reflect recent changes in GaPSC certification rules and tiered 
certification.

MAT in Teaching, Concentration in Secondary Education 
JUSTIFICATION:
The Georgia Professional Standards Commission (GaPSC) has developed and implemented a 
required ethics admission assessment. Incorrect information was included in admission requirement 
#6, and has been deleted. This assessment has been added as an admission requirement. Also, 
certification information was updated to reflect recent changes in GaPSC certification rules and tiered 
certification.

Dr. Tracy Linderholm stated Dr. Diebolt suggested that the college reformat the MAT in Teaching catalog 
page so that each concentration will be on their own page to help students find the concentrations more 
easily. Dr. Diebolt asked for clarification of the number of hours for the concentrations. Dr. Linderholm 
said the hours for the special education concentration would be 48-51. Dr. Devon Jensen pointed out that 
the hours are listed incorrectly on page 15 of the agenda. Dr. Linderholm agreed and said the hours 
should be changed from 45-51 to 48-51.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Education, 
with the understanding the MAT in Teaching, Concentration in Special Education catalog page be revised 
to include the correct number of hours. A second was made by Dr. Dustin Anderson, and the motion to 
approve the items was passed.

B. College of Engineering and Information Technology

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

Civil Engineering and Construction Management

New Course(s) CENG 5133G - Water Supply and Wastewater 
Collection Systems 
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program 
to provide the students with a course option in the area of environmental engineering. This is a course 
in water supply and wastewater collection systems.

CENG 5137G - Open Channels and Pumps 
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide 
the students with a course option in the water resource/environmental concentration. This is a fundamental water 
resources course that integrates concepts developed in Fluid Mechanics with
fundamental hydraulic and pump-related processes used in the analysis and design of urban drainage, flood control, measurement, and conveyance structures.

CENG 5139G - Advanced Water and Wastewater Treatment
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of environmental engineering. The course covers advanced drinking water and wastewater treatment processes necessary for designing and managing modern drinking water and wastewater treatment plants.

CENG 5231G - Pavement Analysis and Design
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the areas of Transportation and Geotechnical Engineering. This is an introductory course in pavement analysis and design focusing specifically on civil engineering and construction applications.

CENG 5232G - Foundation Design
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the areas of Structural and Geotechnical Engineering. This is an introductory course in foundation design focusing specifically on civil engineering and construction applications.

CENG 5234G - Asphalt Mix Design
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of transportation engineering. It provides the students with an introduction of asphalt binder grading system and selection and the design of Superpave asphalt mixtures.

CENG 5331G - Advanced Structural Analysis
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of structures. This course is designed to complement an introductory structures course taught at the undergraduate level to further enhance the knowledge of the students in analyzing various type of structures. The course covers topics on the analysis of indeterminate structures, including a brief introduction to matrix-based analysis.

CENG 5332G - Prestressed Concrete Design
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of structures. This course is to complement an introductory concrete course taught at the undergraduate level. The course presents an introduction to procedures used to design prestressed-concrete structures.

CENG 5336G - Introduction to Finite Elements
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of structures. This is an introductory course in finite element analysis focusing on civil engineering applications.

TCM 5330G - Green Building and Sustainable Construction
JUSTIFICATION:
This course is created to be offered in the future CE graduate program to provide the students with a course option in the area of Construction. This is a course in sustainability and green design focusing specifically on construction applications.

TCM 5431G - Construction Cost Estimating
JUSTIFICATION:
This course is created to be offered in the MSAE (Master of Science in Applied Engineering) program to provide the students with a course option in the area of Construction Management. This is a construction cost estimating course. TCM 5433G - Project Planning and Scheduling

**JUSTIFICATION:**
The course is an elective for graduate courses in Civil Engineering and Construction Management. The new course will combine both the classroom and laboratory learning activities within in a single course. This will enhance the student learning experience by allowing students to connect concepts learned in the classroom with real-world applications practiced in the computerized lab setting. Combining the lecture and laboratory content will enhance student learning by maximizing the applicability of the lecture content during the semester through a series of computing laboratory sessions.

**Electrical Engineering**

**Course Revision(s)**

- EENG 5243G – Power Electronics ➢ Prerequisite(s)

**JUSTIFICATION:**
EENG 3330 is replaced by EENG 3341 as a pre-requisite for this course to reflect changes made to the EE curriculum.

- EENG 5431G – Control Systems ➢ Prerequisite(s)

**JUSTIFICATION:**
The proposed reduction of the lab time from 3 to 2 hours is needed to streamline with other labs in the EE curriculum. This change will not affect the student performance in the lab.

- EENG 5540G – Communication Systems ➢ Prerequisite(s), Additional Fees

**JUSTIFICATION:**
This course requires prior knowledge of different mathematical tools to study communication systems such as Probability, Statistics, Linear algebra, and Fourier transform. The new prerequisite course EENG 3421 will fulfill these requirements so that more advanced topics can be covered.

**Mechanical Engineering**

**New Course(s)**

- MFGE 5131G – Lean and Six Sigma Green Belt-1

**JUSTIFICATION:**
Lean and Six Sigma Green Belt-1 is a technical elective course in the new, recently BOR approved B.S. in Manufacturing Engineering Curriculum that is dual listed as a graduate level course that can be used as an elective in the MS in Applied Engineering program. The course will emphasize communication using Six Sigma principles. Offering a graduate section will expand course options available in the MSAE program with no resource impact.

- MFGE 5132G - Lean and Six Sigma Green Belt-2

**JUSTIFICATION:**
Lean and Six Sigma Green Belt-2 is an elective course in the new, recently BOR approved B.S. in Manufacturing Engineering Curriculum. The course provides a survey of knowledge and skill of Graphic and numerical tools to implement DMAIC procedure. Addition of the dual listed graduate section increase course options for students in the MSAE program with no increase in resources.

- MFGE 5238G - Facilities Maintenance

**JUSTIFICATION:**
Facilities Maintenance is a technical elective in the new, recently BOR approved B.S. in Manufacturing Engineering Program that is dual listed as a graduate course and can be used as an elective in the MS in Applied Engineering programming. MFGE 5238G serves as an advanced topic course in the area of scheduled and preventative maintenance of automated manufacturing systems. Addition of the graduate section increases course options for students in the MSAE program with no increase of resources.

- MFGE 5333G - Additive Manufacturing Studio
JUSTIFICATION:
Additive Manufacturing Studio is a technical elective in the new, recently BOR approved B.S. in Manufacturing Engineering Program. MFGE 5333G serves as an advanced topic course in the area of three dimensional modeling and rapid prototyping design implementation. Addition of the dual listed graduate section increase course options for students in the MSAE program with no increase in resources.

MFGE 5534G – Packaging
JUSTIFICATION:
Packaging is a technical elective course in the new, recently BOR approved B.S. in Manufacturing Engineering Program. The course provides introduce of packaging and its fundamental characteristics; materials, processes, and technology used in package development; applications of various materials and systems used to package manufactured products. Addition of the dual listed graduate section increase course options for students in the MSAE program with no increase in resources.

MFGE 5535G - NanoManufacturing
JUSTIFICATION:
NanoManufacturing is a technical elective course in the new, recently BOR approved B.S. in Manufacturing Engineering Curriculum. The course focuses on technology of fabrication and manufacturing of engineering materials at micro and nano-scale. Addition of the dual listed graduate section increase course options for students in the MSAE program with no increase in resources.

Course Revision(s)
MENG 5136G
- Introduction to FEA ➢
Prerequisite(s)
JUSTIFICATION:
The minimum required grade of pre-requisite courses is increased from D to C, so that students will have a stronger knowledge background and be better prepared to be successful in this course.

MENG 5137G – Mechanical System Design
➢ Prerequisite(s)
JUSTIFICATION:
The minimum required grade of pre-requisite courses is increased from D to C, so that students will have a stronger knowledge background and be better prepared to be successful in this course.

MENG 5138G - Composite Materials: Manufacturing, Analysis, and Design ➢
Prerequisite(s)
JUSTIFICATION:
Add appropriate (MENG) and newly created manufacturing engineering (MFGE) prerequisites that will allow students in both programs to use the course as a technical elective, as well as allowing MSAE graduate students to also use the course in their plan of study with permission of the instructor.

MENG 5234G - Heating, Ventilating, and Air Conditioning ➢
Prerequisite(s)
JUSTIFICATION:
The minimum required grade of pre-requisite courses is increased from D to C, so that students will have a stronger knowledge background and be better prepared to be successful in this course.

MENG 5331G – Automation and Computer Integrated Manufacturing Systems ➢
Prerequisite(s)
JUSTIFICATION:
Additional prerequisite options will allow students in the newly BOR approved BS in Manufacturing Engineering program to use the course as an appropriate technical elective while still keeping the course available for graduate student enrollment--particularly students external to Georgia Southern.

TMAE 5134G - World Class Manufacturing
➢ Prerequisite(s)
JUSTIFICATION:
Replace technology prerequisite course which will no longer be offered with the new mechanical engineering (MENG) program and manufacturing engineering prerequisites that will allow students in
both programs to use the course as a technical elective, as well as allowing MSAE graduate students to also use the course in their plan of study with permission of the instructor.

TMAE 5139G – Renewable Energy
➢ Prerequisite(s), Additional Fee(s)
JUSTIFICATION:
The minimum required grade of pre-requisite courses is increased from D to C, so that students will have a stronger knowledge background and be better prepared to be successful in this course. The course has been offered for six years and the consummables and repairs associated with the course are substantial. The course fee will significantly off-set these expenses incurred directly by the students in the laboratory sections of this course. It will contribute to the fiscal sustainability of the course.

Proposed New, Revised, or Deleted Program(s)
Engineering and Manufacturing Management Certificate
JUSTIFICATION:
Replace management courses having similar outcomes to existing program courses with new technical courses offering additional skills outcomes.

Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
The Civil Engineering and Construction Management Department is preparing to offer a graduate degree concentration under the MSAE Program of Study. The proposed new Concentration in Civil Engineering and Construction is described herein.

Mr. Tristam Aldridge asked if there were any admission requirement changes for the concentration area of the certificate. Dr. Goforth said no.

Dr. Gordon Smith asked if the College of Business Administration classes are being struck. Dr. Goforth explained that the COBA classes were listed as electives in the catalog, and they will still accept those courses. Students will still have the ability to get a certificate by adding two more courses.

Dr. Diebolt read the following sentence that was included in the catalog description of all of the Civil Engineering and Construction Management new course forms.

“Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.”

Dr. Diebolt asked if there was agreement that the statement would meet the previously approved Policy on Dual Listed Courses regarding additional course requirements for graduate students to earn graduate credit. No objections to the statement were raised.

Dr. Diebolt stated additional fees are indicated in the EENG 5540G course revision form. He asked if the additional fees have been approved. Dr. Goforth said this course requires materials as part of their lab and students have to physically assemble antennas. Dr. Diebolt also questioned the TMAE 5139G course revision, in regards to the additional fees. Dr. David Williams said the forms for additional fees are being submitted; they have been approved at the Dean’s level and are being moved through the appropriate channels for approval. Dr. Patterson said if the college encounters issues in receiving approval for the additional fees, for them to provide a report back to the Graduate Committee.

Dr. Diebolt said the sentence in the catalog description of all the Mechanical Engineering 5000G new course forms regarding graduate student requirements is slightly different from the Civil Engineering and Construction Management new course forms. The sentence is listed below.

“Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.”
Dr. Diebolt asked if there was agreement that the statement would meet the previously approved Policy on Dual Listed Courses regarding additional course requirements for graduate students to earn graduate credit. No objections to the statement were raised.

Dr. Diebolt stated two accounting courses are listed under the core requirements for the Master of Science in Applied Engineering program. He asked if CEIT had a discussion with the School of Accountancy to ensure that they would be able to handle the additional students. Dr. Williams said that was an oversight on his part, but he will contact the College of Business Administration Dean to make sure there are no issues.

Dr. Jensen asked if the contact hours for the MFGE 5535G new course form should be listed as 4, instead of 3. Dr. Goforth agreed and said they would revise the contact hours on the form. Dr. Jensen also mentioned the word independently was misspelled on this course form.

Dr. Diebolt asked if BANNER would check the prerequisites to document that the student has met at least the minimum grade requirement. No comment was made to address Dr. Diebolt’s question.

Dr. John Brown asked if the M.S.A.E. abbreviation is already university and system approved. Dr. Goforth said yes, the acronym is shared with the M.S. Applied Economics program.

Dr. Diebolt stated that the BOR Degree and Major inventory lists the Applied Engineering program as a Master of Science in Applied Engineering and lists the Applied Economics program as a Master of Science with the Major in Applied Economics.

MOTION: Dr. James Stephens made a motion to approve the agenda item submitted by the College of Engineering and Information Technology, with the understanding that the contact hours and typographical error be corrected. A second was made by Dr. Allen, and the motion to approve the items was passed.

ADDENDUM: Following the meeting additional typographical errors were identified in the CEIT submission. The revisions have been made and will be included in the amended agenda.

C. College of Liberal Arts and Social Sciences

Dr. Christine Ludowise presented the agenda items for the CLASS Dean, Department of Communication Arts and the Department of Political Science.

Dr. Dustin Anderson presented the agenda items for the Department of Literature and Philosophy.

CLASS Dean

Course Deletion(s) AAST 5539G -
Literature by Women
JUSTIFICATION:
The AAST prefix is being dropped from this cross-listed course. The course will continue to be offered by the Department of Literature and Philosophy under the ENGL prefix.

WGST 5539G - Literature by Women
JUSTIFICATION:
The WGST prefix is being dropped from this cross-listed course. The course will continue to be offered by the Department of Literature and Philosophy under the ENGL prefix.

Department of Communication Arts

Course Deletion(s) THEA 5531G -
Puppetry
JUSTIFICATION:
The Puppetry focus of the program has dissipated with the retirement of a faculty member with the relevant special training; the removal of the course from the curriculum does not impact the ability of the program to prepare students in the field.

Course Revision(s) THEA 5530G -
Playwriting > Prerequisite(s), Catalog
Description
JUSTIFICATION:
This revised description takes into account the existence of a different screenwriting course in the multimedia Film & Production program in the Communication Arts Department; the two courses require students to master different skill sets, and in practice, there is no practice in writing for the screen as a part of this Playwriting course.

The added prerequisite will insure that students have the necessary foundation in script analysis taught in THEA 1250 prior to taking this course.

Department of Literature and Philosophy

New Course(s)
ENGL 5238G - Irish Women Writers

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.

Course Deletion(s)
IRSH 5235G - Irish Literature to 1850
IRSH 5236G - Irish Literature since 1850

JUSTIFICATION:
The IRSH prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Irish Studies Interdisciplinary Minor under their home department's prefix.

Course Revision(s)
COML 5330G - World Drama to Romanticism ➢ Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

COML 5530G - The Bible as Literature ➢ Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

COML 5536G - Post-Colonial Literature ➢ Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5090G - Selected Topics ➢ Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5131G - British Romantics ➢ Prerequisite(s)
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5134G - The Age of Exuberance: British Literature 1660-1790 ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5135G - Teaching Literature to Middle and Secondary School Students ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5136G - Medieval British Literature ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5138G - Poetry and Prose of the English Renaissance ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5139G - Victorian Prose and Poetry ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5230G - Colonial American Literature ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5231G - American Romanticism ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5233G - American Realism ➤
Prerequisite(s)

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.
ENGL 5234G - Southern Literature
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5235G - Irish Literature to 1850
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5236G - Irish Literature since 1850
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5330G - World Drama to Romanticism
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5331G - British Drama to 1642
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5332G - British Drama since 1660
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5430G - Contemporary Poetry
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5432G - Twentieth Century British Literature
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5434G - Milton
- Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5438G - Modern Poetry to 1945
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5530G - The Bible as Literature
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5534G - Literature for Adolescents
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5535G - Children’s Literature
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5536G - Post-Colonial Literature
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5538G - World Fiction since 1900
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

ENGL 5539G - Literature by Women
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.

RELS 5530G - The Bible as Literature
➤ Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major. This is a cross-listed course and the course description lists the prerequisites at the undergraduate level.
Department of Political Science
Proposed New, Revised, or Deleted Program(s)
Political Science, M.A.
JUSTIFICATION:
This is the proposed deactivation of a graduate program that was never removed from the inventory of graduate programs at Georgia Southern University but has not been offered since the 2003-2004 academic year.

The Department of Political Science offered an M.A. in Political Science until it was put on hiatus, by the department, in 2004. The program was never removed from the active inventory of graduate programs.

Dr. Flynn asked if the Department of Literature and Philosophy’s course revision prerequisites would be the same at the graduate level. Dr. Christine Ludowise explained that if a change is made at the undergraduate level for a cross listed course, the system will make the change at the graduate level.

Dr. Diebolt asked if the prerequisites will be followed in BANNER and be properly tracked. Dr. Anderson said yes.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Devon Jensen, and the motion to approve the items was passed.

D. Jiann-Ping Hsu College of Public Health

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

Environmental Health
New Course(s) ENVH 7239 - Public Health Laboratory
JUSTIFICATION:
Students earning an MPH degree in environmental health sciences need to gain experience in and exposure to modern tools, instruments and procedures of environmental assessment and investigations. These skills will better prepare them to function in applied work environments following graduation.

Course Revision(s) ENVH 7232 - Water Quality
Lab Hours, Schedule Type, Lecture Hours
JUSTIFICATION:
This course involves various technical concepts that are usually complicated to students, especially those who had minimal experience in the basic sciences during their undergraduate years. Adding the labs to this course will allow the course instructor(s) to include water quality experiments (from sampling techniques to specific assays) designed to enhance comprehension among students.

ENVH 7234 - Environmental Toxicology
Lab Hours, Catalog Description, Schedule Type, Lecture Hours
JUSTIFICATION:
This course involves various technical concepts that are usually complicated to students, especially those who had minimal experience in the basic sciences during their undergraduate years. Adding the labs to this course will allow the course instructor(s) to include toxicology experiments designed to enhance comprehension among students.

Proposed New, Revised, or Deleted Program(s)
Environmental Health Sciences, M.P.H.
JUSTIFICATION:
Revision is necessary to include a newly developed course titled “Public Health Laboratory”.

MOTION: Dr. Stephens made a motion to approve the Environmental Health agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Flynn, and the motion to approve the items was passed.

VI. OLD BUSINESS

A. October 9, 2014 Tabled JPHCOPH Items – Dr. Stephens stated the new course HSPM 7335 listed below should have been included in the October 9, 2014 JPHCOPH submission. The committee agreed to include this item under old business.

MOTION: Dr. Flynn made a motion to untable the Health Policy and Management submission that was tabled during the October 9, 2014 meeting. A second was made by Dr. Allen, and the motion to untable the items to have further discussion was approved.

Dr. Stephens presented the Health Policy and Management items for the Jiann-Ping Hsu College of Public Health.

**Health Policy and Management**

**New Course(s) HSPM 7332 - Population Health**

**JUSTIFICATION:**

Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7333 - Healthcare Governance

**JUSTIFICATION:**

Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7334 - Human Resources Healthcare

**JUSTIFICATION:**

Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7335 - Healthcare Operations Management

**JUSTIFICATION:**

For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7336 - Healthcare Supply Chain Management

**JUSTIFICATION:**

For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional
curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7337 - Integrative Health Enterprise Analytics and Decision Making
**JUSTIFICATION:**
For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7338 - Contemporary Issues in Healthcare
**JUSTIFICATION:**
For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

HSPM 7710 - Administrative Internship
**JUSTIFICATION:**
Need: For the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. Justification for course: To prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive; additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education accreditation process.

**Course Revision(s)**
HSPM 6136 - Health Services Management, Human Resources and Governance
➢ Title, Catalog Description

**JUSTIFICATION:**
Course will be solely focused on management hence the title and catalog description changes. Human resources and governance will become separate courses.

HSPM 7235 - Health Law
➢ Title
**JUSTIFICATION:**
The course title is being modified to reflect that ethics is also taught in the course.

**Proposed New, Revised, or Deleted Program(s)**
Healthcare Administration, M.H.A.
**JUSTIFICATION:**
Changes are being made for the development of advancing management curriculum for Masters of Health Administration students entering the complex healthcare organization. These changes will help to prepare all of the Masters of Health Administration students to pass the Governors examination to become board certified to advance to Fellow status for the American College of Healthcare Executive. Additional curriculum changes are needed for the Commission on Accreditation of Healthcare Management Education (CAHME) accreditation process.

Health Policy and Management, M.P.H.
**JUSTIFICATION:**
The title of the course is changing as part of the Master of Healthcare Administration (MHA) changes.

**Dr. Stephens distributed handouts and reviewed the timeline of what discussions took place between JPHCOPH and COBA since the October meeting. He also reviewed a handout of CA*HME accreditation criteria that applied to the need to implement the new courses. The handouts are below.**
Graduate Curriculum Committee
November 13, 2014

Master of Healthcare Administration
Curriculum Recommendations

I. Discussion with COBA since October 9, 2014, Graduate Curriculum Committee Meeting:

1. October 9, 2014: Met with Dr. Simons after Graduate Curriculum Committee Meeting
2. October 10, 2014: Dr. Smith requested information on all MHA curriculum changes.
3. October 13, 2014: Dr. Stephens emails all information Dr. Smith requested.
4. October 15, 2014: Meeting arranged with Dr. Smith, Dr. Wells, Dr. Burke, Dr. Hoell, and Dr. Simons. Meeting was cancelled by COBA.
5. October 17, 2014: Dr. Smith requested a meeting with Dr. Stephens.
6. October 23, 2014: Dr. Stephens submits additional information to COGS plus a new course, HSPM 7335, Healthcare Operation Management.
7. October 31, 2014: Dr. Stephens meets at COBA with Dr. Smith, Dr. Burke, and Dr. Hoell. Dr. Burke requested information on difference in course context for Healthcare for supply Chain Management, Healthcare Operations Management and Integrative Health Enterprise Analytics and Decision-making.
8. November 4, 2014: Dr. Stephens send to Dr. Burke information requested on the three courses.
9. November 10, 2014: Dr. Stephens meets with Dr. Davis on the Healthcare Governance course.

ii. MHA Curriculum Process for 2014:

1. MHA Faculty completed national select MHA Curriculum survey
2. MHA Curriculum Ad Hoc Committee appointed
   a. Review survey data and competencies needed for MHA students. Approved curriculum recommendations
3. Department of Policy and Management reviewed and approved MHA curriculum recommendations
4. Jiamn-Ping Hsu College of Public Health Curriculum Committee reviewed and approved MHA curriculum recommendations
5. MHA curriculum changes submitted to Graduate Curriculum Committee

III. MHA Curriculum Changes

1. Recommended New Courses:
   - HSPM 7332 – Population Health
   - HSPM 7333 – Healthcare Governance
   - HSPM 7334 – Healthcare Human Resources
   - HSPM 7335 – Healthcare Operation Management
   - HSPM 7336 – Healthcare Supply Chain Management
   - HSPM 7337 – Integrative Health Enterprise Analytics and Decision-making
   - HSPM 7338 – Contemporary Issues in Healthcare
   - HSPM 7710 – Administrative Internship

IV. Purpose of Curriculum Changes

- Commission on Accreditation of Healthcare Education (CAHME) Accreditation
- Student Recruitment Interest in Advanced Curriculum
- Courses Need to be Designed with a Healthcare Context
- MHA Program Competition
- Student Competency Preparation
- Pass Governor’s Exam for Board Certification from American College of Healthcare (ACHE)
- Become an ACHE Fellow
- Healthcare Executive Career Advancement
- Recruit faculty with Healthcare Academic Credentials
- Meet Council on Education for Public Health (CEPH) Standards and Accreditation
- New MHA website
- Association of University Programs in Healthcare Management (AUPHA)
  Central Listing of all MHA Programs and Curriculum

V. Ending Comments
II.A.3 The Program will ensure that students are provided appropriate advising and support services, and that these services are evaluated regularly as a basis for continuous improvement.

II.A.4 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

II.A.5 The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.

Criterion III. Curriculum

III.A. Competencies and Curriculum Design

III.A.1 The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of the curriculum, course content, learning objectives, and teaching and assessment methods.

III.A.2 The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management, aligned with the mission.

III.A.3 The program curriculum will develop students' competencies in communications and interpersonal effectiveness.

III.A.4 The program curriculum will develop students' competencies in critical thinking, analysis, and problem solving.

III.A.5 The program curriculum will develop students' competencies in management and leadership.

III.A.6 The program curriculum will develop students' competencies in professionalism and ethics.
Dr. Brown asked if the committee would agree to approve three of the new courses that are uncontroversial. The committee agreed.

**MOTION:** Dr. Brown made a motion to approve the HSPM 7332, HSPM 7338, and HSPM 7710 new courses submitted. A second was made by Dr. Flynn, and the motion to approve the three new courses was passed.

**MOTION:** Dr. Flynn made a motion to have further discussion of the remaining old business items submitted by JPHCOPH, and for the committee to vote whether they approve or disapprove of the items. A second was made by Dr. Dawn Tysinger, and the motion was approved.

Dr. Stephens distributed an additional handout that outlined the differences in JPHCOPH-HPM courses and COBA courses.

The handout is below.
DIFFERENCES IN JPHCOPH – HPM COURSES and COBA COURSES

General
There are inter-program differences between COBA and JPHCOPH-HPM courses in that healthcare, as an industry, is in a highly regulated environment (consider, PPACA, HIPAA, Balanced Budget Act of 1997, STARK I, II, II, Certificate of Need requirements, etc.), health industry elements do not follow the foundational economic tenets and principles of the ‘Rational Man Theory’ or Utility Theories except in small segments (such as Laser Eye Surgery and Plastic Surgery) but rather complexity of chaos theory mixes with Rational Man Theory, the level of perfection in healthcare is incredibly high compared to most other industries (comparably there are few such as nuclear power and aviation), the level of technology and diversity in that technology are very high and the reality that labor attributes to 70 – 75% of annual operating cost in the healthcare industry and the labor is complex (from neuro-surgery to housekeeping) support the chasm between COBA and JPHCOPH-HPM courses. So, the specialty accreditation, individual health administration practitioner certification process and the legal environment are different. Thus, the content, inter-connectivity of concepts and principles and seriousness of curricular topics within the two didactic programs, comparing COBA and JPHCOPH-HPM, are significantly different as are the faculty who deliver these didactic elements. In addition, JPHCOPH-HPM faculty in the MHA program have a high level of board certification (67%) lending to a more application of theory and principles program.
Lastly, the MBA program is very large and must cover a wide array of content to support many industries that MBA students desire to enter in professional pursuits, while, the MHA program is very focused and narrow on one industry, healthcare, and one segment, health administration, of that industry. Given the expectation of society for ‘perfection’ in healthcare, the heavily regulated environment of healthcare and the accreditation and certification expectations, the narrow focus the MHA program provides is appropriate and in the best interest of the 20 – 25 students per year in the MHA program, the MHA program faculty and the University as a whole.

Healthcare Supply Chain
Healthcare supply chain is different in that the breadth and depth of SKUs, potential item master listings, special orders, etc... can run the range of radioactive isotopes to Q-tips. Transportation, storage, dispensing, and management of many healthcare items must follow federal DEA, FDA, Dept of Homeland Security and DOT and OSHA guidelines. The guidelines for non-provider (non-physician or nurse) access to Schedule Narcotics for instance is unique to healthcare. Operationally, recalls, supply charge capture (and integration with the Charge Description master and Admissions, Discharge and Transfer system) are important for student understanding. The health industry heavily uses group purchasing organizations, unique to healthcare again, and distributors who use PAR, JIT, and Scheduled deliveries to multiple types of storage options across the industry. Also, the information systems in healthcare supply chain are different than other industries (LAWSON, MCKESSON, MEDITECH as compared to SAP, Business Objects, etc...
The website from the Strategic Market Initiative has a nice presentation on the dozen key differences in healthcare versus other supply chains.

**Enterprise Analytics**

In the enterprise analytics course, the emphasis will be on integrating data, decision support information and support information across patients, populations, processes and profitability (net margin for NFPs) for decision making and strategic and operational planning (to include capital equipment such as MRIs, Robotic Surgery Units, etc...). There is a heavy emphasis on patient care data and population health data from both healthcare delivery and public health. Given the heavy emphasis on data sources and the narrow focus on healthcare, the differences to COBA courses in this area would be: 1) narrow focus in MHA to broader focus in MBA, 2) systems used in healthcare (LAWSON, MCKESSON, MEDITECH, etc....) are different than other industries and 3) the healthcare reimbursement system (Conversion Factors, GPCIIs, RVUs, RBRVS, Insurance elements, actuarial science response variables and output, etc...). These differences will be significant between a healthcare administration enterprise analytics course compared to a COBA/MBA course with a similar title.

**Operations Management**

In operations management in healthcare, the process and flows of patients (ADTs), information, supply chain items, credentialing and privileging and capability determination are different than a typical COBA course in this area. The MHA course is not an operations research course of theoretical distributions, discrete and dynamic simulation models and the like but rather in the MHA type course, the emphasis is on the front line to mid-level manager to deliver healthcare services in an efficient, effective and efficacious manner; where efficacy many times, will outweigh efficiency.
Dr. Stephens discussed credentials of JPHCOPH faculty and how the curriculum affects JPHCOPH students. He said they would expect 20-25 students per year in these courses.

Dr. Jake Simons stated COBA recognizes the intent to target the application to healthcare industries; however, he and his COBA colleagues view the proposed course titles, topics, the CIP codes as business courses that overlap or duplicate content taught by COBA. Dr. Simons advocated not approving the HSPM 7334, HSPM 7335, HSPM 7336 and HSPM 7337 new courses. He stated COBA is willing to discuss tailoring sections, but at this point JPHCOPH apparently believes the proposed courses are not adequate to fit their needs. Dr. Simons said the approval of these courses may potentially raise an issue for COBA's accreditation.

A number of the committee members stated they recognized the distinct requirements for healthcare administration, as opposed to the more general business courses.

Dr. Jerry Ledlow stated he has a wonderful work relationship with COBA. He said there are very distinct and different issues that are covered in the JPHCOPH-HPM courses that are not covered in COBA. He said COBA looks at multi-industry and JPHCOPH looks at one industry.

Dr. Gordon Smith asked if the current MHA program will pass accreditation. Dr. Stephens said he is not sure yet because CA*HME has not arrived for the site visit, but they will have a higher possibility to pass with the appropriate curriculum. Dr. Smith said COBA asked for a crosswalk of competencies and how they do or do not work with the courses that are currently offered. Dr. Stephens provided Dr. Smith with the competencies. Dr. Smith said he does not think there has been significant discussion on this topic between COBA and JPHCOPH.

With no additional discussion, the committee voted whether they approve or disapprove of the items. With the vote of 14 committee members in favor of approving the remaining Health Policy and Management items, while two opposed the motion to approve, the motion to approve the remaining old business items was passed.

Dr. Diebolt suggested two editorial changes be made to the Healthcare Administration, M.H.A. degree admission requirements. He said it is not necessary to state what is not used in the criteria.

The changes are as follows:

1. Revise the Admission Requirements to read: “Admission into the graduate programs within the Jiann-Ping Hsu College of Public Health is competitive and based upon a combination of academic background, performance on the Graduate Record Examination (GRE), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation. All applicants must apply through the Schools of Public Health Application Service (SOPHAS).”

2. Remove the following language from the degree admission requirements section of the forms: Official scores on the Graduate Record Examination (GRE). GRE is not required for the purpose of admission

Dr. Simons stated the paragraph in Item 6 of the HSPM 7335 and HSPM 7337 new course forms are duplicated. He said the college may want to include a different paragraph in Item 6 of one of the new course forms.

Dr. Jensen suggested a minor revision to the catalog description on the new course form HSPM 7335. He said the college may want to change the word “on” to “in”, or remove it completely from the last sentence. He also pointed out a spacing error in the Experiential Learning Opportunities section of the Healthcare Administration, M.H.A. program revision form.

The committee approved of the suggested changes and the college agreed to make the revisions.

ADDENDUM: Following the meeting additional typographical errors were identified in the JPHCOPH submission. The revisions have been made and will be included in the amended agenda.

B. Storage Solution for Graduate Committee Agendas and Minutes – Dr. Patterson stated Digital Commons will not be used as the storage solution for the agendas and minutes. Instead, COGS will
continue to develop a system to allow users to login with their own unique GSU username and password.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 13, 2014 at 10:20 AM.

ADDENDUM: Following the meeting Dean Thomas Koballa requested Provost approval to allow the MAT – Special Education program of study changes to take effect in Summer 2015 instead of Fall 2015.

Minutes were approved December 18, 2014 by electronic vote of Committee Members

Respectfully submitted
Audie Graham, Recording Secretary
Dr. Chuck Harter called the meeting to order at 3:33 p.m.

A motion to approve the agenda was made by Landge/Ross and passed unanimously.

Agenda items that are sent in to the Registrar’s Office need to be in a catalog ready format. The Registrar’s Office will be proofing critical Banner items (Course numbers, Pre-requisites, etc) but will no longer be proofing items for spelling and grammar errors. Items will be put into banner and the catalog as they are submitted, because of this any errors in course descriptions will be published in the catalog as they are received.

SACs requirements are that Graduate students must complete more work than Undergraduate Students in 5000/5000G courses. While the use of 5000/5000G level courses is discouraged, it must be clearly spelled out in the catalog description of the course that it will require more work. Descriptions for these 5000/5000G level courses must outline what Graduate students will be required to complete and what that work will do for the student.

Items for consideration were presented by Dr. David Williams.

Civil Engineering and Construction Management
Course Revision(s)
CENG 3331 – Structural Analysis I

Title, Catalog Description
This course is the first of a two-course series on structural analysis. It investigates the behavior of common structural systems under various loading conditions. The course focuses on the accurate analysis of statically determinate trusses, beams and frames and uses approximate methods to analyze indeterminate frames. The calculation of deflections and the effects of moving loads are also considered.

JUSTIFICATION:
(1) Title Change: The course title was changed from "Structural Analysis I" to "Structural Analysis", since the second structures course (CENG 3332 - Structural Analysis II) was removed as a requirement in the undergraduate CE curriculum. (2) Catalog Description Change: The course catalog description was modified to remove verbiage indicating this is a first course in a two-course sequence.
CENG 3332 – Structural Analysis II

**Number, Title, Catalog Description, Prerequisite(s), Other**

This course covers the analysis of statically indeterminate structures. Classical methods, such as the slope-deflection and moment-distribution techniques are presented. The course additionally covers the matrix-based stiffness method of analysis for indeterminate trusses, beams, and frames. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

**JUSTIFICATION:**

Course Number Change: The course is to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program. (2) Title Change: The title was changed since Structural Analysis II is no longer a requirement in the undergraduate CE curriculum. (3) Prerequisite Change: "or permission of instructor" was added to prerequisites. (4) Catalog Description Change: The course catalog description was modified since the course is to be offered as a graduate course. (5) Other - 1) The course number change from CENG 3332 to CENG 5331 requires the development of a new course, CENG 5331G, which will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 3332 are to carryover and be collected for the revised course CENG 5331. The revenue detail code is TCNH.

CENG 4133 - Water Supply and Wastewater Collection Systems

**Number, Catalog Description, Prerequisite(s), Other**

This course covers water supply and wastewater collection systems. Topics include basic hydraulics, major and minor head losses, pipes in series and parallel, water distribution network analysis, design of water supply distribution systems, sanitary sewer collection systems, and storm sewer collection systems. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

**JUSTIFICATION:**

Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program, therefore the course number had to be changed to the 5000-level. (2) Catalog Description Change: The course catalog description was modified since it is to be offered as a graduate course. (3) Prerequisite Change: The prerequisites of the course (CENG 2131 and CENG 3131) were changed to CENG 3132 to better reflect the desired progression of coursework in the program of study. The prerequisite "or permission of instructor" was also added. (4) Other - 1) The course number change from CENG 4133 to CENG 5133 requires the development of a new course, CENG 5133G, which will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4133 are to carryover and be collected for the revised course CENG 5133. The revenue detail code is TCNH.

CENG 4135 – Highway Design

**Prerequisite(s), Catalog Description**

This course provides an introduction to highway design based on conventional constraints including: vertical and horizontal geometry, traffic, safety, drainage, economic, and human factors.

**JUSTIFICATION:**

(1) Catalog Description Change: The course catalog description was changed to better reflect the course content.

(2) Prerequisite Change: TCM 2233 - Construction Surveying was added to reflect the revised program requirements. CENG 3133 and CENG 3233 were removed as prerequisites as a result of revisions to the curriculum which will also facilitate more efficient scheduling to improve students' progression in the future.(2) Catalog Description

CENG 4137 – Open Channels and Pumps

**Number, Catalog Description, Prerequisite(s), Other**

The course covers the application of principles of fluid mechanics to flow in open channels and pumps. Topics include uniform flow, flow resistance, gradually varied flow, flow transitions for open channels, pump classification, system hydraulics, pump curves and duty points, and water and wastewater pumping stations. The course additionally addresses open channel design, and pump station design. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

**JUSTIFICATION:**

(1) Course Number Change: The course is intended to be offered as an undergraduate elective and a 5000G level course developed for the MSAE (Master of Science in Applied Engineering) program.

(2) Catalog Description Change: The course catalog description was modified since it is to be offered as a
graduate level course. (3) Prerequisite Change: The prerequisite "or permission of instructor" was added. (4) Other: 1) The course number change from CENG 4137 to CENG 5137 requires the development of a new course, CENG 5137G, which will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4137 are to carryover and be collected for the revised course CENG 5137. The revenue detail code is TCNH.

CENG 4139 – Advanced Water and Wastewater Treatment

Number, Catalog Description, Prerequisite(s), Other

The course covers advanced water and wastewater treatment processes necessary for designing and managing modern drinking water and wastewater treatment plants. Topics include ion exchange, ozonation, adsorption, membrane, Biological Nutrients Removal (BNR), Membrane Biological Reactor (MBR), disinfection, sludge treatment and disposal, wastewater reclamation and reuse, and effluent disposal. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:

(1) Course Number Change: The course is intended to be offered as an undergraduate elective and a graduate level version will be offered in the MSAE (Master of Science in Applied Engineering) program. (2) Catalog Description Change: The course catalog description was modified since it will be become a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: 1) The course number change from CENG 4139 to CENG 5139 requires the development of a new course, CENG 5139G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4139 are to carryover and be collected for the revised course CENG 5139. The revenue detail code is TCNH.

CENG 4231 – Pavement Analysis and Design

Number, Title, Catalog Description, Prerequisite(s), Other

This course provides an introduction to different approaches to pavement analysis and design, including flexible and rigid pavement design, preservation, rehabilitation, and management. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:

(1) Course Number Change: The course is an undergraduate elective and will be offered in the MSAE program at the "G" level. (2) Course Name Change: The course name was changed to better reflect the content of the course. (3) Catalog Description Change: The course catalog description was modified since a graduate version will be offered. (4) Prerequisite Change: The prerequisites were changed to reflect the removal of CENG 3231 from the program. The option "or permission of instructor" was added. (5) Other: 1) The course number change from CENG 4231 to CENG 5231 requires the development of a new course, CENG 5231G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4131 are to carryover and be collected for the revised course CENG 5231. The revenue detail code is TCNH.

CENG 4232 – Foundation Design

Number, Catalog Description, Prerequisite(s), Other

This course provides an introduction to different approaches to pavement analysis and design, including flexible and rigid pavement design, preservation, rehabilitation, and management. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:

Course Number Change: The course is an undergraduate elective and will be offered in the MSAE program at the "G" level. (2) Course Name Change: The course name was changed to better reflect the content of the course. (3) Catalog Description Change: The course catalog description was modified since a graduate version will be offered. (4) Prerequisite Change: The prerequisites were changed to reflect the removal of CENG 3231 from the program. The option "or permission of instructor" was added. (5) Other: 1) The course number change from CENG 4231 to CENG 5231 requires the development of a new course, CENG 5231G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4131 are to carryover and be collected for the revised course CENG 5231. The revenue detail code is TCNH.
CENG 4234 – Asphalt Mix Design

Number, Catalog Description, Prerequisite(s), Other
This course is an introduction to contemporary materials and engineering properties of asphalt binders, modified binders, and asphalt mixtures including: modern binder and mixture specifications, mix design systems and test methods. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:
Course Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program, therefore the course number had to be changed to the 5000-level. (2) Catalog Description Change: The course catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: The course number change from CENG 4234 to CENG 5234 requires the development of a new course, CENG 5234G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4334 are to carryover and be collected for the revised course CENG 5234. The revenue detail code is TCNH.

CENG 4332 – Prestressed Concrete Design

Number, Catalog Description, Prerequisite(s), Other
This course provides an introduction to foundation design methods, including shallow foundations, slope stability analysis, pile foundations, and retaining walls. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:
Course Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program, therefore the course number had to be changed to the 5000-level. (2) Catalog Description Change: The catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: The course number change from CENG 4332 to CENG 5332 requires the development of a new course, CENG 5332G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4332 are to carryover and be collected for the revised course CENG 5332. The revenue detail code is TCNH.

CENG 4336 – Introduction to Finite Elements

Number, Catalog Description, Prerequisite(s), Other
This course provides an introduction to the Finite Element Method, focusing on common elements and problems encountered in civil engineering practice. The course illustrates useful concepts and procedures associated with linearly behaving static structures, modeled by using truss, beam, frame, plane and plate elements. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:
Course Number Change: The course is intended to be offered as an undergraduate elective and will be offered in the MSAE (Master of Science in Applied Engineering) program. (2) Catalog Description Change: The catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The prerequisite course (CENG 3332) was changed to CENG 5331, so this change had to be reflected. The option "or permission of instructor" was also added. (4) Other: The course number change from CENG 4336 to CENG 5336 requires the development of a new course, CENG 5336G, that will be cross-listed with this renumbered course. 2) The additional fees approved for CENG 4336 are to carryover and be collected for the revised course CENG 5336. The revenue detail code is TCNH.

TCM 2241 – Mechanical and Electrical Equipment Systems

Number, Credit Hours, Catalog Description, Prerequisite(s), Other
This course includes a study of mechanical and electrical equipment and systems as related to the construction industry. The course is composed of three basic parts. Part one addresses available energy sources, thermoflow and ventilation characteristics, air handling systems, and mechanical codes. Part two addresses domestic water and waste systems, fire sprinklers and stand pipe systems and plumbing codes. Part three addresses electrical power, lighting and communication systems and electrical codes.

JUSTIFICATION:
Course Number Change: The credit hours for the course were reduced from 4 to 3, necessitating a change in course number. (2) Catalog Description Change: The course catalog description was modified to reflect the revised course credit hours and editorial corrections. (3) Prerequisite Change: This course will become a prerequisite for TCM 5330 and TCM 5330G and "or permission of instructor" was added to prerequisites.
TCM 2330 – Green Building and Sustainable Construction

Number, Catalog Description, Prerequisite(s), Other

ventilation characteristics, air handling systems, and mechanical codes. Part two addresses domestic water and waste systems, fire sprinklers and stand pipe systems and plumbing codes. Part three addresses electrical power, lighting and communication systems and electrical codes.

JUSTIFICATION:

Course Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program. (2) Catalog Description Change: The catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: The course number change from TCM 2330 to TCM 5330 requires the development of a new course, TCM 5330G, that will be cross-listed with this renumbered course.

TCM 2430 – Construction Safety

Prerequisite(s), Catalog Description

This course includes a study of safe construction practices. Topics include workers' compensation insurance, OSHA regulations, construction disasters, safe construction training and planning, and the hidden costs of accidents. Students are highly encouraged to obtain the OSHA 30-hour safety card as part of this course.

JUSTIFICATION:

Catalog Description Change: The course catalog description was modified to better reflect the course content and to make minor editorial corrections were made. (3) Prerequisite Change: The prerequisite was removed to allow incoming transfer students and freshmen to register for the course.

TCM 3333 – Building Codes

Prerequisite(s), Catalog Description, Lab Hours, Schedule Type

This course includes a study of codes applicable to the construction industry with emphasis on the Standard Building Code. An introduction to construction related federal regulations with an emphasis on labor related issues; construction labor unions and the collective bargaining process.

JUSTIFICATION:

Catalog Description Change: The course catalog description was modified to better reflect the course content and minor editorial corrections were also made. (2) Prerequisite Change: The prerequisites were removed to allow incoming transfer students and freshmen to register for the course. (3) Lab Hours: The course is being changed from a lecture/lab format to a lecture-only format course. (4) Schedule Type: The schedule type is changed to reflect the removal of the lab content.

TCM 4431 – Construction Cost Estimating

Number, Catalog Description, Prerequisite(s), Other

This course includes methods and procedures for estimating costs of construction projects. Topics include types and purposes of estimates, direct and indirect costs, labor and equipment cost analysis, the CSI Masterformat, approximate estimates, and computerized estimating methods. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

JUSTIFICATION:

Course Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program, therefore the course number was changed to the 5000-level. (2) Catalog Description Change: The catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: 1) The course number change from TCM 4431 to TCM 5431 requires the development of a new course, TCM 5431G, that will be cross-listed with this renumbered course. 2) The additional fees approved for TCM 4431 are to carryover and be collected for the revised course TCM 5431. The revenue detail code is TCNA.

TCM 4433 – Project Planning and Scheduling

Number, Catalog Description, Prerequisite(s), Other

This course covers the fundamentals and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method using both arrow and node networks, precedence networks, cost-time trade-offs, PERT, resource leveling, updating schedules during construction, project control, earned value method, lean construction principles and practices, and computerized scheduling techniques. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that
demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

**JUSTIFICATION:**

1) Course Number Change: The course is intended to be offered as an undergraduate elective and in the MSAE (Master of Science in Applied Engineering) program at the 5000G level. (2) Catalog Description Change: The catalog description was modified since the course is to be offered as a graduate course. (3) Prerequisite Change: The option "or permission of instructor" was added. (4) Other: 1) The course number change from TCM 4433 to TCM 5433 requires the development of a new course, TCM5433G, that will be cross-listed with this renumbered course. 2) The additional fees approved for TCM 4433 are to carryover and be collected for the revised course TCM 5433. The revenue detail code is TCNC.

**TCM 4530 – Senior Project**

**Corequisites, Catalog Description**

This course includes an exercise in project management, including estimating and scheduling from construction documents of a project. The assigned project includes developing a fictitious organization, production of a project estimate and schedule and preparing a construction bid and other construction documentation.

**JUSTIFICATION:**

Catalog Description Change: The course catalog description was modified to better reflect the course content and minor editorial corrections were made. (2) Corequisite Change: The corequisites were modified to reflect other course numbering changes in the curriculum.

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

**Civil Engineering, B.S.C.E.**

**JUSTIFICATION:**

The Civil Engineering program is preparing to offer graduate courses and many existing elective courses in the Department are appropriate to be offered at the graduate level if modified slightly to meet the requirements of 5000-level courses. The Department is also modifying the CE program to unite Civil Engineering and Construction Management students in key courses throughout the curriculum. A minimum of 100 hours of Departmental pre-approved community service are also being added to support the new Experiential, Community Service Learning initiative “Access to Practice” within the Department.

**Construction, B.S.Cons.**

**JUSTIFICATION:**

The Construction Management program is preparing to offer graduate courses and existing courses in the Department are appropriate to be offered at the graduate level if modified slightly to meet the requirements of 5000-level courses. The Department is also modifying the CM program to unite Construction Management and Civil Engineering students in key courses throughout the curriculum. A required credit hour in COOP x090 was added to assist the department with the documentation and assessment of the 400 hours of required industry internship and a minimum of 100 hours of Departmental pre-approved community service was also added to support the new Experiential, Community Service Learning initiative “Access to Practice” within the Department.

_A motion to approve the course revisions and program changes was made by Aasheim/Hendry and passed unanimously._

- **Electrical Engineering**
  - **New Course(s)**
    - **EENG 3335 – Circuit Analysis II**
      The course focuses on advanced topics in circuit analysis and design. Topics include Phasor analysis, three-phase systems, AC steady-state power, transformers, transfer functions, Bode plots, passive and active filters, Laplace and Fourier transforms, and two-port networks.
  - **Course Deletion(s)**
    - **EENG 3321 – Microelectronics Lab**
      **JUSTIFICATION:**
      EENG 3330 has been revised to become EENG 3341-Microelectronics with 2 hours lab component to replace EENG 3321 which uses the same lab duration, equipment, and experimentations. Therefore, EENG 3321 is deleted from the EE curriculum as recommended by EE faculty and the Professional Advisory Council.
  - **Course Revision(s)**
    - **EENG 3241 – Electric Machines**
      **Prerequisite(s)**
      **JUSTIFICATION:**
      The Construction Management program is preparing to offer graduate courses and existing courses in the
Department are

EENG 3330 – Microelectronics

JUSTIFICATION: This course is revised to the 4-credit hours format which consists of 3-hours lecture and 2-hours lab for a total of 5 contact hours per week. This change has been recommended by EE faculty to streamline and consolidate the EE curriculum.

EENG 3430 – Linear Systems

Prerequisite(s)

JUSTIFICATION: EENG 3355 is a newly created course and covers topics needed as pre-requisite for this EENG 3420 course.

EENG 4620 – Senior Design I

Prerequisite(s)

JUSTIFICATION: Prerequisites need to be updated in order to reflect the proposed changes to the EE curriculum. In particular EENG 3321 will be deleted and added as a lab component to EENG 3341.

EENG 4621 – Senior Design II

Prerequisite(s)

JUSTIFICATION: These prerequisites changes are needed to ensure that students will complete all core courses prior to this last senior capstone design course.

EENG 5243 – Power Electronics

JUSTIFICATION: EENG 3330 is replaced by EENG 3341 as a pre-requisite for this course to reflect changes made to the EE curriculum.

EENG 5431 – Control Systems

Lab Hour(s)

JUSTIFICATION: The proposed reduction of the lab time from 3 to 2 hours is needed to streamline with other labs in the EE curriculum. This change will not affect the student performance in the lab.

EENG 5540 – Communication Systems

Prerequisite(s), Additional Fees

JUSTIFICATION: This course needs prior knowledge of different mathematical tools to study communication systems such as Probability, Statistics, Linear algebra, and Fourier transform. The new prerequisite course EENG 3421 will fulfill these requirements so that more advanced topics can be covered. An additional fee is proposed to offset costs of consumables used in the laboratory.

ENGR 2334 – Circuit Analysis

Prerequisite(s)

JUSTIFICATION: Changes proposed affect only course pre-requisite ENGR 2341 to make it concurrent. This will help streamline the EE curriculum without affecting the students’ learning process.

ENGR 3320 – Circuit Analysis Lab

JUSTIFICATION: (1&2) Number & Credit Hour(s): ENGR 3310 Circuit Analysis Lab will be reduced by one credit hour to allow adding a new course without affecting the lab time. (3) Prerequisites: The prerequisites have also been changed to ensure that students have the necessary background to succeed in ENGR 3310. (4) Other: The additional fees approved for ENGR 3320 are to carryover and be collected for the revised course ENGR 3310. The Revenue Detail Code is TCEF.
Proposed New, Revised, or Deleted Program(s) (REVISED)

Electrical Engineering, B.S.E.E.

JUSTIFICATION:
This revised EE program reflects increasing the credit hours of EENG 3330 and reducing the credit hours of ENGR 3320 and the resulting number and prerequisite changes. These changes were recommended by the Professional Advisory Committee (PAC) and were approved by EE faculty. Additional fees are requested for EENG 5540 to offset the cost of consumables used in the course. Finally, the number of hours identified in the "Other Program Requirements" section was increased from 30 to 33 due to the BOR requirement that 25% of the degree requirements must be earned at Georgia Southern. Since the EE program requires a minimum 132 credit hours, 25% of 132 equals 33, not 30 hours.

A motion to approve the new courses, course deletions, course revisions and program change was made by Gregg/Morris and passed unanimously.

Dr. David Williams announced that MENG 5237 was being pulled from the Agenda.

Mechanical Engineering

New Course(s)

MFGE 2142 - Mechanical Analysis and Design
This course provides a survey of engineering mechanics, mechanics of materials, and machine design concepts as they apply to manufacturing engineering. In detail, the following issues will be included and addressed: definition and analysis of free body diagrams. static equilibrium, stress and strain, mechanical properties of materials, axially loaded members, torsion of circular sections, bending of beams, transformation of stress and strain, design of beams, and buckling of columns.

MFGE 2421 - Solid Modeling and 3D Design/Rapid Prototyping/Analysis Studio
This course covers a broad range of engineering materials with an emphasis on application, use, and manufacturing processes. Students will develop an understanding of relationships between material properties, microstructure and manufacturing processing. Topics include atomic structure and arrangement; control of the microstructure and mechanical properties; solidification, phase diagrams, mechanical testing, strengthening mechanisms, thermostets and thermoplastics, introduction to composites, and selection of materials based upon manufacturing applications. Laboratory activities include studies of mechanical and/or metallurgical tests related to strengths, hardness, toughness, solidification, and metallography of materials with an emphasis on manufacturing processes and techniques.

MFGE 2531 - Materials Science Studio for Manufacturing Engineering
This course covers theory and hands-on experiences with various forming processes such as casting, forging, extrusion, rolling and drawing. Students will gain insight into the theory of manufacturing processes and will develop competency through lab based hands-on practice and the processing constraints related to the design of products and systems.

MFGE 2533 - Manufacturing Processing 2 Studio
This course covers theory and hands-on experiences with various forming processes such as casting, forging, extrusion, rolling and drawing. Students will gain insight into the theory of manufacturing processes and will develop competency through lab based hands-on practice and the processing constraints related to the design of products and systems.

MFGE 2534 - Applied Computing in MFGE
This course provides a survey introduction to programming logic and flowcharting, applications of the principles and techniques of computer numerically controlled machine tools (CNC). G and M code programming of Industrial machines, tooling systems, and an introduction to Computer Aided Manufacturing (CAM) systems will be covered. Manual hands on programming as well as interfacing with professional machining software such as MasterCAM or HSM Works will be incorporated. IT interfacing of components and systems will be introduced, as well as basic control devices such as PLCs.

MFGE 3131 - Design for Manufacturability, Assembly, Sustainability
A study and application of the principles that result in the integration of product design and process planning into one common activity with considerations given to assembly tolerances, fit, and clearance as well as whole –lifecycle usability, recyclability and sustainability. The goal is to design a product that is easily and economically manufactured. Also included is a study of coordinate measurement machine (CMM), metrology and design principles that contribute to enhanced sustainability.

MFGE 3132 - Quality and Statistical Process Control for Engineers
Course focuses on the definition of Quality. Introduces students to proactive concepts of quality such as Six Sigma, QFD, FMEA, POKAYOKE, Ishikawa analysis and reactive methods used to ensure quality production through the measurement and maintenance of desired product characteristics in manufacturing processes such as control charts and sampling.
MFGE 3337 - Hydraulics, Fluidics, Pneumatics and Electrical Movers
Exploration of the basic principles of fluidic (hydraulic and pneumatic) systems and electrical movers as they relate to manufacturing assembly processes and lines, and industrial robotics.

MFGE 3421 - Industrial Sensors, PLCs and IT Networking Studio
This studio laboratory will cover the theory and practice of engineering measurements, measuring devices, and their application to controlled activities in an applied environment. The experimental activities will include the application of traditional measuring devices, development of data acquisition packages, and inner-connectivity and networking of sensors and programmable logic control (PLC) devices with an emphasis on robotics, automation, and manufacturing applications.

MFGE 3423 - Facilities Design
The goal of this course is to impart an understanding of the basic principles of facilities location, layout, and material handling systems so as to design an efficient manufacturing/service facility. This will be enhanced through hands-on practice in designing facilities. Facilities design issues that will be stressed upon will include modeling, design, and analysis techniques. It will try to provide a balance of exposure to available methodologies in facilities location, layout, and material handling with a practical emphasis, not just quantitative evaluation.

MFGE 3531 - Advanced Materials Processing Studio Laboratory
Students will develop both a theoretical and hands-on appreciation for techniques working with plastics, ceramics, composites, nanomaterials, etc.

MFGE 3541 - Energy Science Studio
A survey of fluid mechanics, thermodynamics, and heat transfer with an emphasis placed upon manufacturing engineering. Fundamentals of fluid statics and fluid dynamics for incompressible fluids, fluid properties, static and dynamic forces, Bernoulli's equation, pipe flow and losses, open channel flow and flow measurement. Thermodynamic properties, state postulate, work interactions, steady-state and transient energy and mass conservation, entropy and the second law. First and Second Law analysis of thermodynamic systems. Gas cycles and vapor cycles. An introduction to basic energy transport by conduction, convection, and radiation with applications to heat exchanger, extended surfaces etc. The laboratory will provide both problem solving and hands-on experimentation experiences that support the concepts covered in the lecture.

MFGE 4090 - Special Topics in Manufacturing Engineering
This course provides for study of Manufacturing Engineering course topics not generally offered by the program or offered on an introductory or trial basis.

MFGE 4135 - Lean MFG Principals and Engineering Project Management
The planning, evaluation, deployment, and integration of lean manufacturing theory and methods. Emphasis on manufacturing processes/equipment and systems, e.g. planning/control, product design, supply chain, and human resource management, JIT, KANBAN, theory of constraints and quick response manufacturing. The course will also include principles of engineering economy that facilitate in the selection of appropriate engineering projects to maximize ROI.

MFGE 4321 - Manufacturing Engineering Capstone I
A capstone project based course that draws on all major curricular themes within the manufacturing engineering program. This course focuses on concurrent product design and development. Key areas include designing with constraints; brainstorming, problem solving, and creativity methods. Students will use design analysis tools, solid modeling, finite element analysis and supply chain management. Student will consider cell needs and limitations to design and develop a product and/or process for mass production in Manufacturing Engineering Capstone II (MFGE 4322).

MFGE 4322 - Manufacturing Engineering Capstone II
A capstone project based course that draws on all major curricular themes within the manufacturing engineering program. This laboratory studio based course focuses on implementation and a production run of the product and/or process developed in MFGE 4321. The students will build and test the manufacturing cell to produce a discrete family of parts identified in MFGE 4321. The design of part transfer, tooling, sensing, production control and integrated inspection systems will be emphasized.

MFGE 4533 - Dynamics and Kinematics of Robotics and Automation Studio
This course will cover topics of the theory of the dynamic and kinematic models of industrial robot, robotic manufacturing operations such as welding and assembly and industrial robots working in unison or in concert in a manufacturing process. The laboratory activities include programming industrial robots to perform pick and place operations, to manipulate components, tools, and instruments through complex trajectories, programming PLCs to
coordinate multiple manufacturing operations and programming computers to integrate the communications and information sharing between manufacturing and management systems.

**MFGE 4614 - Senior Seminar: Professional Skills and Leadership**
Through readings, case studies, small group activities, discussions and guest speakers, students will explore and integrate professional skills relevant to their future careers. An emphasis will be placed upon engineering ethics, professional responsibilities, environmental impact of engineering processes, and technical leadership. A curricular overview that prepares students to take the Society of Manufacturing Engineers' Certification exam or similar.

**MFGE 4891 - Special Problems in Manufacturing Engineering**
Individual and specialized study in the areas of mechanical engineering that are not otherwise covered in the curriculum. Research project based or practicum experience.

**MFGE 5131 - Lean and Six Sigma Green Belt-1**
This introductory course will emphasize communication using Six Sigma principles. It will help relate six sigma principles to the overall manufacturing mission and objectives. The Five step DMAIC model for organizational and process improvement will be emphasized. A wide range of process improvement techniques with the DMAIC model will be employed. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

**MFGE 5132 - Lean and Six Sigma Green Belt-2**
Graphic and numerical tools to implement DMAIC procedure will be introduced. This includes introduction to Normal distribution, process capability analysis, measurement systems analysis, correlation and regression analysis, statistical process control, value stream mapping as well as the use of six sigma in service based industries. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

**MFGE 5238 - Facilities Maintenance**
An advanced topic course in the area of scheduled and preventative maintenance of automated manufacturing systems. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

**MFGE 5333 - Additive Manufacturing Studio**
A comprehensive overview of additive manufacturing, spanning from fundamentals to applications and technology trends. Students will learn the principles of additive manufacturing of polymers, metals, and ceramics and how process capabilities (rate, cost, quality) are determined by the material characteristics, process parameters, and machine designs. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

**MFGE 5534 – Packaging**
This course will introduce functions of packaging and its fundamental characteristics; materials, processes, and technology used in package development; applications of various materials and systems used to package manufactured products. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

**MFGE 5535 – NanoManufacturing**
This course provides a survey introduction of nano-science and technologies of micro-fabrication and nano-manufacturing. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

---

**Course Revision(s)**

**ENGR 2112 - Solid Modeling & Analysis**

*Prerequisite(s), Corequisites(s)*

**JUSTIFICATION:**

The minimum required grade of pre-requisite course ENGR 1133 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.

**ENGR 3233 – Mechanics of Materials**

*Prerequisite(s)*

**JUSTIFICATION:**

The minimum required grade of pre-requisite course ENGR 2231 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.
MENG 2110 - Mechanical Engineering Case Studies in Design & Analysis

JUSTIFICATION:
The minimum required grade of pre-requisite course ENGR 1133 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.

MENG 3130 - Mechanism Design

JUSTIFICATION:
The minimum required grade of pre-requisite course ENGR 2232 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.

MENG 3135 – Machine Design

JUSTIFICATION:
The minimum required grade of pre-requisite courses ENGR 3233 and MENG 2110 are increased from D to C so that students have stronger knowledge background and are better prepared for this course.

MENG 3233 – Heat Transfer

JUSTIFICATION:
The minimum required grade of pre-requisite courses ENGR 3431 and ENGR 3235 are increased from D to C, so that students have stronger knowledge background and are better prepared for this course.

MENG 3235 – Fluid Mechanics

JUSTIFICATION:
The minimum required grade of pre-requisite course ENGR 2231 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.

MENG 3521 – Mechatronics Studio Laboratory

JUSTIFICATION:
The minimum required grade of pre-requisite course ENGR 2131 is increased from D to C so that students have stronger knowledge background and are better prepared for this course.

MENG 4210 – Energy Science Laboratory

JUSTIFICATION:
The minimum required grade of pre-requisite courses ENGR 3431 and ENGR 3235 are increased from D to C, so that students have stronger knowledge background to be successful in this course.

MENG 4612 – Mechanical engineering Senior Studio

JUSTIFICATION:
The minimum required grade of pre-requisite courses ENGR 2131, ENGR 2232, ENGR 3233 and ENGR 3235 are increased from D to C, so that students have stronger knowledge background to be successful in this course.

MENG 5136 – Introduction to FEA

JUSTIFICATION:
The minimum required grades of pre-requisite courses ENGR 2112 and ENGR 3235 are increased from D to C so that students have stronger knowledge background to be successful in this course.

MENG 5137– Mechanical Systems Design

JUSTIFICATION:
The minimum required grades of pre-requisite courses ENGR 2112, ENGR 3235 are increased from D to C so that students have stronger knowledge background to be successful in this course.
JUSTIFICATION:

Add appropriate (MENG) and newly created manufacturing engineering (MFGE) prerequisites, at a minimum grade of C, that will allow students in both programs to use the course as a technical elective, as well as allowing MSAE graduate students to also use the course in their plan of study with permission of the instructor.

MENG 5234 – Heating, Ventilating, and Air Conditioning

JUSTIFICATION:
The minimum required grades of pre-requisite courses ENGR 3431, ENGR 3235 and MENG 3233 are increased from D to C so students have stronger knowledge background to be successful in the course.

MENG 5331 – Automation and Computer Integrated Manufacturing Systems

JUSTIFICATION:
Additional prerequisite options will allow students in the newly BOR approved BS in Manufacturing Engineering program to use the course as an appropriate technical elective. Minimum grades in all prerequisite courses are increased from D to C to better prepare students to be successful in this course.

TMAE 5134 – World Class Manufacturing

JUSTIFICATION:
Replacing the technology prerequisite course, that will no longer be offered due to the phase-out of the MET program, with the new mechanical engineering (MENG) course and manufacturing engineering prerequisites that will allow students in both programs to use the course as a technical elective.

TMAE 5139 – Renewable Energy

JUSTIFICATION:
The prerequisite course minimum grades are being increased from C to D to better prepare students to be successful in the course. Also, the course has been offered for six years and the consummables and repairs associated with the course have been substantial. The course fee will significantly off-set these expenses incurred directly by the students in the laboratory sections of this course. It will contribute to the fiscal sustainability of the course.

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

Manufacturing Engineering, B.S.MfgE

JUSTIFICATION:
The State of Georgia, the southeastern region and the entire country are experiencing strong resurgence and advancement in manufacturing capacity. At the same time, we are confronted with an aging workforce of trained manufacturing engineers. The educational infrastructure is currently unprepared to meet the growing demand for manufacturing engineers. There are limited related vocational training certificate and diploma programs at the technical college level in the state and region; in addition, there is no accredited four-year collegiate program in the state or region that addresses the demand for the manufacturing engineers essential to current and future innovative manufacturing operations. Without this program, the educational infrastructure is currently not prepared to meet the challenges and expectations of the returning tide of industry as there is no baccalaureate manufacturing engineering degree program in Georgia, neighboring states or regionally to serve those needs. The demand for this degree program was exceptionally strong from regional and state-wide industries, and the proposed program had the support of the governor. As a result, the BOR application process moved forward after the preliminary proposal was sent to the undergraduate curriculum council on an informational basis. The BOR approved the proposal for the program at its 20 August 2014 meeting.

A motion to approve the new courses, course revisions and program change was made by Amponsah/Aasheim and passed unanimously.

-College of Health and Human Sciences

Items for consideration were presented by Dr. Stephen Rossi.
School of Human Ecology

New Course(s)
CHFD 2136 – Introduction to Family Services
This course is designed to provide students with an interdisciplinary approach to the understanding of family services in a multicultural society. The human services profession is multifaceted and family service is one component of the multidisciplinary field. Students will become familiar with historical and theoretical orientations of the profession; the types and delivery of human services to children, adolescents, adults, and families; skills and functions of human service workers; and community resources.

CHFD 4132 – Death and Bereavement across the Lifespan
This course will cover death and bereavement across the lifespan. Students will use theoretical and research-based information to explore end of life within individual and family contexts. Topics include death at different stages throughout the lifespan, grief and bereavement processes, legal aspects and diverse perspectives and rituals of death and dying.

CHFD 4133 – Programming and Evaluation for Family Services
This course emphasizes programming and evaluation across family and human service agencies. Topics will include nonprofit and government management needs assessment, program evaluation, and leadership skills.

CHFD 4237 – Legal and Public Policies Affecting Families
This course examines legal and public policies that affect families. Students will apply research, theory and developmentally appropriate knowledge to address contemporary public policy topics affecting families across the lifespan. Social policies will be analyzed from individualistic and familial perspectives to explore their impact on family processes.

Course Deletion(s)
FACS 2220 – Social Survival of Skills
FACS 2437 - Interior Design CAD I
FACS 3035 – Methods of Teaching Family and Consumer Sciences
FACS 3131 – Diversity in Human Development
FACS 3437 – Interior Design CAD II
FACS 4090 – Selected Topics in Family and Consumer Sciences
FACS 4130 – Young Children with Special Needs
FACS 4131 – Introduction to Marriage and Family Therapy
FACS 4132 – Sexuality in Human Development
FACS 4238 – Child Life Practicum
FACS 4890 – Directed Individual Study
FACS 4899 – Directed Individual Study
JUSTIFICATION:
- The Family and Consumer Sciences program no longer exists in the department/college.
- The course prefix is being changed to CHFD in alignment with program revisions to a BS in Child and Family Development from a BS with a major in Child and Family Development which allows for more credit hours in major courses.

Course Reactivation(s)
CHFD 3130 – Research Methods
JUSTIFICATION:
To introduce research methods and research interpretation in child and family development. This course will be used to address basic goals, structure, statistics, and methods of scientific inquiry and how to evaluate and critique research.

Course Revision(s)
CHFD 2130 – Family Economic Environment
Prerequisite(s)
JUSTIFICATION:
As a result of program revision, this course will be restricted to CHFD majors only.

CHFD 2134 – Family Development
Number, Title, Catalog Description
This course focuses on scientific research about relationship and families across the life course. The primary objective of the course is to acquire a practical understanding of the processes of relationship and family development and a firm grounding in the concepts, facts, theories, and issues in research on them.
JUSTIFICATION:
The change in number better reflects the function and purpose of the course in the curriculum as the primary introductory course. The change in the catalog description reflects changes in the field.

**CHFD 2135 – Child Development**

*Catalog Description*
This course emphasizes development from conception through the first six years. Students will review research, theory, and practice that contribute to the developmental trajectory of young children, utilizing a whole child approach.

**JUSTIFICATION:**
This course description was updated to reflect that it no longer includes group care methods which are covered at the 3000 level.

**CHFD 2137 – Lifespan Development**

*Catalog Description*
This course examines the development of human beings from conception to the end of life. Attention is paid to the multiple social and cultural contexts within which such development occurs. Theories of human development and methods for studying development across the lifespan are also examined.

**JUSTIFICATION:**
Update CHFD course descriptions to be consistent with the proposed revised CHFD undergraduate degree.

**CHFD 3131 – Birth to 5 Methods**

*Catalog Description, Prerequisite*
Focusing on the characteristics of young children (6 weeks - 5 years), this course teaches students how to put developmental theory into practice in a group care setting. Utilizing the Georgia Southern University Child Development Center, students will conduct observations and plan developmentally appropriate activities during their semester-long laboratory experience. Students are required to register for two laboratory sections, one preschool and one infant/toddler, along with the course.

**JUSTIFICATION:**
Update CHFD course descriptions and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

**CHFD 3135 – Middle Childhood and Adolescence**

*Title, Catalog Description, Prerequisite*
This course reviews research, theory, and practice as they relate to the physical, cognitive, language, aesthetic, and social and emotional development of children ages 6 to 18 years. Emphasis will be on current issues that relate to these years and planning and implementing developmentally appropriate youth programming. Service-learning hours required.

**JUSTIFICATION:**
Update CHFD course descriptions and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

**CHFD 3136 – Families in Later Life**

*Title, Catalog Description, Prerequisite*
This course is designed to give students an understanding of the factors that affect individuals and families from emerging/young adulthood through late adulthood. Theories and current research on the development of adults is provided. Additional topics include changes in family function and structure, research methodologies, contemporary issues in adult development, and successful aging across the adult years.

**JUSTIFICATION:**
Update CHFD course descriptions and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

**CHFD 3137 – Children in Hospital**

*Title, Catalog Description, Prerequisite*
A holistic, family centered-approach to the psychosocial and healthcare needs of hospitalized and chronically ill children ages birth to 18 years. This course includes content that will prepare students for certification as child life specialist. Service-learning hours are required.

**JUSTIFICATION:**
Update CHFD course descriptions and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

**CHFD 3139 – Parenting: Family Child Interaction**

*Title, Catalog Description, Prerequisite*
An understanding of how parents teach, guide, and influence children and adolescents as well as the changing nature, dynamics, and needs of the parent/child relationship across the lifespan.

**JUSTIFICATION:**
Updating course description and prerequisites to match developments in course design.
CHFD 4130 – Administration of Programs for Children

Course Description, Prerequisite
This course examines management and leadership principles as they apply to the administration of programs for children and youth. Topics include fiscal management, personnel management, licensure and accreditation, family engagement, marketing and public relations, and assessment and evaluation of programs.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

CHFD 4131 – Teaching Preschool

Catalog Description, Prerequisite
This course focuses on planning and implementing a developmentally appropriate, integrated curriculum for children ages 3 to 6 in preschool classrooms. Curriculum planning is organized by developmental domains and themes. Students will observe and participate in the Georgia Southern University Child Development Center preschool classrooms. Students are required to register for one preschool lab section.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

CHFD 4134 – Family Life Education

Catalog Description, Prerequisite
This course is an introduction to the theoretical, ethical, and methodological issues in family life education. Utilizing research and professional practice, students will learn to develop, implement, and evaluate applied educational programs and products that address issues of individuals and families across the lifespan.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

CHFD 4136 – Assessment of Children

Catalog Description, Prerequisite
This course involves the assessment of development and learning of infants, children, and youth. A variety of tools and techniques will be used. Participation and collaboration as a team member is emphasized.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

CHFD 4790 – Internship in Child and Family Development

Catalog Description, Variable Credit Hour, Prerequisite
The CHFD internship is a supervised experience in the Child and Family Development field where the intern employs the knowledge base acquired in their course work. Students must have a 2.25 GPA to apply to intern. The internship site is selected by the student after consulting with faculty and must be approved by the internship supervisor. Students enrolled in the program must comply with regulations required by the internship site and CHFD best practices. Interns must complete all components and required hours of the internship to receive a passing grade in the course. Interns will work full-time at the internship site for the entire semester.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

FACS 3131 – Diversity in Human Development

Subject, Catalog Description, Prerequisite, Number
This course helps students understand the variability in human development. Students will be challenged to think critically while seeking to understand similarities and differences among people. Students will be encouraged to examine their multiple identities to develop greater awareness of how culture of origin influences their lived experiences.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

FACS 4130 – Young Children with Special Needs

Subject, Number, Catalog Description, Prerequisite
This course focuses on promoting the optimal development of young children with special needs in inclusionary settings. Building on a foundation of child development and the components of high quality early childhood programs, learners investigate needs which delay or modify the course of a child’s development. The course offers an introduction to educational and intervention policies, programs, practices and services appropriate for infants, toddlers, and preschoolers who exhibit delays and disabilities. This course includes observation and application in off-campus education sites.
JUSTIFICATION:
This course was changed to a CHFD (major) course subject to be an option for students in the revised BS in CHFD program. The course description was updated to reflect out of class observations and to clarify topics covered.

FACS 4132 – Sexuality in Human Development
Subject, Number, Catalog Description, Prerequisite
This course will provide an understanding of the physiological, psychological, and social aspects of sexual development throughout the lifespan. This class will focus on providing theory, knowledge, research, and multiple perspectives surrounding sexual behaviors.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree.

FACS 4138 – Professional Development
Subject, Catalog Description, Prerequisite
This course addresses essential workplace professional skills and ethical practice in careers related to Child and Family Development. An emphasis is placed on verbal and written communication skills, interview skills, job and internship placements, employment laws, application and utilization of ethical codes, and overall professionalism in the work setting.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree

FACS 4238 – Child Life Practicum
Subject, Title, Catalog Description, Prerequisite
This course is designed to foster the proficiency of the individuals pursuing a career in child life. Preparation that provides a theoretical and practical base for students will allow them to build a foundation of knowledge in the core competencies of child life. Through observation and interaction, the student will gain a working knowledge of how children and families are affected by illness and hospitalization.

JUSTIFICATION:
Update CHFD course description and prerequisites to be consistent with the proposed revised CHFD undergraduate degree

Proposed New, Revised, or Deleted Program(s) (REVISED)
Child and Family Development, B.S.
JUSTIFICATION:
In alignment with program revisions to BS in Child and Family Development from a BS with a major in Child and Family Development which allows for more credit hours in major courses. More credit hours in the major are needed to meet changes in requirements for the councils and organizations that provide certification for our programs and for seeking full accreditation for the degree.

Child and Family Development Minor
JUSTIFICATION:
To reflect curriculum changes made to the Child and Family Development curriculum.

A motion to approve the new courses, course deletions, course reactivation, course revisions, and program changes was made by Morris/Aasheim and passed unanimously.

School of Health and Kinesiology
New Course(s)
KINS 2535 – Introduction to Exercise Science
A career-based introduction to the field of Exercise Science and the Exercise Science major at Georgia Southern University. Students will explore resources that can enhance their academic and career goals. Students will also meet medical, health promotion and fitness professionals, as well as representatives from graduate schools, that can help them learn more career requirements and opportunities in these fields.

KINS 3125 – Technology in Sport
This course is designed to introduce coaching behavior students to existing technologies in sport and how those technologies can enhance sport performance.
KINS 3438 – Principals of Personal Training
The objective of the class is to develop an understanding of the physiological mechanisms and basic skills necessary to evaluate healthy populations and prescribe exercise. Additionally, this class is set up as a means to prepare students to sit for the national personal trainer certification (NSCA-CPT).

Course Deletion(s)
KINS 4619 – Senior Seminar
JUSTIFICATION: This course has become outdated. The important elements of this course are going to be included in a new course we are proposing: KINS 2535 Introduction to Exercise Science.

Course Revision(s)
KINS 4130 - Administrative Principles in Kinesiology
Prerequisite
JUSTIFICATION: Students must take this course the semester before there internship which is completed in their the last semester

NTFS 3538 – Quantity Food Systems Administration
Prerequisite
JUSTIFICATION: The pre-requisite course MGNT 3130 was removed as a Nutrition and Food Science program requirement effective Fall 2012. This proposed prerequisite supports the program change already approved (i.e. tidies up the university catalog).

NTFS 4534 – Medical Nutrition Therapy I
Lecture/Seminar Hours, Lab Hours, Catalog Description, Prerequisites, Schedule Type
Investigates the role and benefits of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease in humans. Teaches the application and documentation of the nutritional care process to the needs of patients. Emphasis is placed upon energy in-balance, drug nutrient interactions, metabolic disorders, and gastrointestinal, hepato-biliary, endocrine, and cardiovascular diseases. Students will demonstrate the skills needed to apply the principles of medical nutrition therapy to clinical situations through laboratory experiences.
JUSTIFICATION: The pre-requisite course MGNT 3130 was removed as a Nutrition and Food Science program requirement effective Fall 2012. This proposed prerequisite supports the program change already approved (i.e. tidies up the university catalog).

NTFS 4538 – Medical Nutrition Therapy II
Lecture/Seminar Hours, Lab Hours, Catalog Description, Schedule Type
Investigates the role and benefits of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease in humans. Teaches the application and documentation of the nutritional care process to the needs of patients. Emphasis is placed upon sepsis, burns, trauma, cancer, immune and neurological disorders, hypertension, anemia, pulmonary, bone, and renal diseases, soft tissue disorders and diseases as well as adaptive feeding techniques and specialized equipment, parenteral and enteral nutrition, and complementary/alternative nutrition and herbal therapies. Students will demonstrate the skills needed to apply the principles of medical nutrition therapy to clinical situations through laboratory experiences.
JUSTIFICATION: The laboratory component is being added to the course to be consistent with current Accreditation Council for Education in Nutrition and Dietetics (ACEND) accreditation guidelines for Didactic Programs in Dietetics, which emphasize more hands-on coursework (i.e. laboratory work) in the curriculum.

Selected Topics Announcement(s)
KINS 4099 – Religion, Spirituality, & Sport
JUSTIFICATION: This course covers the intersection of religion, spirituality, and sport through critical analysis of religious and spiritual concepts, social and religious movements, and media influences. The course will explore major religious traditions in relation to sport (Buddhism, Judaism, Hinduism, & Islam), but primarily discusses Christian perspectives. Respect for those of differing beliefs or no beliefs is critical.

Proposed New, Revised, or Deleted Program(s) (REVISED)
B.S.K, Exercise Science
JUSTIFICATION: The laboratory component is being added to the course to be consistent with current Accreditation Council for Education in Nutrition and Dietetics (ACEND) accreditation
A motion to approve the new courses, course deletion, course revisions and program change was made by Aashiem/Gregg and passed unanimously.

Selected Topics are for information only.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Items for consideration were presented by Dr. Jacek Lubecki.

Center for International Studies
Course Revision(s)
INTS 3132 Asian Politics
Catalog Description
This course examines the diversities across and within all the major countries in the region including India, Pakistan, Bangladesh, Nepal, Sri Lanka, Indonesia, the Philippines, Thailand, Malaysia, Singapore, Myanmar/Burma, Vietnam and Cambodia. It analyzes the following key themes in the context of South and Southeast Asia - nationalism, colonialism, regime change, economic development, civil society and social movements, political conflict, and ethno-religious pluralism.
JUSTIFICATION:
The Department of Political Science has hired an expert in the areas of South and Southeast Asia and the catalog description will better reflect the content which will be delivered in this course.

INTS 3132S Asian Politics
Catalog Description
This course examines the diversities across and within all the major countries in the region including India, Pakistan, Bangladesh, Nepal, Sri Lanka, Indonesia, the Philippines, Thailand, Malaysia, Singapore, Myanmar/Burma, Vietnam and Cambodia. It analyzes the following key themes in the context of South and Southeast Asia - nationalism, colonialism, regime change, economic development, civil society and social movements, political conflict, and ethno-religious pluralism.
JUSTIFICATION:
The Department of Political Science has hired an expert in the areas of South and Southeast Asia and the catalog description will better reflect the content which will be delivered in this course.

INTS 3232 Psychology of Gender
Schedule Type
JUSTIFICATION:
PSYC 3232 Psychology of Gender has been taught on-line (asynchronously), as well as face-to-face, for years. This Course Revision Form documents the different modes of instruction. The cross-listed courses in the International Studies and Women and Gender Studies programs also reflect this change.

INTS 4136 Comparative Politics of Industrialized Nations
Title, Catalog Description
This course focuses on examination of the cultural, social, and political factors that contribute to the structure, function, and problems of contemporary nation-states in the Global North.
JUSTIFICATION:
The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global North" is a more discipline-accepted term that identifies those countries generally accepted to be "developed" or "industrialized."

INTS 4136S Comparative Politics of Industrialized Nations
Title, Catalog Description
This course focuses on examination of the cultural, social, and political factors that contribute to the structure, function, and problems of contemporary nation-states in the Global North.
JUSTIFICATION:
The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global North" is a more discipline-accepted term that identifies those countries generally accepted to be "developed" or "industrialized."

INTS 4137 Industrializing Nations
Title, Catalog Description
In this course, students examine the cultural, social, historical and political factors which have shaped the politics and policies of nation-states in the "Global South." Special emphasis will be given to states that are found in Latin America, Africa, and Asia.
JUSTIFICATION:
The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global South" is a more discipline-accepted term that identifies those countries generally accepted to be "underdeveloped" or "developing."

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

International Studies Interdisciplinary Minor
JUSTIFICATION:
To better reflect the current catalog description, courses, corrections, and information to the Interdisciplinary Minor program page, are being added.

Significant International Content Courses
JUSTIFICATION:
Add Communication Studies to the list of majors. Remove Hotel and Restaurant Management from the list since this major is no longer offered. Remove INTS 4630 Seminar in International Studies since this course is restricted to International Studies Majors.

A motion to approve the course revisions and program changes was made by Gregg/Morris and passed unanimously.

COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler.

College of Science & Mathematics
Proposed New, Revised, or Deleted Program(s) (REVISED)

Environmental Sustainability Interdisciplinary Concentration
JUSTIFICATION:
NTFS 4630 (Cultural Foods) was removed from the concentration because the sustainability content that had been in that course was incorporated into NTFS 3631 (Sustainable Foods) and the original course is no longer appropriate. The other changes shown are course number and name corrections for changes made to those courses by those programs.

A motion to approve the program change was made by Landge/Aashiem and passed unanimously.

Department of Chemistry
Proposed New, Revised, or Deleted Program(s) (REVISED)

Chemistry, B.A.
JUSTIFICATION:
To make future updates of the chemistry program easier we are removing the list of specific courses available as chemistry electives within the BA degree, replacing that list with a simpler generic statement "Students must complete 8 additional hours of upper level chemistry coursework." In this way it is hoped future additions or deletions of chemistry course offerings will not require so much program revision paperwork.

Chemistry (Concentration in Biochemistry), B.A.
JUSTIFICATION:
To make future updates of the chemistry program easier we are removing the list of specific courses available as chemistry electives within the BA in Chemistry with Concentration in Biochemistry degree, replacing that list with a simpler generic statement "Students must complete 5 additional hours of upper level chemistry coursework." In this way it is hoped future additions or deletions of chemistry course offerings will not require so much program revision paperwork. For completeness, this program also shows edits to the requirement of a Minor in Biology approved at the previous Undergraduate Council meeting.

Chemistry, B.S.CHEM.
JUSTIFICATION:
The current B.S.CHEM. degree requires 11 credits of upper level elective credit in chemistry. This requirement was written at a time when the majority of the upper level electives available in chemistry were four credit classes. Over the past decade many of these courses have been removed from the curriculum due to faculty personnel changes, and others modified to three credit courses, and other new three credit courses have been added. This change from four to three credit hour upper level elective credits has made it increasingly difficult for students in the program to earn their 11 credit hours. The proposed change is to reduce the 11 upper level elective credit hour requirement in chemistry to 9 credits, while boosting the number of free elective credits required by two (from 14 to 16) so the number of credits within the degree program remain unchanged. In addition, to make future updates of the chemistry program easier we are removing the list of specific courses available for chemistry electives within the B.S.CHEM. degree, replacing that list with a simpler generic statement "Students must complete 9 additional hours of upper
level chemistry coursework." In this way it is hoped future additions or deletions of chemistry elective offerings will not require so much program revision paperwork.

Chemistry (Concentration in Biochemistry), B.S.CHEM.
JUSTIFICATION:
To make future updates of the chemistry program easier we are removing the list of specific courses available for chemistry electives within the B.S.CHEM. with Concentration in Biochemistry degree, replacing that list with a simpler generic statement "Students must complete 4 additional hours of upper level chemistry coursework." In this way it is hoped future additions or deletions of chemistry elective offerings will not require so much program revision paperwork.

A motion to approve the program changes was made by Landge/Hendry and passed unanimously.

Department of Geology and Geography
Course Revision(s)
GEOL 5890 – Directed Study
Additional Fee
JUSTIFICATION:
This course fee was previously approved last year, but specifically for section "AA" (to allow tracking of the course fee funds and its use). This request is simply a clarification (to allow multiple sections but still track use of the fees) with no change in the amount of the fee. Since not all sections of GEOL 5890 Directed Study will have expenses necessitating the special course fee, in approving the request last year it was agreed to make section “AA” the fee-based course. However, this would only allow for a single section any given semester. This request proposes using single letter (A-Z) for non-fee GEOL 5890 sections and double letter (AA-AZ) for those sections necessitating the fee.

A motion to approve the course revisions was made by Gregg/Aashiem and passed unanimously.

Department of Mathematical Sciences
Course Revision(s)
MATH 1111 – College Algebra
Catalog Description
This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Credit cannot be earned toward graduation for MATH 1101 if credit is earned for MATH 1111. Prerequisite(s): Two years of high school algebra or equivalent.

JUSTIFICATION:
The USG Academic Committee on Mathematical Subjects approved the change in the course description for MATH 1111 at the state level. The BOR Council on General Education also approved the change in the course description. The new course description is already on the USG website for Core Curriculum courses. This change aligns our catalog with the statewide catalog description. The University is required to adopt the USG course descriptions for this core class.

MATH 1113 – Precalculus
Catalog Description
This course is an intensive study of the basic functions needed for the study of calculus. Topics include algebraic, functional, and graphical techniques for solving problems with algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Credit cannot be earned toward graduation for MATH 1112 if credit is earned for MATH 1113. Prerequisite(s): A minimum grade of "C" in MATH 1111 or equivalent.

JUSTIFICATION:
The USG Academic Committee on Mathematical Subjects approved the change in the course description for MATH 1113 at the state level. The BOR Council on General Education also approved the change in the course description. The new course description is already on the USG website for Core Curriculum courses. This change aligns our catalog with the statewide catalog description. We have also included the policy that credit cannot be earned for both MATH 1112 and 1113. The University is required to adopt the USG course description for this core class.

A motion to approve the course revisions was made by Landge/Aashiem and passed unanimously.
Department of Military Science

New Course(s)

MSCI 3733 – CULP Course

The ROTC Region, Language, and Culture (RLC) OCONUS Deployments Course provides an opportunity for Cadets to develop leadership attributes and core leader competencies through understanding of different cultures. Cadets will study the unique culture of an assigned region, recognize the different approaches to problem solving that are culturally based, and perform leadership roles and functions within a team during deployment to a region (the course will be offered at a US Army facility in the region of study).

A motion to approve the new course was made by Minihand/Amponsah and passed unanimously.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

CLASS Dean

Items for consideration were presented by Ms. Jenn Glenn.

Course Deletion(s)

AAST 3231 - Survey of African-American Literature
JUSTIFICATION:

The AAST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Africana Studies Interdisciplinary Minor under the home department's prefix.

AAST 5539 - Literature by Women
JUSTIFICATION:

The AAST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Africana Studies Interdisciplinary Minor under the home department's prefix.

WGST 3232 - Psychology of Gender
JUSTIFICATION:

The WGST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Women's and Gender Studies Interdisciplinary Minor and Interdisciplinary Concentration catalog pages under their home department's prefix.

WGST 3237 - Women and Literature
JUSTIFICATION:

The WGST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Women's and Gender Studies Interdisciplinary Minor and Interdisciplinary Concentration catalog pages under their home department's prefix.

WGST 5539 - Literature by Women
JUSTIFICATION:

The WGST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Women's and Gender Studies Interdisciplinary Minor and Interdisciplinary Concentration catalog pages under their home department's prefix.

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

Africana Studies Interdisciplinary Minor
JUSTIFICATION:

The list of courses offered is being changed to reflect the Literature and Philosophy course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, and to list courses under their home department prefix as course changes are proposed. We want the catalog to accurately reflect the courses that students can take to satisfy their minor program of study.

Humanities Interdisciplinary Concentration
JUSTIFICATION:

The Humanities Interdisciplinary Concentration catalog page is primarily being revised as a result of course changes from other programs. In addition, the deletion of two classes, HUMN 2321-Humanities I and HUMN 2322-Humanities II, is a result of having historically low enrollments in the courses and very few faculty to teach the course. Finally, the change in contact information is necessary because this is a College-wide concentration and is not provided by one single department or program.
Humanities Interdisciplinary Minor

JUSTIFICATION: The Humanities Interdisciplinary Minor catalog page is primarily being revised as a result of course changes from other programs. In addition, the deletion of two classes, HUMN 2321-Humanities I and HUMN 2322-Humanities II, is a result of having historically low enrollments in the courses and very few faculty to teach the course. Finally, the change in contact information is necessary because this is a College-wide minor and is not provided by one single department or program.

Women's and Gender Studies Interdisciplinary Concentration

JUSTIFICATION: The list of courses offered is being changed to reflect the Literature and Philosophy and Psychology course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, and to list courses under their home department prefix as course changes are proposed. We want the catalog to accurately reflect the courses that students can take to satisfy their concentration.

Women’s and Gender Studies Interdisciplinary Minor

JUSTIFICATION: The list of courses offered is being changed to reflect the Literature and Philosophy and Psychology course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, and to list courses under their home department prefix as course changes are proposed. We want the catalog to accurately reflect the courses that students can take to satisfy their minor program of study.

A motion to approve the course deletions and program changes was made by Gregg/Morris and passed unanimously.

Department of Communication Arts

Items for consideration were presented by Dr. Reed Smith and Dr. Kelly Berry.

Dr. Robert Farber announced that ART 1335/1335S would be pulled from the Agenda.

New Course(s)
COMM 3431 - Digital Media Entrepreneurship
This course focuses on the business side of the information business, specifically digital media startups. As part of this course, students develop an original idea for a digitally-based media startup, research and analyze the potential market for the startup, and develop a basic media business. This course would also look at the behavior of entrepreneurs, but will be focused more on media entrepreneurs and the development of student ideas into potential media startup projects.

MMJ 3231 - Audio Production for Journalists
Audio Production for Journalists is a skills-based course that introduces students to basic field and studio recording techniques, audio editing, and sound design for multimedia journalism outlets including radio, television, and the internet. Students are required to write news scripts that will be used in production assignments. This course focuses on the role of audio in journalistic storytelling.

MMJ 4190 - Multimedia Journalism Applications
This lab-based course provides students hands-on experience producing video and audio news content for distribution through university-based media outlets and/or the Internet. MMJ majors must complete a minimum of two semesters of work in the course, with the first semester equating to one hour of course credit, and the second semester equating to two hours.

THEA 3233 - Audition and the Business of Acting
This course is designed to develop audition skills needed for graduate school and professional auditions. Topics will include monolog selection and preparation, cold readings, sight reading, and scene preparation. In addition, students will learn about headshots, resumes, unions, and the business side of the theatre profession.

Course Deletion(s)
THEA 1711 - Practicum
THEA 1712 - Puppetry Practicum
THEA 2712 - Puppetry Practicum
THEA 3334 - Sound Design
THEA 3335 - Scene Painting
THEA 3712 - Puppetry Practicum
THEA 4712 - Puppetry Practicum
THEA 5531 – Puppetry

JUSTIFICATION:
The Puppetry focus of the program has dissipated with the retirement of a faculty member with the relevant special training; the removal of the courses from the curriculum does not impact the ability of the Program to prepare students for the field. THEA 1711-Practicum is no longer taught; the course has been removed from Banner (all students register for THEA 2711-Practicum) and the Catalog simply needs to match what is online. The remaining courses are unable to regularly enroll enough students to make; the faculty feel that these special areas can be better addressed at this time with Special Topics sections that are offered when a number of students need advanced work in these areas.

Course Revision(s)
MMFP 2331 - Media Production I
Corequisite(s)

JUSTIFICATION:
This change in corequisites will make student registration for the course more efficient. MMJ students are not required to take MMFP 2335 and MMFP 2336. Deletion of these corequisites allows MMJ students (who are required to take this course) to register for the course without seeking special approval.

MMFP 2335 - Digital Media Writing
Corequisite(s)

JUSTIFICATION:
Program assessment indicates that students will do better in their program of study if MMFP 2335-Digital Media Writing and MMFP 2336-Audio Production and Sound Design are taken together and prior to students moving into required upper-division courses.

MMFP 2336 - Audio Production and Sound Design
Corequisite(s)

JUSTIFICATION:
Program assessment indicates that students will do better in their program of study if MMFP 2335-Digital Media Writing and MMFP 2336-Audio Production and Sound Design are taken together and prior to students moving into required upper-division courses.

MMFP 3030 - Selected Multimedia Topics
Prerequisite(s)

JUSTIFICATION:
This change in prerequisites will ensure that students have the proper foundations to succeed in this course.

MMFP 3234 - Directing for Screen
Prerequisite(s)

JUSTIFICATION:
This change in prerequisites will ensure that students have the proper foundations to succeed in this course.

MMFP 3331 - Media Production II
Prerequisite(s)

JUSTIFICATION:
This change in prerequisites will ensure that students have the proper foundations to succeed in this course.

MMFP 3431 - Broadcast Performance
Prerequisite(s)

JUSTIFICATION:
This change in prerequisites will ensure that students enrolling in the course are adequately prepared to be successful in the course, and it will ensure that both MMJ and MMFP majors can register for the course without special approval.

MMFP 3533 - Narrative Film Production
Catalog Description, Prerequisite(s)

Collaborating in small crews of four or five, students produce and edit original short fictional film and television content, based on scripts developed in previous major courses. Students demonstrate the ability to wear multiple technical and aesthetic hats when performing crewmember positions in independent style productions. Course work will investigate the multiple safety and operational functions of crew positions as well as independent alternatives to the Hollywood genre, blockbuster, and large-scale production systems.

JUSTIFICATION:
When the Multimedia program did across-the-board program changes in 2013 the description for this course was duplicated inadvertently from MMFP 3531, which was submitted simultaneously. Therefore,
this change is a correction of that error. The change also requires a change in prerequisites. The new prerequisite will ensure that students have the necessary foundations to succeed in this course.

MMFP 4090 - Multimedia Applications

*Prerequisite(s), Catalog Description*

This is a laboratory course in which multimedia majors utilize and refine knowledge attained in previous courses to produce professional-quality audio, video or film productions. Students produce projects and work collaboratively with classmates in meeting deadlines and producing materials that are suitable for distribution via campus broadcast or Web outlets. Students must complete a minimum of two semesters in the course, with the first semester equating to one hour of course credit, and the second semester to two hours -- for a total of three hours of course credit.

**JUSTIFICATION:**

These changes in the course description and prerequisites more accurately describe the course content and make the prerequisites easier to understand. Furthermore, it is unnecessary to list MMFP 2331 and MMFP 2335 because they are existing prerequisites for the other course, MMFP 3331.

MMFP 4331 - Sports Production

*Prerequisite(s)*

**JUSTIFICATION:**

This change in prerequisites will make student registration for the course more efficient, better prepare students to be successful after completion of the prerequisites, and allow Multimedia Journalism students to register for the course without instructor approval.

MMJ 4336 - Online Journalism

*Prerequisite(s)*

**JUSTIFICATION:**

Corrects errors in a previous revision of the course. Initially, under the prior year's curriculum revisions MMJ 3332 was intended to be the new number for Fundamentals of Multimedia Journalism. Instead, MMJ 3332 was assigned to Feature Writing. The revision corrects the course number so that the number reflects MMJ 3631-Fundamentals of Multimedia Journalism as the correct prerequisite for the Online Journalism course.

THEA 1100 - Theatre Appreciation

*Catalog Description*

An introductory study of theatre as an art form and practical act, this course provides students with a foundation for the understanding and analysis of the theatrical event.

**JUSTIFICATION:**

Corrects errors in a previous revision of the course. Initially, under the prior year's curriculum revisions MMJ 3332 was intended to be the new number for Fundamentals of Multimedia Journalism. Instead, MMJ 3332 was assigned to Feature Writing. The revision corrects the course number so that the number reflects MMJ 3631-Fundamentals of Multimedia Journalism as the correct prerequisite for the Online Journalism course.

THEA 1331 - Stage Make-up

*Number, Additional Fees, Catalog Description*

This course offers students an introduction to make-up materials and techniques of application. Included with the basic techniques will be working with aging, wounds, scars, prosthetics, and other types of make-up.

**JUSTIFICATION:**

The change of this course from the 1000-level to the 2000-level reflects the faculty's belief that the class is not one of the foundational classes of the discipline, but trains students in skill sets that are important to upper-division engagement in the Program's course of study. This course will be added to the "Major Requirements" for the degree. The addition of a course fee will cover the purchase of the makeup kits and supplies which are the most important tools needed for the class (no textbook is required for the class). The catalog description is changing to reflect current institutional practices.

THEA 1250 - Introduction to Production Concepts

*Catalog Description*

This course introduces students to the principles of script analysis for use in the study of play texts, and the development of design and directorial concepts. Script analysis skills are developed through a combination of written and oral work, while the collaborative nature of theatre is explored through group development of production concepts.

**JUSTIFICATION:**

This course has now been in the curriculum for four years, and the proposed change will bring catalog language in line with the evolved structure of the course, while leaving multiple instructors freedom in text selection and analytic emphases.
THEA 2332 - Stagecraft

Catalog Description
This course introduces students to the basic principles of scenic construction styles, stage lighting and costume construction, models the safe working habits appropriate to each production area, and familiarizes students with the tools and equipment of each area. Upon completion, the student will be able to identify stage equipment, construction methods, and materials used in each production area.

JUSTIFICATION:
The new description updates the catalog to reflect the expansion of the course to include costume and lighting methodologies and equipment.

THEA 2333 - Fundamentals of Acting

Catalog Description, Lecture/Seminar Hour(s), Lab Hour(s), Schedule Type
This course introduces the beginning performer to the basic tools of acting, including physical and vocal techniques, character development, and rehearsal and staging methods, through exercises and scene study.

JUSTIFICATION:
This change will bring the catalog description in line with the faculty's approach to the course and with current disciplinary models. The revision to lecture/lab contact hours will correct the catalog to reflect the scheduled class times that already exist.

THEA 2711 - Practicum

Catalog Description, Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s), Repeatable for Credit, Schedule Type
This course provides students with opportunities to take an active part in a theatrical production. A maximum of three hours may apply toward a degree. Thirty hours of clock work will equal one hour of credit.

JUSTIFICATION:
This class has been mistakenly left out of the current Catalog, although the course exists in Banner and students have been enrolling in it.

THEA 3030 - Selected Topics in Theatre

Catalog Description, Repeatable for Credit
This course offers study in various specialized theatrical subjects. Topics taught may include Property Design and Construction, Advanced Makeup, and Devised Theatre, in addition to others which may be offered.

JUSTIFICATION:
With the removal from the curriculum of a number of upper-division production courses that do not regularly make, the faculty wish to expand this course description to make clear what range of specialized subjects are offered under this umbrella. Because the course will offer a range of specialized topics, the faculty feel that it should be repeatable for credit to allow students to explore multiple interest areas.

THEA 3230 - Voice for the Stage

Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Schedule Type
Students will participate in alignment exercises, de-structuring and re-structuring breath for optimum resonance, projection and voice control, will use articulation drills, learn the International Phonetic Alphabet for use in accent work, and will study scansion and text imaging work for Shakespeare.

JUSTIFICATION:
The revised course description adds enough information about course content to be useful to students considering the course, and to graduate institutions in considering undergraduate courses of study. The revision to lecture/lab contact hours will correct the catalog to reflect the scheduled class times that already exist.

THEA 3231 - Movement for the Actor

Catalog Description, Lecture/Seminar Hour(s), Lab Hour(s), Repeatable for Credit, Schedule Type
This course introduces students to various movement techniques used in the theatre. These techniques address issues including range of motion, flexibility, and the ability to create and inhabit physical characterizations.

JUSTIFICATION:
This class has become more standardized in methodology than has been true; the revised description reflects this, as does the removal of "repeat for credit" from the class.

THEA 3232 - Vectorworks for the Stage

Prerequisite(s), Catalog Description
This course will introduce the student to concepts of 2D and 3D computer-aided design techniques used in theatre and the entertainment industry. This course is designed to move from understanding basic graphic layouts to advanced 2D/3D environment creation, while providing foundational knowledge for creating and understanding groundplans, elevations, construction drawings, perspective renderings, and lighting plots.

JUSTIFICATION:
This course will become a "Major Requirement" for all THEA majors; the faculty wish to address an apparent gap in students' ability to communicate collaboratively. The ability to understand, describe, and manipulate theatrical space is essential to every area of theatre, and while currently students with a design focus deal well with this, acting and directing students struggle to deal effectively with these skills in upper-division courses. The prerequisite of THEA 1250-Introduction to Production Concepts will provide the script analysis skills necessary to apply the material of this course to the discipline; THEA 2332-Stagecraft is a necessary prerequisite as it provides the foundational technical knowledge upon which this course will build.

THEA 3234 - Acting for the Screen
Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Prerequisite(s), Schedule Type
In this course, students will learn acting techniques specific to film and video.
JUSTIFICATION:
The revision to this course description reflects the rapidly-changing nature of available film and video technology, which requires adaptation of acting methodologies. The new description allows course content to easily evolve to address the most current industry paradigms. The revision to lecture/lab contact hours will correct the catalog to reflect the scheduled class times that already exist. The current Program page in the catalog does not list this course; it needs to be added. The addition of a prerequisite will ensure that students in the course are prepared to handle the material at an upper-division level.

THEA 3330 - Acting: Scene Study
Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Prerequisite(s), Schedule Type
This course broadens student understanding of the craft of acting. Special emphasis will be placed on character study utilizing various forms of text analysis and performance styles.
JUSTIFICATION:
The adjustment to contact hours essentially corrects a typographical error in the Catalog; currently the course reads "3-0-3"; it should read "2-2-3." The change to the course description reflects the more widely ranging approach to teaching acting styles that is current disciplinary practice. The addition of a prerequisite will ensure that students in the course are prepared to handle the material at an upper-division level.

THEA 3331 - Advanced Stagecraft
Catalog Description, Prerequisite(s)
This course is intended to apply advanced construction methods, principles, and techniques to scenery for both theatre and film. The course will address the creation of production calendars as well as production budgeting for designs in both industries.
JUSTIFICATION:
The revision to prerequisites reflects the faculty's recognition that students need the basic tools of textual analysis, taught in THEA 1250, to approach any design/technology course. The course description change reflects the course's need to serve students interested in multiple design fields.

THEA 3337 - Play Directing
Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Schedule Type
This course instructs students and allows practice in staging techniques, textual analysis, conceptualization, communication with actors and designers, issues in casting, and rehearsal techniques as applied to directing for the theatre.
JUSTIFICATION:
The adjustment to contact hours essentially corrects a typographical error in the Catalog. Currently, the course reads "3-0-3"; it should read "2-2-3." The change to the catalog description reflects the essential nature of the immersive practice in directing that is central to the course.

THEA 3711 - Practicum
Title, Credit Hour(s), Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Prerequisite(s), Repeatable for Credit
This course is designed to guide upper-division theatre majors in refining their focus(es) in theatre practice (acting, directing, design/technology, dramaturgy, or another area). This course will emphasize preparation of portfolios appropriate to the student's area of focus. In addition, students will identify and pursue graduate, internship, and/or professional opportunities.
JUSTIFICATION:
The adjustment to contact hours essentially corrects a typographical error in the Catalog. Currently, the course reads "3-0-3"; it should read "2-2-3." The change to the catalog description reflects the essential nature of the immersive practice in directing that is central to the course.
THEA 4330 - Theatre History: To the Elizabethans

Title, Prerequisite(s), Catalog Description
This course surveys the development of theatrical practice and dramatic literature from its origins to around 1700. The history of acting, directing, stage design, production methods, and the physical spaces of theatre will be addressed, in addition to the examination of representative play texts. This course will include the study of ritual and Non-Western theatrical genres.

JUSTIFICATION:
The adjustment of this course's scope, in conjunction with the proposed adjustment to THEA 4331, will allow more time in the latter course to address contemporary developments and issues. The adjustment to prerequisites reflects a previous change to the Theatre and Performance curriculum, and the faculty's belief that the script analysis skills taught in THEA 1250 are important for absorbing the material of this course.

THEA 4331 - Theatre History: Elizabethan to Modern

Title, Prerequisite(s), Catalog Description
This course surveys the development of theatrical practice and dramatic literature from 1700 to emerging 21st century patterns. The history of acting, directing, stage design, production methods, and the physical spaces of theatre will be addressed, in addition to the examination of representative play texts.

JUSTIFICATION:
The adjustment of this course's scope, in conjunction with the proposed adjustment to THEA 4330, will allow more time in this course to address contemporary developments and issues. The adjustment to prerequisites reflects a previous change to the Theatre and Performance curriculum, and the faculty's belief that the script analysis skills taught in THEA 1250 are important for absorbing the material of this course.

THEA 4331S - Theatre History: Elizabethan to Modern

Title, Prerequisite(s), Catalog Description
This course surveys the development of theatrical practice and dramatic literature from 1700 to emerging 21st century patterns. The history of acting, directing, stage design, production methods, and the physical spaces of theatre will be addressed, in addition to the examination of representative play texts.

JUSTIFICATION:
The adjustment of this course's scope, in conjunction with the proposed adjustment to THEA 4330, will allow more time in this course to address contemporary developments and issues. The adjustment to prerequisites reflects a previous change to the Theatre and Performance curriculum, and the faculty's belief that the script analysis skills taught in THEA 1250 are important for absorbing the material of this course.

THEA 4333 - Acting Styles

Lecture/Seminar Hour(s), Lab Hour(s), Catalog Description, Prerequisite(s), Repeatable for Credit, Schedule Type
This course introduces students to a variety of specialized period acting styles including, but not limited to, techniques for performing Shakespeare, Restoration comedy, Brecht/Epic Theatre, and Beckett/Theatre of the Absurd.

JUSTIFICATION:
The change to the description reflects the broader range of material covered by the course in practice. Because of this range, "repeat for credit" should be removed from the course - each iteration of the class addresses the same material. The addition of a prerequisite will ensure that students in the course are prepared to handle the material at an upper-division level.

THEA 4335 - Scene Design

Catalog Description
This course will introduce students to the visual and spatial communication tools of scene design, paying particular attention to the way design enhances performance and comments on a production's thematic content. The course focuses on script analysis, research and its interpretation, the designer's process and responsibilities, and the presentation of ideas to a production team. The visual tools of communication taught will include research presentations, sketching, rendering, and model making.

JUSTIFICATION:
This revised description reflects: a) the revised focus on drafting in THEA 3232-Vectorworks for the Stage; and, b) a disciplinary emphasis in thoroughly grounding design courses in analysis and research.

THEA 4336 - Lighting Design

Catalog Description
This course introduces students to the skills needed for the aesthetics of lighting design, including the theoretical and practical skills needed to communicate theatrical meaning using lighting that enhances performance and comments on a production's thematic content. The course focuses on script analysis, research and its interpretation, the designer's process and responsibilities, and the presentation of ideas to a production team. The visual tools of communication taught will include research presentation, storyboarding, light and color theory, plots and paperwork, safety procedures, and the study of fixtures, consoles, and media servers.

JUSTIFICATION:
This revised description integrates a disciplinary emphasis in thoroughly grounding design courses in analysis and research, as well as updating the description of technology studied in the course.

THEA 4337 - Costume Design

**Catalog Description**

This course provides students with an in-depth survey of the theory and practice of costume design. The course relies on textual analysis to create character through clothing, introduces students to the aesthetic principles of costume design, develops basic figure-drawing and color media skills, and applies those skills and principles via the creation of costume renderings.

**JUSTIFICATION:**

This revised description more accurately reflects the material addressed in the course and reflects the disciplinary emphasis on the value of textual analysis for all aspects of production.

THEA 4711 - Practicum

**Title, Catalog Description, Lecture/Seminar Hour(s), Lab Hour(s), Prerequisite(s), Repeatable for Credit, Schedule Type**

This course is designed to allow upper-division theatre majors to complete a Capstone project appropriate to their focus (acting, directing, design/technology, dramaturgy, or another area). Students will engage directly with the production season of the Program and will complete a thesis reflecting on their process and work product.

**JUSTIFICATION:**

The revisions reflect the shifting focus in the theatre program by allowing students to complete a culminating project that draws together the accumulated lessons of their theatre training. The inclusion of a final thesis paper will give students an opportunity for reflection that is currently lacking in the Program. In addition, the inclusion of a Capstone project brings the Program more into alignment with current disciplinary pedagogical practice. The change in contact hours is merely to correct a Catalog typographical error and bring the course in line with current Banner information and current practice.

THEA 5530 - Playwriting

**Prerequisite(s), Catalog Description**

This course involves the study, analysis, and practice in the art and craft of writing plays for the stage. Undergraduates complete a one act play while graduate students complete a first draft for a full length play.

**JUSTIFICATION:**

This revised description takes into account the existence of a different screenwriting course in the multimedia Film and Production program in the Communication Arts Department; the two courses require students to master different skill sets, and in practice, there is no practice in writing for the screen as a part of this Playwriting course. The added prerequisite will insure that students have the necessary foundation in script analysis taught in THEA 1250 prior to taking this course.

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

**Film Studies Interdisciplinary Minor**

**JUSTIFICATION:**

The Film Studies Interdisciplinary Minor catalog page is being revised as a result of course changes from other programs.

**Journalism, B.S.**

**JUSTIFICATION:**

The B.S. in Multimedia Communication Information Emphasis was deleted and merged with the existing B.S. Journalism program for the 2014-2015 calendar year. The program merger reflected changes in the news industry, including an increased emphasis on multiplatform delivery of information and media content -- often referred to as convergence. The changes to the program page include: Correcting an error from the previous program revision. COMM 4330-History of Mass Communication and COMM 4333-Theories of Mass Communication were initially set up by the department as a choice for majors. However, in subsequent iterations of the program revision form, the "OR" was dropped and the program page was incorrectly approved to require both courses, rather than a choice between the two. One change restores the "OR" between History and Theory. Correcting the problem in (a) means a subsequent reduction in major required hours from 30 to 27 and an increase in general elective hours from 15 to 18. In order to avoid having more than four hours of 2000-level courses in the required classes for the major, a new 3000-level audio course (MMJ 3231-Audio Production for Journalists) was developed to replace MFP 2336-Audio Recording and Sound Design. That change needs to be reflected on the program form. The MMFP 4090-Multimedia Applications course has been redesigned by the Multimedia Film and Production sequence and two new courses are being created. The new MMJ 4190-Multimedia Journalism Applications course needs to be added to the program form and MMFP 4090 needs to be deleted. The section on advisement needs to be changed to reflect that students who want to be Journalism majors and have not yet qualified to be admitted to the major declare themselves as "Pre-Journalism" and not
"Pre-Communication Arts." Adds an emphasis to the program -- Multimedia Journalism -- that reflects the multi-disciplinary nature of instruction in the program and makes the program page more reflective of the new course prefix of MMJ (created last year).

**Journalism Minor**

**JUSTIFICATION:**

The change in the journalism minor program reflects changes in the Journalism major: a new 3000-level audio course MMJ 3231-Audio Production for Journalists was developed to replace MMFP 2336-Audio Recording and Sound Design. In the minor program, students have a choice between the audio course and copy editing. That change in course needs to be reflected on the minor page. Additionally, Fundamentals of Multimedia Journalism is incorrectly listed as MMJ 3332; it should be MMJ 3631.

**Multimedia Communication, (Production Emphasis), B.S.**

**JUSTIFICATION:**

The major was revised in 2013-2014 by merging the B.S. Multimedia Communication (Digital Film Emphasis) with the B.S. Multimedia Communication (Production Emphasis). The Digital Film Emphasis was deleted as a program and the Production Emphasis name was revised to B.S. Multimedia Communication (Film & Production Emphasis) [see UGC Agenda 10/01/2013, p. 284 and UGC Minutes 10/01/2013, p. 17]. This emphasis revision did not make it into the 2014-2015 catalog (see p. 229). The revised emphasis, B.S. Multimedia Communication (Film & Production Emphasis), corrects that error. The number of hours for the Major requirements in the current catalog is incorrect; it says 30 hours but there are only nine 3-hour courses (= 27 hours). Additionally, the total hours for the major and general electives is currently worded such that a MMFP major's total hours would only add to 123 total hours, rather than the required 126 hours. The program has been revised to correct this by adjusting the general elective hours. MMFP majors who choose a minor will select nine hours of MMFP electives and 18 hours of general electives; MMFP majors who opt out of a minor will select 12 hours of MMFP electives and 15 hours of general electives.

**Public Relations Minor**

**JUSTIFICATION:**

The proposed revisions constitute two changes. First, the option to take either MMJ 3331 or PRCA 3330 is being changed to only permit PRCA 3330. This change is being made because minors really need to have the public relations foundations taught in PRCA 3330 in order to take other upper-division PRCA courses. Second, the number of PRCA upper-division electives is being changed from three courses (nine hours) to two courses (six hours). This puts the minor in-line with the PRCA major that also requires six hours of upper-division PRCA electives and will aid in RPG efforts. To compensate for this change, COMM 3337 is being added as a required course for the minor.

**Theatre, B.A.**

**JUSTIFICATION:**

These program revisions reflect an update to the Theatre Program to bring it in line with disciplinary standards as per the National Association of Schools of Theatre (NAST, the Program's accrediting body), and to ensure that students are required to take a full range of courses at both the foundational and advanced levels. The proposed changes to the Practicum sequence will allow faculty to address the professional development needs of students, while the addition to "Major Requirements" of Stage Make-up, Voice for the Stage, and Vectorworks for the Stage will provide students with the tools needed for success in upper-division Acting and Design courses, as well as substantively enhancing their abilities to successfully engage with the Program's production season. Requiring students to take both halves of the Theatre History sequence will bring the Program in line with general disciplinary expectations, in both the academic and professional spheres. The courses that are being deleted do not regularly make, and the faculty feel that those subjects can be best addressed through the Special Topics course at this time. The proposed increases to "Major Requirements" require a reduction in the allowances for upper-division electives. The deletion of the "pre-theatre" status and the GPA of 2.35 and 30 earned hours to become a major in this program is to enhance retention, progression and graduation rates. The program also wants to engage with students immediately.

A motion to approve the new courses, course deletions, course revisions and program changes was made by Minihand/Amponsah and passed unanimously.

**Department of Criminal Justice and Criminology**

*Items for consideration were presented by Brenda Blackwell.*
Course Revision(s)
CRJU 3137 - Judicial Process

Cross-List, Prerequisite(s), Schedule Type
JUSTIFICATION:
The course is being un-crosslisted with POLS 3137. Political Science is changing the name and focus of their section. The prerequisite is changing to reflect only the introductory course in Criminal Justice. In addition, asynchronous instruction is being added to allow the department to provide this course in an online format.

Proposed New, Revised, or Deleted Program(s) (REVISED)
Justice Studies, B.S.J.S.
JUSTIFICATION:
The changes to the Justice Studies curriculum are a result of changes initiated by the Department of Political Science. The primary changes involve new course titles.

A motion to approve the course revision and program change was made by Landge/Aasheim and passed unanimously.

Department of Literature and Philosophy
Items for consideration were presented by Bradley Edwards.

New Course(s)
ENGL 2132 - Writing and Literary Research
This course involves the study of the writing of literary interpretation and critical argument, with special emphasis on bibliography and methods of research.

Course Deletion(s)
IRSH 5235 - Irish Literature to 1850
IRSH 5236 - Irish Literature since 1850
JUSTIFICATION:
The IRSH prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Irish Studies Interdisciplinary Minor under their home department's prefix.

Course Revision(s)
COML 5330 - World Drama to Romanticism
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

COML 5530 - The Bible as Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

COML 5536 - Post-Colonial Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 3231 - Survey of African-American Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 3232 - The Art of Film Adaptation of Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 3237 - Women and Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 3338 - Irish Cultural Identities
Prerequisite(s)
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 3535 - Patterns in Film and Literature**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4133 - The British Novel**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4133S - The British Novel**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4135 - Chaucer**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4135S - Chaucer**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4237 - The American Novel**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4337 - Shakespeare**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4337S - Shakespeare**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4435 - Single Author**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4435S - Single Author**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 4630 - Senior Seminar**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

**ENGL 5090 - Selected Topics**

*Prerequisite(s)*

JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.
ENGL 5090S - Selected Topics

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5131 - British Romantics

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5131S - British Romantics

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5134 - The Age of Exuberance: British Literature 1660-1790

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5135 - Teaching Literature to Middle and Secondary School Students

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5136 - Medieval British Literature

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5136S - Medieval British Literature

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5138 - Poetry and Prose of the English Renaissance

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5139 - Victorian Prose and Poetry

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5230 - Colonial American Literature

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5231 - American Romanticism

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5233 - American Realism

Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5234 - Southern Literature

Prerequisite(s)
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5235 - Irish Literature to 1850
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5236 - Irish Literature since 1850
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5236H - Irish Literature since 1850
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5238 - Irish Women Writers
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5330 - World Drama to Romanticism
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5331 - British Drama to 1642
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5332 - British Drama since 1660
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5430 - Contemporary Poetry
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5432 - Twentieth Century British Literature
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5434 – Milton
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5438 - Modern Poetry to 1945
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5530 - The Bible as Literature
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5534 - Literature for Adolescents
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5535 - Children’s Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5536 - Post-Colonial Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5538 - World Fiction since 1900
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

ENGL 5539 - Literature by Women
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

RELS 5530 - The Bible as Literature
Prerequisite(s)
JUSTIFICATION:
The department is simplifying prerequisites so students can progress more easily through the major.

Proposed New, Revised, or Deleted Program(s) (REVISED)
Comparative Literature Interdisciplinary Minor
JUSTIFICATION:
The Comparative Literature Interdisciplinary Minor catalog page is primarily being revised as a result of course changes from other programs. We are also making sure that course titles are complete and accurate on the program page.

English, B.A.
JUSTIFICATION:
Assessment results have suggested that our majors need to learn the skills of literary analysis early in the course of their major. This program revision will require ENGL 2131-Introduction to Literary Studies as a prerequisite or corequisite to all upper-division classes. It also adds a new class in Writing and Literary Research (ENGL 2132) that students will be encouraged to take early in their major. In order to ensure that our majors progress successfully through their course of study, we are also reducing the number of literary survey courses that are prerequisites for each upper-division course.

English Minor
JUSTIFICATION:
This proposal changes the required number of upper-division classes in the English Minor from five (15 hours) to three (9 hours). This change would allow students minoring in English to take the lower-division survey classes that serve as prerequisites for the upper-division classes. As the English Minor is constructed now, students are not allowed to count the lower-division prerequisite courses as part of their Minor. So every time a student wants to take an upper-division class—and only upper-division classes are allowed, except for ENGL 2131—the student must get permission for an override. We are correcting this situation.

Irish Studies Interdisciplinary Minor
JUSTIFICATION:
The list of courses is being changed to reflect the Literature and Philosophy course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, as course changes are proposed. The courses will remain on the program page under their home department prefix. We want the catalog to accurately reflect the courses that students can take to satisfy their minor program of study.

A motion to approve the new course, course deletions, course revisions and program changes was made by Reynolds/Morris and passed unanimously.
Department of Music

Items for consideration were presented by Steven Harper.

New Course(s)
MUSC 4630 - edTPA Music Internship Support Seminar
edTPA Internship Support Seminar is a hybrid course for candidates who must retake edTPA. This course consists of a six-week internship consisting of on-campus class sessions on identified dates and a daily field experience (7:45 a.m. - 12 noon). The course will occur during the first six weeks of the semester. Learning in this seminar supports successful completion of the internship and state-mandated edTPA evaluation of teaching practice. Candidates reflect on their own practice in relation to planning, instruction, and assessment. Candidates must be approved to take this course.

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

Performance, (Instrumental), B.M.
JUSTIFICATION:
The program is, essentially, incorrectly listed in the Catalog. It is listed as if "Performance" were a unique degree program, (with three tracks), rather than a Bachelor of Music degree with various concentrations. The revised catalog copy corrects this error. The appropriate paperwork to formalize the program name change has been prepared and will be submitted to the Board of Regents via the Provost's Office.

Performance, (Piano), B.M.
JUSTIFICATION:
The program is, essentially, incorrectly listed in Catalog. It is listed as if "Performance" were a unique degree program, (with three tracks), rather than a Bachelor of Music degree with various concentrations. The revised catalog copy corrects this error. The appropriate paperwork to formalize the program name change has been prepared and will be submitted to the Board of Regents via the Provost's Office.

Performance, (Voice), B.M.
JUSTIFICATION:
The program is, essentially, incorrectly listed in Catalog. It is listed as if "Performance" were a unique degree program, (with three tracks), rather than a Bachelor of Music degree with various concentrations. The revised catalog copy corrects this error. The appropriate paperwork to formalize the program name change has been prepared and will be submitted to the Board of Regents via the Provost's Office.

A motion to approve the new course and program changes was made by Gregg/Aashheim and passed unanimously.

Department of Political Science

Items for consideration were presented by Barry Balleck.

New Course(s)
POLS 3433 - Survey of Comparative Politics
This course introduces students to the basic concepts of comparative politics, including those of democratization, regime transition, electoral politics, political parties, ethnic conflict, and economic development. Students will be provided with the necessary concepts, theories, and methods used in the discipline including quantitative and qualitative analysis in order to gain a better understanding of the nature and problems of comparative politics.

POLS 4534 - Feminist Political Thought
This course examines how conceptions of gender have informed notions of political agency, community, and identity. This course foregrounds the role of gender relations in redefining the nature and significance of politics.

Course Revision(s)
POLS 2130 - Scope and Methods in Political Science
Title, Schedule Type, Prerequisite(s), Catalog Description
This course is part of a two-course foundation for Political Science majors. In Introduction to Political Science, students were introduced to the who, what, when, where, and why of Political Science. In this course, students will learn the how; in other words, how Political Scientists use the concepts, tools, and approaches available to them to understand the political world. Students will learn the tools of research design and both qualitative and quantitative techniques that are actively used in the discipline. Additionally, students will learn how the writing process unfolds from puzzle to final manuscript and presentation. The final goal of this course is to create an original, independent research design that can be completed in an upper-level Political Science course for presentation at a professional conference and/or publication in a professional journal.

JUSTIFICATION:
When Political Science offered two degrees, B.A. and B.S., POLS 2130 was required of all B.S. majors as it emphasized the quantitative research that is conducted in the field of Political Science. Students who were in the B.A. took POLS 3130-Qualitative Research. With the Department now only offering a B.A., it makes sense to have a combined course that emphasizes the processes and different approaches and methodologies which can be utilized in the conduct of Political Science inquiry. We are also intending to make this a sequenced course in Area F to better prepare students to understand the breadth and depth of Political Science.

**POLS 3132 - Asian Politics**

*Catalog Description*

This course examines the diversities across and within all the major countries in the region including India, Pakistan, Bangladesh, Nepal, Sri Lanka, Indonesia, the Philippines, Thailand, Malaysia, Singapore, Myanmar/Burma, Vietnam and Cambodia. It analyzes the following key themes in the context of South and Southeast Asia - nationalism, colonialism, regime change, economic development, civil society and social movements, political conflict, and ethno-religious pluralism.

**JUSTIFICATION:**

The Department has hired an expert in the areas of South and Southeast Asia and the new catalog description will better reflect the content that will be delivered in this course.

**POLS 3132S - Asian Politics**

*Catalog Description*

This course examines the diversities across and within all the major countries in the region including India, Pakistan, Bangladesh, Nepal, Sri Lanka, Indonesia, the Philippines, Thailand, Malaysia, Singapore, Myanmar/Burma, Vietnam and Cambodia. It analyzes the following key themes in the context of South and Southeast Asia - nationalism, colonialism, regime change, economic development, civil society and social movements, political conflict, and ethno-religious pluralism.

**JUSTIFICATION:**

The Department has hired an expert in the areas of South and Southeast Asia and the new catalog description will better reflect the content that will be delivered in this course.

**POLS 3137 - Judicial Process**

*Title, Catalog Description, Schedule Type, Cross-List, Prerequisite(s)*

In this course, students analyze and evaluate judicial politics by examining the actors, institutions, processes, and procedures that contribute to the formulation, administration, and adjudication of the law.

**JUSTIFICATION:**

This course was taught as "Judicial Process" when Political Science and Criminal Justice were combined. When the Departments split, it became necessary to distinguish the class by the discipline in which it is taught. The course is being un-crosslisted. "Judicial Politics" will capture the political processes which are involved in the formulation, adjudication, and administration of the law within the legal system of the United States.

**POLS 3138 - Constitutional Law I**

*Title, Catalog Description, Schedule Type*

This course focuses on the study of the constitutional development of U.S. government powers through landmark Supreme Court decisions. Topics include: judicial power, separation of powers, federalism, and interstate commerce.

**JUSTIFICATION:**

Currently, Constitutional Law I and Constitutional Law II are separate courses within the Political Science curriculum. However, it appears to students that these courses are sequenced because of the "I and II" designations. While the "Constitutional Law" designation is appropriate, the proposed change will make the title of the course more descriptive of what the course content entails. The catalog description has been changed to reflect current institutional practices.

**POLS 3139 - Constitutional Law II**

*Title, Catalog Description, Schedule Type*

This course focuses on the study of the Bill of Rights through landmark Supreme Court decisions. Topics include freedom of speech, press, and religion, the right to privacy, rights of the accused, search and seizure law, and equal protection of the law.

**JUSTIFICATION:**

Currently, Constitutional Law I and Constitutional Law II are separate courses within the Political Science curriculum. However, it appears to students that these courses are sequenced because of the "I and II" designations. While the "Constitutional Law" designation is appropriate, the proposed change will make the title of the course more descriptive of what the course content entails. The catalog description has been changed to reflect current institutional practices.
POL 3331 - Introduction to Public Administration

Title, Catalog Description, Other, Schedule Type
This course examines the socio-political impacts of modern bureaucracies, how modern bureaucracy has emerged as a "fourth branch" of federal government (including historical development), and its ability to influence policy making with particular emphasis on implementation.

JUSTIFICATION: This course was part of the Political Science curriculum, but the CIP code was Public Administration. The CIP code has been changed to the Political Science CIP code. In addition, the department has renamed the course to emphasize the role of bureaucracy in the American political system. The change to the catalog description reflects the changed focus of the course.

POL 3331S - Introduction to Public Administration

Title, Catalog Description, Other, Schedule Type
This course examines the socio-political impacts of modern bureaucracies, how modern bureaucracy has emerged as a "fourth branch" of federal government (including historical development), and its ability to influence policy making with particular emphasis on implementation.

JUSTIFICATION: This course was part of the Political Science curriculum, but the CIP code was Public Administration. The CIP code has been changed to the Political Science CIP code. In addition, the department has renamed the course to emphasize the role of bureaucracy in the American political system. The change to the catalog description reflects the changed focus of the course.

POL 3335 - Politics of Ethnicity

Title, Catalog Description
This course examines ethnicity and nationalism in comparative perspective. It discusses a wide variety of social and political phenomena including identity, language, violence, religion, class, gender and colonialism. Ethnic groups in almost every multi-ethnic country continue to compete with one another over issues of economic equity, political decentralization, power-sharing, language, educational policies and cultural rights. This course explores why and how power and passion of these groups are created by comparing ethnic conflicts across the globe and analyzes the following factors - language, religion, race, historical memories, values, territory, customs, symbols, myths and other cultural attributes.

JUSTIFICATION: The department recently hired an expert in the field and the revised course title and course description will more accurately reflect the content of the course when delivered. The catalog description better reflects the new focus of the course.

POL 4131 - Public Policy

Title, Catalog Description, Other, Schedule Type
This course focuses on the study of the policy process in the American political system focusing on the analysis, formulation, implementation, and evaluation of public policies. Specific policy areas such as welfare, information technology, education, health, and foreign policy are examined.

JUSTIFICATION: This course has been part of the Political Science curriculum but the CIP code was Public Administration. The program is changing the CIP code to reflect Political Science. The renamed course will emphasize the political processes which contribute to the formulation, implementation, and administration of public policy. The updated catalog description reflects the new focus of the course.

POL 4136 - Comparative Politics of Industrialized Nations

Title, Catalog Description
This course focuses on examination of the cultural, social, and political factors that contribute to the structure, function, and problems of contemporary nation-states in the Global North.

JUSTIFICATION: The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global North" is a more discipline-accepted term that identifies those countries generally accepted to be "developed" or "industrialized."

POL 4136S - Comparative Politics of Industrialized Nations

Title, Catalog Description
This course focuses on examination of the cultural, social, and political factors that contribute to the structure, function, and problems of contemporary nation-states in the Global North.

JUSTIFICATION: The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global North" is a more discipline-accepted term that identifies those countries generally accepted to be "developed" or "industrialized."
POLS 4137 - Industrializing Nations

Title, Catalog Description
In this course, students examine the cultural, social, historical and political factors which have shaped the politics and policies of nation-states deemed "underdeveloped" or "developing." Special emphasis will be given to states that are found in Latin America, Africa, and Asia.

JUSTIFICATION:
The current course description does not aptly describe how the course is conducted nor the foci of the course. Moreover, "Global North" is a more discipline-accepted term that identifies those countries generally accepted to be "developed" or "industrialized."

Proposed New, Revised, or Deleted Program(s) (REVISED)
Political Science, B.A.

JUSTIFICATION:
The Department of Political Science offered both a B.A. and B.S. in Political Science until two years ago. The B.S. degree was deactivated two years ago because of insufficient difference between the two degrees. When the Department offered the B.S. degree, one distinguishing factor between it and the B.A. degree was the requirement of a second statistics course. When the B.S. was deactivated the second statistics course was dropped, but the requirement of one statistics course remained. The Department determined that a course that emphasized training in the methods of Political Science research would be far superior to a single statistics course. Thus, the Department proposes to change POLS 2130-Scope and Methods in Political Science to POLS 2130-Introduction to Political Analysis. This course will better serve our students as they will receive specific training in the methods used in Political Science research. It is proposed that all students taking POLS 2130 be required to take POLS 2101-Introduction to Political Science as a prerequisite to the course.

In addition, in order to make the major more reflective of the trends in Political Science, the Department will offer emphases in each of the four core areas of Political Science -- i.e., American Politics, Comparative Politics, International Politics, and Political Theory -- as well as offering an emphasis in Legal Studies for students interested in pre-law studies. Each student is required to take one (1) course from each of the four major areas, and then they may elect an emphasis area by taking four (4) additional courses in any emphasis area plus the requisite Senior Seminar in that emphasis area. Students in Legal Studies will take four courses from the Legal Studies emphasis and may then choose any of five (5) senior seminars offered by the Department. In order to accommodate the offering of 15 hours within an emphasis area, it is necessary to drop the number of elective hours from the current 21 to 18, or seven elective classes to six elective classes. The Department firmly believes that this change will better prepare our students to immediately pursue jobs upon graduation in an emphasis field, or be better prepared to enter Graduate Studies, Law School, or other post-baccalaureate options.

To balance each emphasis area, the Department proposes the addition of two new courses which will greatly benefit our students. These are:
POLS 3433-Survey of Comparative Politics
POLS 4534-Feminist Political Thought
POLS 3232-Philosophy of Law was mislabeled on the catalog page.

In addition to these changes, the Department has suggested the following renaming of courses to better reflect its curriculum:
POLS 2130-Scope and Methods in Political Science to Introduction to Political Analysis
POLS 3137-Judicial Process to Judicial Politics
POLS 3138-Constitutional Law I to Constitutional Law: Government Powers
POLS 3139-Constitutional Law II to Constitutional Law: Civil Liberties and Civil Rights
POLS 3331-Introduction to Public Administration to Introduction to Bureaucratic Politics
POLS 3335-Politics of Ethnicity to Ethnicity and Nationalism
POLS 4131-Public Policy to Introduction to Public Affairs
POLS 4136-Comparative Politics of Industrialized Nations to Politics of the Global North
POLS 4137-Industrializing Nations to Politics of the Global South

Also, the Department proposes to move several courses to different emphasis areas to better reflect the curriculum:
POLS 3235-Gender and Politics from American to Comparative
POLS 3237-African American Politics from American to Electives
POLS 3238-Southern Politics from American to Electives
POLS 3331-Introduction to Bureaucratic Politics (new title) from Electives to American
POLS 3335-Ethnicity and Nationalism (new title) from Electives to Comparative
A motion to approve the new course, course revisions and program changes was made by Gregg/Hendry and passed unanimously.

Department of Psychology

Items for consideration were presented by Ty Boyer.

Course Revision(s)

**PSYC 1101 - Introduction to Psychology**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 1101H - Introduction to Psychology**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 1101S - Introduction to Psychology**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 1101S - Introduction to Psychology**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 2210 - Careers in Psychology**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 3232 - Psychology of Gender**

**Schedule Type**

**JUSTIFICATION:**

PSYC 3232-Psychology of Gender has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction. The cross-listed course in the International Studies program also reflects this change.

**PSYC 3236 - Substance Abuse**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

**PSYC 4432 - Sensation and Perception**

**Schedule Type**

**JUSTIFICATION:**

PSYC 1101-Introduction to Psychology has been taught on-line (asynchronously), as well as face-to-face, for years. This revision form documents the different modes of instruction.

A motion to approve the course revisions was made by Amponsah/Ross and passed unanimously.

---

COLLEGE OF EDUCATION

**Items for consideration were presented by Dr. Deborah Thomas.**

Department of Teaching and Learning

**New Course**

**ESED 4739 – edTPA Internship Support Seminar**

edTPA Internship Support Seminar is a hybrid course for candidates who must retake edTPA. This course consists of a six week internship consisting of on-campus class sessions on identified dates and a daily field experience (7:45 am - 12 noon). The course will occur during the first six weeks of the semester. Learning in this seminar supports successful
completion of the internship and state-mandated edTPA evaluation of teaching practice. Candidates reflect on their own practice in relation to planning, instruction, and assessment. Candidates must be approved to take this course. This course is for certification purposes and is not part of undergraduate course work or program of study.

* A motion to approve the new course was made by Reynolds/Aashiem and passed unanimously.

➤ OTHER BUSINESS

Chuck Harter confirmed that the committee will continue meeting and pass through curriculum business as usual in the Spring. In order for items to be correct in the catalog, the items will need to be catalog ready and correct when being sent to the Registrar’s Office. Catalog Descriptions, Justifications and all other text sections that go into the catalog will need to be spell checked and proofed for accuracy. Any item sent after the January meeting will be published in the following (2016-2017) catalog.

➤ ADJOURNMENT

* A motion to adjourn the meeting at 4:35 p.m. was made by Gregg/Aashiem and passed unanimously.

Respectfully Submitted,

Ashley Canelon
Recording Secretary
Faculty Senate

Senate Librarian’s Report

March 9, 2015

Undergraduate Committee (January 20, 2015) 2
Undergraduate Committee (February 10, 2015) 21
Graduate Committee (January 22, 2015) 31
Graduate Committee (February 12, 2015) 69
I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Ms. Ruth Baker, Dr. Rocio Alba-Flores, Dr. Issac Fung, Dr. Katy Gregg, Dr. Chuck Harter, Dr. Shinaiz Landge, Ms. Jessica Minihan, Dr. Marla Morris, Mr. William Reynolds, Dr. Joe Ruhland, Dr. Lace Svec

Non-Voting Members Present: Ms. Ashley Canelon, Dr. Diana Cone, Ms. Doris Mack, Mr. Wayne Smith

Visitors: Dr. Barry Balleck, Dr. Joanne Chopak-Foss, Dr. Robert Farber, Dr. Melissa Garno, Dr. Peggy Hargis, Dr. Eric Kartchner, Dr. Brian Koehler, Dr. Jacek Lubecki, Dr. Christine Ludowise, Ms. Janet O’Brien, Dr. Juanjuan Peng, Mrs. Cindy Randall, Dr. Camille Rogers, Dr. Stephen Rossi, Ms. Deborah Thomas, Dr. Mary Villeponteaux, Dr. David Williams, Dr. Patrick Wheaton

Absent with Alternate in attendance: Dr. Aniruddha Mitra,

Absent: Dr. Mohammad Ahad, Dr. William Amponsah, Dr. Bettye Apenteng, Dr. Laurie Gould, Mr. Paolo Gujide, Dr. Evans Afriyie-Gyawu, Dr. Ellen Hamilton, Dr. Barbara Hendry, Dr. Alisa Leckie, Dr. Levi Ross, Dr. Kathy Thornton, Ms. Lissa Yocco, Dr. James Woods

Chuck Harter called the meeting to order at 3:36 p.m.

II. RE-ELECTION OF CHAIR

Due to the schedule of current chair, Dr. Chuck Harter, it was deemed necessary to re-elect a chair for the remaining three meetings left of the year. Dr. Cheryl Aasheim volunteered to take over and it was unanimously agreed upon.

III. CATALOG CLEANUP - COURSELEAF

The Deans and Associate Deans will need to review catalog and class information for the clean-up and rollout of the current and new catalogs through Courseleaf. These tasks will be time sensitive and will need to be returned to the Registrar’s office. Ms. Doris Mack reminded everyone that anything that is currently in the catalog will be enforced in Banner, this is particularly important with pre-requisites and co-requisites.

IV. APPROVAL OF AGENDA

A Aasheim/Landege motion to approve the agenda was passed unanimously.

V. JIANN-PING HSU COLLEGE OF PUBLIC HEALTH

Items for consideration were presented by Dr. Joanne Chopak-Foss.

Jiann-Ping Hsu College of Public Health
Proposed New, Revised, or Deleted Program(s) (REVISED PROGRAM)

Health Education and Promotion, B.S.P.H.
JUSTIFICATION:
Update to catalog to reflect consistency and accuracy of the program of study. The catalog has been incorrect and the mistake was just found. (*Electives should be 9, not 3. This will be updated.)

A Gregg/Morris motion to approve this program revision was passed unanimously.
VI. COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Nursing

*Items for consideration were presented by Dr. Melissa Garno.*

New Course(s)

**NURS 4211 - Pharmacologic and Integrative Therapeutics III**
A continuation of pharmacologic and integrative therapies from NURS 3212, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan relative to child, family, and community populations. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion.

**NURS 4212 - Pharmacologic and Integrative Therapeutics IV**
A continuation of pharmacologic and integrative therapies from NURS 4211, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan relative to the advanced care of the adult. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion.

Course Revision(s)

**NURS 4138 - Nursing Leadership and Management: Health Promotion VIII**

*Number, Credit Hours, Title, Prerequisite(s), Corequisite(s), Lecture, Seminar, and Lab hours*
A continuation of pharmacologic and integrative therapies from NURS 4211, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan relative to the advanced care of the adult. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion.

**NURS 4229 - Health Promotion: Critical Analysis of Nursing Concepts**

*Title, Prerequisite(s), Corequisite(s)*

**JUSTIFICATION:**
A continuation of pharmacologic and integrative therapies from NURS 4211, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan relative to the advanced care of the adult. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion.

**NURS 4351 - Nursing Care of Developing Families**

*Prerequisite(s), Corequisite(s)*

**JUSTIFICATION:**
The changes are being made because 2 course prerequisite numbers are changing and one corequisite course is being added. This is a result of a system office mandate.

**NURS 4352 - Nursing Care of Children**

*Prerequisite(s), Corequisite(s)*

**JUSTIFICATION:**
The changes are being made because 2 course prerequisite numbers are changing and one corequisite course is being added. This is a result of a system office mandate.

**NURS 4353 - Community Health Nursing**

*Prerequisite(s), Corequisite(s)*

**JUSTIFICATION:**
The changes are being made because 2 course prerequisite numbers are changing and one corequisite course is being added. This is a result of a system office mandate.

**NURS 4354 - Advanced Nursing Care of Adults**

*Prerequisite(s), Corequisite(s)*

**JUSTIFICATION:**
The changes are being made because 1 course prerequisite number is being added, one corequisite course number is changing, and one corequisite course is being added. This is a result of a system office mandate.

**NURS 4728 - Nursing Leadership Preceptorship: Practicum VIII**

*Title, Prerequisite(s), Corequisite(s)*
JUSTIFICATION:
The changes are being made because 1 course prerequisite number is being added, one corequisite course number is changing, and one corequisite course is being added. This is a result of a system office mandate.

Proposed New, Revised, or Deleted Program(s)
B.S.N, Major, Nursing (REVISED PROGRAM)
JUSTIFICATION:
Revisions required due to addition of new courses and revision to existing courses.

A Aashiem/Fung motion to approve the new courses, course revisions and program change was passed unanimously.

School of Health and Kinesiology
Items for consideration were presented by Dr. Stephen Rossi

New Course(s)
KINS 1512 – Yoga and Pilates
This course will introduce the student to the fundamental concepts of Yoga and Pilates, encourage the appreciation of leisure activities, and promote a healthy lifestyle.

Course Revision(s)
KINS 1216 - Equestrian
Course Description
This course is open to any student at Georgia Southern University. There are no prerequisites for this course; however we do observe CHA national standards for horse and rider safety. Based upon these guidelines, a weight limit for riders of up to approximately 250 pounds will be observed.
JUSTIFICATION:
National standards for Certified Horsemanship Association recommend a weight limit of 250 pounds for horse and rider safety.

KINS 2216 – Equestrian: Intermediate
Course Description
This course is open to any student at Georgia Southern University with horsemanship or riding experience. There are no prerequisites for this course; however we do observe CHA national standards for horse and rider safety. Based upon these guidelines, a weight limit for riders of up to approximately 250 pounds will be observed.
JUSTIFICATION:
National standards for Certified Horsemanship Association recommend a weight limit of 250 pounds for horse and rider safety.

KINS 3543 – Biomechanical Analysis of Movement
Prerequisites
JUSTIFICATION:
KINS 3543 - Biomechanical Analysis of Movement has had a number change to incorporate the lab. When the prerequisites were added, Physics and Physics lab were inadvertently left out.

SMGT 4735 – Sport Management Internship
Course Description
The student is involved with an organization in a full-time (40 hours per week) capacity where he/she has the opportunity to work in either a sport industry setting, or one which is commensurate with typical, entry-level sport industry functions and roles. The internship opportunity must be approved by the Undergraduate Internship Director, and allows the Senior student to apply the Sport Management curriculum in a work environment. Students must have a 2.25 Overall GPA to enroll and must have successfully completed all courses {exceptions made ONLY if student lacks ONE course and ONLY with approval of student's advisor} on the program of study for the B.S. in Sport Management. Students who do not meet the 2.25 requirement may complete twelve hours of GUIDED electives with the approval of their advisor.
JUSTIFICATION:
Students previously petitioned the Internship Director to enroll in the Sport Management Internship before completing the major classes in the Sport Management program, citing the ambiguity in the former catalog description as justification. The intent of the internship is for students to apply the curriculum they encounter in the Sport Management B.S. program of study, and upon completion, be able to begin full-time employment. Thus, we desire to make the policy herein explicit.
A Gregg/Fung motion to approve the new courses and course revisions was passed unanimously.

VII. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

CLASS Dean

Items for consideration were presented by Dr. Christine Ludowise

Course Deletion(s)
AAST 3237 - African American Politics
AAST 3337 - Language, Power, Politics
AAST 3431 - African Politics
AAST 3431S - African Politics
AAST 5236 - Jazz History

JUSTIFICATION:
The AAST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Africana Studies Interdisciplinary Minor under the home department's prefix.

WGST 3235 - Politics of Gender
WGST 3235S - Politics of Gender

JUSTIFICATION:
The WGST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Women's and Gender Studies Interdisciplinary Minor and Interdisciplinary Concentration catalog pages under their home department's prefix.

Proposed New, Revised, or Deleted Program(s)

Africana Studies Interdisciplinary Minor (REVISED PROGRAM)

JUSTIFICATION:
The WGST prefix is being dropped from these cross-listed courses. The courses will continue to be listed on the Women's and Gender Studies Interdisciplinary Minor and Interdisciplinary Concentration catalog pages under their home department's prefix.

Women’s and Gender Studies Interdisciplinary Concentration (REVISED PROGRAM)

JUSTIFICATION:
The list of courses offered is being changed to reflect the Political Science course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, and to list courses under their home department prefix. We want the catalog to accurately reflect the courses that students can take to satisfy their concentration.

Women’s and Gender Studies Interdisciplinary Minor (REVISED PROGRAM)

JUSTIFICATION:
The list of courses offered is being changed to reflect the Political Science course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, and to list courses under their home department prefix as course changes are proposed. We want the catalog to accurately reflect the courses that students can take to satisfy their minor program of study.

A Reynolds/Morris motion to approve this course deletions and program changes was passed unanimously.

Department of Art

Items for consideration were presented by Dr. Robert Farber

New Course(s)
ART 1536 - Animation I
This course is an introduction to animation. Students will cover concepts in 2D, stop motion, and sound. Course projects explore character development, storytelling and dialogue.

ART 2536 - Animation II
This is an intermediate course in animation, covering concepts in 2D, stop motion, and sound. Course projects will explore character development, storytelling and dialogue. Students will create a pilot episode.

ART 3536 - Video and Motion Graphics
This course is an introduction to video, motion graphics, editing, and audio techniques. Student projects will cover expressive techniques in video editing, kinetic type, special effects, motion tracking and web streaming.

ART 3537 - Installation and Interactivity
In this course, students are introduced to interactivity and programming with motors, sensors, video mapping, and the Arduino. Students will create an independent body of work in interactive media with games, 3D printing, constructed environments and sound installation.

ART 4135 - Painting: Studio Practice
This course is intended to provide students advanced opportunities to explore the process of personal image making through painting media. Students will work to refine their ability to create strong and "finished" imagery by focusing on edges, actively choosing placement of hard and soft edges to move the viewer's eye through the image and actively mixing colors at edges that interact to strengthen and enhance colors used next to each other. Students will also focus on using paint mediums and on mark making to actively create a painterly surface.

ART 4232 - Ceramics: Advanced
This course is intended to provide students expanded opportunities to explore and employ advanced ceramics materials, processes and techniques, glaze calculation and firing techniques leading up to a sophisticated professional portfolio of work that includes an artist statement, résumé, and website presence. Students will learn technical, conceptual, research and design skills, as well as professional skills at an advanced level.

ART 4235 - Hot and Cold Casting
This course emphasizes artistic expression using hot and cold casting techniques. Contemporary issues will be explored through a variety of topics that may include figurative studies, body-casting, combinations of 2- and 3-dimensional media, explorations of scale relationships, and art as a vehicle for social change. Emphasis is placed upon visual communication and personal expression.

ART 4236 - Small Metals Design: Advanced I
This course is an advanced level exploration of tools, materials, and techniques of small metal design. Students will learn technical, conceptual, research, design, and professional skills.

ART 4330 - Print, Paper, Book Arts: Advanced
This course continues the exploration of print/paper/book arts processes. Student artists will develop a body of work advancing their portfolio, including furthering individual style, concept development, and print, paper, book arts skills.

ART 4334 - Photography/Digital Imaging: Advanced
This is a studio course in which the student explores the use of the digital camera and elements of Photoshop to use as tools for personal creative expression and development of the artist's vision. Students will question and evaluate the role of photography in contemporary society and discuss the roles and responsibilities of image-makers.

ART 4536 - 3D Animation
This course introduces students to 3D animation, covering concepts in 3D, sound, and web. Student projects will explore character development, storytelling, and dialogue.

ART 4988 - Capstone in Studio Art
This is a professional application and practice course that provides an opportunity for students to identify and apply transferable skills acquired in their studio and non-studio classes in the B.A. Studio Art degree. The course is structured to allow each student to conceptualize and implement an individual semester-long capstone project which will be defined by the creative skills and interests gained during the program of study. Students will publicly present capstone projects at the end of the course. Students will also prepare professional materials needed for career opportunities post-graduation. Students must attain senior status and have the permission of the instructor to enroll.

Course Deletion(s)
ART 1135 - Painting I
ART 1135S - Painting I
ART 1230 - Ceramics I
ART 1235 - Sculpture I
ART 1236 - Jewelry and Metalsmithing I
ART 1335 - Photographic Imaging I
ART 1335S - Photographic Imaging I
ART 1430 - Print, Paper, Book Arts I
ART 1430S - Print, Paper, Book Arts I
JUSTIFICATION:
We are adding a Studio Art Minor program to our department and need to start our level I courses at the 2000 level so that students can achieve the needed 3000 level courses in 15 credits.

Course Revision(s)
ART 1000 - Art in Life
Schedule Type
ART 1000S - Art in Life
Schedule Type
ART 2135 - Painting II
Title, Catalog Description, Prerequisite(s)
ART 2135S - Painting II
Title, Catalog Description, Prerequisite(s)
ART 2230 - Ceramics II
Title, Catalog Description, Prerequisite(s)
ART 2235 - Sculpture II
Title, Catalog Description, Prerequisite(s)
ART 2236 - Jewelry and Metalsmithing II
Title, Catalog Description, Prerequisite(s)
ART 2335 - Photographic Imaging II
Title, Catalog Description, Prerequisite(s)
ART 2430 - Print, Paper, Book Arts II
Title, Catalog Description, Prerequisite(s)
ART 3137 - Painting III
Title, Catalog Description, Prerequisite(s)
ART 3230 - Ceramics III
Title, Catalog Description
ART 3230H - Ceramics III
Title, Catalog Description
ART 3230S - Ceramics III
Title, Catalog Description
ART 3235 - Sculpture III
Title, Catalog Description, Prerequisite(s)
ART 3335 - Photographic Imaging III
Title
ART 3430 - Print, Paper, Book Arts III
Title, Catalog Description
ART 3430S - Print, Paper, Book Arts III

Proposed New, Revised, or Deleted Program(s)
Animation and New Media Minor
Art, (Concentration in Studio), B.A.
Art, (Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts), B.F.A.
Art, (Concentration in 3D Studio: Ceramics, Jewelry/Metals, Sculpture), B.F.A.
Photography/Digital Imaging Minor
Studio Art Minor

A Gregg/Aasheim motion to approve the new courses, course revisions, and program revisions was passed unanimously.

Department of Communication Arts

Items for consideration were presented by Dr. Pat Wheaton

Course Revision(s)
COMM 1100 - Introduction to Human Communication
Schedule Type
JUSTIFICATION:
The list of courses offered is being changed to reflect the Political Science course changes. The CLASS Dean's Office has asked programs to un-crosslist courses, where possible, as course changes are proposed and to list courses under their home department prefix. We want the catalog to accurately reflect the courses that students can take to satisfy their concentration.

COMM 1100S - Introduction to Human Communication
- Schedule Type
COMM 2332 - Media and Society
- Schedule Type
COMM 2332S - Media and Society
- Schedule Type
COMM 3337 - Mass Communication Law
- Schedule Type
COMM 3337S - Mass Communication Law
- Schedule Type
COMS 3339 - Intercultural Communications
- Schedule Type
COMS 3339S - Intercultural Communications
- Schedule Type
MMFP 2335 - Digital Media Writing
- Schedule Type
MMJ 2331- Introduction to Journalism
- Schedule Type
PRCA 2330 - Introduction to Public Relations
- Schedule Type
PRCA 3330 - Public Relations Writing
- Schedule Type
PRCA 3332 - Public Relations Event Management
- Prerequisite(s)
PRCA 3334 - Social Media and Public Relations
- Schedule Type, Prerequisite(s)
THEA 1100 - Theatre Appreciation
- Schedule Type
THEA 1100S - Theatre Appreciation
- Schedule Type
THEA 3030 - Selected Topics in Theatre
- Schedule Type
THEA 3030S - Selected Topics in Theatre
- Schedule Type

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Criminal Justice and Criminology

Items for consideration were presented by ______________________________

Course Revision(s)
CRJU 1100 - Introduction to Criminal Justice
- Schedule Type
CRJU 1100S - Introduction to Criminal Justice
- Schedule Type
CRJU 2131 - Justice and Ethics
- Schedule Type
CRJU 3131 - Criminal Law
- Schedule Type
CRJU 3133 - Criminal Procedure
- Schedule Type
CRJU 3134 - Investigations
- Schedule Type
CRJU 3230 - Policing
- Schedule Type
CRJU 3230S - Policing
- Schedule Type
CRJU 3331 - Corrections
➢ Schedule Type
CRJU 3431 - Juvenile Justice
➢ Schedule Type
CRJU 3432 - Gangs and Society
➢ Schedule Type
CRJU 3531 - Victimology
➢ Schedule Type
CRJU 3532 - Organized Criminality
➢ Schedule Type
CRJU 3533 - Crimes Against Vulnerable Populations
➢ Schedule Type
CRJU 3534 - Drugs and Society
➢ Schedule Type
CRJU 3535 - Family Violence
➢ Schedule Type
CRJU 3536 - School Violence
➢ Schedule Type
CRJU 3537 - Communities and Crime
➢ Schedule Type
CRJU 3631 - Crime and Justice in Public Policy
➢ Schedule Type
CRJU 3632 - The Death Penalty
➢ Schedule Type
CRJU 3731 - Crimes Against Humanity
➢ Schedule Type
CRJU 3733 - Equality, Crime, and Justice
➢ Schedule Type
CRJU 3831 - Popular Culture and Justice
➢ Schedule Type
CRJU 3931 - Issues in Homeland Security
➢ Schedule Type
CRJU 4031 - Counseling and Supervising Offenders
➢ Schedule Type
CRJU 4032 - Criminal Behavior
➢ Schedule Type
CRJU 4032S - Criminal Behavior
➢ Schedule Type
CRJU 4192 - Special Topics
➢ Schedule Type, Prerequisite(s)
CRJU 4192S - Special Topics
➢ Schedule Type, Prerequisite(s)
CRJU 4231 - Justice Studies Research Methods
➢ Schedule Type
CRJU 4531 - Comparative World Justice Systems
➢ Schedule Type
CRJU 4531S - Comparative World Justice Systems
➢ Schedule Type
CRJU 4733 - Theories of Justice
➢ Schedule Type
CRJU 4733S - Theories of Justice
➢ Schedule Type
CRJU 4830 - Justice Administration
➢ Schedule Type

Department of Foreign Languages

Items for consideration were presented by ____________________________________________
Course Revision(s)
SPAN 1001 - Elementary Spanish I
➢ Schedule Type
SPAN 1001S - Elementary Spanish I
A ________________________ motion to approve the course revisions was passed unanimously.

Department of History

Items for consideration were presented by ____________________________

Course Revision(s)
HIST 1112 - World History II: Emergence of Modern Global Community
- Schedule Type
HIST 1112H - World History II: Emergence of Modern Global Community
- Schedule Type
HIST 1112S - World History II: Emergence of Modern Global Community
- Schedule Type
HIST 2110 - U.S. A Comprehensive Survey
- Schedule Type
HIST 2110H - U.S. A Comprehensive Survey
- Schedule Type
HIST 2110S - U.S. A Comprehensive Survey
- Schedule Type

Selected Topics Announcement(s)
HIST 3030 - The Great War for Empire (1754-1763)
HIST 3030 - History of the Black Athlete
HIST 3030 - The American War in Vietnam
HIST 3030 - Love and Sexuality in Victorian Britain

Special Topics are for Announcements Only

Department of Literature and Philosophy

Items for consideration were presented by ____________________________

Course Revision(s)
ENGL 2111 - World Literature I
- Schedule Type
ENGL 2111H - World Literature I
- Schedule Type
ENGL 2111S - World Literature I
- Schedule Type
ENGL 2112 - World Literature II
- Schedule Type
ENGL 2112H - World Literature II
- Schedule Type
ENGL 2112S - World Literature II
- Schedule Type
ENGL 2131 - Introduction to Literary Studies
A ________________________ motion to approve the course revisions was passed unanimously.

Department of Music

Items for consideration were presented by _____________________________________

New Course(s)
MUSC 3334 - Survey of Latin American Music
MUSC 3335 - History of Rock and Roll

Course Revision(s)
MUSC 1100 - Music Appreciation
  ➢ Schedule Type
MUSC 1100S - Music Appreciation
  ➢ Schedule Type
MUSC 1333 - Music Fundamentals I
  ➢ Schedule Type
MUSC 1333S - Music Fundamentals I
  ➢ Schedule Type
MUSC 1334 - Music Fundamentals II
  ➢ Schedule Type
MUSC 3031 - Selected Topics in Music
  ➢ Schedule Type
MUSC 3031S - Selected Topics in Music
  ➢ Schedule Type
MUSC 5236 - Jazz History
  ➢ Schedule Type

A ________________________ motion to approve the new courses and course revisions was passed unanimously.

Department of Political Science

Items for consideration were presented by _____________________________________

Course Revision(s)
POLS 1101 - Introduction to American Government
  ➢ Schedule Type
POLS 1101H - Introduction to American Government
  ➢ Schedule Type
POLS 1101S - Introduction to American Government
  ➢ Schedule Type
POLS 2101 - Introduction to Political Science
  ➢ Schedule Type
POLS 2101S - Introduction to Political Science
  ➢ Schedule Type
POLS 3132 - Asian Politics
  ➢ Schedule Type
POLS 3132S - Asian Politics
  ➢ Schedule Type
POLS 3133 - Latin American Politics
  ➢ Schedule Type
POLS 3133S - Latin American Politics
  ➢ Schedule Type
POLS 3135 - Legislative Behavior
  ➢ Schedule Type
POLS 3136 - The Presidency
  ➢ Schedule Type
POLS 3231 - Environmental Politics
  ➢ Schedule Type
POLS 3231S - Environmental Politics
  ➢ Schedule Type
POLS 3233 - Politics and the Media
  ➢ Schedule Type
POLS 3234 - Introduction to the European Union
  ➢ Schedule Type
POLS 3234S - Introduction to the European Union
  ➢ Schedule Type
POLS 3235 - Gender and Politics
  ➢ Schedule Type
POLS 3235S - Gender and Politics
  ➢ Schedule Type
POLS 3236 - International Relations
  ➢ Schedule Type
POLS 3236S - International Relations
  ➢ Schedule Type
POLS 3237 - African American Politics
  ➢ Schedule Type
POLS 3239 - Human Rights in International Relations
  ➢ Schedule Type
POLS 3239S - Human Rights in International Relations
  ➢ Schedule Type
POLS 3330 - State and Local Government
  ➢ Schedule Type
POLS 3332 - Political Parties and Elections
  ➢ Schedule Type
POLS 3333 - Southern Politics
  ➢ Schedule Type
POLS 3334 - Film and Politics
  ➢ Schedule Type
POLS 3335 - Ethnicity and Nationalism
  ➢ Schedule Type
POLS 3431 - African Politics
  ➢ Schedule Type
POLS 3431S - African Politics
  ➢ Schedule Type
POLS 3730 - Introduction to United Nations
  ➢ Schedule Type
POLS 4132 - U. S. Foreign Policy
A ________________________ motion to approve the course revisions was passed unanimously.

Department of Sociology and Anthropology

Items for consideration were presented by ________________________________

New Course(s)
ANTH 2130 - Anthropological Inquiry
ANTH 4234 - Cherokee Archaeology
ANTH 4432 - Language and Culture
ANTH 4790 - Internship in Anthropology

Course Revision(s)
ANTH 3131 - World Archaeology
  Prerequisite(s)
ANTH 3132 - North American Archaeology
  Prerequisite(s)
ANTH 3133 - Southeastern Archaeology
  Prerequisite(s)
ANTH 3135 - Georgia Archaeology
  Prerequisite(s)
ANTH 3136 - Historical Archaeology
  Prerequisite(s)
ANTH 4232 - Archaeology Field Session
  Prerequisite(s)
ANTH 4232S - Archaeology Field Session
  Prerequisite(s)
ANTH 4262 - Archaeology Field Session
  Prerequisite(s)
ANTH 4292 - Archaeology Field Session
  Prerequisite(s)
ANTH 4331 - Anthropology and Human Problems
  Prerequisite(s)
ANTH 4334 - Ethnographic Methods
  Prerequisite(s)

Proposed New, Revised, or Deleted Program(s)
Anthropology, B.A.

A ________________________ motion to approve the new courses, course revisions and program change was passed unanimously.
Department of Writing and Linguistics

Items for consideration were presented by ______________________________________

Course Revision(s)
ENGL 1101 - Composition I
  Schedule Type
ENGL 1101H - Composition I
  Schedule Type
ENGL 1102 - Composition II
  Schedule Type
ENGL 1102H - Composition II
  Schedule Type
ENGL 1102S - Composition II
  Schedule Type
LING 2090 - Selected Topics in Writing and Linguistics
  Schedule Type
LING 2090S - Selected Topics in Writing and Linguistics
  Schedule Type
WRIT 2090 - Selected Topics in Writing and Linguistics
  Schedule Type
WRIT 2090S - Selected Topics in Writing and Linguistics
  Schedule Type
WRIT 2130 - Technical Communication
  Schedule Type
WRIT 2230 - Careers in Writing and Linguistics
  Schedule Type
WRIT 3130 - Creative Writing
  Schedule Type
WRIT 3130S - Creative Writing
  Schedule Type
WRIT 3230 - Writing in the Workplace
  Schedule Type
WRIT 3233 - Professional Editing
  Schedule Type
WRIT 3234 - Research Methods for Writers
  Schedule Type
WRIT 3520 - Revision, Grammar and Culture
  Schedule Type
WRIT 4530 - Fiction Writing
  Schedule Type
WRIT 4535 - Intellectual Property
  Schedule Type
WRIT 5540 - Advanced Fiction Writing
  Schedule Type
WRIT 5550 - Technologies of Writing
  Schedule Type
WRIT 5650 - Writing for Publication
  Schedule Type
WRIT 5930 - Technical Writing
  Schedule Type

A ________________________ motion to approve the course revisions was passed unanimously.

VIII. COLLEGE OF BUSINESS ADMINISTRATION
School of Accountancy

Items for consideration were presented by ______________________________________

Course Revision
LSTD 4334 – Legislative Compliance
  Title
A ________________________ motion to approve the course revision was passed unanimously.

Department of Finance and Economics

Items for consideration were presented by ____________________________________________

New Course
ECON 4338 – Health Economics
ECON 4339 – Economic Analysis of the Law

Course Revision(s)
ECON 3232 – International Monetary Relations
➢ Title, Catalog Description

Proposed New, Revised, or Deleted Programs
BBA - Economics
BBA - Economics (Emphasis in International Business)
BBA - Finance

Selected Topics
FINC 4830 – Special Problems in Finance (Eagles on Wall Street)
FINC 4830 – Special Problems in Finance (International Business)

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Information Systems

Items for consideration were presented by ____________________________________________

New Course
CISM 4437 – Data Mining for Business Analytics

Course Revisions
CISM 2030 – Introduction to Information Systems
➢ Title
CISM 4130 – Management Information Systems
➢ Number, Schedule Type
CISM 4237 – Business Intelligence
➢ Prerequisite
CISM 4334 – ERP Systems Using SAP
➢ Number, Schedule Type
CISM 4335 – Advanced Business Applications Programming (ABAP) for the SAP/ERP System
➢ Prerequisite
CISM 4336 – ERP and Enterprise Performance
➢ Prerequisite
CISM 4434 – Enterprise System Configuration
➢ Prerequisite
CISM 4435 – ERP Web Portal Customization and Collaboration using SAP NetWeaver
➢ Prerequisite
CISM 4436 – SAP TERP10 Review
➢ Prerequisite

Proposed New, Revised, or Deleted Programs
Enterprise Resources Planning (ERP) Systems Minor
Information Systems Minor
BBA - Information Systems
BBA - Information Systems (Emphasis in Accounting IS)
BBA - Information Systems (Emphasis in Business Intelligence)
BBA - Information Systems (Emphasis in Electronic Commerce)
BBA - Information Systems (Emphasis in ERP Systems)
BBA - Information Systems (Emphasis in Enterprise Security)
BBA - Information Systems (Emphasis in Logistics IS)

A ________________________ motion to approve the course revisions was passed unanimously.
Items for consideration were presented by ____________________________________

New Course
BUS A 4133 – Predictive Modeling and Analytics
BUS A 4134 – Advanced Decision Analysis and Optimization

Course Revisions
LOGT 3231 – Principles of Transportation
➢ Schedule Type

Proposed New, Revised, or Deleted Programs
BBA Logistics and Intermodal Transportation

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Management

Items for consideration were presented by ____________________________________

Course Revision
MGNT 4334 – Legislative Compliance
➢ Title

Course Deletion(s)
HNRM 4790/4790S – HNRM Internships

Proposed New, Revised, or Deleted Program(s)
BBA - Management
BBA - Management (Emphasis in Entrepreneurship/Small Business)
BBA - Management, Emphasis in Hospitality Management
BBA - Management (Emphasis in Human Resource Management)
BBA - Management (Emphasis in Operations Management)
Human Resources Management Minor

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Marketing

Items for consideration were presented by ____________________________________

Course Revision
MKTG 3133 – Professional Selling
➢ Prerequisite

Proposed New, Revised or Deleted Programs(s)
BBA - Marketing
BBA - Marketing (Emphasis in Fashion Merchandising)
BBA - Marketing (Emphasis in Retail Management)
BBA - Marketing (Emphasis in Sales and Sales Management)

A ________________________ motion to approve the course revisions was passed unanimously.

IX. PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS
Academic Success Center

Items for consideration were presented by ____________________________________

New Courses
ENGL 0999—Support for English Composition
MATH 0989—Foundations for College Algebra
MATH 0998—Support for Mathematical Modeling
MATH 0999—Support for College Algebra
Course Deletions
READ 0099—Academic Reading
ENGL 0099—Communication Skills
MATH 0097—Beginning Algebra
MATH 0099—Intermediate Algebra

A ________________________ motion to approve the course revisions was passed unanimously.

Center for International Studies

Items for consideration were presented by ________________________________

Course Revision(s)
INTS 3132 – Asian Politics
  ➢ Schedule Type
INTS 3132S – Asian Politics
  ➢ Schedule Type
INTS 3234 – Introduction to the European Union
  ➢ Schedule Type
INTS 3234S – Introduction to the European Union
  ➢ Schedule Type
INTS 3236 – International Relations
  ➢ Schedule Type
INTS 3236S – International Relations
  ➢ Schedule Type
INTS 3239 – Human Rights in International Relations
  ➢ Schedule Type
INTS 3239S – Human Rights in International Relations
  ➢ Schedule Type
INTS 4132 – U.S. Foreign Policy
  ➢ Schedule Type
INTS 4135 – International Organizations
  ➢ Schedule Type
INTS 4136 – Politics of the Global North
  ➢ Schedule Type
INTS 4136S – Politics of the Global North
  ➢ Schedule Type
INTS 4137 – Politics of the Global South
  ➢ Schedule Type
INTS 4138 – International Terrorism
  ➢ Schedule Type

Proposed New, Revised, or Deleted Program(s)
International Trade, BS

A ________________________ motion to approve the course revisions was passed unanimously.

X. COLLEGE OF EDUCATION
Department of Teaching and Learning

Items for consideration were presented by ________________________________

New Course
  ➢ HLTH 3135- Topics in Coordinated School Health

Revised Programs
  ➢ BSED Health and Physical Education-
  ➢ BSED Early Childhood Education
  ➢ BSED Middle Grades Education
  ➢ BSED Special Education
  ➢ English for Speakers of Other Languages (ESOL) Education Endorsement
A ________________________ motion to approve the course revisions was passed unanimously.

XI. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Electrical Engineering

Items for consideration were presented by _____________________________________

New Course(s)
EENG 5535 – Smart Antennas

Course Revision(s)
EENG 4620 – Senior Project I
  ➢  Additional Fees

Proposed New, Revised, or Deleted Program(s)
Electrical Engineering, B.S.E.E.

A ________________________ motion to approve the course revisions was passed unanimously.

Information Technology

Items for consideration were presented by _____________________________________

Course Revision(s)
IT 4130 - IT Issues and Management
  ➢  Prerequisite(s)
IT 4131 Information Technology Capstone Project
  o  Prerequisite(s)
IT 5236 - Interactive Web Design and Development
  o  Title, Catalog Description, Prerequisite(s)

Proposed New, Revised, or Deleted Program(s)
Information Technology, B.S.I.T.

A ________________________ motion to approve the course revisions was passed unanimously.

Mechanical Engineering

Items for consideration were presented by _____________________________________

New Course(s)
MENG 5233 – Wind Energy
MENG 5237 – Applied Combustion
MENG 5238 – Engine Development and Performance
MENG 5239 – Biofuels Testing
MENG 5333 – Robot Dynamics, Design and Analysis
MENG 5431 – Compressible Flow
MENG 5432 – Applied Computational Fluid Dynamics

Course Revision(s)
MENG 3130 – Mechanism Design
  ➢  Catalog Description
MENG 3331 – Materials Science Studio
  ➢  Prerequisite(s)

Proposed New, Revised, or Deleted Program(s)
Mechanical Engineering, B.S.M.E.
Occupational Safety and Environmental Compliance Minor

A ________________________ motion to approve the course revisions was passed unanimously.

XII. COLLEGE OF SCIENCE AND MATHEMATICS

Department of Biology
Items for consideration were presented by _____________________________________

Course Revision(s)
BIOL 3130 – Principles of Genetics
- Prerequisite(s)
BIOL 3131 – Principles of Physiology
- Prerequisite(s)
BIOL 3133 – Evolution and Ecology
- Prerequisite(s)
BIOL 3230 – Introduction to Immunology
- Number
BIOL 3240 – Biology of Microorganisms
- Number
BIOL 3545 – Vertebrate Zoology
- Number, Credit/Contact Hours, Course Fee, Catalog Description
BIOL 3635 – Biological Basis of Animal Behavior
- Number, Prerequisite(s)
BIOL 4730 – Internship in Biology
- Catalog Description
BIOL 5443 – Flora
- Title, Catalog Description
BIOL 5446 – Ornithology
- Catalog Description
BIOL 5530 – Wildlife Management
- Catalog Description
BIOL 5541 – Tropical Marine Biology
- Catalog Description
BIOL 5541S – Tropical Marine Biology
- Catalog Description
BIOL 5546 – Plant Evolutionary Ecology
- Title, Catalog Description
BIOL 5644 – Insect Ecology
- Catalog Description
BIOL 5645 – Behavioral Ecology
- Prerequisite(s), Catalog Description

Course Deletion(s)
BIOL 5245 – Ethophysiology of Insects
BIOL 2240S – Microbiology
BIOL 5431H – Virology

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Geology and Geography

Items for consideration were presented by _____________________________________

Course Revision(s)
GEOG 5890 – Directed Study
- Course Fee

Program Revision(s)
B.A. Geography
B.S. Geography

A ________________________ motion to approve the course revisions was passed unanimously.

Department of Mathematical Sciences

Items for consideration were presented by _____________________________________

Course Revision(s)
A ________________________ motion to approve the course revisions was passed unanimously.

XIII. ADJOURNMENT

There being no further business to come before the committee, a ________________________ motion to adjourn the meeting at ____________ p.m. passed unanimously.

Respectfully Submitted,

[Signature]

Ashley Canelon
Recording Secretary
I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Rocio Alba-Flores, Dr. Bettye Apenteng, Ms. Ruth Baker, Dr. Laurie Gould, Ms. Jessica Minihan, Dr. Marla Morris, Dr. Joe Ruhland, Dr. Lace Svec, Dr. Marian Tabi

Non-Voting Members Present: Dr. Velma Burden, Ms. Ashley Canelon, Dr. Diana Cone, Ms. Candace Griffith, Mrs. Andrea Hagans, Dr. Brian Koehler, Ms. Doris Mack, Mr. Wayne Smith, Mr. Errol Spence, Ms. Amanda White

Visitors: Dr. Kent Bodily, Dr. Jacek Lubecki, Dr. Christine Ludowise, Dr. Mary Villeponteaux

Absent with Alternate in attendance: Dr. Isaac Fung

Absent: Dr. Evans Afriyie-Gyawu, Dr. Mohammad Ahad, Dr. William Amponsah, Dr. Katy Gregg, Mr. Paolo Gujide, Dr. Ellen Hamilton, Dr. Chuck Harter, Dr. Barbara Hendry, Dr. Shinaz Landge, Dr. Alisa Leckie, Dr. Aniruddha Mitra, Mr. William Reynolds, Dr. Levi Ross, Dr. Kathy Thornton, Dr. James Woods, Ms. Lisa Yocco

Cheryl Aasheim called the meeting to order at 3:45 p.m.

II. APPROVAL OF AGENDA

A Morris/Baker motion to approve the agenda was passed unanimously.

III. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Items for consideration were presented by Dr. Jacek Lubecki.

Center for International Studies

Proposed, New, or Revised Programs

Global Citizens Certificate (DELETED)

Delete Program

JUSTIFICATION:
The Global Citizen Certificate is a non-performing academic program. In its several years of existence, the record of completion for the program remains in the single digits. Administration of the program (to include assessment of student learning outcomes - which has also proven difficult and ineffective given the organization of the program) is not the most efficient use of available resources.

Course Revision

INTS 4890 – Directed Independent Study

Credit Hour, Repeatable for Credit

JUSTIFICATION:
Currently offered at 3-9 credits. Change INTS 4890 Directed Independent Study to a variable 1-12 credits for students taking courses abroad or off campus that are not exactly equivalent to pre-existing courses and are fewer than 3 credit hours and more than 9 credit hours. Change INTS 4890 status to be repeatable for credit for those students pursuing Independent Studies abroad or off campus to count more than once before graduation.

INTS 4890S – Directed Independent Study

Credit Hour, Repeatable for Credit

JUSTIFICATION:
Currently offered at 3-9 credits. Change INTS 4890S Directed Independent Study to a variable 1 to 12 credits for students taking courses abroad or off campus that are not exactly equivalent to pre-existing courses and are fewer than 3 credits and more than 9 credit hours. Change INTS 4890S status to be repeatable for credit for those students pursuing Independent Studies abroad or off campus to count more than once toward graduation.

INTS 5195 – International Studies Abroad

**Credit Hour, Repeatable for Credit, Catalog Description, Prerequisite(s), Title**
This course is designed to facilitate student participation in approved exchange semester abroad programs offered through Georgia Southern University. Registration in this course combined with a completed Course of Study Approval Form provides permission to submit official credit awarded by an approved host institution abroad as transfer credit to Georgia Southern University.

**JUSTIFICATION:**
Currently offered at 3-9 credits. Change INTS 4890S Directed Independent Study to a variable 1 to 12 credits for students taking courses abroad or off campus that are not exactly equivalent to pre-existing courses and are fewer than 3 credits and more than 9 credit hours. Change INTS 4890S status to be repeatable for credit for those students pursuing Independent Studies abroad or off campus to count more than once toward graduation.

INTS 5195S – International Studies Abroad

**Credit Hour, Repeatable for Credit, Catalog Description, Prerequisite(s), Title**
This course is designed to facilitate student participation in approved exchange semester abroad programs offered through Georgia Southern University. Registration in this course combined with a completed Course of Study Approval Form provides permission to submit official credit awarded by an approved host institution abroad as transfer credit to Georgia Southern University.

**JUSTIFICATION:**
INTS 5195S is currently offered as a 3-9 credit hour course. Change INTS 5195S to a variable 1 to 18 credit hour course for those students taking courses abroad that are not exactly equivalent to pre-existing courses and are fewer than 3 credit hours and more than 9 credit hours. Change INTS 5195S status to be repeatable for credit to count more than once toward graduation. Change the current catalog description to the new proposed catalog description. Change title to new proposed title in order to better advertise the purpose of the course. Change prerequisites to require permission of Center for International Studies; enrollment is restricted to students accepted to participate on an approved exchange program.

**Selected Topics Announcement**
INTS 3090 – Comparative Democratization

**JUSTIFICATION:**
This course is intended as a broad, introductory survey of the political, social, cultural, economic, and international factors that foster the development and consolidation of democracy. The first part of the course offers students a conceptual framework through which to critically evaluate democratic transitions and consolidation. The course will address the philosophical origins and normative aspects of democracy before examining the process of democratization through a historical and comparative perspective. To accomplish this, the course will address the components of democratic governance through the use of case studies to highlight thematic and regional differentiation. Lastly, the course will address the future prospects and challenges for democracy and democratization in countries around the world with a special emphasis on improving democratic quality as a policy goal.

_A Ruhland/Alba-Flores motion to approve the program deletion and course revisions was passed unanimously._

IV. **COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**CLASS Dean**

**Items for consideration were presented by Dr. Christine Ludowise.**

**Course Revision(s)**
IRSH 3090 - Selected Topics in Irish Studies

**Repeatable for Credit**

**JUSTIFICATION:**
This is a selected topics course. Students may elect to take the course more than once, depending upon the subject matter proposed by the instructor. Currently, the course is not repeatable for credit which was an oversight when it was proposed. This change simply corrects that error.
IRSH 3090S - Selected Topics in Irish Studies

Repeateable for Credit

JUSTIFICATION:
This is a selected topics course. Students may elect to take the course more than once, depending upon the subject matter proposed by the instructor. Currently, the course is not repeatable for credit which was an oversight when it was proposed. This change simply corrects that error.

Proposed New, Revised, or Deleted Program(s)

General Studies, B.G.S. (REVISED)

JUSTIFICATION:
The list of "approved concentrations" is being updated to reflect current student trends and needs. All concentrations are technically approved but these are the most commonly-chosen concentrations in the major.

General Studies, (Online), B.G.S. (REVISED)

JUSTIFICATION:
Two additional concentrations are being added to the online General Studies program offerings. The additional concentrations are in response to student demand and needs.

A Morris/Ruhland motion to approve the course revisions and program revisions was passed unanimously.

Department of Art

Items for consideration were presented by Dr. Christine Ludowise.

Proposed New, Revised, or Deleted Program(s)

Graphic Design, B.F.A. (REVISED)

JUSTIFICATION:
The course numbers and titles for the exploratory art courses have been changed as a result of changes to other B.F.A. programs.

A Ruhland/Abla-Flores motion to approve the program revision was passed unanimously.

Department of Communication Arts

Items for consideration were presented by Dr. Christine Ludowise.

Proposed New, Revised, or Deleted Program(s)

Journalism, (Multimedia Journalism Emphasis), B.S. (REVISED)

JUSTIFICATION:
We are changing the word "required" to "recommended" in Area D of the CORE. This change is to ensure that we are in compliance with University System and Board of Regents' policies.

Multimedia Communication, (Film and Production Emphasis), B.S. (REVISED)

JUSTIFICATION:
We are changing the word "required" to "recommended" in Area C and Area D of the CORE. This change is to ensure that we are in compliance with University System and Board of Regents' policies.

A Morris/Minihan motion to approve the program revisions was passed unanimously.

Department of Foreign Languages

Items for consideration were presented by Dr. Christine Ludowise.

New Course(s)

ARAB 3185S - Studies Abroad: Speaking I
This is a course in oral communications in Arabic using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

ARAB 3385S - Studies Abroad: Writing I
This is a course in written communications in Arabic using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**ARAB 4185S - Studies Abroad: Speaking II**
This is a course in oral communications in Arabic using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**ARAB 4385S - Studies Abroad: Writing II**
This is a course in written communications in Arabic language using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**CHIN 3185S - Studies Abroad: Speaking I**
This is a course in oral communications in Chinese using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**CHIN 3385S - Studies Abroad: Writing I**
This is a course in written communications in Chinese using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**CHIN 4185S - Studies Abroad: Speaking II**
This is a course in oral communications in Chinese using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**CHIN 4385S - Studies Abroad: Writing II**
This is a course in written communications in Chinese using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**FREN 4185S - Studies Abroad: Speaking II**
This is a course in oral communications in French using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**FREN 4385S - Studies Abroad: Writing II**
This is a course in written communications in French using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**GRMN 3185S - Studies Abroad: Speaking I**
This is a course in oral communications in German using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**GRMN 3385S - Studies Abroad: Writing I**
This is a course in written communications in German using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**GRMN 4185S - Studies Abroad: Speaking II**
This is a course in oral communications in German using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**GRMN 4385S - Studies Abroad: Writing II**
This is a course in written communications in German using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**JAPN 3185S - Studies Abroad: Speaking I**
This is a course in oral communications in Japanese using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**JAPN 3385S - Studies Abroad: Writing I**
This is a course in written communications in Japanese using materials that are appropriate for building on intermediate-level skills and which are related thematically to the country/culture visited.

**JAPN 4185S - Studies Abroad: Speaking II**
This is a course in oral communications in Japanese using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**JAPN 4385S - Studies Abroad: Writing II**
This is a course in written communications in Japanese using materials that are appropriate for building on advanced-level skills and which are related thematically to the country/culture visited.

**Course Revision(s)**

**FREN 3030 - Selected Topics in French**

*Catalog Description*

This course involves the study of a topic in French literature, culture, society, thought or language not included in the regular course offerings. Students focus on the continued development of all five language competencies (listening, speaking, reading, writing, and culture). This course may be repeated for credit provided a new topic is studied.

Conducted in French.

**JUSTIFICATION:**

Spelling correction of "offering" to "offerings."

**FREN 3030S - Selected Topics in French**

*Catalog Description*

This course involves the study of a topic in French literature, culture, society, thought or language not included in the regular course offerings. Students focus on the continued development of all five language competencies (listening, speaking, reading, writing, and culture). This course may be repeated for credit provided a new topic is studied.

Conducted in French.

**JUSTIFICATION:**

Spelling correction of "offering" to "offerings."

**SPAN 1060 - Accelerated Elementary Spanish**

*Schedule Type*

**JUSTIFICATION:**

Asynchronous instruction is being added to allow the department to provide this course in an online format.

**SPAN 1060S - Accelerated Elementary Spanish**

*Schedule Type*

**JUSTIFICATION:**

Asynchronous instruction is being added to allow the department to provide this course in an online format.

**SPAN 2060 - Accelerated Intermediate Spanish**

*Schedule Type*

**JUSTIFICATION:**

Asynchronous instruction is being added to allow the department to provide this course in an online format.

**SPAN 2060S - Accelerated Intermediate Spanish**

*Schedule Type*

**JUSTIFICATION:**

Asynchronous instruction is being added to allow the department to provide this course in an online format.

**SPAN 3130 – Conversation**

*Title, Schedule Type, Catalog Description*

Provides practice in listening, writing, reading, and speaking skills, with a focus upon speaking, using authentic cultural materials.

**JUSTIFICATION:**

The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

**SPAN 3130S – Conversation**

*Title, Schedule Type, Catalog Description*

This course provides practice in listening, speaking, writing, and reading skills with emphasis on oral communication at the intermediate level of proficiency, based on the ACTFL guidelines. Focus is placed on the development of narration, description, summary, comparison, and explanation in all major time frames within specific communicative contexts in paragraph-length discourse.

**JUSTIFICATION:**

The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.
SPAN 3131 - Spanish Grammar and Composition
Title, Schedule Type, Catalog Description
This course provides practice in writing, reading, and oral skills with emphasis on reading comprehension and written communication at the intermediate level of proficiency, based on the ACTFL guidelines. Focus is placed on the development of narration, description, summary, comparison, and explanation in all major time frames within specific communicative contexts in paragraph-length discourse.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 3131S - Spanish Grammar and Composition
Title, Schedule Type, Catalog Description
This course provides practice in writing, reading, and oral skills with emphasis on reading comprehension and written communication at the intermediate level of proficiency, based on the ACTFL guidelines. Focus is placed on the development of narration, description, summary, comparison, and explanation in all major time frames within specific communicative contexts in paragraph-length discourse.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 3530 - Introduction to Spanish for Business
Title, Schedule Type, Catalog Description
This course incorporates authentic cultural materials and situational practice as students explore a wide range of advanced-level Spanish content and discourse related to professions.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 3530S - Introduction to Spanish for Business
Title, Schedule Type, Catalog Description
This course incorporates authentic cultural materials and situational practice as students explore a wide range of advanced-level Spanish content and discourse related to professions.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 3630 - Introduction to Hispanic Literature
Schedule Type, Prerequisite(s)

JUSTIFICATION:
The new prerequisites provide more flexibility for the program. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4130 - Advanced and Applied Conversation
Title, Schedule Type, Catalog Description
This course builds on listening, speaking, writing, and reading skills with an emphasis on oral communication at the advanced level of proficiency, based on the ACTFL guidelines. Students will focus on speaking and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and speaking in the abstract in linked-paragraph discourse.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4130S - Advanced and Applied Conversation
Title, Schedule Type, Catalog Description
This course builds on listening, speaking, writing, and reading skills with an emphasis on oral communication at the advanced level of proficiency, based on the ACTFL guidelines. Students will focus on speaking and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and speaking in the abstract in linked-paragraph discourse.
JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4131 - Spanish Stylistics
Title, Schedule Type, Catalog Description
This course builds on writing, reading, and oral skills with emphasis on reading comprehension and written communication at the advanced level of proficiency, based on the ACTFL guidelines. Students will focus on the acquisition of advanced grammatical concepts appropriate for the production and comprehension of more complex texts. This course targets communicative tasks such as stating and supporting opinions, hypothesizing, and writing in the abstract, all in linked-paragraph discourse.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4131S - Spanish Stylistics
Title, Schedule Type, Catalog Description
This course builds on writing, reading, and oral skills with emphasis on reading comprehension and written communication at the advanced level of proficiency, based on the ACTFL guidelines. Students will focus on the acquisition of advanced grammatical concepts appropriate for the production and comprehension of more complex texts. This course targets communicative tasks such as stating and supporting opinions, hypothesizing, and writing in the abstract, all in linked-paragraph discourse.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4532 - Translation and Interpretation
Title, Schedule Type, Catalog Description
This course is an introduction to the field of translation. It focuses on comparative study of characteristic modes of expression and introduction to the theoretical aspects and practical techniques of translation, using documents from a variety of sources.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4532H - Translation and Interpretation
Title, Schedule Type, Catalog Description
This course is an introduction to the field of translation. It focuses on comparative study of characteristic modes of expression and introduction to the theoretical aspects and practical techniques of translation, using documents from a variety of sources.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

SPAN 4532S - Translation and Interpretation
Title, Schedule Type, Catalog Description
This course is an introduction to the field of translation. It focuses on comparative study of characteristic modes of expression and introduction to the theoretical aspects and practical techniques of translation, using documents from a variety of sources.

JUSTIFICATION:
The new title and catalog description provide students with a more clear understanding of the learning objectives of the course. Asynchronous instruction is being added to allow the department to provide this course in an online format.

Proposed New, Revised, or Deleted Program(s)
Arabic Minor (NEW)
JUSTIFICATION:
We currently offer language minors in French, German, Japanese, and Spanish. We also have an umbrella language minor, the "Foreign Language" minor, for languages that are not one of these four. We originally introduced the Foreign Language minor to fix the problem we had at the time with students who were studying Chinese or Arabic who were unable to have their minor recognized on the transcript. We have found, however, that on occasion students will want to minor in more than one language that is not one of the language-specific minors; for example, students occasionally want to minor in Chinese and in Arabic. In this case, the student is only able to receive recognition for minoring in one, and, although the student can take course work for the other, there is no formal recognition on the transcript of the second minor. Additionally, as more and more students desire to minor in Arabic, Chinese, or Latin, they find it "unfair" that their colleagues who study French, German, Japanese, and Spanish can have their minor listed by language on their transcript whereas those who study Arabic, Chinese, or Latin have "Foreign Language Minor" on theirs. By creating a minor for each of the additional languages that we offer (Arabic, Chinese, Latin), in addition to the already existing French, German, Japanese, and Spanish minors, we can rectify these logistical oversights. The addition of language-specific minors has absolutely no impact on the course pedagogy or sequencing--the Arabic, Chinese, and Latin programs will remain exactly the same.

**Chinese Minor (NEW)**

**JUSTIFICATION:**

We currently offer language minors in French, German, Japanese, and Spanish. We also have an umbrella language minor, the "Foreign Language" minor, for languages that are not one of these four. We originally introduced the Foreign Language minor to fix the problem we had at the time with students who were studying Chinese or Arabic who were unable to have their minor recognized on the transcript. We have found, however, that on occasion students will want to minor in more than one language that is not one of the language-specific minors; for example, students occasionally want to minor in Chinese and in Arabic. In this case, the student is only able to receive recognition for minoring in one, and, although the student can take course work for the other, there is no formal recognition on the transcript of the second minor. Additionally, as more and more students desire to minor in Arabic, Chinese, or Latin, they find it "unfair" that their colleagues who study French, German, Japanese, and Spanish can have their minor listed by language on their transcript whereas those who study Arabic, Chinese, or Latin have "Foreign Language Minor" on theirs. By creating a minor for each of the additional languages that we offer (Arabic, Chinese, Latin), in addition to the already existing French, German, Japanese, and Spanish minors, we can rectify these logistical oversights. The addition of language-specific minors has absolutely no impact on the course pedagogy or sequencing--the Arabic, Chinese, and Latin programs will remain exactly the same.

**Foreign Language Minor (REVISED)**

**JUSTIFICATION:**

The Foreign Language minor currently does not list ARAB 2001 and 2002 or CHIN 2001 and 2002; it lists earlier manifestations of these courses (FORL 2090). The proposed revision updates the course listing. We are also including the same progression requirements in this minor that we have for all other foreign language minors, that is, all course work in the foreign language must receive a minimum grade of C. Finally, we are removing Yoruba from the listing since we no longer offer this language.

**Japanese Minor (REVISED)**

**JUSTIFICATION:**

These changes put the Japanese program fully in line with our other language minors.

**Latin Minor (NEW)**

**JUSTIFICATION:**

We currently offer language minors in French, German, Japanese, and Spanish. We also have an umbrella language minor, the "Foreign Language" minor, for languages that are not one of these four. We originally introduced the Foreign Language minor to fix the problem we had at the time with students who were studying Chinese or Arabic who were unable to have their minor recognized on the transcript. We have found, however, that on occasion students will want to minor in more than one language that is not one of the language-specific minors; for example, students occasionally want to minor in Chinese and in Arabic. In this case, the student is only able to receive recognition for minoring in one, and, although the student can take course work for the other, there is no formal recognition on the transcript of the second minor. Additionally, as more and more students desire to minor in Arabic, Chinese, or Latin, they find it "unfair" that their colleagues who study French, German, Japanese, and Spanish can have their minor listed by language on their transcript whereas those who study Arabic, Chinese, or Latin have "Foreign Language Minor" on theirs. By creating a minor for each of the additional languages that we offer (Arabic, Chinese, Latin), in addition to the already existing French, German, Japanese, and Spanish minors, we can rectify these logistical oversights. The addition of language-specific minors has absolutely no impact on the course pedagogy or sequencing--the Arabic, Chinese, and Latin programs will remain exactly the same.

**Spanish for the Professions Minor (DELETED)**

**JUSTIFICATION:**
The Spanish Minor already fulfills the purpose of the Spanish for the Professions Minor. Students who are interested in taking professions-related Spanish courses may do so within the structure of the Spanish Minor; hence, there is no need for a Spanish for the Professions Minor. The existence of the minor also sends a false impression that this minor will do a better job of preparing someone for a profession than the Spanish Minor, when, in reality, this is not the case at all. Both minors have the same focus--language proficiency.

**Spanish Second Discipline Concentration (REVISED)**

**JUSTIFICATION:**
The department is changing the name of a course listed on the concentration program page. This program page change simply reflects the new course title.

**A Morris/Alba-Flores motion to approve the new courses, course revisions, and program revisions was passed unanimously.**

**Department of Literature and Philosophy**

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

**English, B.A. (REVISED)**

**JUSTIFICATION:**
When a new course, Irish Women Writers, was created last year, it was mistakenly placed under American Literature (Area 3) in the English major course distribution scheme found in the Catalog. Irish Women Writers (ENGL 5238) belongs under Area 4 in the English major course requirements, not Area 3.

**A Morris/Alba-Flores motion to approve the program revision was passed unanimously.**

**Department of Political Science**

**Items for consideration were presented by Dr. Christine Ludowise.**

**Course Revision(s)**

**POLS 4791 - Field Internship in Political Science**

**Catalog Description**
The internship is designed to give students practical experience in a government-qualified agency and environment.

**JUSTIFICATION:**
We have removed language that restricted the number of internship hours that can be counted toward major hours and minor hours.

**A Morris/Ruhland motion to approve the course revision was passed unanimously.**

**Department of Psychology**

**Items for consideration were presented by Dr. Christine Ludowise.**

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

**Psychology, B.S. (REVISED)**

**JUSTIFICATION:**
The proposed revision shows PSYC 4730-Undergraduate Internship in Psychology as a capstone course choice in all concentrations in the major.

**A Tabi/Baker motion to approve the program revision was passed unanimously.**

**Institute for Public and Nonprofit Studies**

**Items for consideration were presented by Dr. Christine Ludowise.**

**New Course(s)**

**PBAD 3231 - Introduction to Public Administration**
This course provides a comprehensive overview of the history of public administration, its development as a field, and a survey of the critical theories and normative issues within public administration and the implication for practice.

**PBAD 3431 - Public Budgeting and Financial Management**
This course serves as an introduction to public sector budgeting and financial management providing students with practical knowledge about how the public sector budget process works, an overview of the technical aspects of public budgeting and various theories of budgeting and finance.

**PBAD 3631 - Introduction to Nonprofit Management**
This course serves as an overview of the nonprofit sector and to introduce a range of common practices and concerns related to managing in this sector including leadership, board governance, fundraising and philanthropy.

**PBAD 3731 - Public Policy**
This course serves as an introduction to public policy. The formulation, analysis, and implementation of public policy is stressed, introducing students to the forces that influence these practices and the analytic skills needed to perform these important decision-making functions.

**PBAD 4231 - Administrative Law**
This course serves as an introduction to administrative law providing students with practical knowledge about administrative law procedures, how administrative law fits into the constitutional and legal framework, and the role of administrative law in policy.

**PBAD 4331 - Leadership and Managerial Innovation**
This course introduces students to the literature on the successful leadership of people and groups in public serving organizations. In order to lead well, managers need expertise in multiple areas, including personality, motivation, group behavior, power, leadership, decision-making, and change management. This course also examines the meaning and significance of managerial innovation.

*A Minihan/Morris motion to approve the new courses was passed unanimously.*

**V. OTHER BUSINESS**

**VI. ADJOURNMENT**

*There being no further business to come before the committee, a Morris/Alba-Flores motion to adjourn the meeting at 3:56 p.m. passed unanimously.*

Respectfully Submitted,

Andrea Hagans
Recording Secretary
GRADUATE COMMITTEE MINUTES  
Graduate Committee Meeting Date – January 22, 2015

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Deborah Allen, CHHS; Dr. Li Li, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Oscar Pung, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Rebecca Ziegler, Library; Mr. Tyler Maddox, SGA Student Representative; Dr. Devon Jensen, COGS; Mrs. Naronda Wright, COGS; Mrs. Audie Graham, COGS

Guests: Mr. Wayne Smith, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. Stuart Tedders, JPHCOPH, Dr. Brian Koehler, COSM; Dr. David Williams, CEIT; Dr. Steven Harper, CLASS; Dr. Michael Nielsen, CLASS; Dr. Stephen Rossi, CHHS; Dr. Philip Christian, CLASS; Dr. Brenda Blackwell, CLASS; Dr. Jerry Burke, COBA; Dr. Dan Bauer, CLASS

Absent: Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, January 22, 2015 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Jake Simons made a motion to approve the agenda as written. A second was made by Dr. Deborah Allen and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Devon Jensen reminded the committee of the changes in responsibilities for the College of Graduate Studies. He stated Dr. Charles Patterson is currently serving a six month Interim President position at Georgia Southwestern State University, and Dr. Dick Diebolt retired at the end of December 2014. Dr. Jensen explained that Provost Bartels contacted him a few days before the holiday break asking if he would serve as Interim Associate Dean for COGS, and he accepted the position. Dr. Jensen discussed his credentials and said any contact information related to COGS would be directed to him during this time.

Dr. Jensen provided an update on the following items:

- Previously, departments were required to go through a formal process if they wanted to appoint external members to serve on thesis or dissertation committees. The process will revert back to COGS collecting applicable material and the individuals academic CV for COGS to review and process. COGS is in the process of creating a website that will include a database of off-campus members. This will allow graduate stakeholders to search for external members who have already been through the approval process, and their students may want to consider them serving on their committees. Dr. Jensen said COGS hopes to have this finalized by mid-week, next week. Information will be sent out with the link to the website once everything is complete.

- Dr. Jensen thanked the committee for their feedback regarding the Spring 2015 Graduate Commencement Speaker. COGS will work to get this finalized quickly so that everything will be in place for the May ceremony.

- Symposium Week will take place on April 20-24, 2015. The events will be held in Nessmith-Lane Conference Center, and the Graduate Research Symposium will be on Friday, April 24th. A call for submissions will be sent out within the next week. Additional information will be provided as plans are finalized. Dr. Jensen encouraged everyone to have their students participate.

- Dr. Jensen asked the committee to state their name before providing a motion or making a comment during the meetings to assist the recording secretary.

- Dr. Jensen said the committee many want to have a possible discussion of Graduate Faculty status. He has noticed there is very little information provided in the Graduate Faculty nomination paperwork that is submitted to COGS as to how a faculty member will be involved in graduate activities. Dr. Jensen read the current criteria for member and affiliate status that is listed on page 22 of the graduate
catalog. He encouraged everyone to discuss this in their own departments and determine if they would like to have specific information as to what we are looking for in Graduate Faculty status and if the person will be involved in graduate activities.

- Dr. Jensen said the committee may want to consider adjusting the language on page 32 of the graduate catalog related to GRE waivers. He said the current language is vague and indicates a waiver can be granted based upon exceptional qualifications, but the programs may want to include more specific information.

Dr. Stuart Tedders asked if there is a difference between approval for adjunct faculty or graduate faculty status, if the faculty will be in the classrooms instead of serving only on a dissertation committee. Dr. Jensen said there is not a difference at this time, and the qualifications that are looked at are if they have a terminal degree, involved in publications and being active in their profession.

IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

Dr. Fernekes distributed a revised list of the two teams for the programs under review, and example documents of a report and rubric that the teams will be required to submit for their comprehensive program review. He stated additional information will be provided during the February meeting. The teams are listed below.

- M.S. Mathematics (College of Science and Mathematics)
  Frank Goforth*  ggoforth@georgiasouthern.edu
  Jim Harris  jkharris@georgiasouthern.edu
  Simone Charles  scharles@georgiasouthern.edu
  James Stephens  jstephens@georgiasouthern.edu
  Debbie Allen  debbieallen@georgiasouthern.edu
  Oscar Pung  opung@georgiasouthern.edu
  Bob Fernekes  fernekes@georgiasouthern.edu

- M.S. Sport Management (College of Health and Human Sciences)
  Dustin Anderson*  danderson@georgiasouthern.edu
  Michele McGibony  mdavis@georgiasouthern.edu
  Richard Flynn  rflynn@georgiasouthern.edu
  John Brown  jbrown@georgiasouthern.edu
  Li Li  lili@georgiasouthern.edu
  Jake Simons  jsimons@georgiasouthern.edu
  Dawn Tysinger  dtysinger@georgiasouthern.edu
  Rebecca Ziegler  rziegler@georgiasouthern.edu

*Team Leaders

The example documents are below.
Executive Summary
The committee finds that the M.Ed. in Educational Leadership (EDLD) meets expectations as it provides a unique program that has served the local educational leadership needs for a considerable amount of time. The strengths of the program include recently passing both national and state certifications, and having a productive and diverse faculty. The most serious challenges appear to be declining student enrollment, and the insufficient numbers of faculty to support the field work.

I. Strengths
- The program, in Spring 2013, passed the National Council for Accreditation of Teacher Education (NCATE) review, which noted that “…the program meets all standards and there were no areas noted for improvement.”
- The program successfully accommodated the changes implemented by Georgia Professional Standards Commission, specifically the relocation of the initial certification to the Ed.S. level.
- The program has maintained consistent quality and standards to provide students with foundations in leadership concepts, research, and theory.
- The program has developed a new concentration and endorsement program in Teacher Leadership, which will help teachers wishing to enhance their leadership skills. This concentration will meet Georgia Professional Standards Commission requirements.

II. Areas Identified for Improvement
- The report notes that there are declining enrollments due to certification rule changes by Georgia Professional Standards Commission to move the certification to the Ed.S. level.
- The program needs to develop more ways to address the aforementioned challenge, and to continue to recruit students.
- More clinical faculty are needed for field work supervision.
- Student academic writing needs to be improved.

III. Use of Assessment Findings to Effect Change
- The program has used direct feedback from leading areas of graduate placement to improve their program.
- Key Assessment data has been used to compare the graduates’ preparedness to the standards set forth by Georgia Professional Standards Commission in order to ensure that program graduates meet or exceed the requirements set forth by the GPSC.

IV. Strategic Areas of Focus
- The program needs to identify new ways to improve academic writing for all students in the program, and to better assessment for the effects of writing training.
- The program needs to develop new ways to recruit students, and to reverse the trend of declining enrollment in addressing the GPSC long term requirements for NPL-6 and NPL-7 as the program currently only produces candidates at NPL-5.

V. Need for Additional Information/Suggestions/Comments
- The program needs a better understanding of the job market, and how to prepare students for the future needs in the field of educational leadership.
Comprehensive Program Review Rubric

Degree/Major (Program):  M.Ed. Educational Leadership

Date of Review:  March, 2014

Review Committee

Undergraduate Committee  X  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. | 2 |
<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. |                                                                 |                                                                 |                                                                 | 2                                                                 |
| **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. |                                                                 |                                                                 |                                                                 | 2                                                                 |
<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>
<tbody>
<tr>
<td>Students</td>
<td>• Describes how the quality of students is measured in terms of <strong>academic achievement</strong> and documents how student quality has changed over time.</td>
<td>• 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.</td>
<td>• The process for evaluating student quality is unclear or unlikely to yield useful student data.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts.</td>
<td>• Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement.</td>
<td>• Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends.</td>
<td>• Describes diversity of students in program, citing evidence.</td>
<td>• Diversity of students is not clearly described or unsupported by data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cites evidence to demonstrate how student diversity has changed since last review.</td>
<td>• Describes how student diversity has changed over time, citing evidence.</td>
<td>• Changes in student diversity are not addressed or not supported by evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describes the results of past/present efforts to recruit and retain a diverse student population.</td>
<td>• Identifies past/present program efforts to recruit and retain a diverse student population.</td>
<td>• Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.</td>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</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. | 2     |
| **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. | 2     |
<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>
<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>
<td>2</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>
<td>3</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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Accreditation or External Review</td>
<td>• The external review includes the department chair’s and the dean’s one-page 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>3</td>
</tr>
<tr>
<td></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>• 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>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td>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.</td>
<td>Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.</td>
<td>Fails to attach copies of all data referenced in the self-study.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments:**
V. NEW BUSINESS
A. Office of the Registrar
Catalog Cleanup – Courseleaf

Mr. Wayne Smith stated Courseleaf is the new software that the Office of the Registrar will be using to develop the catalogs and eventually the curriculum forms. He said Mr. Alan Woodrum will be contacting the Associate Deans early next week to ask them to check course descriptions, whether a course is inactive or active, cross listed, pre-requisites, concurrent or not, minimum grade and co-requisites. The Registrar Office will use the information to check what is currently in Banner to what is in the 2014-2015 catalog. They do not want to make changes to the curriculum; they only want to see what is different and decide what needs to be done. Dr. Tracy Linderholm asked what the timeframe will be for this project. Mr. Smith said he will check on the exact date, but he thinks it will be 3-4 weeks. Following the meeting Mr. Smith confirmed the deadline will be February 23, 2015.

B. Jiann-Ping Hsu College of Public Health

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

Proposed New, Revised, or Deleted Program(s)

Public Health, Dr.P.H

JUSTIFICATION:
To clarify the Candidacy Exam requirements so it is more specific.

MOTION: Dr. James Stephens made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Jake Simons, and the motion to approve the item was passed.

C. College of Science and Mathematics

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

Department of Biology

Course Revision(s)

BIOL 5443G – Flora

JUSTIFICATION:
This course covers information on the identification and taxonomy of vascular plants that has relevance and application far beyond Georgia. Thus, the title is too restrictive. The revised catalog description better reflects the current content of the course.

BIOL 5446G – Ornithology

JUSTIFICATION:
The catalog description is edited to better reflect the current content of the course.

BIOL 5530G – Wildlife Management

JUSTIFICATION:
The catalog description has been edited to better match the current content of the course.

BIOL 5541G – Tropical Marine Biology

JUSTIFICATION:
The catalog description has been edited to better reflect the current content of the course.

BIOL 5546G – Plant Evolutionary Ecology

JUSTIFICATION:
The title and catalog description are being changed to reflect this course now emphasizing the broader field of plant ecology, not the more specialized plant evolutionary ecology.
BIOL 5644G – Insect Ecology
➢ Catalog Description
JUSTIFICATION:
Punctuation has been corrected in the catalog description.

BIOL 5645G – Behavioral Ecology
➢ Prerequisite(s), Catalog Description
JUSTIFICATION:
The prerequisite course BIOL 3635 (Biological Basis of Animal Behavior) was renumbered to BIOL 4635. Also, the catalog description is edited to better reflect the current course content.

Course Deletion(s)
BIOL 5245G – Ethophysiology of Insects
JUSTIFICATION:
Ethophysiology of Insects is an unnecessarily specialized course in our curriculum. Much of its content can be taught in another course with substantial overlap (Insect Physiology). We also offer a course with Ethology content (Biological Basis of Animal Behavior) and other physiology and entomology courses. Thus, this highly specialized course is not needed (the undergraduate BIOL 5243 is also being deleted).

Department of Geology and Geography
Course Revision(s)
GEOG 5890G – Directed Study
➢ Course Fee
JUSTIFICATION:
Since some directed study experiences in geography require expenses related to travel and/or field equipment, this form requests a special course fee that can be applied only to sections necessitating such expenses. However, to allow accountability and tracking of the funds for which these fees are collected, this request proposes using single letters (A-Z) for non-fee GEOG 5890G sections and double letters (AA-AZ) for those sections necessitating the fee.

GEOL 5890G – Directed Study
➢ Course Fee
JUSTIFICATION:
The undergraduate section of this course was approved last year to begin using a special course fee for sections with appropriate expenses (denoted by use of a double-letter in the section, to allow accountability in tracking the use of the fees collected for this course). However, the equivalent graduate course (GEOL 5890G) was inadvertently omitted when approving the course, even though any graduate student in such studies would have the same expenses.

This form requests adding the special course fee to the graduate version of GEOL 5890. Consistent with the earlier request, single letter (A-Z) will be used for non-fee GEOL 5890 sections and double letters (AA-AZ) for those sections necessitating the fee.

Department of Mathematical Sciences
Course Revision(s)
STAT 5531G – Statistical Methods I
➢ Catalog Description
JUSTIFICATION:
With the addition of resampling methods and bootstrapping into the high school curriculum, it is necessary for current and future teachers to receive instruction on these topics. STAT 5531 (Statistical Methods I) is required of undergraduates planning to teach high school mathematics, which makes the addition of these topics necessary. Adding the topics will also allow current teachers to take the class and learn how to teach the concepts in their own classrooms.

MOTION: Dr. Simons made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. Dustin Anderson, and the motion to approve the items 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**
New Course(s)
EENG 5535G – Smart Antennas

*JUSTIFICATION:*
This is proposed a technical elective course for use in the Master of Science in Applied Engineering program with a concentration in Electrical Engineering to provide graduate students with advanced training in smart antennas, propagation, and optimization algorithms. The course will also be cross-listed as an upper level technical elective in the B.S. Electrical Engineering program. The course will be unique in the Electrical Engineering department.

**Information Technology**
Course Revision(s)
IT 5236G - Interactive Web Design and Development

*JUSTIFICATION:*
The existing course title and course description are too focused on a particular technology: websites. The new course title and description changes the focus of the course to encompass current and future Internet-based technologies. One prerequisite is being removed because (1) it was unnecessary to prepare students for this course and (2) it will make the course available to students outside the IT Web specialization.

**Mechanical Engineering**
New Course(s)
MENG 5233G – Wind Energy

*JUSTIFICATION:*
Wind Energy is one of the most popular, fastest growing, and sustainable renewable energies as compared to the other renewable and conventional energy sources. The idea of extracting energy from this free, clean, never ending source has been studied more than a century with the goal to improve the efficiency of the energy generation technique by designing and developing modern HAWTs and VAWTs. Wind energy has become an essential part of energy science education and research in all higher level Mechanical Engineering programs. The proposed course will serve as an elective course for the MSAE program which will open more gates for the graduates to be successful in their career opportunities.

MENG 5237G – Applied Combustion

*JUSTIFICATION:*
Applied Combustion is a technical elective course in the B.S. in Mechanical Engineering Curriculum. The course is an introduction to the fundamentals of combustion process. The course has been offered successfully as a special topics course for four years, and the faculty would like to make it a permanent course in the catalog. The addition of the dual listed graduate section will increase course options for students in the MSAE program with no additional increase in resources.

MENG 5238G – Engine Development and Performance

*JUSTIFICATION:*
The proposed course, Engine Development and Performance, will serve as an undergraduate technical elective in Mechanical Engineering and as an introductory graduate course in the MS in Applied Engineering curriculum for students who have not previously taken the course as an undergraduate. As a special topics course offered the past three years, the course has proven invaluable for introducing both the senior ME student and MSAE graduate students to the science of engines design and systems integration. The course will serve the university mission by contributing to the strategic themes of academic distinction and technological advancement. The faculty, with the Professional Advisory Committee’s endorsement, recommends the course become a permanent addition to both undergraduate and graduate curricula which is the rationale for introducing the course at the 5000 level. At such a time that sufficient graduate student numbers exist within the Applied Engineering program, a stand alone graduate-level course will be introduced.
MENG 5239G – Biofuels Testing
JUSTIFICATION:
Biofuels Testing will serve as an undergraduate technical elective in Mechanical Engineering and as an
introductory graduate course in the MS in Applied Engineering curriculum for students who have not
previously taken the course as an undergraduate. The course is valuable for introducing both the
senior ME student and MSAE graduate students to the science of biofuels formulation and testing. This
is a combination lecture and supervised laboratory course on theory and engineering applications and
builds on prerequisite knowledge of thermodynamics and heat transfer. It will serve our university
mission by contributing to the strategic themes of academic distinction and technological advancement.
The program faculty, endorsed by the Professional Advisory Committee, recommends that the course
become a permanent addition to both undergraduate and graduate curricula which is the rationale for
introducing the course at the 5000 level. At such a time that sufficient graduate student numbers exist
within the Applied Engineering program, a stand alone graduate-level course will be introduced.

MENG 5333G – Robot Dynamics, Design and Analysis
JUSTIFICATION:
Robot Dynamics, Design and Analysis is designed as a technical elective course in the B.S. in
Mechanical Engineering and the Master of Science in Applied Engineering degree program under the
Mechatronics concentration. This course will support the planned growth of the undergraduate and
graduate mechatronics concentration, providing the four mechanical engineering faculty working in this
technical area to have both a scholarly and academic outlet related to their areas of expertise. Course
availability to undergraduates helps to further diversify current technical elective offerings, while
providing them with exposure to a cutting edge, growth sector of the mechanical engineering field.

MENG 5431G – Compressible Flow
JUSTIFICATION:
Compressible Flow will be an elective course in the Master of Science in Applied Engineering degree
program under the Mechanical Engineering concentration and will be cross-listed as an upper level
technical elective in the B.S. in Mechanical Engineering program. This technical elective will enable
students to concentrate in the area of energy science. This course will also help diversify current
technical elective offerings.

MENG 5432G – Applied Computational Fluid Dynamics
JUSTIFICATION:
Applied Computational Fluid Dynamics is proposed as an elective course in the Master of Science in
Applied Engineering degree program under the Mechatronics concentration. The addition of the
course reflects the expanding expertise of the Mechanical Engineering faculty, providing them with an
avenue to teach senior-level and graduate-level courses. The addition of this course, cross-listed as an
undergraduate technical elective, proposes to help further diversify current technical elective
offerings at the undergraduate level as well. Finally, the course will prepare students for a competitive
and growing technical sub-discipline in Mechanical Engineering.

MENG 7137 – Principles of Modeling and Simulation
JUSTIFICATION:
Principles of Modeling and Simulation will be a required core course in three of the concentrations
offered under the Master of Science in Applied Engineering degree (Mechatronics, Energy Science,
and Mechanical Engineering). The course is an introduction to the fundamental principles, procedures
and limitations of engineering and scientific modeling and simulation. It provides a fundamental
knowledge base that supports the applied nature of the Mechanical Engineering Program.

MENG 7237 – Intermediate Heat Transfer
JUSTIFICATION:
Intermediate Heat Transfer will be an elective course in the Master of Science in Applied Engineering
degree program under the Mechanical Engineering concentration. This course will be one of four
technical electives that will allow graduate students to concentrate their MSAE degree in the area of
Heat Transfer. The addition of the course also reflects the expanding expertise of the Mechanical
Engineering faculty, providing them with an avenue to teach graduate-level courses in their areas of
expertise.
MENG 7239 – Intermediate Fluid Mechanics
JUSTIFICATION:
Intermediate Fluid Mechanics is proposed as an elective course in the Master of Science in Applied Engineering degree program under the Mechanical Engineering concentration. This course will be one of four technical electives that will allow graduate students to concentrate their MSAE degree in the area of Mechanical Engineering. The addition of the course also reflects the expanding expertise of the Mechanical Engineering faculty, providing them with an avenue to teach graduate-level courses in their areas of expertise.

MENG 7431 – Mechanics of Deformable Solids
JUSTIFICATION:
Mechanics of Deformable Solids is an elective course for the Mechanical Engineering Graduate Curriculum. The course is an introduction to the fundamental theories of elastic and plastic deformation of solids. It provides the foundation to support study in their areas of structure analysis and mechanical design. This course will be a technical elective that will allow graduate students to concentrate their MSAE degree in the area of Mechanical Engineering. The addition of the course also reflects the expanding expertise of the Mechanical Engineering faculty, providing them with an avenue to teach graduate-level courses in their areas of expertise.

MENG 7432 – Fracture Mechanics
JUSTIFICATION:
Fracture Mechanics is an elective course proposed for the MSAE Mechanical Engineering Concentration curriculum. The course is an introduction to the concepts, theory and application of linear and non-linear fracture mechanics. It provides a knowledge base for damage and failure analysis of engineering applications. This course will be a technical electives that will allow graduate students to concentrate their MSAE degree in the area of Mechanical Engineering. The addition of the course also reflects the expanding expertise of the Mechanical Engineering faculty, providing them with an avenue to teach graduate-level courses in their areas of expertise.

Proposed New, Revised, or Deleted Program(s)
Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
As the mechanical engineering program at Georgia Southern has grown in faculty size, their corresponding breadth of technical expertise has also expanded. The current concentrations under the Master of Science in Applied Engineering (Engineering Management, IT, Mechatronics, Electrical Systems, and Energy Science) do not adequately provide avenues for approximately 25% of our faculty to teach graduate-level courses or educate graduate researchers in their areas of expertise. After committee review, the research concentrations (Mechatronics, Energy Science and proposed Mechanical Engineering) have been updated to take advantage of similar CORE courses. Several new 5000-level courses have been proposed to support the proposed concentration in Mechanical Engineering (as well as serve as technical electives in the BS in Mechanical Engineering curriculum). Five (5) 7000-level courses have been added to support the newly proposed concentration in Mechanical Engineering, as well as expand options under Energy Science. The addition of MSAE electives has been anticipated with the controlled growth of the mechanical engineering faculty over the past three years. Sufficient faculty resources exist to offer these courses. Faculty are currently available and trained to offer the courses. All necessary technology and software are currently available, and no significant additional use of library resources is anticipated.

Dr. Jensen stated he noticed some of the general courses have a $25 fee and others have a $35 fee. He asked why the amounts were different. Dr. Goforth said they looked at historical cost of consumables and determined that there was a difference in cost for some course materials.

Dr. Jensen said new language is coming down from the Board of Regents related to additional fees. Programs will not be able to list a generic fee amount. The BOR is going to want to know the exact cost for resources that are being charged to students. He explained that the BOR is concerned that some programs are charging more for the fee and then using the excess to support other activities within the program. He said for departments to be aware of this in the future when they are assessing additional course fees. Dr. Simons stated he understands the concern and asked if the special fees are currently only considered for cost recovery, and no market based latitude. Dr. Jensen said the BOR treats this as cost recovery, and that wear and tear of equipment and technology can be included in the fee structure.
Dr. Jensen asked if the new course MENG 5233G is going to be an elective or if it will be added in the program of study. Dr. Goforth said the course will be an elective.

Dr. Jensen asked if the program has the resources to handle the new courses and maintain the student population in the courses. Dr. Goforth explained that all of these courses have been offered under the generic umbrella 5890 and they have had enough students in the electives for the past three years.

Dr. Jensen identified typographical errors in the college’s submission. The college agreed to make the corrections.

MOTION: Dr. Stephens made a motion to approve the agenda items submitted by the College of Science and Mathematics, with the understanding that the typographical errors be corrected. A second was made by Dr. Richard Flynn, and the motion to approve the items was passed.

E. College of Business Administration

Dr. Jake Simons and Dr. Jerry Burke presented the agenda items for the College of Business Administration.

School of Accountancy

New Course(s)
ACCT 7639 Cyber Forensics and Data Analytics
JUSTIFICATION:
This course covers the Computer Forensic Analysis content that is a critical part of Forensic Accounting. This course will replace CISM 7131 as a required course in the Master of Accounting, Forensic Accounting Concentration.

Proposed New, Revised, or Deleted Program(s)
Master of Accounting (Forensic Concentration)
JUSTIFICATION:
Digital Forensics is a vital part of the Forensic Accounting realm of knowledge. When the MAcc (Forensic Accounting Concentration) was created CISM 7131 was included as a required course in the program to address the knowledge in this area. Changes in staffing within the Information Systems department resulted in this course no longer being offered. A recently hired faculty member within the School of Accountancy had experience teaching this course material, and this course has been offered as ACCT 7899 for the Spring 2013 and Spring 2014. A new course has been created for this course (ACCT 7639 Cyber Forensics and Data Analytics). The purpose of this revision is to replace CISM 7131 with ACCT 7639 as a required course in the program of study.

Logistics and Supply Chain Management

New Course(s)
LSCM 9630 Supply Chain Management Theories
JUSTIFICATION:
This is a foundational course that is intended to be taken by students in their first semester of studies in the PhD program in Logistics and Supply Chain Management. It is a required course that in part replaces other courses to be deleted.

Course Revision(s)
LOGT 9030 Special Topics in Logistics
    ➢ Subject, Title, Catalog Description
JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. This course is repurposed to allow students to tailor their studies via fitted electives that can be satisfied in part by satisfactory completion of Special Topics. Description changes are to align with and support the revised program structure.

BUSA 9031 Seminar on Scientific Method, Theory, and Philosophy of Science
    ➢ Subject, Title, Catalog Description
JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to support the revised program structure and focus on SCM research foundations.

LOGT 9131 Introduction to Logistics and Transportation
➢ Subject, Title, Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. The course description change is to support the revised program structure and allow the course to be shared across multiple cohorts.

BUSA 9331 Business Research Methods
➢ Subject, Title, Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to provide explicit studies in secondary data, support the revised program structure and focus on associated SCM research skills.

BUSA 9332 Applied Multivariate Methods for Business Research
➢ Prerequisite(s), Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. Prerequisite and description changes are to align with and support the revised program structure and focus on associated statistical techniques and research skills.

BUSA 9333 Advanced Multivariate Methods for Business
➢ Prerequisite(s), Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. Prerequisite and description changes are to align with and support the revised program structure and focus on associated statistical techniques and research skills.

BUSA 9334 Qualitative Research Methods in Business
➢ Prerequisite(s), Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. Prerequisite and description changes are to align with and support the revised program structure and develop familiarity with the breadth of qualitative research approaches common in current business research.

MGNT 9631 Operations, Procurement and Sourcing Strategies
➢ Subject, Title, Catalog Description
JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to support the revised program structure and allow the course to be shared across multiple cohorts.

LOGT 9633 Logistics Literature and Research Criticism
• Subject, Title, Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to distinguish it from LSCM 9131, support the revised program structure and allow the course to be shared across multiple cohorts.

LOGT 9634 Current Supply Chain Management Thought
• Subject, Title, Catalog Description

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to distinguish SCM focus, support the revised program structure and allow the course to be shared across multiple cohorts.

MGNT 9662 Production Planning
• Subject, Title, Catalog Description, Number

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. The subject change is to more clearly signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. Course title and description changes are to align with and support the revised program structure.

Course Deletion(s)
LOGT 9632 Logistic and Transportation Modeling
LOGT 9797 Logistics and Transportation Teaching Practicum
MGNT 9661 Readings in Total Quality Management
MGNT 9663 Inventory Control Systems

JUSTIFICATION:
Program reviews in the College of Business Administration in 2013-14 and in the Department of Logistics and Supply Chain Management in 2014-15 indicate a need to focus on student learning outcomes that will better enable students to compete in multiple academic job markets. As such LOGT and MGNT (operations) courses are being revised to LSCM courses or being deleted. These courses
are no longer required in the proposed revision to the program and their topics may be covered otherwise through a section of a LSCM Special Topics course.

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

**Logistics and Supply Chain Management**

**JUSTIFICATION:**

In 2013-2014 the College of Business Administration formed a committee to review the Ph.D. program and make recommendations for its improvement. Among the recommendations was an alternative to create a new Department in Logistics and Supply Chain Management to foster a program that could strive for peer or better academic placements of graduates from the Ph.D. program. In 2014-2015, this department was newly formed and the Department of Logistics and Supply Chain Management held a series of 5 departmental meetings focused on revising the existing Ph.D. program to better enable students to compete in multiple academic job markets. Several revisions were widely agreed upon as a result of these meetings. These revisions are to more clearly identify the program and signal to students and the market that the program is integrative and reflective of the direction of major academic organizations in supply chain management. The course subject for many courses is proposed to be LSCM. This is accomplished via course revisions where reasonable and description changes to courses are proposed accordingly. A new course is proposed to fill an existing gap in the program and several individual courses are proposed for deletion. Another structural change proposed is to remove minors and add areas for focused methods and directed studies to allow students flexibility to tailor their studies pertaining to supply chain management. The revised program structure also allows most seminar courses to be shared across multiple cohorts and does not require other departments to offer courses. However, other departments might offer existing courses that PhD students can take to satisfy electives.

**College of Business Administration**

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

**Executive MBA with emphasis in Entrepreneurial Leadership**

**JUSTIFICATION:**

No new students have matriculated into this program in three years and COBA has no immediate plans to restart the program. Consistent with Board of Regents policy, the program is being removed from the catalog.

Dr. Jensen asked for clarification of the course numbers used on the course revision forms for MGNT 9631 and LOGT 9634. Dr. Simons said the department would confirm the correct numbers are listed on the forms and make the appropriate revisions.

Dr. Jensen identified two minor typographical errors in the college’s submission. The college agreed to make the corrections.

**MOTION:** Dr. Stephens made a motion to approve the agenda items submitted by the College of Business Administration, contingent upon verification of the course numbers and the understanding that the typographical errors be corrected. A second was made by Dr. Flynn, and the motion to approve the items was passed.

Mr. Smith reminded everyone that the Registrar’s Office does not review the catalog descriptions for grammatical errors, and that it is the colleges’ responsibility to do so.

**F. College of Education**

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

**Department of Curriculum, Foundations, and Reading**

**Proposed New, Revised, or Deleted Programs**

**Reading Education, M.Ed. (Online)**

**JUSTIFICATION:**

The admission requirement related to certification was revised to reflect recent Georgia Professional Standards Commission (GaPSC) changes in the educator certification structure and implementation of tiered certification. The course title, MSED 8331 was previously changed and approved. The program of study for the M.Ed. in Reading is being revised to reflect this course title change. Other program requirements were added to ensure that candidates maintain an account with the COE data
management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider that will allow the GaPSC to collect program completion data.

Reading Education (K-12), Ed.S.(Online)
JUSTIFICATION:
Admission requirement revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Reading Endorsement: Classroom Teacher of Reading Program (Online)
JUSTIFICATION:
An admission requirement was changed to reflect the Georgia Professional Standards Commission implementation of tiered certification.

Department of Leadership, Technology, and Human Development
Course Revision
EDLD 9999 – Dissertation
➢ Title Change
➢ Pre Requisite
➢ Catalog Description
JUSTIFICATION:
This is a change in the course structure for our Dissertation Hours class within the Educational Doctorate. Currently, we have one class that covers all components (preprospectus, prospectus, and final dissertation) of the dissertation process: EDLD 9999. We find that many students maintain the continuous enrollment requirement but register semester after semester showing little progress. As a program, this process also makes it difficult for us to track where individual students are at in the dissertation cycle since they are just registered in a generic dissertation hours class. We also find that our students do well in the course work part of Tier I and/or Tier II. When students enter the dissertation writing component of Tier III, they struggle with the independent nature of the process. By creating a more structured dissertation class, we hope this will counter this problem and allow more students to progress through the dissertation phase in a more timely manner.

New Course
EDLD 9997-Preprospectus
JUSTIFICATION:
This is a change in the course structure for our Dissertation Hours class within the Educational Doctorate. Currently, we have one class that covers all components (preprospectus, prospectus, and final dissertation) of the dissertation process: EDLD 9999. We find that many students maintain the continuous enrollment requirement but register semester after semester showing little progress. As a program, this process also makes it difficult for us to track where individual students are at in the dissertation cycle since they are just registered in a generic dissertation hours class. We also find that our students do well in the course work part of Tier I and/or Tier II. When students enter the dissertation writing component of Tier III, they struggle with the independent nature of the process. By creating a more structured dissertation class, we hope this will counter this problem and allow more students to progress through the dissertation phase in a more timely manner.

EDLD 9998-Prospectus
JUSTIFICATION:
This is a change in the course structure for our Dissertation Hours class within the Educational Doctorate. Currently, we have one class that covers all components (preprospectus, prospectus, and final dissertation) of the dissertation process: EDLD 9999. We find that many students maintain the continuous enrollment requirement but register semester after semester showing little progress. As a program, this process also makes it difficult for us to track where individual students are at in the dissertation cycle since they are just registered in a generic dissertation hours class. We also find that our students do well in the course work part of Tier I and/or Tier II. When students enter the dissertation writing component of Tier III, they struggle with the independent nature of the process. By creating a more structured dissertation class, we hope this will counter this problem and allow more students to progress through the dissertation phase in a more timely manner.
students to progress through the dissertation phase in a more timely manner.

**Proposed New, Revised, or Deleted Programs**

**Counselor Education, M.Ed.**

**JUSTIFICATION:**
Revised certification language to reflect Georgia's new tiered certification structure and process for obtaining certification. Program requirements were added to ensure that candidates maintain an account with the COE data management system and follow through with the Georgia Professional Standards Commission (GaPSC) requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**Counselor Education, Ed.S.**

**JUSTIFICATION:**
Revised certification language to reflect Georgia's new tiered certification structure and process for obtaining certification. Program requirements were added to ensure that candidates maintain an account with the COE data management system and follow through with the Georgia Professional Standards Commission (GaPSC) requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**Educational Leadership, Ed.D.**

**JUSTIFICATION:**
This program revision is to respond to two matters:
1) To correct errors in how the program is listed in the Graduate Catalog.
2) We are proposing a revision to the structure of our EDLD 9999 Dissertation class. As a program, we face a myriad of issues regarding students completing the Dissertation component of their degree. Students in our program a very successful in completing their required coursework in Tier I and/or Tier II. There is structure and a routine to taking the classes and completing assignments/projects within a set timeline as indicated in the relevant course syllabus. Once students finish their coursework, the completion of the Dissertation Document becomes an open process where it is completely on the shoulders of the students to get "the work" done. Currently, the only requirement is that students maintain "Continuous Enrollment" throughout Tier III. This means that students must enroll in EDLD 9999 continuously every semester until they defend their final dissertation document. At this point, the student is given an "S" grade which shows the student has completed their program of study and can graduate. During this continuous enrollment time period, we find that many students just continue to register with making very little to no progress on their dissertation. Recent data from the period FY0910 to FY1314 shows that 44.4% of our EDLD students are taking 7 or more semesters to complete their Tier III phase. With concerns around Progression and Graduation, our program is seeking alternative ways to get our students to graduate in a timelier manner. This is what we are proposing:

That the EdD Program in Educational Leadership - both P-12 and Higher Education - change the Tier III phase to a model of EDLD 9997 - Preprospectus, EDLD 9998 - Prospectus, and EDLD 9999 - Final Dissertation. In order to meet Program of Study requirements for this phase, students will need a grade of "S" in each of the three Dissertation classes listed in this motion.

**Background Details:**
1) Each class will have a syllabus with the following requirements.
   a) The student must report in written form at the beginning of the semester that student's intended progress on their dissertation. This will be used to verify attendance.
   b) Students and the chair are required to meet 2 times per semester through appropriate mediums to discuss student work/progress.
   c) The listed final assignment will be the successful defense of the relevant dissertation document to the course.
2) Program policy: Students will be allowed four (4) attempts at each class respectively to pass either the preprospectus, prospectus, or final dissertation. Failure to do so could result in exclusion from the program due to the student not meeting normal progression requirements.
3) Program policy: Students will be allowed to register for the appropriate section of the course under their dissertation chair based upon the stage they are at in their dissertation for a total of 2 times. After that, a block will be placed on their ability to register and students will then need instructor permission to continue to register for EDLD 9997, 9998, or 9999. At this point, students must justify their slow progression and clearly indicate their plans for successfully defending their work in the upcoming semester.
4) Transition Phase: If accepted and implemented, all graduate students in the EdD EDLD program will comply with the new procedures. The program will go through an “education phase” to ensure that all students are aware of the new structure.

5) Program Policy: Students will still need to complete a minimum of nine (9) dissertation credit hours to complete the Tier III phase of their EdD Educational Leadership degree. EDLD 9997 - Preprospectus, and EDLD 9998 - Prospectus will each be one (1) credit hour. EDLD 9999 - Final Dissertation will be 3 credit hours (with the option of a variable credit hour to account for students who may need additional credit hours to meet the minimum 9 credit hour rule prior to completing the components of Tier III). There will still be a supplemental EDLD dissertation class with the appropriate credit hours available for EdD students who are on financial aid.

Educational Leadership, Ed.S.
JUSTIFICATION:
This program revision is to correct an error in the Graduate Catalog listing.

Educational Leadership, M.Ed.
JUSTIFICATION:
The Georgia PSC has developed new rules for the M.Ed. in Educational Leadership. Due to these changes, the program will be completely revised in order to comply with the PSC changes. During this transition phase of the program, new students will not be admitted to the program beginning summer 2015 through summer 2016. New student admission will resume beginning fall of 2016. This information is being added to the catalog program page to inform potential students of the changes to the program regarding admission dates only.

Higher Education Administration, M.Ed.
JUSTIFICATION:
This is to correct errors in the Graduate Catalog and to make the information more accurate to the current program.

Instructional Technology, M.Ed. (Georgia ONmyLINE)
JUSTIFICATION:
The admission requirement related to certification was revised to reflect recent Georgia Professional Standards Commission (GaPSC) changes in the educator certification structure and implementation of tiered certification. A program requirement was added to ensure candidates follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider that will allow the state to collect program completer data.

Instructional Technology, Ed.S. (Online)
JUSTIFICATION:
The admission requirement related to certification was revised to reflect recent Georgia Professional Standards Commission (GaPSC) changes in the educator certification structure and implementation of tiered certification. Program requirements were added to clarify course selection and progression, ensure candidates maintain an active account in the COE data management system, and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the state to collect program completer data.

Instructional Technology, Certification (Non-degree) (Online)
JUSTIFICATION:
Admission requirement revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data. An outdated program requirement was deleted.

School Library Media, Certification (Non-degree) (Online)
JUSTIFICATION:
Admission requirement revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.
School Psychology Ed.S.

**JUSTIFICATION:**
Admission language was revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Online Teaching and Learning Endorsement (Online)

**JUSTIFICATION:**
An admission requirement was revised to reflect the Georgia Professional Standards Commission's (GaPSC) implementation of tiered certification. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**Department of Teaching and Learning**

**Course Deletion**
MGED 8131 – Integrated Curriculum for the Middle Grades

**JUSTIFICATION:**
To address current trends and research in the field, this course is being deleted. Course content is no longer current.

**Course Revision**
MSED 7639 – MED Seminar in Middle Grades & Secondary Education

- Pre-requisite

**JUSTIFICATION:**
MGED 8131 Integrated Curriculum for the Middle Grades is being deleted, thus it is being removed as a prerequisite.

**Proposed New, Revised, or Deleted Programs**

**Curriculum and Instruction- Accomplished Teaching, M.Ed.(Online)**

**JUSTIFICATION:**
A statement was added to provide information about the program leading to a certificate upgrade. The admission requirements related to certification were revised to reflect the Georgia Professional Standards Commission (GaPSC) implementation of tiered certification. Program requirements were added to ensure that candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**Early Childhood Education (Grades P-5), M.Ed.(Online)**

**JUSTIFICATION:**
Admission requirement revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**Early Childhood Education (Grades P-5), Ed.S.(Online)**

**JUSTIFICATION:**
Admission requirement revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

**English for Speakers of Other Languages (ESOL) Education Endorsement (Online)**

**JUSTIFICATION:**
Language was revised to reflect the new tiered certification structure and update the program
Coordinator information.

Middle Grades Education (Grades 4-8), M.Ed. (Online)
JUSTIFICATION:
The admission requirement related to certification was revised to reflect recent Georgia Professional Standards Commission (GaPSC) changes in the educator certification structure and implementation of tiered certification. The course title for MSED 8331 was previously approved and now the Program of Study is being updated. To address current research and trends in the field, MGED 8131 is being deleted from the program and ESED 7133 is being added to the program. Other program requirements were added to ensure that candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider that will allow the GaPSC to collect program completer data.

Middle Grades Education (Grades 4-8), Ed.S. (Online)
JUSTIFICATION:
Certificate upgrade information was included on the program page to better inform the potential student. An admission requirement was revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Secondary Education (Grades 6-12), M.Ed. (Online)
JUSTIFICATION:
The admission requirement related to certification was revised to reflect recent Georgia Professional Standards Commission (GaPSC) changes in the educator certification structure and implementation of tiered certification. The course title change for MSED 8331 was previously approved and the Program of Study is now being updated. MSED 8331 is now required in the program rather than an option to ensure candidates have exposure to current research in the field. Other program requirements were added to ensure that candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Secondary Education (Grades 6-12), Ed.S. (Online)
JUSTIFICATION:
Certificate upgrade information was included on the program page to better inform the potential student. An admission requirement was revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Special Education (Grades P-12), M.Ed. (Online)
JUSTIFICATION:
Certificate upgrade information was included on the program page to better inform the potential student. An admission requirement was revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their program provider which will allow the GaPSC to collect program completer data.

Special Education (Grades P-12), Ed.S. (Online)
JUSTIFICATION:
Certificate upgrade information was included on the program page to better inform the potential student. An admission requirement was revised to reflect the Georgia Professional Standards Commission (GaPSC) new tiered certification structure. Program requirements were added to ensure candidates maintain an account with the COE data management system and follow through with the GaPSC requirement to create a MyPSC account and claim Georgia Southern University as their
Teaching, M.A.T. Concentration in Middle Grades Education

JUSTIFICATION:
To address current trends and research in the field, MGED 8131 is being deleted as a course requirement. Course content is no longer current. Total required hours in the program will change from 51 to 48.

Dr. Simons asked what the transition plan is for students to go from preprospectus to prospectus in the middle of a semester. Dr. Jensen said they understand there will be situations where students may be ready to defend their preprospectus at the beginning of the semester, because of work they have done prior to entering the dissertation phase. He said the minimum window between the preprospectus and the prospectus is three weeks, so there is a potential of a student defending both in the same semester. In those situations the student will work with dissertation chair at the beginning of the semester and a decision would be made at that point of whether the student would register for both classes at the same time. The student would receive an “S” grade, until they defend their final dissertation. If they do not finish their prospectus, then they would enroll in the prospectus course in the following semester.

MOTION: Dr. John Brown made a motion to approve the agenda item submitted by the College of Education. A second was made by Dr. Simons, and the motion to approve the items was passed.

G. 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 School of Human Ecology and School of Health and Kinesiology.

School of Nursing

New Course(s)
NURS 7111 - PMHNPC 4: Community and Vulnerable Populations
JUSTIFICATION:
Required for Major

NURS 7124 - PMHNPC 1: Individual MH Care across the Lifespan Clinical
JUSTIFICATION:
Required for Major

NURS 7125 - PMHNPC 2: Mental Health Care of the Child & Family Clinical
JUSTIFICATION:
Required for Major

NURS 7126 - PMHNPC 3: Care of the Individual and Family with Substance Use Disorders Clinical
JUSTIFICATION:
Required for Major

NURS 7127 - PMHNPC 3: Care of the Individual and Family with Substance Use Disorders
JUSTIFICATION:
Required for Major

NURS 7131 - PMHNPC 1: Individual MH Care across the Lifespan
JUSTIFICATION:
Required for Major

NURS 7133 - PMHNPC 2 – Mental Health Care of the Child & Family
JUSTIFICATION:
Required for Major

NURS 8331- An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions
JUSTIFICATION:
Required for certification

NURS 8332 - An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions

JUSTIFICATION:
Required for certification

NURS 8333 - Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 1

JUSTIFICATION:
Required for certification

NURS 8334 - Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 2

JUSTIFICATION:
Required for certification

Course Deletion(s)
NURS 7520 – Community Health I
NURS 7511 – Community Health Clinical I
NURS 7530 – Community Health II
NURS 7521 – Community Health Clinical II
NURS 7731 – CNS Capstone: Community Health

JUSTIFICATION:
We are deleting these 5 courses since the program track is being deleted.

Course Revision(s)
NURS 8231 - Theoretical Perspectives of Teaching and Learning in Nursing Education

JUSTIFICATION:
To allow master's prepared (S2) and/or doctoral (S4) students to complete the certificate.

NURS 8232 - Instructional Design and Assessment in Nursing Education

JUSTIFICATION:
To allow master's prepared (S2) and/or doctoral (S4) students to complete the certificate.

NURS 8233 - Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing

JUSTIFICATION:
To allow master's prepared (S2) and/or doctoral (S4) students to complete the certificate.

Proposed New, Revised, or Deleted Program(s)
B.S.N. to D.N.P. Program

JUSTIFICATION:
The BSN to DNP is on page 75. This is a new program for Psychiatric Mental Health Nurse Practitioner.
On page 81 is the new Psychiatric Mental Health Nurse Practitioner Certificate.
On page 85 is the revised program page for the Post MSN Certificate for Family Nurse Practitioner.
On page 89 is the deleted program for the Community Health Clinical Nurse Specialist.

B.S.N to D.N.P, Psychiatric Mental Health Nurse Practitioner

JUSTIFICATION:
Local, state, and national psychiatric mental health services have decreased over the past 30 years. Many patients requiring psychiatric interventions are unable to receive these services due to the limited number of psychiatric mental health providers. This program will educated masters and doctoral level nurse practitioner graduates with the skills necessary to provide psychiatric mental health services to this population of individuals. Students will be able to "opt out" and receive their MSN in order to be eligible to take the national certification examination.
Post M.S.N, Psychiatric Mental Health Nurse Practitioner Certificate  
**JUSTIFICATION:**  
Local, state, and national psychiatric mental health services have decreased over the past 30 years. Many patients requiring psychiatric interventions are unable to receive these services due to the limited number of psychiatric mental health providers. This program will educate masters and doctoral level nurse practitioner graduates with the skills necessary to provide psychiatric mental health services to this population of individuals.

Post M.S.N, Family Nurse Practitioner Certificate  
**JUSTIFICATION:**  
This level change is to allow master's (S2) and/or doctoral (S4) students an opportunity to complete the certificate.

B.S.N to D.N.P, Community Health Clinical Nurse Specialist  
**JUSTIFICATION:**  
This concentration does not meet national accreditation standards. Small numbers of students enroll in the program and the last student graduated in May, 2010.

Post M.S.N, Nurse Educator Certificate (NEC)  
**JUSTIFICATION:**  
Change level of certificate to S2 and S4 so that master's and/or doctoral students can complete the certificate.

Graduate Certificate, Interprofessional Collaboration for Multiple Chronic Conditions  
**JUSTIFICATION:**  
This proposed project will prepare graduates with baccalaureate degrees in nursing (BSN) in either a Master's of Science in Nursing (MSN) degree or a BSN to DNP (BSN-DNP) program, that educates Advanced Practice Registered Nurses (APRN) Family Nurse Practitioners (FNP) uniquely suited to serve the needs of rural and underserved communities to be able to treat persons with multiple chronic conditions (MCC) upon graduation. It includes a focused 4-course cognate on MCC using interprofessional educational environments and creative use of short summer intensive sessions with national experts. Each APRN graduate will be eligible for national certification and those who complete this program will receive a Certificate in Multiple Chronic Condition Education. Unique to this program is the innovative, interdisciplinary content in specific courses related to Managing Care for Multiple Chronic Conditions where students from the disciplines of Nursing, Nutrition, Military Science, and Public Health will learn together to develop discipline specific competencies in comprehensive, multidisciplinary care for individuals, veterans, and their families dealing with multiple chronic conditions, disability, military squeal, and palliative care issues living in Bulloch County, GA and surrounding counties (numerous HPSAs). These students will learn and work in student led IPE teams and provide discipline specific interventions and team derived educational information to address the healthcare needs of rural and underserved persons with multiple chronic conditions (MCC), veterans, and their families in Bulloch and surrounding counties in Georgia. Any enrolled student is eligible to complete the four course cognates and receive a certification in Multiple Chronic Condition Collaboration.

School of Human Ecology  
Proposed New, Revised, or Deleted Program(s)  
M.S., Recreation Administration  
**JUSTIFICATION:**  
The School of Human Ecology and Recreation program would like to deactivate the program due to low or no enrollment. The school and program would like to evaluate the future viability of this program and what resources and measures would need to be implemented to reactivate and offer this program in the future.

School of Health and Kinesiology  
New Course(s)  
KINS 6132 – Research Methods  
**JUSTIFICATION:**  
Course is required for the Masters' in Coaching in preparation for application for accreditation.
KINS 7539 – Health and Exercise Psychology

JUSTIFICATION:
The purpose of this graduate course is to learn exercise behavior change strategies and provide knowledge and skills necessary to improve health and physical activity adherence for both individuals and groups. This course offers a theoretical and applied inquiry into individual behaviors and lifestyles that affect physical and mental health from a health promotion, exercise science, and psychological perspective. This course is needed to satisfy one of the content requirements for status as a Certified Consultant with the Association for Applied Sport Psychology (AASP). It is our intention to take this course and implement it as a required course in our graduate curriculum in the Sport and Exercise Psychology concentration of the M.S. in Kinesiology degree. To compensate for this course, our required electives would be reduced from 9 to 6.

NTFS 7430 – Health Behavior in Nutrition

JUSTIFICATION:
This course will be required for the GSU Dietetic Internship Graduate Certificate Program

SMGT 7899 - Directed Independent Study of Sport Management

JUSTIFICATION:
This course would be an elective in our program. An independent study course would allow students to earn credit for unique experiential learning opportunities or projects that are academic in nature but not covered in our current course offerings.

Course Revision(s)
KINS 7799 - Internship
 Other hour, Credit Hour

JUSTIFICATION:
This revision is necessary to allow students in the sport and exercise psychology concentration the ability to complete an internship instead of a thesis.

Selected Topics Announcement(s)
HLTH 7099 – Health Behavior in Nutrition

JUSTIFICATION:
This course provides a focused and critical review of concepts applicable to working with clients in nutrition education and nutrition counseling setting to promote behavior change. This course includes a special emphasis on theories of health behavior change and promoting health behavior change through motivational interviewing.

KINS 7099 – Advanced Sport Coaching I

JUSTIFICATION:
The addition of this course is the result of a comprehensive curriculum review to assist Georgia Southern University in seeking reaccreditation at the highest level (Level 5 from the National Council for Accreditation of Coaching Education (NCACE)). This course will primarily focus on Domain I (Philosophy & Ethics) and Domain 4 (Growth and Development) from NCACE. In addition, this course will also meet the recommendation of the International Council for Coaching Excellence’s (ICCE) International Sport Coaching Framework for three of the four functional competencies and three of the six task-related competencies.

Proposed New, Revised, or Deleted Program(s)
M.S., Kinesiology

JUSTIFICATION:
In following the direction of the Sport and Exercise Psychology discipline, our program has recently undergone a change of name from Sport Psychology to Sport and Exercise Psychology. In order to be consistent with this progression we would like to add a course entitled Health and Exercise Psychology that has been previously offered as an elective and transition that into a required course within our curriculum. Additionally, this course satisfies a requirement for the title of Certified Consultant with our governing body, the Association for Applied Sport Psychology. We have adjusted the electives such that students will now take one less elective in order to accommodate the addition of this required course, thus leaving the total credit hours at the original 36 for the degree. Also, the option to do a six hour internship versus a thesis has been added.
The coaching concentration has created a specific research method course which is geared towards coaching research and added a guided major elective course to help satisfy a learning component required to obtain national accreditation.

Graduate Dietetic Internship Certificate

JUSTIFICATION:
To update the catalog page to reflect a deletion of a current course and addition of a new course.

M.S., Sport Management

JUSTIFICATION:
We are in our second full year of the Fully Online Graduate Program in Sport Management, after 20+ years of a traditional face-to-face program on campus. The new, online program has been successful, but needs to be altered to allow for (1) better assessment reporting and (2) long term growth.

In particular, our 36 hour program was designed with 12 mandatory classes, taught two per term on a 6 term rotation. This format has caused a few assessment issues; namely, the same classes are not currently taught during each calendar year, thus, creating sub-standard reporting capabilities. Also, due to excessive faculty turnover in the program (since 2001, 12 Sport Management Faculty, either tenure track or visiting, have been hired and have taught in the Graduate Program and only 3 of the those 12 are on staff today), not every class on the current schedule can be comfortably taught by incoming faculty. Thus, this causes a strain on the program delivery.

Moreover, the students do not have any flexibility in the program currently, as the Program of Study is the same for every student in the program. We see a need to change this rigidity so students can craft a program of study that is more in line with their career aspirations.

To ensure long term growth in our graduate program, we need to offer more flexibility, yet maintain an format that is manageable from an administrator's perspective. Thus, we also propose to change our admission cycle to ONCE PER YEAR so our students will be able to take the CORE Classes together as they are offered on an annual cycle.

Our solution is take the current list of 12 classes and turn 8 of the current classes into "Core Classes." This solves our problem with program delivery because the 8 classes we identified are all standard classes in Sport Management Curriculum and a faculty of 4-5 will certainly have the collective skills to deliver these courses.

We also want to deliver these 8 Core courses annually in a rotation of Fall -> Spring -> Summer. This ensures we have sufficient data each year to report in our assessments.

The remaining 4 classes (and others we may add in the future) will be delivered as electives, giving us freedom and flexibility if we face more faculty turnover in the future. In addition, we will allow students to take one graduate level course from outside of the program. This will allow students to customize their education to their educational desires.

Dr. Goforth asked how the internship will be evaluated. Dr. Rossi stated students will receive letter grades, and they are required to submit three week logs that are evaluated by Georgia Southern and site supervisors.

Dr. Simons asked for clarification of the course number sequence used for New Course SMGT 7889. He was not sure if this was in keeping with the institutions' course number structure. Mr. Smith said he would check on these.

Dr. Jensen asked if the Registrar's Office was okay with the School of Nursing requesting a Summer start date for their courses. Mr. Smith said a Fall start date is preferred. However, some items have been approved in the past for a Summer start date because of various reasons, such as accreditation. Dr. Allen explained that the School of Nursing received a $1.2 million grant to create the program in July 2014, and within the first year of the grant the School has to have its first course.
Dr. Jensen asked if Item #8 on the Psychiatric Mental Health Nurse Practitioner new program page should be listed as 77 total credit hours, instead of 73. Dr. Allen said yes and said the School of Nursing would make the revision.

Dr. Rebecca Ziegler stated she noticed some typographical errors throughout the college’s submission. The college agreed to make the corrections.

MOTION: Dr. Stephens made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the typographical errors be corrected. A second was made by Dr. Simons, and the motion to approve the items was passed.

ADDEDUM: Following the meeting Mr. Smith notified Dr. Rossi that after reviewing New Course SMGT 7889, the Registrar’s Office recommended the department change the New Course to SMGT 7899. The reason for changing the third number from an 8 to a 9 is because the course is variable credit. Dr. Rossi agreed with the recommendation. The revised New Course forms will be included in the amended agenda.

H. College of Liberal Arts and Social Sciences

Dr. Christine Ludowise presented the agenda items for the CLASS Dean.

Dr. Brenda Blackwell presented the agenda item for the Department of Criminal Justice and Criminology.

Dr. Dustin Anderson presented the agenda items for the Department of Literature and Philosophy.

Dr. Steven Harper presented the agenda items for the Department of Music.

Dr. Michael Nielsen presented the agenda items for the Department of Psychology.

Dr. Dan Bauer presented the agenda items for the Department of Writing and Linguistics.

Dr. Philip Christian presented the agenda items for the Institute for Public and Nonprofit Studies.

CLASS Dean

Course Deletion(s)

AAST 5236G - Jazz History
JUSTIFICATION:
The AAST prefix is being dropped from this cross-listed course. The CLASS Dean’s Office has asked programs to un-crosslist courses, where feasible, when making other curriculum changes.

WGST 6635 - Women’s and Gender Issues
JUSTIFICATION:
The WGST prefix is being dropped from this cross-listed course, per request of the CLASS Dean’s Office. The course will continue to be offered by the Department of Literature and Philosophy under the ENGL prefix.

Department of Criminal Justice and Criminology

Course Revision(s)

CRJU 7999 - Thesis
➢ Repeatable for Credit, Credit Hours
JUSTIFICATION:
When proposed, this course should initially have allowed for multiple enrollments across different semesters. The change is to allow students to register for thesis - and earn credit - in multiple terms.

Department of Literature and Philosophy

Course Revision(s)

ENGL 5230G - Colonial American Literature
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.
ENGL 5234G - Southern Literature
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 5534G - Literature for Adolescents
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6232 - Seminar in African-American Literature
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6630 - Seminar in Medieval Literature
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6631 - Shakespeare Seminar
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6631S - Shakespeare Seminar
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6632 - Seminar in Literature of the English Renaissance
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6633 - Seminar in Restoration and Eighteenth-Century British Literature
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6634 - Seminar in Major Authors
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6634S - Seminar in Major Authors
➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.
ENGL 6635 - Women’s and Gender Issues
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 6637 - Criticism and Theory
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7630 - Seminar in World and Comparative Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7631 - Seminar in the British Novel
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7632 - Seminar in the American Novel
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7633 - Seminar in Nineteenth-Century British Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7633S - Seminar in Nineteenth-Century British Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7634 - Seminar in Twentieth-Century British Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7635 - Seminar in Nineteenth-Century American Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7637 - Seminar in Twentieth-Century American Literature
  ➢ Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.
ENGL 7638 - Seminar in Twentieth-Century Poetry
- Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

ENGL 7639 - Seminar in Selected Topics
- Schedule Type
JUSTIFICATION:
Asynchronous instruction is being added to allow the department to provide this course in an online format.

Department of Music
Course Revision(s)
MUSC 5236G - Jazz History
- Schedule Type
JUSTIFICATION:
An additional schedule type, asynchronous, is being added to accommodate departmental need to provide this course online.

Proposed New, Revised, or Deleted Program(s)
Music Performance Certificate
JUSTIFICATION:
This form corrects typographical errors in course numbers (MUSA 7191, 7039) that were overlooked on the original form submission for Fall 2014.

Department of Psychology
Course Revision(s)
PSYC 7235 - Group Psychotherapy
- Corequisite(s)
JUSTIFICATION:
The course currently has PSYC 7633 listed as corequisite in BANNER. The course corequisite should be PSYC 7233-Ethics and Professional Issues.

Proposed New, Revised, or Deleted Program(s)
Psychology, Psy.D.
JUSTIFICATION:
Changes are being proposed in response to feedback from American Psychological Association accreditation site visit. The revision updates the program goals and objectives. The change also reflects our new APA accreditation.

Department of Writing and Linguistics
Course Revision(s)
WRIT 5540G - Advanced Fiction Writing
- Schedule Type
JUSTIFICATION:
This course has been offered online for years. However, due to department leadership changes and updated SACSCOC requirements, we are submitting this form to ensure that the department is approved to offer this course online.

WRIT 5550G - Technologies of Writing
- Schedule Type
JUSTIFICATION:
This course has been offered online for years. However, due to department leadership changes and updated SACSCOC requirements, we are submitting this form to ensure that the department is approved to offer this course online.

WRIT 5650G - Writing for Publication
- Schedule Type
JUSTIFICATION:
This course has been offered online for years. However, due to department leadership changes and updated SACSCOC requirements, we are submitting this form to ensure that the department is approved to offer this course online.

WRIT 5930G - Technical Writing

JUSTIFICATION:
This course has been offered online for years. However, due to department leadership changes and updated SACSCOC requirements, we are submitting this form to ensure that the department is approved to offer this course online.

Institute for Public and Nonprofit Studies
Course Revision(s)
PBAD 7030 - Selected Topics in Public and Nonprofit Management

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7130 - Ethics for Public Serving Organizations

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7133 - Administrative Law

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7134 - Public and Nonprofit Sector Management

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7230 - Budgeting in Public Service Organizations

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7232 - Public and Nonprofit Financial Management

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.
PBAD 7233 - Information Technology for Public Serving Organizations
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7235 - Leadership of Public Organizations
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7330 - Intergovernmental Relations
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7331 - Local Government Management
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7333 - Diversity Issues in Public Serving Organizations
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7335 - Urban Management
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7336 - Comparative Public Management
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7337 - Environmental Management and Policy
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7338 - Managing Economic Development
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7339 - Community Organization and Engagement
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7430 - Public Human Resource Management
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7431 - Organizational Behavior
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7432 - Non-Profit Administration
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7530 - Research Methods for Public Serving Organizations
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7531 - Public Program Evaluation
- Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.
PBAD 7532 - Public Policy

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

BAD 7533 - Geographic Information Systems and Public Planning

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7631 - Foundations of Public Administration

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7632 - Public Safety Management

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7633 - Correctional Management

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7634 - Juvenile Justice Management

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7635 - Police Organization and Management

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7636 - Administration of Justice

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7638 - Capstone Seminar
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7651 - Organization Development
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7652 - Board Governance and Executive Leadership
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7653 - Foundations of the Nonprofit Sector
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7654 - Strategic Planning
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7655 - Grant Writing
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.

PBAD 7730 - Internship in Public Administration
➢ Schedule Type
JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both “lecture” and “asynchronous.” This is so the course can be offered in both an online format and face-to-face on-campus.
PBAD 7890 - Directed Reading

- Schedule Type

JUSTIFICATION:
In preparation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation of accreditation, the schedule type for this course is being changed to list it as both "lecture" and "asynchronous." This is so the course can be offered in both an online format and face-to-face on-campus.

Dr. Jensen stated a lot of the college's submissions are focused on providing the courses online. He asked if the college would provide a face-to-face and online version of the courses, or if they were getting rid of the face-to-face component completely. Dr. Ludowise stated the courses have been taught both face-to-face and online, and they will continue to do so. She explained that when the courses were originally proposed they only put in lecture, and as they were reviewing their curriculum they are making sure the curriculum forms match what is in BANNER. Dr. Jensen asked if the college is seeing an equitable amount of enrollment in both the online and face-to-face courses. Dr. Ludowise said the different formats are not offered at the same time; they typically offer their online courses during the summer when students are often doing something else and not on campus.

Dr. Allen recommended that colleges set up their programs as Quality Matters, when they are developing online courses.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Jim Harris, and the motion to approve the items was passed.

VI. OLD BUSINESS

A. Storage Solution for Graduate Committee Agendas and Minutes – Mrs. Audie Graham stated COGS has been working with the Library to get the Graduate Committee items included in Digital Commons. The plan is to have a login on the COGS website for faculty and staff to access, which will be a hidden portal to Digital Commons. This will prevent other institutions from seeing curriculum information of new programs being developed at GSU. COGS hopes to have a demo ready by the February meeting to show the committee.

VII. ANNOUNCEMENTS – Dr. James Stephens announced that Forbes Magazine came out last week with the Ten Best Master's Degrees, and Healthcare Administration and Nursing Administration made the list.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on January 22, 2015 at 10:25 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved February 6, 2015 by electronic vote of Committee Members
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – February 12, 2015

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Li Li, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. Michele McGibony, COSM; Dr. Oscar Pung, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Rebecca Ziegler, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Ms. Jessica Sexton, GSO Representative; Dr. Devon Jensen, COGS; Mr. Tristam Aldridge, 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. Stephen Rossi, CHHS; Mr. Jeb Barger, COGS

Absent: Dr. Deborah Allen, CHHS; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, February 12, 2015 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Jake Simons made a motion to approve the agenda as written. A second was made by Dr. John Brown and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Devon Jensen provided an update on the following items:

- A call for Averitt Awards will be sent out soon by Marla Bruner. One award is for Excellence in Instruction and the other is for Excellence in Research. Awardees will receive a $1,000 cash award and an eagle sculpture.

- Additional information has been received from the Board of Regents (BOR) regarding course fees. Effective Fall 2015, institutions who are currently charging fees to students in a specific degree program or to all students within a course where the fee does not meet the definition of a supplemental course material course fee will receive a one year grace period to continue to charge these fees without Board approval. However, new fee requests for Fall 2015 and beyond will be subject to the new policy. Existing fees will be subject to the new review and approval requirements in subsequent years. If you have a course fee, it cannot be a generic number. There has to be legitimate proof of what is being charged to students. The policy also states any fee assessed to all students within a degree program also require approval for fees assessed to all students within a course. The definition of “course fee” has also been changed to make clear that only fees for specific materials or services are included, not course development, salaries, or other intangible costs.

Dr. Dawn Tysinger asked if a fee for replacement of equipment overtime can be charged. Dr. Jensen said this would not be allowed. Wear and tear of equipment or software cannot be included the course fees. It will be the program/department’s responsibility to utilize their existing resources to cover those expenses.

Dr. Tracy Linderholm asked if salaries for services can be included, such as supervising teachers. Dr. Jensen said any form of salary cannot be included in the course fees.

Dr. Frank Goforth said he understood that wear and tear of equipment could be included in the course fee and asked for clarification of the maintenance costs. Dr. Jensen said the language from the BOR states that this would not be allowable, because they do not want the revenue generated by these fees to be held in reserve and then used to cover other expenses. Dr. Goforth explained that he was
referring to equipment that wears out on a regular basis. Dr. Jensen said if wear and tear of equipment happens on a regular basis then the cost could be included on the course fee.

Dr. David Williams asked if calibration of equipment that occurs on an annual basis can be included in the course fee. Dr. Jensen said yes, if the funds will be used in an immediate basis then the cost can be included in the fee.

- On Saturday, February 28th, the GSO will host the first in a series of writing workshops geared toward graduate students. They have partnered with faculty from writing and linguistics and CT2 to offer workshops that focus on general graduate level writing, grant writing, and writing for publication. Graduate students will receive email advertisements from COGS about these in the coming week.

- The speaker selected for the Spring 2015 Graduate Commencement Ceremony will be Pam McMichael, Director of Highlander Research and Education Center located in Tennessee. The Center works with the community leaders to deal with environmental issues and civil rights issues. Dr. Jensen provided some background on the Center. Dr. Jensen will be sending an email to Deans and selected programs to see if anyone may be interested in scheduling her as a guest lecture, making a special appearance at their college, or attending a reception.

- Reminder to committee to state their name before providing a motion or making a comment during the meetings to assist the recording secretary.

IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

Dr. Fernekes asked Candace Griffith to provide an update on the program reviews. Ms. Griffith said the reviews are due to the Provost Office by March 2nd, and she has not received any requests for extensions. Dr. Fernekes stated once the reviews are received by the Provost Office they will be forwarded to his attention and then will be distributed to all team members. There is an expectation for the teams to have a draft program review completed and ready for discussion during the March 12th Graduate Committee meeting. Dr. Richard Flynn expressed concern with the short time frame.

V. NEW BUSINESS

A. Demo of Storage Solution for Graduate Committee Agendas and Minutes

Mr. Jeb Barger stated the College of Graduate Studies (COGS) has been working on a better way to store the agendas and minutes archives. The items have been moved to the Library’s Digital Commons system, which is now the repository for almost all organizations on campus. Mr. Barger said he wanted to create a quick and easy way for users to access the information and keep the information secure. Mr. Barger provided a demonstration of how users will log into the password projected system. He explained that information can only be viewed if you are on the GSU campus or through a VPN if you are off campus.

Dr. Rebecca Ziegler asked if the agendas and minutes will still be accessible on the Registrar’s Office website. Mr. Barger said yes, COGS will be working with the Registrar’s Office to include the Digital Commons link on their website.

Dr. Flynn stated he feels it is unnecessary to protect these items because they are public information.

Dr. Jensen stated COGS has made some modifications to the appeals system. Language has been added to give students more details of what supporting documents and information should be provided when they submit their appeals. This will help alleviate some of the common problems Program Directors have when reviewing the appeals. Dr. Jensen said the student submits appeal and it is then sent to the Program Director for their review. The Program Director then has the option to approve, deny, or ask for more information. If approved, an email will automatically be sent to the student and then the student will have the opportunity to accept or deny the decision. The student’s decision automatically goes to COGS for review and action. If a student is denied, the student can deny the decision and it will automatically bounce to the next level reviewer, which is usually the Department
Chair. The decision from the next level reviewer is then sent to COGS. Dr. Jensen said everything should be contained in the system without having to request additional information.

Dr. Christine Ludowise said there are times when a program has a Department Chair who is also the Program Director. Dr. Ludowise asked when the appeal is bounced back to them, should they then forward the email to the Deans Office for review. Mr. Barger said they will receive an email, which will contain a link for them to be able to forward the appeal email to the next level approver.

Dr. James Stephens asked who receives copies of decision letters when Graduate Admissions mails them to the applicants. Mr. Tristam Aldridge stated letters are no longer mailed to applicants. Graduate Admissions notifies them via email that a decision has been made and they can access the system to print the letters themselves. Program Directors or anyone who has access to the student's applications via Hobsons AY can login and view the letters. Dr. Stephens said they may want to take a review of this process, in terms of letting the Program Directors know when that happens. Mr. Aldridge explained that once the application is complete, Graduate Admissions adjusts the application to a pending status. Program Directors use various work flow procedures but most of them review their program's completed applications after running a query which yields only those applications in pending status and then render a decision. This varies depending on the program and their internal review process. Once the Program Director submits their recommendation the Graduate Admissions staff reviews and posts the decision formally to applicant normally within 24-48 hours. During peak application times, this time frame could vary. Dr. Stephens asked if a student can appeal an admission decision if they are denied. Mr. Aldridge said yes.

Mr. Barger stated COGS has changed the external thesis/dissertation committee registration process. Students will send a link to their external committee member for them to enter their information. They will also have the capability to upload their vita into the system. Once the external member submits their information an email is sent to COGS for them to review the credentials and approve or deny the external committee member. Dr. Dustin Anderson asked where that link was located. Mr. Barger said the link is located on the COGS website, under the student section and ETD submission links.

http://cogs.georgiasouthern.edu/etd-submission-links/

Dr. Jensen said COGS is also working on a repository of external committee members. If students are having problems finding someone to serve on their committee, this repository is a place where they would be able to view external member's information to see if they would want to include them on their committee. Dr. Anderson asked if external members would have an option to opt-in or opt-out of this system. Dr. Jensen said yes. Mr. Barger clarified that students will have to go through their committee chair in order to start the process of reaching out to the external members.

B. College of Liberal Arts and Social Sciences

Dr. Christine Ludowise presented the agenda items for the College of Liberal Arts and Social Sciences.

Department of Foreign Languages
Proposed New, Revised, or Deleted Program(s)
Spanish, M.A.
JUSTIFICATION:
The current language requirement does not contribute to the goals of the program. The principal reason that we require a student to have competence in a language other than English and Spanish is so that they will hone their language-learning skills. The ability to learn a foreign language is a skill. We have found that the current methods of fulfilling the language requirement—a language translation exam or the equivalent of a fourth semester course—defeat the entire purpose of the requirement for our particular program. By requiring students to take a language class while they are in our M.A. program, we will have the opportunity to have meaningful discussions with the students in their pedagogy courses about the language-learning process.

Department of Literature and Philosophy
New Course(s)
ENGL 7618 - Thesis Preparation
JUSTIFICATION:
This workshop course will enable students to more effectively map their program of study, and to prepare for the level of research required for their Thesis requirement. The majority of the program
students struggle with managing their course work with the additional research necessary to successfully complete their theses. This course will prepare students to undertake a full-scale research agenda earlier in their progress toward program completion, and thus allow them to begin their research in a more timely fashion.

Course Revision(s)
ENGL 6232 - Seminar in African-American Literature
- Repeatable for Credit, Number, Schedule Type, Catalog Description
JUSTIFICATION:
The repeatability of this course needs to be updated to match the program's other seminars, and to conform to the catalog's program description. The course number is being changed to reflect the appropriate schedule type. Also, the catalog description is being revised.

Proposed New, Revised, or Deleted Program(s)
English, M.A.
JUSTIFICATION:
We no longer wish to require a specific minimum Graduate Record Exam (GRE) score for regular admission to the M.A. Program in English. An applicant's GRE scores would still be considered, but there would be no minimum score required. Educational Testing Service (ETS) recommends against using small differences in scores to distinguish between candidates and suggests that GRE scores should be considered along with multiple factors in making admission decisions (http://www.ets.org/gre/institutions/scores/guidelines/). In "Sex, Race, Ethnicity, and Performance on the GRE General Test," published by ETS, some of the limitations of the GRE are noted: "Nor do the GRE Tests assess some factors important to academic and career success, such as motivation, creativity, and interpersonal skills. [...] Because of psychometric limitations, only score differences of certain magnitudes are reliable indicators of real differences in ability. A person's test score is an estimate of the level of the person's knowledge or ability in the area tested and is not a complete and perfect measure." We want to avoid having to deny regular admission to an otherwise strong candidate for whom the GRE score may not serve as an accurate predictor of success.

Institute for Public and Nonprofit Studies
New Course(s)
PBAD 7731 - Local Government Practicum
JUSTIFICATION:
This is an elective course in the Master of Public Administration (M.P.A.) program. This course has been offered twice as a special topics course and students continue to express an interest in taking this course. This course aims to provide students with important practical and 'real world' experiences within the local government arena.

Proposed New, Revised, or Deleted Program(s)
Public Administration, M.P.A.
JUSTIFICATION:
Changes are being made to the M.P.A. admission criteria with regards to the Graduate Record Examination (GRE) requirement. Consistent with trends in M.P.A. programs in other institutions (as well as in other Georgia Southern University graduate programs, such as the M.A.S.S. and M.H.A. program) the GRE will no longer be required for admission under certain circumstances. High-performing applicants (defined as those with an overall undergraduate GPA of at least 3.0) will not be required to submit GRE scores. GRE scores will still be required for applicants with a GPA of less than 3.0. As an alternative, applicants may submit official scores for the Graduate Management Admission Test (GMAT).

Public and Nonprofit Management Certificate
JUSTIFICATION:
Changes are being made to the Certificate program admission criteria with regards to the Graduate Record Examination (GRE) requirement. Requiring the GRE has proven to be a deterrent for some individuals who might otherwise apply for admission to the program. Moreover, GRE scores have not been shown to be a significant predictor of student performance in the program. Individuals applying to the Certificate are required to have a minimum of three years of relevant working in the public or nonprofit sector and those with five or more years may waive the GRE requirement. Thus, this change waives the GRE requirement for those applicants with three to four years of work experience.
Dr. Simons asked if the inclusion of the thesis preparation New Course ENGL 7618 was an add-on or a tradeoff. Dr. Anderson said they have reduced the number of thesis credit hours from six to five. Students will start their thesis in the preceding semester and strategically working through their thesis. They are not adding hours, it is simply a tradeoff.

Dr. Jensen had some concerns regarding the admission requirement changes for the Public Administration, M.P.A. program. He said there has been concern in the past at GSU when graduate certificates are being used as admission requirements for graduate degree programs, and it may put the institution at risk of compliance with policies and standards for admission into graduate degree programs. Dr. Ludowise stated the program and CLASS Dean’s Office has been in contact with COGS over the last year and a half to discuss the changes in this proposal. They specifically stated that students cannot bypass the admission process. Students can complete the certificate but then they have to apply to the M.P.A. program. They are simply using this as admission criteria. Dr. Jensen asked if the student will be granted automatic entrance into the degree program if they have completed the certificate program. Dr. Ludowise said no, it is not automatic entrance.

Dr. Jensen asked for clarification of the statement listed in Item #7 of the M.P.A. program revision item, regarding the cumulative GPA of at least 3.0 (4.0 scale). Dr. Ludowise explained that the requirements for the certificate program have a GPA requirement and a work requirement. She said the cumulative GPA requirement for the M.P.A. program would only include graduate work.

Dr. Simons said it seems the requirements are thoughtful and more accurately describe what students can expect from the program.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. Stephens, and the motion to approve the items was passed.

Dr. Goforth had a question related to cheating within the college. Dr. Goforth asked when acceptance letters are sent to students, do we ask them to acknowledge and agree to abide by the student code of conduct. Mr. Aldridge said yes and it is also done when the students submit their application. Dr. Goforth asked Mr. Aldridge to make that clear to all faculty. Mr. Aldridge said he would pull all correspondence related to this and provide copies to the committee.

ADDEDUM: Following the meeting, Mr. Aldridge spoke with Dr. Goforth to let him know the student code of conduct language is not listed in the acceptance letters, it is only included on the application.

Dr. Stephens said he has had a couple of faculty approach him regarding incidents where students are taking video in the classrooms or recording lectures, without the consent of the professor. Dr. Stephens asked if COGS had a position on how this issue should be handled. Dr. Flynn said the Georgia Recording Law states only “one-party consent” is required for an audio recording, but it is not legal to have a hidden video camera. Dr. Goforth said the student code of conduct states any material in the classroom is the property of University System of Georgia, and students can only use the material for personal use and it cannot be distributed. Dr. Jensen said this would not be a COGS issue; it would be an institutional issue as well as a system issue. Dr. Jim Harris stated he does not mind if a student records his lectures. Dr. Simons said the issue is related to knowledge and consent.

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

VII. ANNOUNCEMENTS – No announcements were made.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 12, 2015 at 9:47 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 26, 2015 by electronic vote of Committee Members
Faculty Senate

Senate Librarian's Report

April 21, 2015

Faculty Research Committee (February 2, 2015) 2
Faculty Research Committee (February 23, 2015) 3
Faculty Research Committee (March 23, 2015) 4
General Education & Core Curriculum Committee (GECCC) (February 6, 2015) 5
General Education & Core Curriculum Committee (GECCC) (February 20, 2015) 6
Graduate Committee Minutes (March 12, 2015) 7
NCAA Faculty Athletic Representative (April 2015) 12
I. The meeting was called to order at 12:30 AM

II. The agenda was approved as read

III. Minutes of 12/15/14 were approved by email following the meeting and sent to the Senate Librarian

IV. Roll Call:

<table>
<thead>
<tr>
<th>Member</th>
<th>Attendance</th>
<th>Rotate off in July of</th>
<th>Minutes response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Steirn - Chair - Senate Appointed (FRC elected)</td>
<td>P</td>
<td>2016</td>
<td>Comments 2/2/2015</td>
</tr>
<tr>
<td>Li Li - CHHS</td>
<td>P</td>
<td>2015</td>
<td>Read 2/2/2015</td>
</tr>
<tr>
<td>Kymberly Drawdy - COE</td>
<td>P</td>
<td>2015</td>
<td>Read 2/3/2015</td>
</tr>
<tr>
<td>Onyile Onyile – CLASS - Assignments complete</td>
<td>P</td>
<td>2015</td>
<td>Read 2/2/2015</td>
</tr>
<tr>
<td>Moya Alfonso - JPHCOPH</td>
<td>P</td>
<td>2016</td>
<td>Approved by email 2/4/2015</td>
</tr>
<tr>
<td>Shaowen Xu - CEIT</td>
<td>P</td>
<td>2016</td>
<td>Read 2/10/15</td>
</tr>
<tr>
<td>Paolo Gualdo - Library</td>
<td>A</td>
<td>2016</td>
<td>Read 2/2/2015</td>
</tr>
<tr>
<td>Chung-Yean Chiang – (Spring) COBA</td>
<td>P</td>
<td>2015</td>
<td>Approved by email 2/3/2015</td>
</tr>
<tr>
<td>Ji Wu – COSM</td>
<td>P</td>
<td>2016</td>
<td>Read 2/2/2015</td>
</tr>
<tr>
<td>Ele Haynes – VPRED</td>
<td>P</td>
<td>Appointed</td>
<td>Sent 2/3/2015</td>
</tr>
</tbody>
</table>

V. Welcome
A. Minutes of the 2/2/15 meeting will be emailed. Please respond by 2/6/15 to indicate either approval or correction.

VI. Committee Work
A. Internal funding competition –
   i. 16 applications were received for the Scholarly Pursuit award competition
   ii. 18 applications were received for the Seed Funding competition
   iii. Each award will be screened by 3 reviewers for fundability
   iv. Reviewers will submit a review to place the application in the fundable, maybe, or not fundable category
   v. Scholarly Pursuit and Seed Award initial reviews will be completed by February 19. Results should be uploaded to Share Point using the PI last name, first. reviewer initials (Sample – Faculty, Jill.EH) If you have trouble with the upload – email your forms to Ele with the title named as above.
   vi. Assignments, review tools and review findings may be uploaded to our sharepoint site at https://inside.georgiasouthern.edu/vpr/research/frc/FRC2014-2015/default.aspx

B. Calendaring of meetings
   i. February 23, 2015 – 12:15 to 2:30 PM – First round internal funding reviews
   ii. March 9, 2015 – 12:15 to 2:30 PM – Second round internal funding reviews

VII. Adjourn – 1:25 PM
Minutes

I. The meeting was called to order at 12:30 AM

II. The minutes of the February 2, 2015 meeting were approved as read. Minutes of the February 23rd meeting will be approved at the March 23rd meeting.

III. Roll Call:

<table>
<thead>
<tr>
<th>Member</th>
<th>Attendance</th>
<th>Rotate off in July of</th>
<th>Minutes response 2/23/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Steirn, Chair, Senate Appointed (FRC elected)</td>
<td>P</td>
<td>2016</td>
<td>Responded 2/24/15</td>
</tr>
<tr>
<td>Li Li, CHHS</td>
<td>P</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Kymberly Drawdy, COE</td>
<td>P</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Onyile Onyile, CLASS</td>
<td>P</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Moya Alfonso, JPHCOPH</td>
<td>A</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Shaowen Xu, EEIT</td>
<td>P</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Paolo Gujilde, Library</td>
<td>P</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Chung-Yean Chiang, (Spring) COBA</td>
<td>P</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Ji Wu, COSM</td>
<td>P</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Ele Haynes, VPRD</td>
<td>P</td>
<td></td>
<td>Appointed</td>
</tr>
</tbody>
</table>

IV. Welcome

A. Minutes of the 2/23/15 meeting will be emailed. Please respond by 2/25/15 to indicate either approval or correction.

V. Committee Work

A. Internal funding competition –
   i. The application pool was narrowed to a final pool of projects for consideration in the funding round.
   ii. Reviewers will submit a scoring rubric on each of the remaining applications that were scored in the potential funding category in round 1.
   iii. Scholarly Pursuit and Seed Award round 2 scored reviews will be completed by March 19, 2015. Results should be named using the naming convention - PI last name, first reviewer initials (Sample – Faculty, Jill.EH) Email your forms to Ele with the title named as above.
   iv. Review comments for all projects reviewed must be uploaded on the sharepoint site.

B. Calendaring of meetings
   ii. April meeting - TBA

VI. Adjourned – 2:35 PM
I. The meeting was called to order at 12:30 AM

II. The minutes of the February 2, 2015 meeting were approved as read.

III. Roll Call:

<table>
<thead>
<tr>
<th>Member</th>
<th>Attendance</th>
<th>Rotate off in July of ( )</th>
<th>Minutes response 2/23/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Steirn- Chair -Senate Appointed (FRC elected)</td>
<td>P</td>
<td>2016</td>
<td>Corrections 2/24/15</td>
</tr>
<tr>
<td>Li Li - CHHS</td>
<td>P</td>
<td>2015</td>
<td>Read 3/26/15</td>
</tr>
<tr>
<td>Kymberly Drawdy – COE (early departure for defense)</td>
<td>P</td>
<td>2015</td>
<td>Read 3/26/15</td>
</tr>
<tr>
<td>Onyile Onyile – CLASS</td>
<td>P</td>
<td>2015</td>
<td>Read 3/26/15</td>
</tr>
<tr>
<td>Moya Alfonso - JPHCOPH</td>
<td>P</td>
<td>2016</td>
<td>Read and approved 3/26/15</td>
</tr>
<tr>
<td>Shaowen Xu - CEIT</td>
<td>P</td>
<td>2016</td>
<td>Read 3/27/15</td>
</tr>
<tr>
<td>Paolo Gujilde – Library (Travel Status – notes provided)</td>
<td>A</td>
<td>2015</td>
<td>Read 3/26/15</td>
</tr>
<tr>
<td>Chung-Yean Chiang – (Spring) COBA</td>
<td>P</td>
<td>2015</td>
<td>Read 3/26/15</td>
</tr>
<tr>
<td>Ji Wu – COSM</td>
<td>P</td>
<td>2016</td>
<td>Read and approved 3/26/15</td>
</tr>
<tr>
<td>Ele Haynes – VPRE</td>
<td>P</td>
<td>Appointed</td>
<td>Complete</td>
</tr>
</tbody>
</table>

IV. Welcome
A. Minutes of the 2/23/15 meeting were approved as read.
B. Minutes of the 3/23/15 meeting will be emailed. Please respond by 3/30/15 to indicate either approval or correction.

V. Committee Work

A. Internal funding competition –
   i. The 12 applications that were not clearly classified into fund or not fund categories in Round 1 were evaluated by all committee members.
   ii. The committee discussed each application and agreed by consensus upon distribution of the remaining funds.

B. Calendaring of meetings
   i. April 20, 2015 – 12:15 PM to 2:30 PM – Final meeting. Guideline review, Rubric review, Chair election/confirmation.

VI. Adjourned – 3:15 PM
GECCC Feb 6, 2015

Present: Michelle Cawthorn, Delena Gatch, David Shirley, Rebecca Ziegler, Gustavo Maldonado, June Joyner, Ruth Whitworth, Catherine Howarter, Linda Mullen, Errol-Anthony Spence-Sutherland (SGA),

Not Present: Diana Cone, Amy Ballagh, Alan Woodrum, Marshall Ransom, Nan LoBue, Jody Langdon, Aniruddha Mitra, Paolo Gujilde, Sally Brown

Since our last meeting, the GECCC committee approved the proposed Core Course Assessment Form Template by email vote (9 approved, none opposed).
Today we approved the Core Curriculum (Core Areas A-E) Approval, Review, and Assessment Process.

The Assessment Subcommittee will meet on Monday, Feb 9, at 1:00 in COBA 3319, to adapt the Academic Assessment Rubric to be suitable to use for Core Curriculum Course review.

Because of the time pressure of the assessment cycle, Delena and Michelle have asked Terri Flateby about presenting these items
- Provost’s Dean’s Council meeting on Tuesday, Feb 10
- Faculty Senate on Thursday, Feb 12

They will also meet with the relevant colleges’ Deans and Department Chairs (according to the colleges’ meeting schedules) to disseminate the approved forms and schedules.

To provide support for the assessment initiative, we would like to offer training to faculty who will be responsible for completing/leading the assessments in their departments. To this end, Delena will coordinate with Rachel Schwartz in CT2 to offer training sessions, possibly on alternate mornings and afternoons on Fridays in April.

Members of the entire GECCC will help people with the form, review the reports, and evaluate whether we are doing justice to the outcomes.
- Assignments to areas are:
  - A1: June Joyner
  - A2: Marshall Ransom
  - B: Paolo Gujilde
  - C: Rebecca Ziegler
  - D1 & D2: Michelle Cawthorn
  - D3: Gustavo Maldonado (CISM courses)
  - E: Linda Mullin
  - Foreign Language: Ruth Whitworth
- Liaisons need take no action or make contact; the department person in charge will contact us

We discussed deadlines for the forms: deadline is end of May with extension to first of August; GECCC committee needs to review these forms by end of October. We will require that the forms be submitted by September 11, 2015; the committee will then complete the review process and return the reviews to the faculty who completed the core course assessment forms.
GECCC Feb 20, 2015

Present: Michelle Cawthon, Delena Gatch, David Shirley, Rebecca Ziegler, Gustavo Maldonado, June Joyner, Paolo Gujilde, Sally Brown

Not Present: Diana Cone, Amy Ballagh, Alan Woodrum, Marshall Ransom, Nan LoBue, Jody Langdon, Aniruddha Mitra, Ruth Whitworth, Catherine Howarter, Linda Mullen, Errol-Anthony Spence-Sutherland (SGA)

Report:
- The Assessment Subcommittee met on Monday, Feb 9, at 1:00 in COBA 3319, to adapt the Academic Assessment Rubric to be suitable to use for Core Curriculum Course review. Following our meeting, changes to rubric, and discussions, David updated the rubric and shared with Assessment Subcommittee so that we could continue adaptation online.

- Michelle presented information about the Core Course Assessment (cycle, documents except rubric):
  - Provost’s Dean’s Council meeting on Tuesday, Feb 10
  - Faculty Senate on Thursday, Feb 12

- During the Senate presentation, the Senate Moderator stated that these documents would have to be voted on by full senate. This requirement necessitates an expedited process for the GECCC so that the rubric can be included with the Core Course Assessment Report Template and the Core Curriculum Approval, Review, and Assessment Process form.

Meeting:
During discussion, David informed us that Area F is part of the core but is NOT part of the BOR Core Assessment (Area F is assessed at the college level).

We made further changes to the rubric.

ACTION:
- David will make our changes to the rubric in Google Drive; Michelle will send the document to the GECCC committee for a fast turn-around vote.

The document was approved with 11 voting yes, and 0 voting no.

- Delena is presenting this information to CLASS department chairs during their regular meeting on Wed, Feb 25. June will also attend since Michelle is teaching at that time.

- Next GECCC meeting is on March 13--this meeting was cancelled.
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – March 12, 2015

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Deborah Allen, CHHS; Dr. Li Li, CHHS; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. Oscar Pung, COSM; Dr. Simone Charles, JPHCOPH; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Rebecca Ziegler, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Mr. Tyler Maddox, SGA Representative; Dr. Devon Jensen, 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. Stephen Rossi, CHHS; Dr. Brian Koehler, COSM

Absent: Dr. Michele McGibony, COSM

I. CALL TO ORDER

Dr. Bob Fernekes called the meeting to order on Thursday, March 12, 2015 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Richard Flynn made a motion to approve the agenda as written. A second was made by Dr. Jake Simons and the motion to approve the agenda was passed.

III. DEAN’S UPDATE

Dr. Devon Jensen stated the nominations for Averitt Awards of Excellence are due to Marla Bruner, in the College of Graduate Studies, by March 20, 2015 at 5 PM. A copy of the nomination form was distributed to the committee. One award is for Excellence in Instruction and the other is for Excellence in Research. Awardees will receive a $1,000 cash award and an eagle sculpture.

Dr. Jensen reminded everyone that the Research Symposium will be held on Friday, April 24, 2015 in the Nessmith-Lane Conference Center. A tentative schedule was distributed to the committee. Dr. Jensen said there are currently 212 submissions for the Symposium; 73 are paper presentations and 133 are poster presentations. Representives from each college will be participating, which include both students and faculty. Most submissions are coming out of the Natural and Physical Science areas. He asked the committee members to encourage their colleagues to attend the presentations.

Specific information on these items can be found on the College of Graduate Studies’ website.

IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

Dr. Fernekes stated the committee would be looking at the M.S. Sport Management program review with the intent to discuss the draft of the team’s review, but a formal vote would not take place during today’s meeting. He then turned the floor over to Dr. Dustin Anderson, the Team Leader of the review team for the M.S. Sport Management program.

Dr. Anderson briefly discussed the overall scoring of the draft rubric and report. He stated a number of committee members felt there was information missing from the review itself, and the review does not reflect the quality of the program. Dr. Anderson said he spoke to Dr. Stephen Rossi about these concerns and they agreed that the review is not the best representation of the program. Dr. Anderson said the format and the inclusion of the material were problematic and there was some confusion in the review as well. He said this may have been due to the lack of experience on the report compilers part. Dr. Anderson said the team noted a number of strengths in this program and they would like for the program to have an opportunity to review the draft stage of the team’s report. Then allow the program to make some revisions to their report, which fills in the gaps so that the team can provide a better assessment of the program. Dr. Anderson asked Ms. Candace Griffith if the Provost Office could request additional information from the program and allow the team to look at the report again.

Dr. Jensen asked Dr. Anderson if there was a failure in the process in terms of the submission of the program’s report. Dr. Jensen also asked if the report was not vetted among the appropriate channels or if there was not appropriate reviews done before the report was submitted to the Provost Office. Dr.
Anderson said he could not speak to that, but he said he was very sympathetic to the situation as a relatively new Program Director himself; taking on the task of completing a comprehensive program review can be a challenge. Dr. Anderson said it seems to be more of a failure in the construction of the review, rather than the program itself. Dr. Jensen said we need to make sure programs across the campus are receiving fair and equitable treatment, as it relates to the submission of comprehensive program reviews. Dr. Jensen said to his knowledge, in the past, programs have not had an opportunity to resubmit. Dr. Jensen said the committee should decide if it is fair for the M.S. Sport Management program to have an opportunity to resubmit or to alter their document, when other programs may not have had the same opportunity. Dr. Fernekes said he thinks this is a fair process, because questions came out of the team’s review and as a result of these questions there is a need for additional information. Dr. Fernekes said the committee can make a recommendation going forward that in the absence of responses to questions, the committee can have a process for seeking additional information. Ms. Griffith explained that the Provost Office typically collects the responses from the undergraduate and graduate committees regarding the program reviews. She then drafts a letter, on behalf of the Provost who reviews all reviews, and they communicate the committee’s sentiments back to the program. If a program falls below expectations, the Provost Office requests additional information at that time and gives them a new deadline to submit the information. The additional information is then sent to the original reviewers. Ms. Griffith said she does not see a problem with requesting the information now and giving them some more time, with the assumption that any other programs that fall below expectation are given the same opportunity.

Dr. James Stephens said as a team leader himself, he fully supports what Dr. Anderson is doing.

Dr. Deborah Allen stated the whole reason for doing the program reviews is to show programs where they do not have strengths and identify weaknesses, and she sees no reason why the committee cannot give the program the opportunity to make their case. Dr. Allen said this is not supposed to be punitive, it is supposed to be a learning experience to help the program improve.

Dr. Richard Flynn said the report is what is being evaluated, more than the actual program. He said the problem does not appear to be with the program, just the documentation and data with the program review.

Dr. John Brown said he was on the M.S. Sports Management team and he said he was not aware of what was expected of him, so he has not done anything to contribute to the review. He said he was confused by the process, and could have used more guidance. Dr. Fernekes said information was covered in previous committee minutes and emails, and he apologized for the process not being made clearer. Dr. Brown stated having an organizing meeting to discuss the expectations for the team members would be beneficial to new committee members who may not be familiar with program review process.

Dr. Frank Goforth said comprehensive program reviews is an opportunity to provide feedback to programs to help strengthen the program fundamentally. He said he has seen very good reports and weak reports. He said the difference between the two is the lack of evidence for what is being said in the reports.

V. NEW BUSINESS

A. Prior Learning Assessment – Dr. Thomas Koballa

Dr. Thomas Koballa stated many of our programs attract non-traditional students who have life experiences, and prior learning assessments are becoming more prominent. Dr. Koballa distributed a handout which contained an excerpt from the undergraduate catalog related to proficiency exams. He said he would like to request and have the committee discuss the opportunity at the graduate level to have something similar to what is available for undergraduates. Dr. Koballa explained that once a student at the undergraduate level has been admitted and they believe they have the understandings to be successful at completing a final exam of a course, then they could petition the department to do so. Dr. Koballa said he would like to have this opportunity available at the graduate level. He said this would not only have to be done in the forms of exams, but other forms of assessment. Dr. Koballa shared a College of Education example, asking if we should require a high school math teacher who has been teaching statistics for ten years to have to enroll in a beginning STAT course. Dr. Koballa said he would like to provide a student in this situation the opportunity to engage in a prior learning assessment where they can demonstrate their competence of a certain area.

Dr. Allen asked if this is similar to a CLEP exam. Dr. Koballa said there are some similarities, but the exams at the undergraduate level tend to be more standardized.
Dr. Allen said they have the same issues in Nursing. Some of their students have been in the field for a number of years and the program still requires students to take a physical exam course. Dr. Allen said she thinks there should be a limit on the number of courses students would be able to opt out of. Dr. Koballa agreed, and said the Program Coordinators and faculty of the Department would have to develop a case for these requests.

Dr. Flynn said he does not think an exam to test out of a course would work across all disciplines. Dr. Koballa agreed, and said the assessment could be a portfolio or an oral exam. Dr. Flynn said he was skeptical for this working college wide, as in College of Graduate Studies.

Dr. Goforth said the university should have specific strictures on this, and this is not a trivial decision for the university. He said there was a student who thought they could get an undergraduate degree by paying $15 per course.

Dr. Koballa said having this option available to students may attract students to their programs; it may also reduce the cost of graduate education to some students.

Dr. Jake Simons said if the committee chooses to look at this, then one step in the designed proposal should be to explore the potential accreditation implications. Dr. Koballa agreed.

Dr. Brown said his program is all online, and he sees some advantages to this. He said giving students the option to test out would make their program more attractive.

MOTION: Dr. Brown made a motion to have a subcommittee investigate the issues that have been raised by the committee. A second was made by Dr. Simons, and the committee approved the motion to form the subcommittee. Dr. Fernekes asked for volunteers. Dr. Brown, Dr. Allen, Dr. Koballa, Dr. Goforth and Dr. Dawn Tysinger volunteered to serve on the subcommittee.

Dr. Stephens asked if the objective of this is to meet student needs or to increase admission. Dr. Koballa said both would be the objective. Dr. Allen said this may not work for all programs, but she thinks it would be beneficial for some programs. Dr. Stephens said he thinks the forefront should be to meet student’s needs.

Dr. Jensen said it is a hand in hand relationship. He said each program is trying to attract the best students to their programs, and we want to make sure our programs are full. Dr. Jensen said we want to be careful that we do not set up institutional barriers that may hinder particular students who are coming into our programs, who may already have particular skills. Dr. Jensen said another concern is we do not want to create a scenario where we only view knowledge in a traditional sense; we are not expressing what we should be as an educational institution. He asked if we do not have the prior learning assessment option to graduate students, are we creating an institutional barrier.

Dr. Goforth said he thinks there are a lot of issues here and he wants to make sure people are given the opportunity, but the committee also needs to make sure the university is not paying for this.

Dr. Dawn Tysinger said for the committee to keep in mind that we are in the information gathering stage, and thinks we have to stay flexible and adaptive as a university.

The handout Dr. Koballa distributed is below.
VI. OLD BUSINESS  – Dr. Fernakes asked Mr. Wayne Smith to provide an update on the CourseLeaf implementation. Mr. Smith stated the CourseLeaf training took place last week and information has been sent out to the catalog contributors who are working on different parts of the catalog. The due date for the information to go back to the Registrar’s Office is March 30th, and the Registrar’s Office will be proofing and reviewing the catalogs. The goal is for the Registrar’s Office to have both catalogs completed by May 1st. Mr. Smith said the plan is to start the curriculum phase of CourseLeaf sometime this summer and training may begin in the summer as well.

Dr. Jensen stated there was some concern as to how many people would have the responsibility to manage certain pages of the catalog. He said during the training sessions the CourseLeaf representative made it a point to state that there are systems in place to manage changes made to the catalog. He said

Proficiency Exams

Georgia Southern University also offers the student an opportunity to obtain credit by local proficiency examination. The procedure is as follows:

1. Student eligibility must be determined by the Registrar.
2. Student petition department head of the subject area for an examination covering a particular course listed in the catalog.
3. The student and the examiner will decide the date and time of the examination.
4. If the petition is approved, the student must pay a test fee of $15 per test to the Cashier’s Office in Deal Hall. A receipt will be issued which will allow the student to take the test.
5. Credit obtained by proficiency examination will be considered resident credit.
6. The proficiency exam score must be at least a “C” to award credit by exam. The Registrar will enter a grade of “K” on student’s academic record showing credit was earned by proficiency examination.

Transient Admission

Subject to the availability of faculty, space, and facilities, a regular undergraduate student in good standing at another accredited institution may be permitted to enroll one semester at Georgia Southern University in order to complete work to be transferred back to the parent institution. The transient applicant should:

1. Submit the undergraduate application and application fee.
2. Present a statement from the Dean or Registrar of the home institution to the effect that he or she is in good academic standing and eligible to return to that institution.

Post-Baccalaureate Admission

Applicants for admission with a bachelor’s degree from an accredited institution but who are not seeking graduate-level credit are expected to meet general admission requirements established for enrollment in undergraduate programs.

In addition to the general application for admission form and the application fee, applicants are required to submit an official transcript to the Director of Admissions from the institution in which they received their undergraduate degree. If the applicant

International students, permanent residents, and naturalized citizens graduating from U.S. high schools must meet requirements and conditions set forth under the heading of “Beginning Freshmen” in the Admissions section of this catalog. This includes completion of college preparatory subjects, submission of satisfactory scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), and satisfactory grade point average. Students transferring from U.S. colleges or universities must meet the same requirements set forth in the “Transfer Admission” section of this catalog.

Applicants graduating or transferring from schools outside the United States will be considered for admission upon compliance with the following requirements:

1. Transfer and graduate students must submit an evaluation of international transcripts completed by a professional evaluation agency.
2. Submission of original or official secondary school and higher educational records including exam results, certificates, degrees, diplomas, and/or transcripts in the native language. The grade point average must be above average in academic work.
3. Submission of all educational documents translated into English; must be official translations.
4. Non-native English speakers must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). International students whose native language is not English, but whose secondary instruction was exclusively in English, must submit Scholastic Aptitude Test (SAT) scores or American College Test (ACT) scores. Native speakers of English will be required to submit satisfactory scores on the SAT or ACT.
5. Applicants who require an F-1 student visa must submit a SEVIS Data Form and official documentation from a financial institution showing a minimum of one year’s educational and living expenses. The University assumes no financial responsibility for the student. Without this financial evidence, the University cannot issue the required I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status. Continuation of enrollment into a new program of study, such as a master’s degree, requires additional financial documentation.
6. If the student is in the United States or has a U.S. visa, they must submit a copy of the visa. I-94, and passport information. Permanent residents (green card holders) are required to submit a copy of their resident alien card.
there are appropriate workflows in place to guarantee that edits are going through the appropriate
governance channels.

Mr. Smith said emails were sent to catalog contributors that stated they would have to update curriculum
pages, minors and second disciplines. He said this has changed and the Registrar’s Office will now be
updating all of this information. Mr. Smith explained how edits are easily identified in the system.

Dr. Brian Koehler said there is a potential issue that will come up in regards to course submissions. He
said the system will not allow you to submit a final form if the system does not recognize the course
number. Dr. Koehler said the Registrars’ Office will need to keep this in mind as we move forward. Mr.
Smith said he is sure there will be some decisions that will have to be made, and reminded everyone if
something comes up in regards to accreditation then the Registrar’s Office will make sure the information is
included in the catalog.

VII. ANNOUNCEMENTS – Dr. Stephens reminded the program review team for M.S. Mathematics that they
would meet after the meeting.

Mr. Smith asked if the Associate Deans present could meet briefly after the meeting.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 12, 2015 at 9:43 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved March 27, 2015 by
electronic vote of Committee Members
1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University: http://fs.ncaa.org/Docs/newmedia/public/rates/index5.html

2. Below is a Q & A regarding the autonomy legislation currently being vetted by the NCAA:

2014-15 Autonomy Legislation
Question and Answer Document  
(Updated: February 13, 2015)
This document contains questions and answers to assist the NCAA membership in its understanding of selected autonomy proposals. Questions and answers related to NCAA Division I Proposal No. 2014-2, and relevant questions from the January 8 autonomy legislation question and answer document are also included in this document. Questions and answers that were not included in the January 8 document are shaded gray.

Question No. 1: When autonomy legislation is adopted, will the previous legislation continue to be published for institutions in conferences other than the five conferences that choose not to apply the autonomy legislation?
Answer: If the autonomy legislation is more restrictive than the previous legislation, then the previous legislation will continue to be published. If the autonomy legislation is more permissive than the previous legislation, then the previous legislation will no longer be published. In those situations, institutions in conferences other than the five conferences can decide, subject to conference discretion, what standard to apply.

Question No. 2: Are conferences, other than the five autonomy conferences, required to take any specific action (e.g., conference rule, policy, etc.) to enable a conference institution to have the discretion to decide whether to apply autonomy legislation?
Answer: Conferences have the discretion to determine conference and/or institutional positions on applying autonomy legislation.

Question No. 3: Are institutions in conferences other than the five autonomy conferences required to take any specific action (e.g., have a statement on file with the president’s office, director of athletics’ office, faculty athletics representative’s office, etc.; provide notice to the conference office; provide notice to the national office; etc.) to indicate whether the institution is applying autonomy legislation?
Answer: Subject to conference discretion, institutions in conferences other than the five autonomy conferences have the discretion to determine whether they will apply autonomy legislation.
**Question No. 4:** In conferences other than the five autonomy conferences, may an **institution** choose to apply the autonomy legislation on a sport-by-sport, team-by-team and/or student-athlete by student-athlete basis?

**Answer:** Yes. Subject to conference discretion, institutions in conferences other than the five autonomy conferences can choose to apply the autonomy legislation on a sport-by-sport, team-by-team and/or student-athlete by student-athlete basis.


**Question No. 1:** Must an institution’s protocol be approved before it may participate in competition in a particular sport?

**Answer:** No. The NCAA Concussion Safety Protocol Committee will review an institution’s protocol and provide feedback, if appropriate; however, the protocol will not be subject to a formal approval process.

**Question No. 2:** What is the process for a member institution in a conference other than the five autonomy conferences to submit its concussion safety protocol to the Concussion Safety Protocol Committee?

**Answer:** Procedures for submitting information to the committee are being developed. Once those procedures are developed, they will be communicated to the membership.

**Question No. 3:** What is an institution required to do if the Concussion Safety Protocol Committee does not approve a plan or sends it back?

**Answer:** The committee will review, but will neither approve nor reject, submitted concussion safety protocols. If, as a result of its review, the committee has feedback on the institution’s protocol, then the committee will provide that feedback to the institution to determine whether to amend its protocol.

**Question No. 4:** If institutions in conferences other than the five autonomy conferences choose to apply this legislation and submit their concussion safety protocol by May 1, will the Concussion Safety Protocol Committee be able to review all submitted concussion safety protocols by June 30, 2015?

**Answer:** Yes. The committee will make any adjustments necessary to ensure the submitted protocols are reviewed within the specified timeframe by the legislation.

**Question No. 5:** Is the role of the Concussion Safety Protocol Committee to establish policies or only to review submitted concussion safety protocols?

**Answer:** The committee was created to review protocols for institutions, not to establish policies for institutions. Institutions will continue to set their own policies based on specific institutional needs.

**Proposal No. 2014-12 Autonomy Proposal -- Amateurism and Expenses, Awards and Benefits -- Exceptions to Amateurism Rule -- Benefits, Gifts and Services -- Insurance Against Loss of Value.**

**Question No. 1:** Does this proposal allow an institution to pay premiums for a student-athlete’s loss of value insurance?

**Answer:** No. The proposal only allows an individual to borrow against his or her future earnings potential from an established, accredited commercial lending institution, for the purpose of purchasing loss-of-value insurance. It also allows an institutional staff member (or staff members) (e.g., professional sports counseling panel) to assist a student-athlete with arrangements for securing the loan and insurance.

**Question No. 2:** Is it permissible to use the NCAA Student Assistance Fund to purchase loss-of-value insurance for a student-athlete?

**Answer:** Yes, subject to conference and institutional policies.

**Proposal No. 2014-13 Autonomy Proposal -- Financial Aid -- Maximum Limit on Financial Aid -- Full Grant-in-Aid -- Other Expenses Related to Attendance up to Cost of Attendance, as**

Question No. 1: How will equivalencies be calculated for an institution who is a member of one of the five autonomy conferences?

Answer: The grant-in-aid will be redefined as equal to student-athlete’s cost of attendance. The denominator in the equivalency calculation will increased to the value of cost of attendance. “Other expenses related to attendance,” or the difference between cost of attendance and a current grant-in-aid (tuition and fees, room and board and required course-related books) is an element of financial aid (see NCAA Bylaw 15.2.4) and will become an element of a full grant-in-aid under the new definition. Institutions in conferences other than the five autonomy conferences should refer to Question No. 8 in this section to determine how equivalencies will be calculated.

Question No. 2: May an institution continue to use either the actual or the averaging method for calculating equivalencies?

Answer: Yes.

Question No. 3: May a student-athlete receive a Pell Grant in addition to a full grant-in-aid, which includes other expenses related to attendance at the institution up to the cost of attendance?

Answer: The proposal does not change Bylaw 15.1.1, which states that a student-athlete who receives a Pell Grant may receive financial aid equivalent to the limitation set forth in Bylaw 15.1 (cost of attendance) or the value of a full grant-in-aid plus the Pell Grant, whichever is greater. Each institution must ensure that it also follows applicable federal, state and institutional requirements.

Question No. 4: May a student-athlete’s cost of attendance be adjusted based on individual needs?

Answer: An institution must calculate the cost of attendance for student-athletes in accordance with the cost-of-attendance policies and procedures that are used for students in general. Accordingly, if an institution’s policy allows for students’ direct and indirect costs (e.g., tuition, fees, room and board, books, supplies, transportation, child care, cost related to a disability and miscellaneous personal expenses) to be adjusted on an individual basis from the institution’s standard cost figure, it is permissible to make the same adjustment for student-athletes, provided the adjustment is documented and is available on an equitable basis to all students with similar circumstances who request an adjustment.

Question No. 5: What is the limit on financial aid during the summer? Is a cost of attendance figure determined for summer?

Answer: The individual limit on summer financial aid will be the cost of attendance figure for a summer term as determined by the institutional policies and federal guidelines applicable to all students at the institution.

Question No. 6: May a student-athlete receive expenses from the Student Assistance Fund if he or she is receiving a full grant-in-aid, including other expenses related to attendance at the institution up to cost of attendance?

Answer: If this amendment is adopted and Proposal No. 2014-13 is adopted, it will be permissible to use the Student Assistance Fund as it has been previously used; however, an institution must ensure that it also follows applicable federal, state and institutional requirements.

Question No. 7: Is it permissible to provide a student-athlete who is not a counter with NCAA Student Assistance Fund (SAF) dollars to cover other expenses related to attendance at the institution (i.e., regular term expenses other than tuition and fees, room and board and required course-related books) without causing the student-athlete to become a counter?

Answer: Yes. However, if the student-athlete receives any athletics aid, then he or she would become a counter.

Question No. 8: When calculating equivalency values, is an institution that is a member of (or has a sport that is a member of) a conference other than the five autonomy conferences permitted to use as its full grant-in-aid a value that is greater than the previous definition of a full grant-in-aid (tuition
and fees, room and board and required course-related books), but less than the new definition of a full grant-in-aid (tuition and fees, room and board, books and other expenses related to attendance at the institution up to the institution’s cost of attendance)?

**Answer:** An institution that is a member (or has a sport that is a member) of a conference other than the five autonomy conferences must use in its equivalency computations a full grant-in-aid as defined in new Bylaw 15.02.5 (tuition and fees, room and board, books and other expenses related to attendance at the institution up to the cost of attendance) or a full grant-in-aid that consists of tuition and fees, room and board and required course-related books (i.e., old definition of a full grant-in-aid). When calculating equivalencies, an institution providing a student-athlete athletically related financial aid that exceeds the value of tuition and fees, room and board and required course-related books must use a full grant-in-aid as defined in new Bylaw 15.02.5 as its denominator. Finally, as a reminder, an institution must calculate the cost of attendance for student-athletes in accordance with the cost-of-attendance policies and procedures that are used for students in general, ensuring it follows applicable federal, state and institutional requirements.

**Question No. 9:** Does this legislation affect how an institution determines how much athletically related financial aid a student-athlete is permitted to receive for a summer term?

**Answer:** No. This proposal did not change the method for determining the amount of athletically related financial aid a student-athlete is permitted to receive for summer school (See Bylaw 15.2.8).

**Question No. 10:** If a student-athlete is receiving financial aid valued at cost of attendance, is it permissible for the student-athlete to accept additional financial aid (e.g., an outside financial aid award) that must be included in the student-athlete’s individual financial aid limit?

**Answer:** No. The legislation continues to require that the greater of the value of cost of attendance or the value of a full grant-in-aid plus a Pell Grant as a student-athlete’s individual limit for financial aid. Therefore, if a student-athlete receives financial aid that exceeds that limit, he or she is ineligible.

**Question No. 11:** If an institution’s policy limits financial aid for any student to cost of attendance (regardless of the source of the financial aid), is it permissible for the institution to allow its student-athletes to receive a full grant-in-aid plus the Pell Grant if that total would exceed cost of attendance?

**Answer:** Although NCAA legislation permits a student-athlete to receive the greater of the value of cost of attendance or the value of a full grant-in-aid plus a Pell Grant, the institution is not required to permit its student-athletes to receive financial aid in excess of cost of attendance if an institutional policy prohibits a student from receiving financial aid in excess of cost of attendance. Institutions are encouraged to have their athletics department and office of student financial aid discuss all policies related to the receipt of financial aid.

**Question No. 12:** If an institution in a conference other than the five autonomy conferences elects to apply this legislation to use the definition of a full grant-in-aid as defined in new Bylaw 15.02.5, is the institution required to allocate at least some portion of the student-athlete’s athletically related financial aid to the additional expenses included in that legislation’s definition of a full grant-in-aid?

**Answer:** No. Subject to the discretion of its conference pursuant to Constitution 5.3.2.1.2.2, the institution may decide whether to provide a student-athlete athletically related financial aid that exceeds the value of tuition and fees, room and board and required course-related books.

**Question No. 13:** If an institution’s cost of attendance value for books exceeds $800, how is the student-athlete’s equivalency determined? For example, if an institution’s cost of attendance is $25,000 and $1,000 of that amount is for books, what value is used in the denominator? And, if the student-athlete receives athletically related financial aid for books, what number is used in the numerator?

**Answer:** Bylaw 15.5.3.2.1 (additional requirements) specifies how books are counted when determining equivalencies. The legislation specifies that books shall count for calculation purposes as $800 in the denominator and if a student-athlete receives any portion of a book allowance for the academic year, the institution must use $800 in the denominator and numerator for books, regardless
of the actual cost of the books. And, if a student-athlete is enrolled for less than a full academic year (e.g., one semester, one or two quarters) and receives any portion of a book allowance, the institution must use the amount in the numerator that is proportionate to the number of terms of enrollment ($400 for semester systems, $534 or $267 for quarter systems).

Using the example above, a student-athlete who receives books for the academic year would have $800 used to represent his or her books in the numerator and denominator, regardless of the value used by the institution when determining cost of attendance. So, the denominator for the student-athlete in the example would be $24,800, not $25,000. Subject to institutional policies applicable to all students, the $200 difference between the value of books as calculated for cost of attendance and as legislated for determining equivalencies may still be provided to the student-athlete.

**Question No. 14:** How can the value of books be calculated if the institution does not specifically identify a particular value for books (e.g., books, supplies and personal expenses are combined)?

**Answer:** The actual cost of books for a student-athlete may be used or the institution’s financial aid office may be consulted to identify the value for books used by the institution in determining the applicable component of the cost of attendance.

**Question No. 15:** Now that the definition of a full grant-in-aid references books, instead of required course-related books, is it now permissible to provide recommended books as part of an athletics grant-in-aid?

**Answer:** Yes. If an athletics grant-in-aid includes books, in addition to providing the student-athlete’s required course-related books, an institution is permitted to provide books recommended for the courses in which the student-athlete is enrolled.

**Question No. 16:** What effect does this legislation have on a student-athlete whose current financial aid agreement permits him or her to receive a miscellaneous expense allowance?

**Answer:** For the five autonomy conferences, if an institution has a student-athlete whose financial aid agreement includes a miscellaneous expense allowance and the institution is in an autonomy conference, the miscellaneous expense allowance will become countable financial aid for the 2015-16 academic year. Further, the student-athlete cannot receive financial aid in excess of the cost of attendance. Therefore, he or she cannot receive a miscellaneous expense allowance that would result in the student-athlete receiving financial aid in excess of his or her cost of attendance.

For institutions in a conference other than one of the five autonomy conferences, if the institution has elected to use the definition of a full grant-in-aid from new Bylaw 15.02.5 when calculating equivalencies, then the same standard above applicable to autonomy conferences would apply. Otherwise, the method for calculating that student-athlete’s equivalency for 2015-16 remains the same as it is for the current (2014-15) academic year.

**Question No. 17:** If an institution issues a new financial aid agreement to a student-athlete whose current agreement enables him or her to receive a miscellaneous expense allowance is the student-athlete permitted to continue to receive a miscellaneous expense allowance under the new financial aid agreement?

**Answer:** No. Institutions are now permitted to offer a student-athlete athletically related financial aid that consists of tuition and fees, room and board, books and other expenses related to attendance at the institution up to the cost of attendance established pursuant to Bylaws 15.02.2 and 15.02.2.1. Therefore, if an institution wants to provide financial aid to cover the types of expenses the miscellaneous expense allowance could have covered, the institution can offer financial aid to cover those other expenses related to attendance at the institution up to the cost of attendance as part of the student-athlete’s new financial aid agreement.

**Question No. 18:** Is an institution permitted to disburse financial aid intended to cover other expenses related to attendance at the institution for a term at the conclusion of that term, as opposed to disbursing it at the beginning of the term or periodically throughout the term?
Answer: Disbursement of financial aid will continue to be done in accordance with institutional policies and procedures. Institutions are encouraged to discuss questions about the timing of the disbursement of financial aid with their campus financial aid office.

Question No. 19: Is an institution that uses the definition of a full grant-in-aid as defined in new Bylaw 15.02.5 permitted to issue a financial aid agreement that provides athletically related financial aid only for “other expenses related to attendance?”

Answer: Yes. Institutions are encouraged to discuss this type of award with their campus financial aid office to ensure it would be consistent with any applicable federal, state and institutional requirements.

Question No. 20: For purposes of determining whether applicable membership requirements set forth in Bylaw 20 (e.g., minimum financial aid requirements, Football Bowl Subdivision requirements, etc.) have been met, what is the definition of a full grant-in-aid?

Answer: As set forth in new Bylaw 20.02.7, the definition of a full grant for purposes of Bylaw 20 is full tuition and fees, room and board and required course-related books.

Question No. 21: If an institution or conference uses the new definition of a full grant-in-aid, will it affect the revenue distribution calculation?

Answer: As set forth in the proposal’s rationale, the new legislation is not intended to alter the definition of a full grant-in-aid for purposes of applying current revenue distribution formulas or Division I minimum financial membership requirements. Discussions about how the information needed for revenue distribution will be collected are ongoing and will be communicated to the membership as information becomes available.

Question No. 22: When will the NCAA Compliance Assistant application (CA) be updated to accommodate this legislation?

Answer: Although CA is not scheduled for any significant improvements until at least 2017, staff is working to ensure CA will be able to apply this legislation by August 1, 2015.


Question No. 1: May athletically related financial aid be canceled during the term of the award or not renewed after the term of the award based on nonathletically related conditions?

Answer: Yes. Although current Bylaw 15.3.4.2.2 is deleted in the proposal, the substance of the provision will simply be moved to the proposed Bylaw 15.3.4.1.

Question No. 2: What are the standards for cancellation or nonrenewal for student-athletes who receive athletically related aid for the first time after the academic year of his or her initial enrollment at the institution?

Answer: If athletically related financial aid is first provided to a student-athlete after the academic year of his or her initial full-time enrollment at the institution, the institution may choose to not renew such aid after the period of the award for any reason.

Question No. 3: If a student-athlete enrolls midyear and does not receive athletically related financial aid until the fall term of the following academic year does the new legislation apply?

Answer: No. In order for the legislation to apply, a student-athlete must receive athletically related financial aid in the academic year (i.e., fall through spring) of his or her initial enrollment at the institution.

Question No. 4: May the nonrenewal or reduction of athletically related financial aid be based on the reason that all available aid was awarded to other student-athletes and prospective student-athletes?

Answer: No. Such a nonrenewal or reduction is considered to be based on athletics reasons.

Question No. 5: Does the proposal apply to a student-athlete who first enrolled in the 2014-15 academic year or earlier?
Answer: The legislation applies new awards of athletically related aid by which aid is provided during the 2015-16 academic year and thereafter to any student-athlete who has eligibility remaining and who received athletically related financial aid in the academic year of his or her initial full-time enrollment at the certifying institution. The legislation would not apply to the nonrenewal of a multiyear award that began with the 2014-15 academic year or earlier.

Question No. 6: Does the legislation only apply to a student-athlete who signed a National Letter of Intent?
Answer: No. The legislation applies to any student-athlete who receives athletically related financial aid in the academic year (i.e., fall through spring) of his or her initial enrollment at the institution.

Question No. 7: Does the legislation apply to a student-athlete who signed a 2015-16 National Letter of Intent in November 2014?
Answer: Yes.

Question No. 8: Is it permissible to provide a multiyear award that includes years where the athletically related financial aid is less than it was in the initial year of the award (e.g., a three-year financial aid agreement that provides a 50-percent equivalency from athletics aid in the first academic year, a 25-percent equivalency from athletics aid in the second academic year and a 15-percent equivalency from athletics aid in the third academic year.)?
Answer: Yes. However, because the student-athlete received athletically related financial aid in the academic year (i.e., fall through spring) of his or her initial enrollment at the institution, at the end of the period of the award, the award cannot be reduced or not renewed for the following academic year or years of the student-athlete’s five-year period of eligibility based on the student-athlete’s athletics ability, performance or contribution to the team’s success; an injury, illness or physical or mental condition; or any other athletics reason. [Note: When determining whether the renewal satisfies the legislation, the institution must apply the legislation governing reduction of multiyear awards].

Question No. 9: Is it permissible to include a provision in a financial aid agreement that specifies that graduation may serve as a basis for reducing or not renewing athletically related financial aid?
Answer: Yes.

Question No. 10: If an institution in a conference other than the five autonomy conferences chooses to apply this legislation and does not adhere to it, is the institution required to self-report a violation?
Answer: Yes.

3. Update on Violations here
Faculty Senate

Senate Librarian’s Report

June 2, 2015

Undergraduate Committee Report (September 2, 2014) 2
Undergraduate Committee Report (March 10, 2015) 6
Undergraduate Committee Report (April 7, 2015) 9
Graduate Committee Report (April 9, 2015) 15
Faculty Athletic Representative Report (June 2015) 36
Faculty Welfare Committee Report (April 8, 2015) 38
Academic Standards Committee Minutes (January 6, 2015) 39
Academic Standards Committee Tally (January 6, 2015) 40
Academic Standards Committee Minutes (January 8, 2015) 41
Academic Standards Committee Tally (January 8, 2015) 42
I. CALL TO ORDER

- **Voting Members Present:**
  Dr. Aniruddha Mitra, Dr. Barbara Hendry, Dr. Cheryl Aasheim, Dr. Chuck Harter, Dr. Evans Afriyie-Gyawu, Dr. Isaac Fung, Dr. James Woods, Dr. Katy Gregg, Ms. Ruth Baker, Dr. Shainaz Landge, Dr. William Amponsah

- **Non-Voting Members Present:**
  Ms. Ashley Canelon, Ms. Azell Francis, Mr. Errol Spence, Dr. Diana Cone, Ms. Doris Mack, Ms. Melissa Lanier, Mr. Wayne Smith

- **Absent with Alternate in attendance:**
  Dr. Laurie Gould

- **Absent:**
  Dr. Alisa Leckie, Dr. Bettye Apenteng, Dr. Ellen Hamilton, Ms. Jessica Minihan, Dr. Joe Ruhland, Ms. Lace Svec, Dr. Levi Ross, Ms. Lisa Yocco, Dr. Marla Morris, Dr. Mohammad Ahad, Mr. Paolo Gujilde, Dr. Rocio Alba-Flores, Mr. William Reynolds

Since a chair was not yet elected, Mr. Wayne Smith called the meeting to order at 3:40 p.m.

II. WELCOME AND INTRODUCTIONS

III. ORIENTATION

- **FORMS SUBMISSION**
  Mr. Wayne Smith discussed the various forms that are needed to make submissions to the Undergraduate Committee and showed present members where they could find the forms on the Office of the Registrar’s Web Page. Mr. Smith reminded the committee that the deadlines for submissions will be strictly adhered to with the last meeting to submit to be included in the 2015-2016 catalog being the January 2015 meeting.

- **DEPARTMENT AND COLLEGE CURRICULUM COMMITTEES**
  Dr. Diana Cone informed the group that all committees should be keeping a strong record of minutes as a part of the requirements for SACS.

- **GOOGLE GROUP COMMUNICATIONS**
  Ms. Ashley Canelon reminded the present members that the google group has been updated with the list of current members, and encouraged members to confirm that they are properly receiving communications.

- **DISCUSS FEBRUARY THROUGH APRIL 2015 MEETINGS**
  Mr. Wayne Smith informed those in attendance that the implementation of a new curriculum program has been started. Due to the nature of the meetings and work load involved with the switch, he suggested that the Undergraduate Committee halt February 2015-April 2015 meetings. This suggestion was discussed briefly but due to the lack of information on what the implementation will entail, Mr. Smith made the decision to table the issue until the October 2014 meeting.
IV. ELECTION OF NEW CHAIR

Dr. Chuck Harter (COBA) volunteered.

A motion to approve the new chair was made by Wood/Afriyie-Gyawu and passed unanimously.

V. APPROVAL OF AGENDA

A motion to approve the agenda was made by Aasheim/Gregg and passed unanimously.

VI. VICE PRESIDENT OF ACADEMIC AFFAIRS

Items for consideration were presented by Dr. Jacek Lubecki.

- Center for International Studies
  - Proposed New, Revised, or Deleted Program(s)
  - International Studies Interdisciplinary Minor
  - Significant International Content Courses

A motion to table the program revisions until the next meeting was made by Woods/Aasheim and passed unanimously.

Selected Topics Announcement(s)
Globalization & Development

Selected Topics Announcements are for information only.

- Course Revision
  - EURO 4090 - Selected Topics Intl Studies
    - CIP Code
    - INTS 2130 Introduction to International Studies
    - Catalog Description

A motion to approve the course revisions was made by Woods/Aasheim and passed unanimously.

VII. COLLEGE OF HEALTH AND HUMAN SERVICES

Items for consideration were presented by Dr. Stephen Rossi.

- School of Nursing
  - New Course(s)
    - NURS 5131 – Scientific and Medical Terminology

A motion to approve the new course was made by Aasheim/Fung and passed unanimously.

Course Revision(s)
NURS 3121 – Professional Practice Competencies and Terminology
  - Credit Hours, Corequisite
NURS 3130 – Critical Inquiry: Nursing Research
  - Number, Prerequisite, Corequisite, Credit Hour, Schedule Type, Title
NURS 3160 – Introduction to Professional Practice
➢ Credit Hour
NURS 3163 – Nursing Care of Adults
➢ Prerequisite, Corequisite
NURS 3222 – Pharmacologic and Integrative Therapeutics II
➢ Number, Prerequisite, Corequisite, Credit Hour, Catalog Description
NURS 3252 – Mental Health Nursing
➢ Prerequisite, Corequisite

A motion to approve the course revisions was made by Aashiem/Fung and passed unanimously.

Proposed New, Revised, or Deleted Program(s)
Nursing, B.S.N (REVISED PROGRAM)

A motion to approve the program revision was made by Aashiem/Fung and passed unanimously.

VIII. COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Chuck Harter and Dr. Cindy Randall.

➢ School of Accountancy
   New Course(s)
   ACCT 4633 – Forensic Interviews and Interrogation

A motion to approve the new course was made by Aashiem/Fung and passed unanimously.

➢ Department of Management
   Course Revision(s)
   MGMT 3430 Operations Management
   ➢ Prerequisite(s), Corequisite(s)

A motion to approve the course revision was made by Gregg/Fung and passed unanimously.

   MGMT 4435 Management of Quality and Process Improvement
   ➢ Title, Catalog Description, Prerequisite(s), Corequisite(s)

A motion to table the course revision was made by Wood/Aashiem and passed unanimously.

   MGMT 4436 Planning and Control Systems
   ➢ Title, Catalog Description

A motion to approve the course revisions was made by Gregg/Fung and passed unanimously.

Proposed New, Revised, or Deleted Program(s)
BBA Management (Emphasis in Operations Management) (REVISED PROGRAM)

A motion to table the program change was made by Aashiem/Fung and passed unanimously.
IX. OTHER BUSINESS

X. ADJOURNMENT

A motion to adjourn the meeting at 4:41 p.m. was made by Aashiem/Fung and passed unanimously.

Respectfully Submitted,

[Signature]

Ashley Canelon
Recording Secretary
I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Rocio Alba-Flores, Ms. Ruth Baker, Dr. Laurie Gould, Dr. Katy Gregg, Dr. Paolo Gujdilde, Dr. Shainaz Landge, Dr. Alisa Leckie, Ms. Jessica Minihan, Dr. Marla Morris, Dr. William Reynolds, Dr. Levi Ross, Dr. Lace Svec, Dr. Marian Tabi

Non-Voting Members Present: Dr. Diana Cone, Ms. Candace Griffith, Mrs. Andrea Hagans, Ms. Doris Mack, Mr. Wayne Smith, Mr. Errol Spence

Visitors: Dr. Brian Koehler, Dr. Jacek Lubecki, Dr. Stuart Tedders, Dr. David Williams

Absent with Alternate in attendance: Dr. Mohammad Ahad, Dr. Isaac Fung

Absent: Dr. Evans Afriyie-Gyawu, Dr. Mohammad Ahad, Dr. William Amponsah, Dr. Bettye Apentang, Dr. Isaac Fung, Dr. Ellen Hamilton, Dr. Chuck Harter, Dr. Barbara Hendry, Dr. Aniruddha Mitra, Mr. William Reynolds, Dr. Joe Ruhlhand, Dr. Kathy Thornton, Dr. James Woods, Ms. Lisa Yocco

Dr. Cheryl Aasheim called the meeting to order at 3:30 p.m.

II. APPROVAL OF AGENDA

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

III. ANNOUNCEMENTS

Items for consideration were presented by Dr. Cheryl Aasheim.

The purpose of the Comprehensive Program Review - the faculty will assess the academic degree program to determine how the quality, viability, and productivity of a program can be improved. It is a seven-year cycle (General Education five year cycle). The programs should do the self-assessment annually to improve the overall programmatic quality, viability, and productivity.

IV. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

Civil Engineering and Construction Management

Course Revision(s)

TCM 1131 – Building Materials and Systems (REVISED)

    ➢ Schedule Type

    JUSTIFICATION:
    The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.

TCM 1232 – Construction Graphics (REVISED)

    ➢ Schedule Type

    JUSTIFICATION:
    The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.

TCM 2333 – Building Information Modeling for Construction Management (REVISED)

    ➢ Schedule Type

    JUSTIFICATION:
    The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.
TCM 3330 – Quantity Estimating (REVISED)
- Schedule Type

JUSTIFICATION:
The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.

TCM 3333 – Building Codes (REVISED)
- Schedule Type

JUSTIFICATION:
The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.

TCM 4432 – Construction Administration (REVISED)
- Schedule Type

JUSTIFICATION:
The faculty of the Civil Engineering and Construction Management (CECM) Department would like to modify the schedule type for this course so that it can be offered online as well as face-to-face.

Computer Sciences
Course Revision(s)
CSCI 4439 - Game Programming (REVISED)
- Prerequisite(s)

JUSTIFICATION:
The tools for game programming have radically changed in recent years and it is no longer necessary to have a strict set of prerequisites for this course.

Proposed New, Revised, or Deleted Program(s)
Computer Sciences, B.S. (REVISED)
JUSTIFICATION:
Changes to the embedded Certificates within the Computer Science program are proposed following the recent restructuring of the curriculum, namely the removal of two former elective courses that are now required in the major and thus deleted from the Certificates. Additional electives are replacing the deleted courses in the Certificates. The second change is allowing the CSCI 5090 Special Topics course to be an option in any of the embedded Certificates. In each case an approval by the CS Chair, whenever the topics appropriately fit a Certificate, will be needed. The CSCI 5090 Special Topics course option is motivated by the rapid progress in the field, to allow contemporary topics to be offered on an experimental basis.

Electrical Engineering
Course Revision(s)
EENG 3230 – Electromagnetic Fields (REVISED)
- Prerequisite(s)

JUSTIFICATION:
Course prerequisites need to be updated to remove Math and Engineering Science courses that no longer exist and to reflect present changes to the EE curriculum.

ENGR 1731 – Computing for Engineers (REVISED)
- Prerequisite(s)

JUSTIFICATION:
Course prerequisites need to be updated because the present prerequisites were set for the Engineering Technology programs that are in final phase-out and one Math course is being removed that no longer exists.

ENGR 2334 – Circuit Analysis (REVISED)
- Prerequisite(s)

JUSTIFICATION:
Course prerequisites need to be updated because presently, students cannot register concurrently with MATH 3230 thus delaying the registration for ENGR 2334 for one semester. Additionally, one Math course is being removed that no longer exists.
Mechanical Engineering
Course Revision(s)
MENG 3521 - Mechatronics Studio Laboratory (REVISED)

Prerequisite(s)

JUSTIFICATION:
This action is to correct a mistake made on a previously (Nov. 2014) submitted (and approved) course revision form. Also, ENGR 3233 Mechanics of Materials is added as a prerequisite course so that students have a better knowledge background and greater opportunity for success in this course.

A Morris/Baker motion to approve the program and course revisions was passed unanimously.

V. PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS
   Items for consideration were presented by Dr. Jacek Lubecki.

Center for International Studies
Proposed New, Revised, or Deleted Program(s)
International Trade (REVISED)

JUSTIFICATION:
The Center for International Studies will require all International Trade majors take POLS 4133 International Political Economy, removing the alternative course POLS 3236 International Relations from the program of study. POLS 4133 is the course most relevant to the major program in terms of the course's content and position in the course sequence.

A Baker/Alba-Flores motion to approve the program revision was passed unanimously.

VI. OTHER BUSINESS

VII. ADJOURNMENT

There being no further business to come before the committee, a Reynolds/Landge motion to adjourn the meeting at 3:54 p.m. passed unanimously.

Respectfully Submitted,

Andrea Hagans
Recording Secretary
I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Rocio Alba-Flores, Dr. Bettye Apenteng, Ms. Ruth Baker, Dr. Laurie Gould, Dr. Katy Gregg, Dr. Alisa Leckie, Ms. Jessica Minihan, Dr. Marla Morris, Dr. Joe Ruhland, Dr. Lace Svec

Non-Voting Members Present: Dr. Diana Cone, Ms. Candace Griffith, Mrs. Andrea Hagans, Ms. Doris Mack, Mr. Wayne Smith

Visitors: Dr. Barry Balleck, Dr. Brian Koehler, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams

Absent with Alternate in attendance: Dr. Evans Afriyie-Gyawu, Dr. Shainaz Landge, Dr. Aniruddha Mitra, Dr. Marian Tabi, Dr. Kathy Thornton, Dr. James Woods

Absent: Dr. Mohammad Ahad, Dr. William Amponsah, Dr. Isaac Fung, Mr. Paolo Gujilde, Dr. Ellen Hamilton, Dr. Chuck Harter, Dr. Barbara Hendry, Mr. William Reynolds, Dr. Levi Ross, Dr. Kathy Thornton, Ms. Lisa Yocco

Dr. Cheryl Aasheim called the meeting to order at 3:30 p.m.

II. APPROVAL OF AGENDA

A Baker/Gould motion to approve the agenda was passed unanimously.

III. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Items for consideration were presented by Dr. Barry Balleck.

- Department of Political Science
  Course Revision(s) (REVISED)
  Cross-List
  POLS 3234 - Introduction to the European Union
  JUSTIFICATION:
  Remove the cross-listed course POLS 3234 from the online EURO 3234-Introduction to the European Union course. EURO 3234 is now the designation for the section of Introduction to the European Union only taught online through the European Union Studies Certificate Program. This is an online state-wide program where registration will be handled through Ingress, which currently does not support cross-listing. POLS 3234 will remain the designation for Introduction to the European Union sections of courses taught face-to-face on the main campus.

A Gould/Baker motion to approve the course revision was passed unanimously.

IV. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Brian Koehler.

- Department of Biology
  New Course(s)
  BIOL 5242 - Developmental Biology
  This course is an introduction to the principles of animal and plant development. The focus is on how male and female gametes fuse to form a zygote and how a single-celled zygote develops into an animal with multiple organs with specialized function. This course will cover the molecular and cellular mechanisms involved in fertilization and early embryonic development, molecular signaling involved in development of organs and organ systems, the concept of stem cells and regeneration, and cellular and molecular signaling mechanisms in plant development. Students will see the fundamental conservation of molecular and cellular mechanisms across animals and plants during development as an
important example of evolution. Graduate students will be required to complete advanced-level assignments beyond the scope of the undergraduate requirements. These assignments require a higher level of mastery in the subject matter with additional required deliverables representative of graduate-level work, as determined by the instructor.

**BIOL 5356 – Agroecology**
Agroecology provides the theoretical and conceptual framework for sustainable agriculture with an emphasis on underlying environmental factors, crop plants and animals. Topics include biotic and abiotic factors influencing biodiversity, interaction and stability of agroecosystems, organic farming, agroforestry, energy-use in agriculture and ways to transition towards sustainability. Graduate students will be required to complete advanced-level assignments beyond the scope of the undergraduate requirements. These assignments require a higher level of mastery in the subject matter with additional required deliverables representative of graduate-level work, as determined by the instructor.

➢ **Department of Geology and Geography**
**Selected Topics Announcement(s)**
GEOG 5090 - Data Management and Graphing for Geologists

> A Gould/Alba-Flores motion to approve the new courses was passed unanimously.

**V. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY**
*Items for consideration were presented by Dr. David Williams.*

➢ **Department of Information Technology**
**New Course(s)**
IT 2430 - Data Programming I
The course provides students with an introduction to the main concepts in programming including variables, expressions, statements, conditional execution, functions, iteration, strings, and files.

IT 2431 - Data Programming II
The course provides students with an introduction to the main concepts in programming related to data. The course focuses on data storage, using regular expressions to search data, interaction with a database, and visualization of data.

IT 3230 - Data Visualization
This course introduces students to the field of data visualization. The course covers basic design and evaluation principles to prepare and analyze large datasets, and standard visualization techniques for different types of data. The course prepares students to communicate clearly, efficiently, and in a visually compelling manner to a variety of audiences.

IT 3432 - Advanced Analytics Programming
The course provides students with the necessary tools and techniques to manipulate, process, clean and analyze data at an advanced level using Python. Specifically, students will use IPython, NumbPy, and pandas to load, clean, transform, visualize and analyze data.

IT 4137 - Data Science and Big Data Analytics Capstone Project
This course covers the process of analyzing big data sets to potentially gain actionable insights for an organization. This course provides students with a solid understanding of the life cycle approach to data analytics and the tools and techniques necessary to solve problems in big data and data analytics.

**Proposed New, Revised, or Deleted Program(s)**
Information Technology, B.S.I.T., Concentration in Data Science (NEW)
**JUSTIFICATION:**
The proposed concentration in data science in the BSIT degree program will address the shortage of data scientists and the lack of skilled professionals in the "big data" area as documented in academic literature and industry-based articles.

A new program page, in addition to the current BSIT in Information Technology program page, is proposed to be added to the catalog to better identify this concentration, as is the case with numerous degree concentrations in CLASS, COBA and COSM programs. The Registrar's office was contacted and helped guide this submission with the instructions to submit this new concentration as a "new program" that does not require Regents approval so that the additional program page could be created in the catalog.
Department of Mechanical Engineering

Course Revision(s)
MENG 3331 - Materials Science Studio (REVISED)

Prerequisite(s)

JUSTIFICATION:
A minimum grade of "C" in ENGR 3233 AND a minimum grade of "C" in CHEM 1147 are required. This revision allows the CHEM 1145 & 1146 sequence to satisfy the CHEM 1147 prerequisite requirement as well. CHEM 1145 & 1146 are taught at other USG institutions but CHEM 1147 is a unique Georgia Southern course. This revision allows transfer students from other USG institutions, including incoming RETP students, and Georgia Southern students who have changed majors to engineering and had previously taken CHEM 1145 & 1146 to transition into the course without a manual override.

A Morris/Baker motion to approve the new courses, course revision, and program revision was passed unanimously.

VI. COLLEGE OF BUSINESS ADMINISTRATION

Items for consideration were presented by Dr. Joe Ruhland.

Department of Finance and Economics

Proposed New, Revised, or Deleted Program
BBA, Regional Economic Development (DELETED)

JUSTIFICATION:
From original form, dated 08/23/12: Low enrollment in this program (less than 10 students) does not justify the resources needed to run the program. Ending the program would allow these resources to be reallocated to high demand areas.

A Morris/Alba-Flores motion to approve the program revision was passed unanimously.

Items for consideration were presented by Dr. Joe Ruhland.

Department of Finance and Economics

Course Deletion(s)
REDV 3130 - Introduction to Regional Economic Development
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

REDV 4131 - Applied Econometrics and Regional Analysis
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

REDV 4431 - Economic Development
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

REDV 4730 - Regional Economic Development Field Project
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

REDV 4830/4030S - Special Problems in Regional Economic Development
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

REDV 4890 - Directed Study in Regional Economic Development
JUSTIFICATION:
BBA in Regional Economic Development was terminated effective 201301.

A Ruhland/Leckie motion to approve the course deletions was passed unanimously.
Items for consideration were presented by Dr. Joe Ruhland.

- **Department of Information System**
  - Proposed New, Revised, or Deleted Program
  - Business Analytics Interdisciplinary Minor (REVISED)
  **JUSTIFICATION:**
  The Business Analytics minor has been changed to include the growing number of courses with a business analytics focus being offered/developed by COBA Departments.

  *A Gould/Ruhland motion to approve the program revision was passed unanimously.*

Items for consideration were presented by Dr. Joe Ruhland.

- **Department of Management**
  - Course Revision(s)
    - MGNT 3234 - Entrepreneurship
      - **Catalog Description, Prerequisite(s)**
      **JUSTIFICATION:**
      A new course description is necessary in order to accurately reflect the most appropriate outcome objectives for the course in the context of its sequencing in the overall Entrepreneurship curriculum.

    - MGNT 3430 - Operations Management
      - **Prerequisite(s), Corequisite(s)**
      **JUSTIFICATION:**
      Co-requisite listing requires students to take courses during the same semester. The previous indication of BUSA 3131 or STAT 2231 as a co-requisite was not the practical choice intended. It is not required that the courses be taken together, but rather that prior completion or current completion is adequate preparation for enrolling in MGNT 3430. Also updating to hours based rather than status based prerequisite for this 3000 level course.

    - MGNT 4235 - Applied Small Business Management
      - **Catalog Description, Prerequisite(s)**
      **JUSTIFICATION:**
      The principles and concepts learned in MGNT 4234 - Small Business Management are necessary to the effective instruction of Applied Small Business Management in MGNT 4235. This change allows a more sequential course offering that builds on concepts learned in prior (or concurrent) courses.

    - MGNT 4236 - New Venture Planning
      - **Prerequisite(s)**
      **JUSTIFICATION:**
      The principles and concepts learned in MGNT 3234 - Entrepreneurship are necessary to the effective instruction of New Venture Planning in MGNT 4236. This change allows a more sequential course offering that builds on concepts learned in prior (or concurrent) courses.

- **Proposed New, Revised, or Deleted Program**
  - BBA – Entrepreneurship/Small Business Emphasis (REVISED)
  **JUSTIFICATION:**
  This is for a REVISED program. This change allows students more flexibility in registration and in pursuing the emphasis in Entrepreneurship and Innovation within the Management major. This change allows students to choose from several courses within interest areas which achieve program, department, and college objectives.

  - Entrepreneurship and Small Business Management Minor (REVISED)
  **JUSTIFICATION:**
  This is for a REVISED program. This change allows students more flexibility in registration and in pursuing the minor in Entrepreneurship and Innovation. This change allows students to choose from several courses within interest areas which achieve program, department, and college objectives.

  *A Minihan/Gould motion to approve the course revisions and program revisions was passed unanimously.*

Items for consideration were presented by Dr. Joe Ruhland.

- **Department of Marketing**
  - Proposed New, Revised, or Deleted Program
BBA, Marketing and Emphasis in Sales and Sales Management (REVISED)

JUSTIFICATION:
This change will allow students more flexibility in their curriculum choices when pursuing a degree in the program. Instead of Marketing 3134 (Business Marketing) being a required course for the degree, this course will be dropped as a required course and the number of credit hours for Upper Division Electives Approved by the Advisor will increase from 3 credit hours to 6 credit hours.

*A Gregg/Alba-Flores motion to approve the program revision was passed unanimously.*

VII. COLLEGE OF EDUCATION

*Items for consideration were presented by Dr. Alisa Leckie.*

- **Department of Curriculum, Foundations & Reading**
  - **Selected Topics- Announcement Only**
  - EDFU 2090- Critical Studies of Youth- offered summer 2015
  
  *Special Topics are for Announcements only.*

- **Department of Teaching and Learning**
  
  **Course Revisions**
  - **SPED 3133 - Methodologies of Inclusive P-5 Settings**
    
    **Catalog Description**
    
    **JUSTIFICATION:**
    This course includes a field component that was not previously included in the catalog description. It is a field-based course and is held at a school site. These changes are necessary for SACSCOC requirements.

  - **SPED 3231 - Classroom Management**
    
    **Catalog Description**
    
    **JUSTIFICATION:**
    This course includes a field component that was not previously included in the catalog description. In addition, the course section for Special Education majors and Early Childhood/Special Education dual certification majors is a field-based course held at a school site. The section for Early Childhood majors is held on campus. These changes are necessary for SACSCOC requirements.

  - **SPED 3631 - Inclusive Practices**
    
    **Catalog Description**
    
    **JUSTIFICATION:**
    This course includes a field component that was not previously included in the catalog description. It is a field-based course and is held at a school site. These changes are necessary for SACSCOC requirements.

  - **SPED 4230 - Instructional and Behavior Management Methods, P-5**
    
    **Catalog Description**
    
    **JUSTIFICATION:**
    This course includes a field component that was not previously included in the catalog description. It is a field-based course and is held at an elementary school. These changes are necessary for SACSCOC requirements.

  - **SPED 4231 - Instructional and Behavior Management Methods, 6-12**
    
    **Catalog Description**
    
    **JUSTIFICATION:**
    This course includes a field component that was not previously included in the catalog description. It is a field-based course and is held at a school site. These changes are necessary for SACSCOC requirements.

  *A Gould/Gregg motion to approve the course revisions was passed unanimously.*

VIII. COLLEGE OF HEALTH AND HUMAN SCIENCES
Items for consideration were presented by Dr. Steve Rossi.

- School of Human Ecology
  - Course Revision(s)
  - CHFD 3131 - Birth to 5 Methods
  - Prerequisite(s)
  - JUSTIFICATION:
    New state law requiring all persons working with children to have criminal background checks and fingerprinting.

- Proposed New, Revised, or Deleted Program(s)
  - B.S., Child and Family Development (REVISED)
  - JUSTIFICATION:
    Include statement concerning requirement for CHFD majors to complete required criminal background check and fingerprinting process.

A Leckie/Morris motion to approve the course revision and program revision was passed unanimously.

IX. ANNOUNCEMENTS
- Approval for the Comprehensive Program Reviews - Presented by Cheryl Aasheim

Items for consideration were presented by Dr. Cheryl Aasheim.

The Undergraduate Committee completed reviews of fifteen Comprehensive Program Self Study Reports for the following colleges and programs:

- BBA Logistics & Intermodal Transportation
- BBA Management
- BBA Marketing
- BS Child & Family Development
- BS Nutrition & Food Science
- BS Recreation
- BS Sport Management
- BA History
- BS Psychology
- BA Geography
- BA Geology
- BS Geography
- BS Geology
- BS Mathematics
- BSMat Mathematics

The committee unanimously approved the reviews.

X. NEW BUSINESS
- Tentative Schedule of Meetings for 2015-2016 Undergraduate Committee- Presented by Wayne Smith

XI. OLD BUSINESS
XII. ADJOURNMENT

There being no further business to come before the committee, a Morris/Gould motion to adjourn the meeting at 3:55 p.m. passed unanimously.

Respectfully Submitted,

Andrea Hagans
Recording Secretary
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – April 9, 2015

Present: Dr. Frank Goforth, CEIT; Dr. Jim Harris, CEIT; Dr. Dustin Anderson, CLASS; Dr. Richard Flynn, CLASS; Dr. Jake Simons, COBA; Dr. John Brown, COBA; Dr. Dawn Tysinger, COE; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Rebecca Ziegler, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Devon Jensen, 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. Stephen Rossi, CHHS; Dr. Brian Koehler, COSM

Absent: Dr. Deborah Allen, CHHS; Dr. Li Li, CHHS; Dr. Michele McGibony, COSM; Dr. Oscar Pung, COSM; Dr. Simone Charles, JPHCOPH

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, April 9, 2015 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. Dawn Tysinger and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
Dr. Devon Jensen provided an update on the following items:

- Reminder that the Research Symposium will be held on Friday, April 24, 2015 in the Nessmith-Lane Conference Center. Proof of attendance will be provided, if faculty want to send their students for extra credit.
- The recipients for the Averitt Awards for Excellence in Instruction and Research have been selected. The College of Graduate Studies will announce the winners during the Symposium lunch on April 24th. The student’s direct supervisors or Department Chairs have been notified to ensure the students will be present for the surprise announcement.
- Exit Survey Data is available. The link can be found on the COGS home page, under Faculty & Staff.
- Summer graduate applications are up 11%, when compared to last year. Most colleges are doing well, but some programs are down. Summer enrollment is currently down 5%. Dr. Jake Simons asked if the 5% down was hours or students. Dr. Jensen said the 5% was hours. Fall enrollment is looking good; enrollment is up 10.5%. AY Hobsons approach is allowing a quicker timeline of when students apply. Feedback of pending application material is provided quickly to students. Decisions are also being made more quickly. Dr. Fernekes asked if this includes financial aid component, and Dr. Jensen said yes.
- Dr. Jensen reviewed data from the Metro Greater Atlanta Report, which was provided from the Office of Strategic Research and Analysis. Graduate student enrollment from these areas increased from 8% in 2005 to 18% in fall 2011, and remained the same from 2012 to 2014. There was a slight decline in number of students coming from that region in 2014. Dr. Jensen said we have reached a plateau and programs may want to consider looking at these areas to see if this is a potential market to recruit additional students. He stated Mrs. Marla Bruner recently traveled to Atlanta with Information Technology for an orientation. Dr. Frank Goforth asked if the students were asked why they came to GSU. Dr. Jensen said he did not know if the research office asked qualitative questions; they may have only been collecting the numbers. Dr. Dustin Anderson asked if there was any anecdotal evidence to show if the increase was due to online programs. Dr. Jensen said it appears that some of the data showed there was a connection to online education. Dr. Jensen stated the Educational Leadership program was able to draw students from the Atlanta area when they offered a satellite
office in Augusta. Mr. Wayne Smith said the boarder county waiver initiated in Augusta helped Aiken County, South Carolina.

- Overall the committee’s comments from the SACSCOC onsite visit last week were good. The committee had some concerns of assessment procedures for programs. Dr. Jensen said they clearly spoke about assessing the programs, linking them to student outcomes, and then seeing changes in the classrooms. They also spoke about QEP, which is much more undergraduate focused on writing. SACSCOC wanted to see more measurement infrastructures built into assessing the QEP and how it will progress. Dr. Jensen said there is a need to establish baseline data, and then use the data to see where students are when they end their QEP experience. Dr. Anderson said the endpoint of assessment is going to be the integration into pedagogy in classroom practices. Dr. Anderson asked if COGS has a strategic plan to support individual programs or departments to help facilitate this implementation. Dr. Jensen said he hopes to work on this in the fall, to make sure we have a strong language of what graduate pedagogy looks like and how we can encourage this across campus. Dr. Tracy Linderholm said within the College of Education there is a lot of talk about the need for writing resources for graduate students, particularly in the dissertation phase. She asked if COGS has any plans for additional writing or support, or will it be handled at the unit level. Dr. Jensen said he would like to work with the QEP Director to see how resources can be tweaked to benefit graduate writing. Dr. Linderholm offered to assist with this initiative if needed. Dr. Zielger suggested that any initiative COGS develops to help improve student writing should involve the Library. Dr. Jensen agreed with Dr. Zielger’s comment. Dr. Goforth asked if we may make the assumption that if their program has not been contacted, that their program was acceptable to SACSCOC. Ms. Candace Griffith said not to make that assumption because the actual report will not come out until June.

- The proposed 2015-2016 Graduate Committee meeting schedule was distributed. Dr. Linderholm asked if there is any chance the January deadline can be pushed back with the implementation of CourseLeaf. Mr. Smith stated at this time the Registrar’s Office will keep the January deadline and as they get more involved in CourseLeaf and implementing the curriculum phase they will more than likely evaluate the need to push the deadline back. Currently they are focusing on finishing up the new catalogs.

IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

M.S. Mathematics (College of Science and Mathematics)
Dr. James Stephens stated there was not enough information in the first review that was provided by the M.S. Mathematics program, and the team asked the program to submit a second review. Dr. Stephen stated the team reviewed the second submission and overall reported that the program meets expectations. Dr. Stephens briefly reviewed the team’s program review report and rubric.

Dr. Zielger said she thinks there will be a problem with the two-year limited contract term, because of our geographical area. She said there is not much of a pool to get temporary faculty to come and teach. Dr. Zielger asked if it would be possible for GSU to petition the Board of Regents or whoever would be the relevant body to see if there could be an exception to this rule, because this may be a problem for other programs at GSU and not just the M.S. Mathematics program. Ms. Griffith stated the Provost is aware of this issue and the Provost is working on it.

MOTION: Dr. Richard Flynn made a motion to approve the M.S. in Mathematics program review report and rubric. A second was made by Dr. Tysinger, and the motion to approve the program review was passed.

M.S. Sport Management (College of Health and Human Sciences)
Dr. Anderson stated the revised report from the M.S. Sport Management program was much better. He briefly reviewed the team’s program review report and rubric, and stated the program meets expectations.

Dr. Simons commended Dr. Anderson on chairing the team. Dr. Simons stated we should work together to communicate to our colleagues that even though their program review meets expectations, we do not want the pressure to go off and then disregard the need to follow through with our assessment results. Ms. Griffith stated once she receives the official findings from the Graduate Committee she will draft a memo on
Dr. Jensen said he appreciated the teams work on the reviews. Dr. Jensen said a larger message that needs to be made is the role that COGS needs to play, in coordination with the Provost Office, to work with program assessments and how COGS can provide assistance. He said another issue that needs attention is the communication to report writers, as to what their responsibility will be in the review process. Dr. Jensen said it appeared that there may not have been adequate training provided. He said he would like for COGS to take a role in this so that COGS can work with the programs earlier to ensure report writers are receiving adequate training, as well as the Associate Deans who are responsible for graduate education. Dr. Jim Harris stated programs receive a sample report and rubric, so there is no excuse. Dr. Jensen said it does not hurt to provide additional support. Ms. Griffith stated the Provost has already asked her to develop an orientation for programs who will be going through program reviews. Ms. Griffith stated any assistance the Graduate Committee could provide with content, format, or presentation would be greatly appreciated. Dr. Anderson said our Office of Institutional Effectiveness seems to be reactive, and he would like to see them take a more proactive role because they are the experts in this area. Dr. Anderson said he would like to see some sort of plan of action, not just for this years’ program reviews coming up, but something more comprehensive for Program Directors to help facilitate the culture of excellence. Ms. Griffith supported Dr. Anderson’s comments.

Dr. Ziegler stated most faculty are too busy with other responsibilities to give the program reports the time and attention that it requires, and agreed with Dr. Anderson that the Office of Institutional Effectiveness could be more proactive.

MOTION: Dr. Richard Flynn made a motion to approve the M.S. Sport Management program review report and rubric. A second was made by Dr. Simons, and the motion to approve the program review was passed.

Dr. Fernekes stated the Provost has taken the lead to create an orientation program to include various departments on campus who are instrumental in program reviews. Program Directors, faculty, and members of the Undergraduate and Graduate Committees will be invited to orientation.

Dr. Jensen asked Dr. Fernekes if he submits an executive summary to the Provost Office when the program reviews are submitted. Dr. Fernekes said he includes the team’s reports and rubrics, and allows the Graduate Committee minutes to substantiate the program reviews.

Dr. Anderson stated he was concerned that the committee would lose momentum because this is the last meeting of the fiscal year. He asked if there is anything that can be done in the interim based on the comments that have been made during the meeting. Dr. Jensen said he would make sure the discussions continue.

MOTION: Dr. Simons made a motion to call attention to the italicized comments made throughout the minutes that pertain to program review and ideas of suggestions for improvements. A second was made by Dr. Harris, and the motion was passed.

The program review reports and rubrics are below.
Executive Summary
The committee has evaluated the Comprehensive Program Review submitted by the M.S. in Mathematics Program, and has found that the program meets expectations. Although Mathematical Sciences has no accrediting body, an external review was not performed. The committee found that the review supplied appropriate data referenced in the self-study to support the report’s evaluation.

I. Strengths
The review indicated, and the committee identified the following strengths of the program. As part of the self-study, the program review:
- Identified curriculum improvements implemented based on findings from previous program review.
- Described how the quality of students were measured in terms of academics and documented how student quality has changed over time.
- Clearly described the diversity of the students enrolled in the program by citing specific evidence to illustrate trends.
- Defined what a diverse faculty and staff population looks like for that major, and documented how the program reflects that level of diversity.
- Identified revenue streams that have been pursued to support the program goals/outcomes, and additional funding that has been generated by documenting how these revenues support the program’s goals and outcome.
- Provided logical recommendations and feasible strategies for improvements based on specific results of the self-study.

II. Areas Identified for Improvement
The committee agrees with the following areas identified for improvement with supporting documentation:
- As the program grows, additional graduate assistants will be needed.
- The need to address the issue of regular, limited-term faculty being restricted to two-year contracts (i.e., those affected by the BOR’s policy on limited-term renewal) when qualified replacements cannot be found to teach core courses.

III. Use of Assessment Findings to Effect Change
The committee found it difficult to identify the use of assessment findings to effect change because the data analysis was not provided in the self-study. Only generalizations were made in the self-study.

IV. Strategic Areas of Focus
The following areas of focus were indicated in the self-study executive summary. The program will work to:
- Request additional hiring lines for tenure-track and lecturer positions.
- Keep the Math Lab open.
- Recruit additional of graduate students.
- Develop ways to track students after graduation.
V. Additional Suggestions/Comments

- The description of program lacks details.
- The program strengths and weaknesses were vaguely delineated.
- The review does not identify how decisions related to allocation of current resources are reflective of program goals and outcomes.
## Comprehensive Program Review Rubric

**Degree/Major (Program)** M.S. Mathematics Program

**Date of Review** Spring 2015

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>
</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). |
<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>
<tbody>
<tr>
<td><strong>Program Goals and Outcomes</strong></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>
<td>2</td>
</tr>
<tr>
<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>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td></td>
<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><strong>Curriculum</strong></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>
<td>2</td>
</tr>
<tr>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Students</td>
<td>- Describes how the quality of students is measured in terms of <em>academic achievement</em> and documents how student quality has changed over time.</td>
<td>- 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.</td>
<td>- The process for evaluating student quality is unclear or unlikely to yield useful student data.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>- Describes the results of past/present program efforts to retain and graduate students, and provides logical recommendations for future efforts.</td>
<td>- Identifies past/present program efforts to retain and graduate students and gives general recommendations for improvement.</td>
<td>- Provides only anecdotal evidence regarding program efforts to retain and graduate students. Improvement strategies are not addressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Clearly describes the diversity of the students enrolled in the program, citing specific evidence to illustrate trends.</td>
<td>- Describes diversity of students in program, citing evidence.</td>
<td>- Diversity of students is not clearly described or unsupported by data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cites evidence to demonstrate how student diversity has changed since last review.</td>
<td>- Describes how student diversity has changed over time, citing evidence.</td>
<td>- Changes in student diversity are not addressed or not supported by evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Describes the results of past/present efforts to recruit and retain a diverse student population.</td>
<td>- Identifies past/present program efforts to recruit and retain a diverse student population.</td>
<td>- Provides only anecdotal evidence regarding program efforts to recruit and retain a diverse student population.</td>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</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. | 2     |
| 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. | 2     |
<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>
<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>
<td>2</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></td>
<td>2</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></td>
<td></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 other revenue streams that have been pursued to support program goals and outcomes, and additional funding that has been generated.</td>
<td></td>
<td></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></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not describe how faculty and staff resources may be used 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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Description of current budgetary resources is vague and/or does not reflect program goals and outcomes.</td>
<td>• Description of current budgetary resources is vague and/or does not reflect program goals and outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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>
<td>• Does not identify other revenue streams that have been pursued to support program goals/outcomes, or additional funding that has been generated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not identify how decisions related to allocation of current resources are reflective of 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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.</td>
<td>• Enhancements to budget resources do not support program goals or sources of potential enhancements are unclear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Accreditation or External Review</strong></td>
<td>• The external review includes the department chair’s and the dean’s one-page summary memorandum.</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>• External review was not submitted.</td>
<td>2</td>
</tr>
<tr>
<td></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></td>
<td>• 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td>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.</td>
<td>Provides an appendix identifying all attachments. Attaches copies of all data referenced in the self-study.</td>
<td>Fails to attach copies of all data referenced in the self-study.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** The Executive Summary report comfortably meets expectations. The report is also specific in the recommendations to maintain and improve student outcomes.
Executive Summary
After a careful analysis of the Comprehensive Program Review (CPR) and the external review from the CHHS Dean, the committee considers that the M.S. in Sport Management meets expectations. The most evident challenges are the improvement of Student Learning Outcomes, and collection and analysis of Assessment Data—the latter of which is a serious weakness. The committee was pleased that the program identified student engagement as an area of focus for improvement as it operates in an online environment. The M.S. Sport Management Program also faces the challenge of an increasingly saturated professional market, and will need to develop a fuller plan for continued placement. More detailed efforts to address these issues would help in making the adjustments necessary to ensure that high quality students continue to enroll in and graduate from this program. The high productivity of the faculty in the program is a solid start in that direction.

I. Strengths
The committee agrees with the strengths included in the external review indicated by the Dean, and further identified strengths, such as:

- The program’s movement to an entirely online status, which increased its accessibility to its target demographic.
- The program’s popularity among students demonstrated in the continuing growth in population.
- The program’s viable as the field of Sport Management continues to expand.
- The faculty members’ high productivity with regard to scholarly activity.
- The expertise of the program and School of Health & Kinesiology staff.
- The structure and clarity to the curriculum created through the new, sequenced program of study.
- The program’s diversity (in both student and faculty populations), which is commendable among graduate programs.
- The program’s developing strategic plan for assessment processes and student service.

II. Areas Identified for Improvement
We agree wholeheartedly with the Dean’s external review, which indicates that the primary area of concern is the lack of Assessment Data. The CPR noted that the lack said Data, but has indicated the initiation of some changes to the program based on the previous self-study (separate from the findings of Assessment Data). The committee strongly encourages the program to consult with the Office of Institutional Effectiveness to design a thorough plan of action for the collection and use of said Data.

The review also offered the following as areas noted for improvement:

- The Program Goals and Student Learning Outcomes must be reevaluated to ensure that they meet with SMART guidelines and principles.
- The enrichment of personal interaction between faculty and students due to the online format.
- Addressing turnover in the faculty.
- The program is aware, but has yet to address grow competition in the industry and how that will affect future students.
III. Use of Assessment Finding to Effect Changes

The Review notes that the program’s assessment process has been difficult, and the lack of Assessment Data collection was identified in the Dean’s review. The CPR listed several changes since the previous self-study, but the program does not have substantial changes based on assessment findings as noted above. The primary change indicated in the review was the curriculum revision. Fuller Assessment Data would better substantiate the impetus for curricular changes beyond the provided anecdotal evidence.

IV. Strategic Area of Focus

Based on the self-study, the program’s Strategic Area of Focus has identified three primary areas of focus for their future assessment cycles:

- Developing and collecting additional metrics for student quality and performance.
- Developing Indirect Assessment Measures (e.g. Exit Surveys) to aid in program goal evaluation.
- Improving and clarifying specific Student Learning Outcomes (SLOs).

As part of that strategic plan, the program has identified a number of secondary goals to facilitate those ends:

- Consistently recruiting qualified applicants.
- Managing student progression within the program of study.
- Including professional and volunteer opportunities through direct advising.
- Enhancing networking with industry professionals and alumni.
- Disseminating original scholarly research.
- Developing and revising online teaching and best business practices.

V. Additional Information/Suggestions/Comments

There are some internal inconsistencies in this review that should be addressed before it moves forward.

- The Review is missing a section on Faculty and Staff. While the information is provided in the Appendix, there is no direction in the Review to this material.
- There are consistent mechanical and grammatical issues within the Review. While typos might be considered inconsequential in light of the content of the Review, these mechanical issues hurt the clarity of the Review at times. For instance, “Many of the program students are are interested in working in the industry, or already working in the industry and desire to improve their position, or.” [sic] indicates that there is an element of this sentence missing.
- The most fundamental issue has to do with the Program’s Student Learning Outcomes (SLOs). As the review notes, many of these are in the developmental stage, and require revision as they do not meet the SMART criteria. As part of this revision, these SLOs—in process of being brought to meet SMART criteria—need to become more fully defined; point to specific Assessments or Assignments; clearly identify to where they are addressed in Curriculum; and show some clear alignment to the department, College, or University mission. It would be helpful to see the actual SLO included in the table for Appendix Item A.
Comprehensive Program Review Rubric

Degree/Major (Program)  M.S. Sport Management
Date of Review    Spring 2015

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>
<tbody>
<tr>
<td>Executive Summary (Section 1)</td>
<td>• Provides an informative description of the general scope and purpose of the program, including the catalog description.</td>
<td>• Provides an informative description of what the program seeks to accomplish.</td>
<td>• Description of program lacks detail.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Provides an honest and detailed evaluation of how well the program is meeting established goals, citing evidence from Section 2 to support its claims.</td>
<td>• Provides an honest evaluation of how well the program is meeting or failing to meet established goals, citing evidence to support its claims.</td>
<td>• Evaluation of program goals does not reflect the evidence provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td>• Generally delineates program strengths and weaknesses, citing evidence.</td>
<td>• Vaguely delineates program strengths and weaknesses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates how and why the program has improved since the last review, citing specific evidence.</td>
<td>• 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.</td>
<td>• States that the program has improved since the last review but offers little, if any, evidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides logical recommendations and feasible strategies for improvement based on specific results of the self-study (Section 2).</td>
<td>• Identifies strategies for improvement based on the results of the self-study (Section 2).</td>
<td>• Areas of strategic focus are not connected or only vaguely connected to self-study results.</td>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<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>
<td>2</td>
</tr>
<tr>
<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>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td></td>
<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>
<td>3</td>
</tr>
<tr>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------</td>
</tr>
</tbody>
</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. | 2 |
<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. | 2 |
| **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. | 1 |
<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>
<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>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td>2</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>
<td></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>
<td></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>• 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>
<td></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>• 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>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Below Expectations (1)</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------</td>
<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. | 2     |
| 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. | 2     |

**Comments:** Please see the committee report for the program review.
V. NEW BUSINESS

A. College of Engineering and Information Technology

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

Mechanical Engineering
Proposed New, Revised, or Deleted Program(s):
Master of Science in Applied Engineering, M.S.A.E.
JUSTIFICATION:
This revision is made so that the English requirement of the MSAE program for International students is compatible with the requirement of the College of Graduate Studies. Mistakes in spelling, grammar and omitted wording are corrected. A research course that was mistakenly omitted from a previous revision of the Energy Science concentration is being added as a correction and the 5000G level Finite Element Analysis course is being replaced by a 7000 level Mechatronics course that is more technically appropriate for the Energy Science concentration.

Dr. Flynn asked why the program still has a non-thesis track. Dr. Goforth said some students do not have plans to pursue Ph.D. programs. Dr. Goforth said the research content is the same for both programs but the documentation requirements are significantly different; many students are online students who are working professionals and would not benefit from completing the thesis option.

MOTION: Dr. Simons made a motion to approve the agenda item submitted by the College of Engineering and Information Technology. A second was made by Dr. Flynn, and the motion to approve the item was passed.

B. College of Science and Mathematics

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

Department of Biology
New Course(s):
BIOL 5242G – Developmental Biology
JUSTIFICATION:
Our departmental assessments, as well as feedback from faculty, have identified a need for an elective course to focus on a central theme in biology "how the egg turns into an organism". Thus, we need an upper-level course that will focus on the principles of animal and plant development and will create an opportunity for our students to understand this basic biological process before completing the program. Developmental Biology will be a critical upper-level elective course that provides an important foundation for understanding other aspects of biology and medicine, especially as many health issues can be related back to early developmental defects during embryogenesis.

BIOL 5356G – Agroecology
JUSTIFICATION:
Botany is an important subdivision of the biological sciences, however the Biology Department course offerings in this area have remained weak, with a particular lack of courses with an emphasis on applied plant biology. Student assessment indicates a poor grasp of plant biology in general. Agroecology is a plant-based, applied course and has the potential improve and strengthen plant biology instruction in our department. This course also provides an applied perspective in an area of growing importance globally and in south Georgia. Agroecology will be a critical upper-level elective course that provides an important foundation for understanding how humans can sustainably produce food for growing populations.

Department of Geology and Geography
Program Announcement:
Master of Science in Applied Geography
JUSTIFICATION:
The Department of Geology and Geography received approval from the Board of Regents for the Master of Science in Applied Geography Prospectus submitted last year. The department proposes
moving forward with a Formal Proposal to the Board of Regents for this new degree program and would like approval from the GSU Graduate Council to do so.

Dr. Flynn asked for confirmation if the committee was approving the MS in Applied Geography to continue forward with their proposal. Dr. Brian Koehler said yes, the minutes would serve as institutional support for the department to move forward.

Dr. Anderson asked if the cross listed courses would be included in the Program of Study. Dr. Koehler said he would have to check, but if they need to separate them from undergraduate they will.

Dr. Ziegler asked if the department has been talking to the Library to ensure there is adequate resources to support program. Dr. Koehler said they will, if they have not already done so.

MOTION: Dr. Simons made a motion to approve the agenda items submitted by the College of Science and Mathematics. A second was made by Dr. Anderson, and the motion to approve the items was passed.

C. College of Education

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

Department of Leadership, Technology, and Human Development

Course Revisions:
COUN 7132 – Contemporary College Student
➢ Schedule Change
JUSTIFICATION:
To allow the option for COUN 7132 to be delivered in face to face, hybrid, or fully online format.

COUN 7236 – Human Sexuality and Counseling
➢ Schedule Change
JUSTIFICATION:
To allow the option for COUN 7236 to be delivered in face to face, hybrid, or fully online format.

COUN 8533 – Prof Practice & Ethics
➢ Schedule Change
JUSTIFICATION:
To allow the option for COUN 8533 to be delivered in face to face, hybrid, or a fully online format

MOTION: Dr. Simons made a motion to approve the agenda items submitted by the College of Education. A second was made by Dr. Anderson, and the motion to approve the items was passed.

VI. OLD BUSINESS

A. Prior Learning Assessment Sub-Committee Update – Dr. Thomas Koballa said the subcommittee has met, and will continue to deliberate during the summer. They should be prepared to present something to the committee during the September 10th Graduate Committee meeting.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 9, 2015 at 9:59 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved April 23, 2015 by electronic vote of Committee Members
NCAA Faculty Athletic Representative Report to the Faculty Senate  
Georgia Southern University  
June, 2015

Submitted by  
Chris Geyerman, NCAA Faculty Athletic Representative  
May 21, 2015

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
http://www.ncaa.org/about/resources/research/academic-progress-rate-apr

2. The 2015 Spring Semester GPA for all student-athletes was 3.05; the 2014-15 Academic Year GPA for all student-athletes was 2.96. Below is the Student-Athlete Grade Report for Spring 2015 and Academic Year 2014-15 by sport:

<table>
<thead>
<tr>
<th>Women Student-Athletes</th>
<th>Men Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Spring 2015</td>
<td>Men Spring 2015</td>
</tr>
<tr>
<td>WTN 3.46</td>
<td>BA 2.91</td>
</tr>
<tr>
<td>WGolf 2.46</td>
<td>FB 2.79</td>
</tr>
<tr>
<td>Rifle 2.94</td>
<td>MBK 2.67</td>
</tr>
<tr>
<td>WBK 2.95</td>
<td>MSOC 2.98</td>
</tr>
<tr>
<td>WSOC 3.46</td>
<td>MGolf 3.00</td>
</tr>
<tr>
<td>VB 3.62 (high for the women)</td>
<td>MTN: 3.58 (high for men)</td>
</tr>
<tr>
<td>SB 3.46</td>
<td>Men Combined SP15: 2.88</td>
</tr>
<tr>
<td>WSW 3.28</td>
<td>Men Combined AY 2-14-15: 2.75</td>
</tr>
<tr>
<td>Track 3.08</td>
<td></td>
</tr>
<tr>
<td>Women Combined SP15: 3.3</td>
<td></td>
</tr>
<tr>
<td>Women Combined AY 2014-15: 3.28</td>
<td></td>
</tr>
</tbody>
</table>

3. Georgia Southern Student-Athletes were recognized by the Sun Belt Conference at its Spring Meetings held in May 2015 for earning a higher GPA than the GSU student body.

4. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
http://www.knightcommission.org/

5. The Director of NCAA compliance at Georgia Southern during the 2014-15 academic year self-reported to the NCAA 3 violations, all of which are secondary and require no further action by the NCAA. First, a violation of NCAA Bylaw 13.1.3.1.3 was reported when two assistant football coaches called the same prospective student-athlete on the
same day. Second, a violation of NCAA Bylaw 17.1.7.4 was reported when the football team failed to take a day off during one week of practice (due to an oversight from its first Thursday night game). Third, a violation of NCAA Bylaw 11.3.2.8 was reported when a coaching staff member posted a good luck message on a social media outlet that mentioned a high school team. In addition, the Director of NCAA Compliance is currently preparing one additional self-report to the NCAA that centers on Bylaws regarding unethical conduct and/or improper benefits. The details of this report will be included in the FAR report to the Senate following the determination of the case by the NCAA.
The only business was to draft a proposal for the Provost for an award for University service. The Provost had mentioned being interested in starting some sort of award to recognize those who contribute much time and energy to the committees and task forces of the University, colleges, and departments. Chair Fred Smith asked if she would like the Welfare Committee to draft a recommendation, and she welcomed the FWC taking it on.

Some questioned if such an award was needed, given there is already an Award of Excellence in Service. But others pointed out that that award is for all types of service and is particularly focused on community service. The proposed award would be for those putting in their time and energy toward serving Georgia Southern. Some also questioned whether adding more service awards would reduce the value of all the awards.

In trying to come up with a method for nominations and selection, the Committee wanted to try to arrive at a method which would require little new work for faculty. What follows is the FWC’s recommendation:

Tentative title: Provost’s University Service Award

What types of service qualify?: Faculty Senate offices and Senate committee service, University committee service, college committee service, ad hoc committee service, department committee service, assessment work, and any other uncompensated work on behalf of the University.

Which body decides the winners? Provost’s Office

How are faculty members nominated? Any faculty member, dean, or chair may recommend a faculty member for the award by sending a letter to the Provost providing evidence of the nominee’s service work.

What time period is the service assessed from? Since the award is to be annual, the current academic year.

Who is eligible? Any full time faculty member who has been at Georgia Southern at least three years. No one who has won the existing Award for Excellence in Service for the previous five years is eligible to win this award.

How many awards should be given each year? No set number. The Provost Office will determine how many will be given each year based on the number of deserving nominations.

Time line: March 31 of each year would be the final day for letters of nomination.

Special note on role of chairs: The awards would be given at the final General Faculty Meeting each academic year. We suggest that at the ceremony, the chair of the department would be asked to present the award to the faculty member.
Academic Standards Committee met on January 6, 2015.

Present at the January 6th meeting were Deborah Allen (CHHS), John Brown (COBA), Sally Brown (COE), Diana Cone (Provost), Lori Gwinett (LIB), John King (COBA), Guatam Kundu (CLASS), Marshall Ransom (COSM), Danda Rawat (CEIT), Claire Robb (JPHCOPH), Wayne Smith (REG).

Not present at the January 6th meeting were Michelle Cawthorn (COSM), Susan Franks (COE), Katrina Jackson (LIB), Christopher Kadlec (CEIT), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), Diana Sturges (CHHS), Robert Vogel (JPHCOPH).
## Appeals for January 6, 2015
### TALLY

| E1 Students |  | E1 - Approved by Dean | 18 |
|------------|----------------------------------|-------------------|
| E1 - Automatic 10 pts down or less | 76 | E1 - Denied by Dean | 43 |
| E1 - Automatic Autos-2.0 or better for past 2 terms | 49 | E1 - Denied by Committee | 61 |
| E1 - Denied by Committee | 61 | E1 - Approved by Committee | 37 |
| Total E1 Appeals | 223 |  |  |

| E2 Students |  | E2 - Approved by Dean | 1 |
|------------|----------------------------------|-------------------|
| E2 - Automatic 10 pts down or less | 5 | E2 - Denied by Dean | 2 |
| E2 - Automatic Autos-2.0 or better for past 2 terms | 28 | E2 - Denied by Committee | 3 |
| E2 - Denied by Committee | 3 | E2 - Approved by Committee | 2 |
| Total E2 Appeals | 38 | E2 - Approved by Assoc. Provost | 21 |

<table>
<thead>
<tr>
<th>Total Approved Appeals</th>
<th>237</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total Appeals</td>
<td>300</td>
</tr>
</tbody>
</table>

R:\Common\Wayne Smith\Academic Standards Committee\Tally\January 6, 2015 Tally
Academic Standards Committee met on January 8, 2015.

Present at the January 8th meeting were John Brown (COBA), Sally Brown (COE), Diana Cone (Provost), Susan Franks (COE), Lori Gwinett (LIB), John King (COBA), Connie Murphey (FIN AID), Marshall Ransom (COSM), Danda Rawat (CEIT), Wayne Smith (REG), Diana Sturges (CHHS).

Not present at the January 8th meeting were Deborah Allen (CHHS), Michelle Cawthorn (COSM), Katrina Jackson (LIB), Christopher Kadlec (CEIT), Guatam Kundu (CLASS), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Robert Vogel (JPHCOPH), Claire Robb (JPHCOPH).
# Appeals for January 8, 2015

## TALLY

| E1 Students | E1 - Automatic 10 pts down or less | E1 - Approved by Dean | 11 |
| E1 Students | E1 - Automatic Autos-2.0 or better for past 2 terms | E1 - Denied by Dean | 11 |
| E1 Students | E1 - Denied by Committee | 22 |
| E1 Students | E1 - Approved by Committee | 4 |
| **Total E1 Appeals** | | | 26 |

| E2 Students | E2 - Automatic 10 pts down or less | E2 - Approved by Dean | 0 |
| E2 Students | E2 - Automatic Autos-2.0 or better for past 2 terms | E2 - Denied by Dean | 3 |
| E2 Students | E2 - Denied by Committee | 3 |
| E2 Students | E2 - Approved by Committee | 0 |
| **Total E2 Appeals** | | | 3 |

| **Total Approved Appeals** | 15 |
| **Grand Total Appeals** | 40 |
Faculty Senate

Senate Librarian's Report

September 9, 2015

Academic Standards Committee (May 14, 2015) 2
Academic Standards Committee (May 18, 2015) 3
Academic Standards Committee (June 19, 2015) 4
NCAA Faculty Athletic Representative (August 15, 2015) 5
SRI Revision Committee (March 10, 2015) 7
SRI Revision Committee (April 6, 2015) 10
Academic Standards Committee
Meeting on May 14, 2015.

Present at the May 14th meeting were Sally Brown (COE), Joanne Chopak-Foss (JPHCOPH), Tim Giles (CLASS), Lori Gwinett (LIB), John King (COBA), Lili Li (LIB), Marshall Ransom (COSM), Danda Rawat (CEIT), Hani Samawi (JPHCOPH), Wayne Smith (REG), Diana Sturges (CHHS).

Not present at the May 14th meeting were Deborah Allen (CHHS), John Brown (COBA), Michelle Cawthorn (COSM), Diana Cone (Provost), Susan Franks (COE), Christopher Kadlec (CEIT), Guatam Kundu (CLASS), Santanu Majumdar (CLASS), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID).

The Committee reviewed appeals.

### Appeals for May 14, 2015

<table>
<thead>
<tr>
<th>TALLY</th>
<th>E1 Students</th>
<th>E2 Students</th>
<th>Total Approved Appeals</th>
<th>Grand Total Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 Students</td>
<td>27</td>
<td>8</td>
<td><strong>107</strong></td>
<td><strong>118</strong></td>
</tr>
<tr>
<td>E2 Students</td>
<td>27</td>
<td>23</td>
<td><strong>107</strong></td>
<td><strong>118</strong></td>
</tr>
<tr>
<td>Total E1 Appeals</td>
<td>81</td>
<td>34</td>
<td><strong>118</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E1 - Automatic 10 pts down or less</th>
<th>E1 - Approved by Dean</th>
<th>E1 - Automatic Autos-2.0 or better for past 2 terms</th>
<th>E1 - Denied by Dean</th>
<th>E1 - Denied by Committee</th>
<th>E1 - Approved by Committee</th>
<th>Total E1 Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>10</td>
<td>24</td>
<td>11</td>
<td>21</td>
<td>9</td>
<td>81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E2 - Automatic 10 pts down or less</th>
<th>E2 - Approved by Dean</th>
<th>E2 - Automatic Autos-2.0 or better for past 2 terms</th>
<th>E2 - Denied by Dean</th>
<th>E2 - Denied by Committee</th>
<th>E2 - Approved by Committee</th>
<th>Total E2 Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Approved Appeals</th>
<th>Grand Total Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>107</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>
Present at the May 18th meeting were Joanne Chopak-Foss (JPHCOPH), Diana Cone (Provost), Tim Giles (CLASS), Lori Gwinett (LIB), John King (COBA), Guatam Kundu (CLASS), Lili Li (LIB), Marshall Ransom (COSM), Wayne Smith (REG).

Not present at the May 18th meeting were Deborah Allen (CHHS), John Brown (COBA), Sally Brown (COE), Michelle Cawthorn (COSM), Susan Franks (COE), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), Danda Rawat (CEIT), Hani Samawi (JPHCOPH), Diana Sturges (CHHS).

The Committee reviewed appeals.

<table>
<thead>
<tr>
<th></th>
<th>E1 Students</th>
<th>E2 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E1 Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1 - Automatic 10 pts down or less</td>
<td>E1 - Approved by Dean</td>
<td>5</td>
</tr>
<tr>
<td>E1 - Automatic Autos-2.0 or better for past 2 terms</td>
<td>E1 - Denied by Dean</td>
<td>5</td>
</tr>
<tr>
<td>E1 - Denied by Committee</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>E1 - Approved by Committee</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total E1 Appeals</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>E2 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2 - Automatic 10 pts down or less</td>
<td>E2 - Approved by Dean</td>
</tr>
<tr>
<td>E2 - Automatic Autos-2.0 or better for past 2 terms</td>
<td>E2 - Denied by Dean</td>
</tr>
<tr>
<td>E2 - Denied by Committee</td>
<td></td>
</tr>
<tr>
<td>E2 - Approved by Committee</td>
<td></td>
</tr>
<tr>
<td>Total E2 Appeals</td>
<td></td>
</tr>
<tr>
<td>Total Approved Appeals</td>
<td>12</td>
</tr>
<tr>
<td>Grand Total Appeals</td>
<td>17</td>
</tr>
</tbody>
</table>
Academic Standards Committee
Meeting on June on June 19, 2015.

Present at the June 19th meeting were Sally Brown (COE), Michelle Cawthorn (COSM), Diana Cone (Provost), Tim Giles (CLASS), Lori Gwinett (LIB), John King (COBA), Guatam Kundu (CLASS), Marshall Ransom (COSM), Hani Samawi (JPHCOPH), Wayne Smith (REG).

Not present at the June 19th meeting were Deborah Allen (CHHS), John Brown (COBA), Joanne Chopak-Foss (JPHCOPH), Susan Franks (COE), Lili Li (LIB), Anirrudha Mitra (CEIT), Connie Murphey (FIN AID), Danda Rawat (CEIT), Diana Sturges (CHHS).

The Committee reviewed appeals.

<table>
<thead>
<tr>
<th>Appeals for June 19, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TALLY</strong></td>
</tr>
<tr>
<td><strong>E1 Students</strong></td>
</tr>
<tr>
<td>E1 - Automatic 10 pts down or less</td>
</tr>
<tr>
<td>E1 - Automatic Autos-2.0 or better for past 2 terms</td>
</tr>
<tr>
<td>E1 - Denied by Committee</td>
</tr>
<tr>
<td>E1 - Approved by Committee</td>
</tr>
<tr>
<td><strong>Total E1 Appeals</strong></td>
</tr>
<tr>
<td><strong>E2 Students</strong></td>
</tr>
<tr>
<td>E2 - Automatic 10 pts down or less</td>
</tr>
<tr>
<td>E2 - Automatic Autos-2.0 or better for past 2 terms</td>
</tr>
<tr>
<td>E2 - Denied by Committee</td>
</tr>
<tr>
<td>E2 - Approved by Committee</td>
</tr>
<tr>
<td><strong>Total E2 Appeals</strong></td>
</tr>
<tr>
<td><strong>Total Approved Appeals</strong></td>
</tr>
<tr>
<td><strong>Grand Total Appeals</strong></td>
</tr>
</tbody>
</table>
NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
September, 2015

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative
August 31, 2015

1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
   http://www.ncaa.org/about/resources/research/academic-progress-rate-apr

2. The 2015 Spring Semester GPA for all student-athletes was 3.05; the 2014-15 Academic Year GPA for all student-athletes was 2.96. Below is the Student-Athlete Grade Report for Spring 2015 and Academic Year 2014-15 by sport:

<table>
<thead>
<tr>
<th>Women Student-Athletes</th>
<th>Men Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Spring 2015</td>
<td>Men Spring 2015</td>
</tr>
<tr>
<td>WTN 3.46</td>
<td>BA 2.91</td>
</tr>
<tr>
<td>WGolf 2.46</td>
<td>FB 2.79</td>
</tr>
<tr>
<td>Rifle 2.94</td>
<td>MBK 2.67</td>
</tr>
<tr>
<td>WBK 2.95</td>
<td>MSOC 2.98</td>
</tr>
<tr>
<td>WSOC 3.46</td>
<td>MGolf 3.00</td>
</tr>
<tr>
<td>VB 3.62 (high for the women)</td>
<td>MTN: 3.58 (high for men)</td>
</tr>
<tr>
<td>SB 3.46</td>
<td>Men Combined SP15: 2.88</td>
</tr>
<tr>
<td>WSW 3.28</td>
<td>Men Combined AY 2-14-15: 2.75</td>
</tr>
<tr>
<td>Track 3.08</td>
<td></td>
</tr>
<tr>
<td>Women Combined SP15:</td>
<td>3.3</td>
</tr>
<tr>
<td>Women Combined AY 2014-15: 3.28</td>
<td></td>
</tr>
</tbody>
</table>

3. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
   http://www.knightcommission.org/

4. In the June 2015 FAR report to the Senate it was reported that “In addition, the Director of NCAA Compliance is currently preparing one additional self-report to the NCAA that centers on Bylaws regarding unethical conduct and/or improper benefits. The details of this report will be included in the FAR report to the Senate following the determination of the case by the NCAA.” Update: The institution currently is in the process of finalizing its self-report to the NCAA. Information regarding the disposition of the case will be included in future FAR reports to the Senate as it becomes available.
5. Below is the text of an email memorandum from the NCAA concerning the “2015-16 NCAA Division I Degree-Completion Award Program.” If you know student-athletes that this program might help please refer them to office of Student Athlete Services, or to Chris Geyerman, FAR.

VIA ELECTRONIC MAIL

MEMORANDIUM

August 6, 2015

TO: Presidents and Chancellors
    Directors of Athletics
    Faculty Athletics Representatives
    Senior Woman Administrators
    J – of NCAA Division I Member Institutions.

FROM: Ellen Summers
    Librarian.

SUBJECT: 2015-16 NCAA Division I Degree-Completion Award Program.

The application for the NCAA Division I Degree-Completion Awards for the winter/spring/summer 2016 is now available at www.ncaa.org.

To be considered for this award, the student-athlete must have completed eligibility at an NCAA Division I member institution; enrolled originally in or before January 2011; exhausted institutional eligibility for athletics-related aid (five years) and be within 30 semester hours or 45 quarter hours of completing an undergraduate degree.

All of the applications are reviewed by a committee of representatives from seven NCAA Division I member institutions. Funds ordinarily allow awards to be made to less than one-half of the applicants. Therefore, it is important to stress to your students that they must fill out the application completely and provide supporting documents in order to be considered for this award.

The completed application and supporting documents must be mailed to me at the national office and be postmarked no later than September 25. The committee will make its decisions on funding by October 30.

Please contact me at 317-917-6308 or esummers@ncaa.org, or Betty Reagan at 317-917-6367 or breagan@ncaa.org if you have questions about this award or the application.
After members introduced themselves, Pat gave the Committee its charge from the Faculty Welfare Committee: we are to develop (or choose for purchase) an instrument to replace the current Student Rating of Instruction form in use. She reminded the Committee that according to the BOR, the SRI instrument should function primarily as a formative assessment to inform and improve teaching effectiveness. She explained that the Committee’s members were chosen because they have expertise or special interest in assessment, SRIs, or both; in addition, Errol will provide student perspective. Trent suggested that since the FWC has no SRI expert at the present time, the charge be removed from their purview and be assigned to this committee. Pat agreed. Some discussion about the current instrument followed, with several committee members expressing dissatisfaction with it and the way it is used. Question 18 (“Overall, how would you rate this instructor?”) tends to receive too much emphasis in evaluating faculty, the Likert scale-measured answers are not statistically valid, results are inappropriately compared, etc. There was some discussion about whether we might develop separate instruments for different courses or disciplines. Pat mentioned teaching portfolios as another way to document teaching effectiveness. When asked about a timeline, Pat expressed the hope that we could have an instrument ready for pilot testing by December 2015. Trent emphasized that when we begin pilot testing, the Provost needs to fully accept and communicate to faculty that those participating in the pilot testing will not be penalized in any way. They must not be made to feel that data about their teaching is incomplete because they used the pilot instrument rather than the current SRI. Pat agreed and then left the meeting.

Trent reiterated that in fulfilling our charge, the Committee is getting back in touch with the BOR policy, something that tends to be overlooked given the current emphasis on using the SRI to provide numbers for convenient (though unethical and statistically invalid) measurement of teaching effectiveness for personnel evaluation and inappropriate comparison of faculty. In addition, the current instrument is missing basic questions like, “Is the instructor usually on time?” and “Does the instructor cancel class?” the answers to which only students can provide. The emphasis with the new
instrument must be on student learning; their level of satisfaction with the instructor’s methods, opinions about the workload, or personal interest in the subject matter should be irrelevant.

Trent promised to share with all current committee members the final report (spring 2014) of the ad-hoc committee to evaluate the current SRI instrument. Delena suggested that since the SRI topic has been the subject of so much debate, the administration might be willing to purchase a new instrument. She mentioned a few we might consider. Trent expressed concern about external vendors: their profit motive means they might market the instrument to administrators who find the numbers approach convenient. The literature has shown repeatedly that reducing teaching effectiveness to a number is contrary to best practices. Cordelia then asked if we plan to develop our own instrument. Trent responded that we might—he suggested starting with the Skowronek model cited at the end of the previous SRI report (and which he has permission to use) and going from there. In any case, we need a much more qualitative approach in our new SRI.

Delena pointed out that we need to allow for instructor response to SRI results. Trent agreed, and pointed out that everyone responsible for using the new SRI data will need training in its interpretation and use. In designing the new instrument, we must make sure the faculty response section is not only in place but that it cannot be separated from the data. The committee will also need to develop guidelines for frequency of administration for the new instrument.

He then pointed out that one drawback of a more qualitative instrument would be that entering and retrieving data would be more time-intensive. Cordelia suggested that the administration will need to provide more support if students secretarial staff must type up comments.

Errol expressed concern about the length of the new instrument. He suggested that students would resent the change. The current instrument takes only a few minutes to fill out, and the new one might take much longer. The committee agreed, but several members pointed out that current instrument encourages mindless response such as filling in all columns with the same number. Trent argued that an effective instrument will force students to reflect. As for student resentment, there will undoubtedly be some complaints, but as the cohort gradually shifts to one unfamiliar with the previous instrument, the complaints would disappear, and students would be accustomed to providing more and better feedback than was gleaned from the previous instrument. Errol wondered why the current SRI asked for students’ expected grade in a particular course. Trent replied that that information was a predictor of the all-important question 18.
Errol then pointed out that students like specific, professor-written evaluation forms. He asked if they could, perhaps, be administered mid-semester. Trent replied that that is an excellent idea: some professors already develop their own surveys and administer them early enough to make changes. Making such a change part of university policy with the official SRI instrument would require institutional support. Errol suggested that students would like this change.

Some discussion of faculty portfolios followed. Cordelia stated that faculty must be able to document their teaching practices. Delena suggested that though a teaching portfolio is an excellent way to do that, requiring one would meet resistance from faculty.

Trent volunteered to chair our committee, a suggestion that was eagerly accepted. He stated that he would send out a poll at the end of March for possible meeting times in early April. The meeting then adjourned.
Trent began the meeting by emphasizing the need for an open discussion about the new SRI instrument. Cordelia commented on the report generated by the previous ad hoc committee to evaluate the current SRI instrument and on the articles from the literature on SRIs shared by Trent; the committee agreed that they reinforced what we already knew about our current SRI instrument.

Members briefly discussed the increase in resources that will be required with a new instrument. They will need to be collated and the comments typed up.

Delena brought up the possibility of purchasing an instrument designed by an external organization. She mentioned that she had seen several, including those by IDEA and CSS, which offers both paper and online versions. She thought the companies would be fairly flexible and allow instruments to be customized by department. She thought the CSS instrument in particular focused on student outcomes. Trent had heard of IDEA but had some ethical reservations about their instrument. He acknowledged that while going with an instrument from a company would be a time saver, there would be costs such as a start-up fee in addition to the purchase price. The company controls the content of the evaluation form and could change it at any time. Also, if the administration changed, funding for the instrument could be withdrawn.

Cordelia asked if the previous ad hoc committee recommended the use of the Skowronek model included as an appendix to its report. Trent said that the committee did not recommend it exactly; it was included as a model of a type very different from what Georgia Southern currently uses. We could use it (for free); Trent obtained permission from the authors. Another possibility is to use it as a starting point to design one of our own. He said that it is a good instrument, but that some material could have to be changed. He explained that the questions on demographics should be put at the end so as not to prime students. We must be extremely careful about wording. Delena agreed, sharing that on the assessment listserv, it is stressed that the phrasing of open-ended questions is extremely important in order to elicit useful responses from students. Trent added that with open-ended questions, everyone can see whether or not students are answering questions appropriately. Members agreed that we need to get away from the cult of personality.

Our next steps:

- Meet in fall in order to plan for a sample. We could post samples online and make comments asynchronously. Although it will be difficult given the time constraints, ideally, we should have something ready by November for a pilot.
Trent stressed that the faculty in the pilot should be randomly chosen. They should be exempt from having to include data from the pilot in their annual assessments or other personnel reviews.

- Come up with specific, concrete examples of the kind of feedback we consider helpful. Bring these to next meeting.
- Bring comments on current SRI instrument to next meeting.
- Ask about other possible models to consider on the assessment listserv. Delena will take care of this.
- Put models of CSS and IDEA instruments on Drive to share with committee members. Delena will take care of this as well.

Respectfully submitted,

Nan LoBue
Faculty Senate

Senate Librarian’s Report

October 6, 2015

Undergraduate Committee (September 8, 2015) 2

Graduate Committee (September 10, 2015) 5
I. CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Joanne Chopak-Foss, Dr. Chuck Harter, Ms. Barbara King, Mr. Lili Li, Dr. Marla Morris, Dr. Peggy Mossholder, Dr. William Reynolds, Dr. Jing Sun, Dr. Lace Svec, Dr. Marla Morris, Dr. Peggy Mossholder, Dr. William Reynolds, Dr. Jing Sun, Dr. Lace Svec, Dr. Marlan Tabi

Non-Voting Members Present: Mrs. Jade Brooks, Ms. Candace Griffith, Mrs. Andrea Hagans, Dr. Brian Koehler, Dr. Christine Ludowise, Ms. Doris Mack, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Jason Slone, Mr. Wayne Smith, Dr. Deborah Thomas, Dr. David Williams

Absent with Alternate in Attendance: Dr. Laurie Gould, Dr. Ellen Hamilton, Dr. Hyo-Joo Han, Dr. Celine Manoosingh, Dr. Enka Lakuriqi, Ms. Jessica Minihan

Absent: Mr. Charles Glover, Ms. Kaitlin Kidwell

Dr. Cheryl Aasheim called the meeting to order at 3:32 p.m.

II. WELCOME AND INTRODUCTIONS

Dr. Cheryl Aasheim welcomed committee and asked for individual introductions of each member in attendance.

III. ELECTION OF UNDERGRADUATE COMMITTEE CHAIR

Dr. Cheryl Aasheim (CEIT) volunteered to be the chair.

A Tabi/Chopak-Foss motion to approve the chair was passed unanimously.

IV. APPROVAL OF 2015 – 2016 UNDERGRADUATE COMMITTEE MEETING SCHEDULE

A Harter/Tabi motion to approve the meeting schedule was passed unanimously.

V. ORIENTATION

- FORMS SUBMISSION
  Mr. Wayne Smith discussed the various forms and instructions required for the submission of curriculum changes to the Undergraduate Committee and provided members in attendance with the Office of the Registrar’s website where the curriculum forms are located.

- COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM)
  Mr. Wayne Smith provided a brief summary and update on the status of the CourseLeaf and Course Inventory Management (CIM) project. A date of completion is unknown for full implementation, but is expected to be in early 2016.

- GOOGLE GROUP COMMUNICATIONS
  Ms. Doris Mack reminded members that the google group will continue to be used as the primary method of communication for all information regarding the Undergraduate Committee.
VI. APPROVAL OF AGENDA

A Harter/Morris motion to approve the agenda was passed unanimously.

VII. COLLEGE OF EDUCATION

Item for consideration was presented by Dr. Deborah Thomas.

➢ Department of Teaching and Learning
Selected Topics- Announcement Only
ESED 4090- Research Methods in Special Education- offered spring 2016
JUSTIFICATION:
This course is expected to give an overview of designs, methods and applications of research specific to investigations in special education. The course will also include essentials in the composition of a literature review and key issues in data collection using qualitative and quantitative approaches. Measurement and statistics will be emphasized when reviewing and applying intervention, relationship and descriptive studies. Undergraduate students will develop the capacity to frame research questions, to derive appropriate research designs, collect necessary data, interpret results and develop awareness of the range of alternative approaches.

Selected Topics Announcements are for information only.

VIII. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

Items for consideration were presented by Dr. David Williams.

➢ Electrical Engineering
Course Revision(s)
EENG 2323 – Digital Design Lab
➢ Prerequisites
JUSTIFICATION:
This Digital Design Lab course teaches a special programming language called VHDL which requires students to have prior knowledge of computer programming, especially C language. ENGR 1732 course teaches this C language.

EENG 3241 – Electric Machines
➢ Prerequisites
JUSTIFICATION:
Since the previous circuit analysis course was divided into a sequence of the courses ENGR 2334 and EENG 3335, most of the pre-requisite knowledge needed for this course is covered in the first course in the sequence (EENG 2334) so EENG 3335 can be taken concurrently with this course (Electric Machines).

A Morris/Harter motion to approve the course revisions was passed unanimously.

➢ Information Technology
Course Revision(s)
IT 5434 – Network Security Fundamentals
➢ Catalog Description; Cross-List
JUSTIFICATION:
This course will now be cross-listed with a new course IT 5434G. The course description is changed to include the additional course requirements for graduate students.

A Reynolds/Mossholder motion to approve the course revision was passed unanimously.
IX. OTHER BUSINESS

X. ADJOURNMENT

There being no further business to come before the committee, a Morris/Chopak-Foss motion to adjourn the meeting at 3:57 p.m. passed unanimously.

Respectfully Submitted,

Jade Brooks
Recording Secretary
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – September 10, 2015

Present: Dr. Jim Harris, CEIT; Dr. Danda Rawat, CEIT; Dr. Li Li, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Jake Simons, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Dr. James Stephens, JPHCOPH; Ms. Debra Skinner, Library; Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Francisco Cubas, [Alternate] CEIT; Dr. Devon Jensen, COGS; Mr. Tristam Aldridge, COGS; Mrs. Randi Sykora-McCurdy, Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar’s Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, CLASS; Dr. David Williams, CEIT; Dr. Brian Koehler, COSM; Dr. Stephen Rossi, CHHS; Dr. Lance McBrayer, COSM; Dr. Teri Melton, COE; Dr. Jason Slone, CLASS

Absent: Dr. Bill Mase, JPHCOPH

I. CALL TO ORDER
Dr. Bob Fernekes called the meeting to order on Thursday, September 10, 2015 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Richard Flynn made a motion to approve the agenda as written. A second was made by Dr. James Stephens and the motion to approve the agenda was passed.

III. ELECTION OF GRADUATE COMMITTEE CHAIR
Dr. Fernekes asked for volunteers or nominations for the election of the 2015-2016 Graduate Committee Chair. Dr. Flynn nominated Dr. Dustin Anderson to serve, and a second was made by Dr. Stephens. Dr. Ming Fang He nominated Dr. Meca Williams-Johnson to serve as Chair, and a second was made by Dr. Flynn. After tallying the results of a ballot vote Dr. Anderson was elected to serve as Chair for the 2015-2016 Graduate Committee meetings.

IV. APPROVAL OF 2015-2016 GRADUATE COMMITTEE MEETING SCHEDULE
Dr. Flynn made a motion to approve the 2015-2016 Graduate Committee meeting schedule. A second was made by Dr. Stephens and the motion to approve the schedule was passed.

V. DEAN’S UPDATE
Dr. Devon Jensen welcomed everyone and stated he is currently serving as the Interim Associate Dean in the College of Graduate Studies. He said he is representing Dr. Charles Patterson who is away serving as Interim President at Georgia Southwestern State University.

Dr. Jensen provided an update on the following items:

- January Graduate Committee meeting will remain the deadline for 2016-2017 catalog changes. There is now an online catalog in place, which allows more flexibility of making editorial changes.
- Dr. Jensen asked voting members to introduce themselves. Dr. Jensen introduced regular attendees of meetings who provide support/information to committee during discussions.
- The College of Graduate Studies hosted the Graduate Convocation event on Saturday, August 15, 2015 for all new graduate students at Georgia Southern University. He spoke to them about being a graduate student, being a self-regulated learner, emotional intelligence, different factors at looking at them as a learner and how they can be more successful, and what resources are available to them on campus. There were 200 graduate students who attended the event, and approximately 400 attendees at the Bar-B-Q event, following the convocation. Attendees completed surveys and provided good feedback of how to improve the event for next year. Dr. Jensen said he received information from graduate students who felt they only knew people in their own programs. This event was good for them to see they are part of a larger group on campus.
There were 1,849 graduate applications for Fall 2015, which is the largest number of graduate applications the university has ever had. Part of this is due to the hard work of the staff in the Graduate Admissions area in the College of Graduate Studies, and the Hobsons AY solution which creates a good solid interaction with potential applicants. Dr. Jensen discussed the different opportunities programs have when there are more applications.

The following data was provided, which showed the number of applications by college:

- College of Business Administration – 297, 11% increase from previous year
- College of Education – 448, 4% decrease from previous year
- College of Engineering and Information Technology – 157, 112% increase from previous year
- College of Health and Human Sciences – 329, 41% increase from previous year
- College of Liberal Arts and Social Sciences – 252, 18% increase from previous year
- Jiann-Ping Hsu College of Public Health - 289, 19% increase from previous year
- College of Science and Mathematics – 74, 9% decrease from previous year

Overall there was a 16% increase in total number of applications, and up 13 students. Data is based on enrollment as of today.

Dr. Jensen said we are up 89 new applicants for Fall 2015, but struggling in continuous enrollment. There is a total of 670 new students in Fall 2015, with a total graduate enrollment of 2,571 (1,905 masters, 185 Ed.S., and 481 doctorate students). Total enrollment for online education is 1,016.

Dr. Jensen reviewed responsibilities of the Graduate Committee. He stated the College of Graduate Studies is responsible for upholding policies and stipulations set forth by the Graduate Committee. He reminded programs to make sure policies are workable and doable. Use the graduate catalog as your guide. The College of Graduate Studies is waiting to receive the PDF version of the graduate catalog. The College of Graduate Studies will print a hard copy of the catalog and distribute a copy to each member and alternate of the Graduate Committee.

A handout containing the Nomination for Graduate Faculty form and the Graduate Faculty section of the graduate catalog was distributed. Dr. Jensen reviewed the criteria for member and affiliate status. He stated the word “eligible” in reference to the criteria is vague. He said a solution would be to define the word eligible and include a date on the form. Another solution would be to add a provisional member category, which would mean they need more experience before receiving full member status. Dr. Anderson stated this item seems to be more of a new business item that should be put on the next agenda. Dr. Jensen asked the committee to think about this and said he would bring this back as a new business item for discussion.

Dr. James Stephens asked how long it takes for a student to receive an acceptance letter once a decision is made in SOPHAS. Mr. Tristam Aldridge stated it depends on the time of year in which the decision is posted in SOPHAS. Mr. Aldridge said last year they were looking at having SOPHAS send an electronic notification to the student, rather than the Graduate Admissions Office mailing a letter to the student. He said they were not able to do that last year because there is no development area in SOPHAS to test that type of setup. Because of having to do this in production, they had to wait for it to move into the new cycle. When recommendations are made in SOPHAS, the user will receive a message asking if they would like to send an electronic notification to the student and they would select yes. This format is done with other programs through the Hobsons AY solution. Mr. Aldridge said the letters are sent out based on their processing times.

Dr. Stephens asked if the College of Graduate Studies follows up with students to ask why they registered and did not show up. Mr. Aldridge said all of our other programs are able to capture this information almost immediately. There is a commitment form in Hobsons AY for all other programs, where the student tells us if they are accepting our offer or declining. If they select decline, there are list of reasons for the student to choose from. Mr. Aldridge said COGS has started surveying students, those who were accepted and enrolled, and those who were accepted and did not enroll. They are collecting data from these students and plan to do this every two years.

VI. NEW BUSINESS

A. College of Engineering and Information Technology

Dr. David Williams presented the agenda item for the College of Engineering and Information Technology.

Information Technology
New Course(s)
IT 5434G Network Security Fundamentals
JUSTIFICATION:
This course will be used for meeting the requirements of the Masters of Science in Applied Engineering with an IT Concentration. The course has been offered successfully as an undergraduate course and is now in demand at the graduate level. Cross listing this course as a graduate course increases options for graduate students.

Dr. Jim Harris asked if this item has been taught before as a graduate course. Dr. Williams said the course has been offered successfully as an undergraduate course. Dr. Williams said, per the Registrar’s Office, a “G” level course should have been created regardless of whether it has been taught or not. Dr. Harris asked if the “G” level was approved by the College of Engineering and Information Technology curriculum committee, and Dr. Williams said yes.

There was a discussion of this item being proposed with an effective date of Fall 2015. The committee agreed they did not want to make this a precedent. Mr. Wayne Smith stated with the implementation of CourseLeaf and the Curriculum Inventory Management (CIM) systems this problem should not happen in the future.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Engineering and Information Technology. A second was made by Dr. Fernekes. The motion to approve the New Course was passed.

B. College of Education

Dr. Tracy Linderholm presented the agenda items for the Department of Curriculum, Foundations & Research.

Dr. Teri Melton presented the agenda items for the Department of Leadership, Technology, & Learning

Department of Curriculum, Foundations & Research
New Course
EDUF 7230 – Understanding Diverse Students through Case Study
JUSTIFICATION:
This course is part of a new 18 hour certificate program titled Teaching Culturally and Linguistically Diverse Students. This course in particular focuses on connecting instruction to individual student needs and assets through the use of a case study approach. Not only does the course provide an opportunity for research methods, it facilitates connections between research, theory, and classroom practice.

Proposed New, Revised, or Deleted Program
Teaching Culturally and Linguistically Diverse Students
JUSTIFICATION:
The goal of this certificate is to develop a program for practicing teachers and administrators that focuses on improving K-12 education for culturally and linguistically diverse students and builds on the COE mission of developing reflective educators for diverse learners. The certificate program will include the three course sequence needed to earn an ESOL endorsement as well as three additional courses that emphasize the social, cultural and academic contexts inherent in working with culturally and linguistically diverse students.
Objectives are to develop a certificate for Teaching Culturally and Linguistically Diverse Students that:
• Is responsive to teachers and learners across the state in both content and format.
• Develops capacity of teachers and administrators to provide high quality instructional experiences for diverse learners
• Develops capacity among teachers and administrators to engage families of diverse learners in the education of their children

Currently between the department of Teaching and Learning and the department of Curriculum, Foundations and Reading, five of the six courses are currently offered in the course catalog. This certificate adds one course that focuses on case study approach, a current gap in CFR. It also promotes a deeper understanding of the research and pedagogical practices that are effective for culturally and linguistically diverse students. By creating this certificate, we promote in-depth study of
the individuals, the classrooms and the communities that impact diverse and their teachers. Courses in this certificate are aligned with the TKES and the TAP, which comprise the new teacher evaluation system thereby meeting the needs of teachers and districts across the state.

Dr. Tracy Linderholm stated Mr. Aldridge pointed out some changes that need to be made to the admissions section of the Teaching Culturally and Linguistically Diverse Students program page. Dr. Linderholm reviewed the suggested changes.

MOTION: Dr. Fernekes made a motion to table the agenda items submitted by the Department of Curriculum, Foundations & Research, so they the College of Education could provide a clean version of the Teaching Culturally and Linguistically Diverse Students program page during the next meeting. A second was made by Dr. Stephens, and the motion to table the New Course and New Program was passed.

Department of Leadership, Technology & Learning
New Course
EDLD 7534 – Developing Professional Learning Communities
JUSTIFICATION:
This content specific course is needed in the M.Ed. in Educational Leadership Program to satisfy requirements specific to the new Georgia Professional Standards Commission (GAPSC) Educational Leadership Standards.

Course Revisions
EDLD 7530- Democracy Centered School Leader
➢ title, schedule type, catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 7531- Legal and Ethical Issues in Education
➢ schedule type, and catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 7532- Empowering Human Resources
➢ title, schedule type, and catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 7535-Using Data in Leadership for Learning
➢ title, schedule type, and catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 7737- Supervised Field Experience I
➢ catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 7738- Supervised Field Experience II
➢ catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 8430- School Finance
➢ number, title, schedule type, and catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
EDLD 8533- Politics of Public Education
➢ number, title, schedule type, and catalog description
JUSTIFICATION:
This change is necessary to align coursework with new PSC Standards for educational leaders.
Proposed New, Revised, or Deleted Program

Teacher Leadership Endorsement

JUSTIFICATION:
In 2011, the GaPSC developed standards for Teacher Leadership Educator Preparation and created opportunities for a Teacher Leadership Endorsement. The rationale for creating a Teacher Leadership Endorsement is to meet the needs of candidates who already hold a Master’s degree in a teaching field and wish to be eligible to assume a minor role in the leadership of the school but do not wish to leave the classroom. This endorsement aligns with COE’s offering of an M.Ed. with Tier I (entry-level) Certification.

M.Ed. Educational Leadership

JUSTIFICATION:
Revised program is to align with new standards set forth by the Chief Council of State School Officers (CCSSO) and the Interstate School Leadership Licenseure Consorbn (ISLLC), and adopted by the Georgia Professional Standards Commission (GaPSC). The new program must be in place by Fall 2016.

Dr. Jensen discussed minor typographical errors in the Department of Leadership, Technology & Learning submission.

MOTION: Dr. Stephens made a motion to approve the agenda items submitted by the Department of Leadership, Technology & Learning, with the understating that the errors in the submission are corrected. A second was made by Dr. Flynn. The motion to approve the New Course, Course Revisions, and the New and Revised Programs was passed.

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

VIII. ANNOUNCEMENTS – Dr. Stephens congratulated Dr. Anderson for taking on the role as Chair for the Graduate Committee. He also thanked Dr. Fernekes for his tenure as Chair. Dr. Fernekes thanked Dr. Stephens for his comment and said the real work is being done by people who point out discrepancies in the curriculum items. He suggested that Dr. Jensen contact individuals in advance of the meetings to try to sort out concerns on submissions in an effort to streamline the meetings and make sure everyone is on the same page.

Mr. Smith stated the Registrar’s Office is still working on CourseLeaf. They are in the process of updating catalog descriptions to ensure all items are listed correctly, which is a manual process. They hope to have a PDF version of the catalogs available in the next few weeks. Their office is also in the beginning phase of implementing the CIM system. They are working on electronic forms and will be going through training in the next couple of months, and plan to have the electronic format available by February. Mr. Smith will continue to provide updates as the process continues. Mr. Smith thanked all Associate Deans and everyone else that has been a part of implementing CourseLeaf.

Dr. Anderson reminded everyone to sign in if they did not do so when they arrived, and thanked everyone for their service on the committee.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on September 10, 2015 at 10:07 AM.

Respectfully submitted,
Audie Graham, Recording Secretary

Minutes were approved September 30, 2015 by electronic vote of Committee Members
Senate Librarian’s Report
November 16, 2015

Athletic Committee Report (September 28, 2015) 2
Athletic Committee Report (October 26, 2015) 3
General Education/Core Curriculum Committee Minutes (October 1, 2015) 4
General Education/Core Curriculum Committee Activities (Oct. 12, 15, & 26, 2015) 6
Graduate Committee Minutes (October 8, 2015) 7
Library Committee Notes (October 20, 2015) 14
NCAA Faculty Athletic Representative Report (November 5, 2015) 16
Senate Ad Hoc SRI Committee Report (August 31, 2015) 18
Undergraduate Committee Minutes (October 8, 2015) 20
September 2015 Athletic Committee Notes:

There were no major concerns from the Athletic Committee for September. Schedules were approved and financially they are currently in good shape. Conversations were had about reoccurring conversations to student athletes about academic honesty and student conduct code. There were no questions from that committee that needed to be brought to the Senate.
October 2015 Athletic Committee Notes:

Quest Speaker Coach Carter Collins (Men's Golf instructor)

Budget—spread sheets were handed out—everything is on track and in line as of right now.

Scheduling—Nothing

SAAC—Continuing community efforts, outreach into local Middle Schools, can drives planned and outreach for a family that has had a fire and lost everything

Athletic Director—All fall sport are progressing, one win away for being bowl eligible for the first time in school history, Men's/Women's soccer preparing for tournament play, Women's Riffle team nationally ranked, Diving Nationally ranked at the mid level. Athletic Director's across the country have had an emergency meeting to discuss the Cost of Attendance for student athletes based on foreseeable settlement based on Antitrust lawsuits against Universities. (This is an ongoing discussion without any policy being reached as of yet)

Student Athletic Services—on track with the roll out of getting all student athletes to a 3.0. Side note: all student athletes are required to go to study hall and can miss up to 3 sessions. ON the 4 session missed the Athletic Director and Student Athletic Services representative will meet with the student and at that point the athlete will miss practice time. (So far only three students have missed three sessions—that is 3 students out of 400 student athletes!)

SGA—will have a proposed plan in place for Senate review that will be a Defined University Sanctioned Event Policy
General Education/Core Curriculum Committee  
October 1, 2015  
Present: Michelle Cawthorn (Chair), Nan LoBue, Paolo Gujilde, Amy Jo Riggs, Stacy Smallwood, Isaac Fung, Clint Martin, June Joyner, Amy Ballagh, Delena Gatch, Teresa Flateby, Alan Woodrum  
Unable to attend: Marshall Ransom, Sally Brown, Catherine Howarter, Lili Li, William Amponsah  

I. Introductions  
a. History (brief) of GECC  
https://docs.google.com/a/georgiasouthern.edu/document/d/1YzCwvmR5jPVMOS3S0yE4m6ccOrORd_HdK_xfORhvfe/edit?usp=sharing  
b. Relationship to OIE and Faculty Senate  
c. Function to date  
May want to revisit composition of subcommittees this year: larger assessment subcommittee and smaller curriculum committee; over 100 courses to review for Board of Regents Core Course assessment from Spring 2015  

II. Nominations/discussion re: electing a chair  
a. Michelle was nominated and accepted the role for this year  
b. Discussed possibility of chair-elect to work with Michelle for next year for continuity  
c. Currently without a Director of General Education; position is open  

III. Discussion of CORE assessment reports  
a. Purpose  
b. Number of reports received  
A few reports in progress/draft form, forthcoming  
Over 100 core courses  
Reports and rubrics are located in Google Drive and ready for assessment  
c. Procedures for reviewing reports  
Two reviewers/course, one from area, one from outside  
Use rubric designed by Assessment Subcommittee last spring and approved by Faculty Senate  
Hold at least one Norming session whole group, then read on our own time  
Reviewers will receive email for each report with link to report and rubric for that report  
Spreadsheet with readers/assigned reports will be accessible for reviewers
Reviewers can revisit any particular rubric (for example, if reviewer is interrupted or needs to confer)

d. Procedures for those who didn't submit them (for various reasons)
   **For courses not offered in the previous year (also see V. Announcements)**
   - Should these courses complete a report indicating that course was not offered in order to start process for removing from curriculum?
   - Request to departments for plans for these courses? Should such a request come from the GECCC? Senate? OIE?

IV. Meeting time for next meeting (Norming)
   - Michelle will send sample report and rubric; committee members read ahead and score at least one sample for discussion
   - Thursday, October 15, 12:30 – 1:45; Location TBA
   - Michelle will consider a second date for committee members with time conflicts

V. Announcements
   a. **Alan Woodrum: New program for curriculum management, catalog is already entered in this form; no paper, only e-forms. Asks whether GECCC should be inserted into the work-flow for curriculum submissions/approval? Yes, according to procedures for core course approvals previously developed and approved
   b. Information: Board of Regents is considering allowing FYE course to be located in Area B
GECC activities

October 12 attendance: Sally Brown, William Aponsah, Clint Martin, Jim Harris, Catherine Howarter, Michelle Cawthorn, Delena Gatch
October 15 attendance: Stacy Smallwood, Isaac Fung, Nan Lobue, June Joyner, Paolo Gujilde, LiLi Li, Amy Jo Riggs, Delena Gatch, Michelle Cawthorn
October 26 attendance: Marshall Ransom, Joe Ruhland, Michelle Cawthorn

1. On October 5, all members of the GECC were sent two Core Course Assessment reports to score according to the rubric developed by the GECC in spring of 2015. We asked committee members to score the reports and complete the scoring form by Monday, Oct 12.
   • On October 12 and 15, GECC members met and discussed the rubric scoring in a process called rubric norming. Afterwards, all members were sent one additional report to score prior to Wed., Oct 23 as additional practice and to determine if another norming session was needed.
   • On October 26, Michelle C. met with the committee members (2) who had been unable to attend the previous meetings and discussed rubric scoring.

2. At each of the norming sessions, the need to score reports promptly was emphasized. Faculty members need the feedback as soon as possible because Core Course assessment is a process that will be conducted every year for all Core Courses.

3. The committee was sent the file containing the scores for the third report and asked to review both their own and others’ comments.

4. The remainder of the Core Course Assessment reports will go out to reviewers this week, with a goal of completing scoring by the middle of November, and returning feedback the first week of December.
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – October 8, 2015

Present: Dr. Danda Rawat, CEIT; Dr. Li Li, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Jake Simons, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Dr. James Stephens, JPHCOPH; Dr. Bob Fernekes, Library; Dr. Thomas Koballa, Dean, COE [Academic Affairs]; Dr. Francisco Cubas, [Alternate] CEIT; Mr. Lili Li [Alternate], Library; Ms. Charisma-Kimberly Tataw, SGA Representative; Mr. Tristam Aldridge, COGS; Mrs. Audie Graham, COGS; Ms. Mary Jernigan, COGS

Guests: Ms. Candace Griffith, VPAA; Mr. Wayne Smith, Registrar’s Office; Ms. Cindy Groover, Institutional Effectiveness; Dr. Jason Slone, CLASS; Dr. Stephen Rossi, CHHS; Dr. Lance McBrayer, COSM; Dr. Dawn Tysinger, COE; Dr. Beth Durodoye, COE; Dr. Johnathan O’Neill, CLASS; Dr. Alisa Leckie, COE; Dr. Robert Lake, COE; Dr. Dan Chapman

Absent: Dr. Jim Harris, CEIT; Dr. Bill Mase, JPHCOPH; Ms. Debra Skinner, Library

I. CALL TO ORDER
Dr. Dustin Anderson called the meeting to order on Thursday, October 8, 2015 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Bob Fernekes made a motion to approve the agenda as written. A second was made by Dr. Colton Magnant and the motion to approve the agenda was passed.

III. DEAN’S UPDATE
In Dr. Devon Jensen’s absence, Mr. Tristam Aldridge provided an update on the following items:

- **Grad Fair Season** - The admission’s team in the College of Graduate Studies (COGS) is in the process of attending Graduate Recruitment Fairs, and most of them occur in the month of October. There are 17 events this year; predominately in the state of Georgia, and others in the state of South Carolina and Florida. If anyone would like to participate in the events, they are more than welcome to attend with COGS staff. Details of Fairs can be found on the Office of Graduate Admissions home page: http://cogs.georgiasouthern.edu/admission/

- **Graduate Assistantships** - In COGS, there continues to be problems related to GA’s treatment and people having a clear understanding of the Affordable Care Act. COGS is developing strategies and protocols to address this matter. Much of it revolves around whether the university classifies GA’s as students or employees as it relates to this responsibility. This is also a unique situation for Georgia Southern University because we carry such a high number of GA’s. We currently have 658 GA’s at GSU; 60 are RAs and 153 are TA1s/TA2s.

- **Update on Graduate Faculty Nominations** – As of now, COGS has awarded a total of 15 nominations for Graduate Faculty Status in the Fall 2015 term: 12 for Member and 3 for Affiliate status.

- **Time to Degree Concerns** - As we continue to look at graduate curriculum matters here at GSU, we want to make sure that we are being responsive in our program and course designs to realities that impact retention and progression. Current national data from the Council of Graduate Schools indicates that one of the major challenges facing graduate education is Time to Degree Completion. The research is saying that the longer it takes a student to complete a degree, the more likely that life will get in the way of success. New jobs, relationships, marriages, children, mortgages can all begin to impede the ability for graduate students to maintain the long-term goal of a Masters or Doctoral degree. So as we consider new programs or program revisions for instance, we should be considering if curricular or program infrastructures are built in that will help students complete their degrees in a timely manner. This could be reflected in how and when courses are offered, maybe cohort models that keep students together through a program of study. There are many ways to address this.
Dr. James Stephens asked for clarification of whether COGS would continue to attend the Graduate Recruitment Fairs. Mr. Aldridge stated yes, they are in the process of attending the events. The majority of the 17 events are in the Georgia Graduate Fair Circuit; two of them are in South Carolina and two in Florida. Dr. Stephens asked if they would continue to attend the Georgia Southern University on-campus Graduate Fair, and Mr. Aldridge said yes.

IV. GRADUATE COMMITTEE CHAIR’S UPDATE – PROGRAM REVIEWS

Dr. Anderson stated the Provost Office has already offered some training to programs listed below, who will be completing their program reviews. Ms. Cindy Groover will also be working with the Graduate Committee in the Spring to offer assistance in report writing and rubric scoring. Four returning members of the Graduate Committee have agreed to be team leaders during the program review process. Emails will be sent out to teams with more information. Dr. Anderson asked the committee to let him know if they are interested in working on specific programs during the Spring Program Review process.

Comprehensive Program Reviews Due in Spring 2016:

College of Business Administration:
- Graduate Certificate - Applied Economics
- Graduate Certificate - Enterprise Resources Planning
- MS Applied Economics
- PhD Logistics & Supply Chain Management

College of Health and Human:
- Graduate Certificate - Dietetic Internship Program
- Graduate Certificate – Coaching
- Post-Master’s Certificate - Nurse Educator
- Post-Master’s Certificate - Family Nurse Practitioner

College of Engineering and Information Technology:
- Graduate Certificate – Occupational Safety & Environmental Compliance
- Graduate Certificate - Engineering & Manufacturing Management

College of Liberal Arts and Social Sciences:
- Graduate Certificate - Public History
- MA History
- MS Psychology

Ms. Candace Griffith stated if team leaders would like to know what information she shared with programs during their program review orientation, please let her know by emailing her at candaceg@georgiasouthern.edu. Ms. Griffith stated this will help keep everyone on the same page.

V. NEW BUSINESS

A. College of Liberal Arts and Social Sciences

*Dr. Johnathan O'Neill presented the agenda item for the College of Liberal Arts and Social Sciences.*

Department of History

Course Revision(s)

HIST 5431G - Advanced Topics in Public History

- Number, Catalog Description

JUSTIFICATION:
The number of this course is being changed to the 6000 level because the Department will no longer offer 5000 level courses for graduate credit for History students.

Proposed New, Revised, or Deleted Program(s)

Certificate in Public History

JUSTIFICATION:
The first revision renumbers a 5000 level course to the 6000 level as a result of the department's decision to cease offering 5000 level courses for History graduate students. The second revision is to
MOTION: Dr. Richard Flynn made a motion to approve the Course and Program Revisions submitted by the Department of History. A second was made by Dr. Stephens. The motion to approve the Course and Program Revisions was passed.

History, M.A
JUSTIFICATION:
The first revision is the elimination of spring admission to the program: recent growth has made it too disruptive to course sequencing and student progression. The next change is the elimination of 5000G courses as options for History M.A. students: the department has concluded that it is more pedagogically appropriate for our students to do more coursework at a higher level. The next revision is to notify students that appropriate prior coursework in a foreign language will exempt them from the foreign language exam. The last revision is to eliminate the oral exam based on coursework and to state that an oral exam is required for students who do a thesis and for students who do a non-thesis paper.

Mr. Aldridge asked if the program wanted to stop admissions in the Spring, and Dr. O'Neill said yes.

Mr. Aldridge stated he would check to see if there are any current applications in the system for Spring. He asked Dr. O'Neill if Graduate Admissions should contact the students and give them the option for Fall admission. Dr. O'Neill stated this change would not go into effect until Fall 2016. If there are no current applications for Spring 2016, Dr. O'Neill said it would be fine for Graduate Admissions to remove the application for Spring 2016 admission.

MOTION: Dr. Stephens made a motion to approve the M.A. History Program Revision submitted by the Department of History. A second was made by Dr. Flynn. The motion to approve the Program Revision was passed.

B. College of Education

Dr. Dan Chapman presented the new course agenda item for the Department of Curriculum, Foundations & Research.

Department of Curriculum, Foundations & Research
New Course
EDUC 9636 – Advanced Seminar in Forms of Curriculum Inquiry
JUSTIFICATION:
This course is needed to acquaint students with a wide array of forms of inquiry and modes of expression and representation within the field of curriculum studies and their potentials for the advancement of curriculum theory and practice in an increasingly diversifying and contested world, including philosophical, historical, empirical, theoretical, critical, multicultural/multilingual/multiracial, counternarrative, multiperspectival cultural studies, subaltern, indigenous, art-based, auto/biographical, documentary, oral history, speculative essay, fiction, story, play, poetry among others. This course will serve as a required advanced seminar for students to explore forms of curriculum inquiry and modes of expression and representation relevant to their dissertation research.

During the discussion of the New Course EDUC 9636, Dr. Chapman clarified that they do not have specific key learning assessments attached to this course. However, students will be undertaking research writing related to their dissertation research interest in this course. Dr. Chapman will update Item 5 on the New Course form for EDUC 9636 to include direct language about learning assessment measures.

Dr. Brandonn Harris asked for clarification of the repeatable credit option for course EDUC 9636. He asked if the department anticipated students repeating this course. Dr. Chapman said no, they did not anticipate students repeating this course, because it is the final course before the students begin the writing stage.

MOTION: Dr. Ming Fang He made a motion to approve the New Course submitted by the Department of Curriculum, Foundations & Research, with the understanding that Item 5 is updated. A second was made by Dr. Meca Williams-Johnson. The motion to approve the New Course was passed.
Dr. Ming Fang He presented the course revision agenda item for the Department of Curriculum, Foundations & Research.

Course Revision
READ 8630
➤ level, catalog description
JUSTIFICATION:
The reason for the special topics designation was to make our special topics available for M.Ed., Ed. S. and Ed.D. students.

Dr. Li Li asked if it was common practice in the Graduate Committee for a presenter of a curriculum item to also make the motion to approve the item. Dr. Anderson stated if the presenter is a member of the committee, then they would be allowed to make a motion. Dr. Anderson explained that typically the College of Education curriculum items are presented by Dr. Tracy Linderholm, but she was unable to attend the meeting. In Dr. Linderholm's absence, Dr. He was asked to present this item.

MOTION: Dr. He made a motion to approve the Course Revision submitted by the Department of Curriculum, Foundations & Research. A second was made by Dr. Flynn. The motion to approve the Course Revision was passed.

Dr. Dan Chapman presented the program revision agenda item for the Department of Curriculum, Foundations & Research.

Proposed New, Revised, or Deleted Program
Ed. D. Curriculum Studies
JUSTIFICATION:
First, we moved the Advanced Qualitative Research methods from the last course taken in the program to two semesters prior. We expect our students to be able to incorporate theoretical understandings of the phenomena they are studying whether they use qualitative, quantitative, or strictly theoretical methods. Our students often struggle with this expectation and this presents a significant hurdle in the dissertation phase of the students' program. The Curriculum Studies faculty felt that it was confusing for students who took Qualitative research, then took courses on theoretical research, and then finished their coursework with Advanced Qualitative Research right before the candidacy exam. The research faculty concurred that the students who did not have courses in theoretical research experienced less dissonance with the material in Advanced Qualitative Research. It seems important for the students to have the qualitative research methods courses together and then learn how to incorporate these methods into a theoretical framework. This will make the candidacy exam and the dissertation writing begin more smoothly.

The second change we made was to create a new course for the final semester, titled "Advanced Seminar in Forms of Curriculum Inquiry." The major objective of this course is to provide a required advanced seminar for students to explore forms of curriculum inquiry and modes of expression and representation relevant to their dissertation research. Specifically, students will: (1) identify pressing issues and contemporary concerns as practical and policy matters that impact their life in schools, families, neighborhoods, and communities; (2) name cutting edge curriculum topics in relation to pressing issues and contemporary concerns; (3) identify contextual forces (e.g., historical, social, political, economic, geographical, cultural, linguistic, ecological, etc.) that are embedded in and engendered from cutting edge curriculum topics in relation to pressing issues and contemporary concerns; (4) illuminate how cutting edge curriculum topics, their practical and policy ramifications, and contextual embodiment can be understood by theoretical perspectives; (5) illustrate how forms of inquiry and modes of representation or expression (e.g., story, personal essay, autobiography, visual art, music, theatre, science) are crucial to develop understanding for and make impact on practice, policy, context, and theory in relation to cutting edge curriculum topics, pressing issues, and contemporary concerns; and (6) envision contemporary curriculum inquiry innovations as a transformation at various levels and as a turning point for future curriculum research and practice as well as the curriculum making in their personal and professional lives. To engage in this course right before their candidacy exam will help the students immensely as they transition from coursework to independent research.
MOTION: Dr. He made a motion to approve the Program Revision submitted by the Department of Curriculum, Foundations & Research. A second was made by Dr. Flynn. The motion to approve the Program Revision was passed.

Dr. Beth Durodoye presented the agenda items for the Department of Leadership, Technology, & Learning.

Department of Leadership, Technology & Learning
Proposed New, Revised, or Deleted Program
M.Ed. Instructional Technology
JUSTIFICATION:
The addition of a provisional acceptance option would create a pathway for applicants to enter the program based on current academic performance.

MOTION: Dr. Fernekes made a motion to approve the M.Ed. Instructional Technology Program Revision submitted by the Department of Leadership, Technology & Learning. A second was made by Dr. He. The motion to approve the Program Revision was passed.

M.Ed. Counselor Education
JUSTIFICATION:
Clarification of other program requirements.

MOTION: Dr. He made a motion to approve the M.Ed. Counselor Education Program Revision submitted by the Department of Leadership, Technology & Learning. A second was made by Dr. Williams-Johnson. The motion to approve the Program Revision was passed.

VI. OLD BUSINESS
A. Prior Learning Assessment Sub-Committee Update – Dr. Dawn Tysinger explained that in the Spring of 2015 a sub-committee of the Graduate Committee was formed to create a draft about Prior Learning Assessment (PLA). Dr. Tysinger explained how PLA is an issue of access and equity, and if a policy was created for PLA there would be a positive response for recruitment and retention of students. Our current policy states students can transfer in six credits towards their graduate program. However, there is no current policy in place to consider student’s real world training or experience that demonstrates mastery in an area. The sub-committee is proposing a policy be created to allow students the opportunity to bring in those experiences for university credit. Dr. Tysinger explained that students would petition the Department Chair of the program and they would determine how many semester hours could be applied to the degree program for PLA. If the Department Chair approved of the PLA, the student would be charged a fee. The sub-committee is proposing that the fee be 1/3 of the tuition for the course, minus fees. The student would then be given some type of an assessment. This could be in a form of a portfolio, written exam, or another form the department/program deemed appropriate for the assessment. If the student earned a “B” or better on the assessment, that would be considered resident credit and a “K” would be reflected on their transcript for that course.

Dr. Jake Simons asked if the sub-committee would accept suggestions on clarifying the intent. Dr. Tysinger said yes. Dr. Simons said he would share his suggestions with the sub-committee.

Dr. LiLi Li asked how the “K” would be computed into the student’s GPA. Mr. Wayne Smith stated the “K” would not figure into the Georgia Southern University GPA.

Dr. Flynn asked if any student could petition their program for this type of an assessment. Dr. Tysinger stated it would be up to the department to determine if the PLA was appropriate for their program. Dr. Flynn stated this should be written into the policy.

Dr. Anderson asked if there would be a cap for the PLA credit. He wanted to ensure the PLA policy would be consistent with COGS transfer policy, as well as the policy for transfer credits at the university level, ensuring policies are consistent across the board. Dr. Tysinger stated the departments would determine the number of semester hours of graduate credit for which a student may request eligibility. Dr. Thomas Koballa agreed that the policies needed to be consistent and stated the sub-committee may want to go back and look at the practices on the undergraduate level.
Mr. Smith stated if a department offers a proficiency exam for a course, undergraduate students are able to pay a small fee to take the exam, in which they would receive “K” credit.

Mr. Smith asked if there are any SACSCOC requirements related to PLA. Ms. Griffith stated SACSCOC is more interested in universities following their own procedures, they do not establish procedures for the university. Dr. Koballa stated other institutions are currently doing this across the US, and it may be helpful to look at their procedures.

Dr. Stephens asked when this will begin. Dr. Tysinger stated a timeline has not been set.

Dr. Flynn reiterated that he felt the policy should state that the PLA would not apply to all courses.

Dr. Li suggested the sub-committee check the consistency of the SACSCOC/COGS/university policy as it relates to PLA. Dr. Koballa said looking at learning outcomes associated with courses or programs and that would dictate what policies and procedures would be followed.

Dr. Flynn was concerned with leaving the credit limit open and not setting a limit. Dr. Tysinger stated the sub-committee was leaving this open at this point, because they wanted the department to determine what limit was best for their program. Dr. Stephens agreed there should be a limit placed on how many PLA credits graduate students can test out of.

Ms. Groover stated there is a SACSCOC standard that applies to PLA. She read the policy from the SACSCOC website. She stated as long as there are provisions in place and there is documentation to back it up then there should be no SACSCOC issue.

The sub-committee will present more information on this topic in a future meeting.

B. Tabled items from September 10, 2015 Graduate Committee meeting:

College of Education

Dr. Alisa Leckie and Dr. Robert Lake presented the agenda items for the College of Education.

Department of Curriculum, Foundations & Reading/Department of Teaching and Learning

New Course(s)

EDUF 7230 – Understanding Diverse Students through Case Study

JUSTIFICATION:

This course is part of a new 18 hour certificate program titled Teaching Culturally and Linguistically Diverse Students. This course in particular focuses on connecting instruction to individual student needs and assets through the use of a case study approach. Not only does the course provide an opportunity for research methods, it facilitates connections between research, theory, and classroom practice.

New Certificate program with revisions

Teaching Culturally and Linguistically Diverse Students Certificate

JUSTIFICATION:

The goal of this certificate is to develop a program for practicing teachers and administrators that focuses on improving K-12 education for culturally and linguistically diverse students and builds on the COE mission of developing reflective educators for diverse learners. The certificate program will include the three course sequence needed to earn an ESOL endorsement as well as three additional courses that emphasize the social, cultural and academic contexts inherent in working with culturally and linguistically diverse students.

Objectives are to develop a certificate for Teaching Culturally and Linguistically Diverse Students that:

- Is responsive to teachers and learners across the state in both content and format.
- Develops capacity of teachers and administrators to provide high quality instructional experiences for diverse learners
- Develops capacity among teachers and administrators to engage families of diverse learners in the education of their children

Currently between the department of Teaching and Learning and the department of Curriculum, Foundations and Reading, five of the six courses are currently offered in the course catalog. This certificate adds one course that focuses on case study approach, a current gap in CFR. It also promotes a deeper understanding of the research and pedagogical practices that are effective for culturally and linguistically diverse students. By creating this certificate, we promote in-depth study of the individuals, the classrooms and the communities that impact diverse and their teachers.
in this certificate are aligned with the TKES and the TAP, which comprise the new teacher evaluation system thereby meeting the needs of teachers and districts across the state.

MOTION: Dr. Flynn made a motion to approve the old business agenda items submitted by the College of Education. A second was made by Dr. He. The motion to approve the New Course and New Certificate was passed.

VII. ANNOUNCEMENTS

Mr. Smith stated the PDF version of the undergraduate catalog is now complete. The Registrar’s Office is in the process of completing the PDF for the graduate catalog. He reminded everyone to check their information in the graduate catalog and let the Registrar’s Office know if they see any errors. They hope to finish the graduate catalog within the next week and a half.

Mr. Smith stated the Registrar’s Office is having another meeting to discuss the Curriculum Inventory Management (CIM) system. They will be reviewing the forms that will eventually be used by the Undergraduate and Graduate Committees when Colleges are submitting curriculum changes.

Dr. He asked what the involvement is of the Graduate Committee and COGS during the Presidential search. There was a discussion of what was stated during the last Faculty Senate meeting. Dr. James Stephens stated there are two types of Presidential searches: an open search or a closed search. If there is an open search an announcement will be made as to who is coming to campus. In a closed search, no announcement are made to campus. Dr. Stephens stated as of now, there has been no announcement as to whether this will be an open or closed search. Dr. Li stated the search committee is now working on the job description and suggestions can be made to Dr. Steve Vives. Dr. He asked if the Graduate Committee could request a level of involvement of our Interim COGS Dean in the search. Dr. Anderson stated he would discuss this with Dr. Jensen. Dr. Stephens stated the process is determined by the Board of Regents and the current President.

Dr. Anderson reminded everyone to sign in, if they had not already done so. He stated Mrs. Audie Graham will not attend the November meeting, because she will be on maternity leave. Dr. Anderson introduced Ms. Mary Jernigan and stated she would take minutes during the November meeting in Mrs. Graham’s absence.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on October 8, 2015 at 9:55 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved October 22, 2015 by electronic vote of Committee Members
Dean Mitchell welcomed the group and introductions were made.

**Election of Committee Chair:** Richard Flynn was re-elected to serve as Committee Chair for the 2015-2016 term.

**Report from the Dean of the Library:** Dean Mitchell shared copies of the most recent edition of the *Henderson News*, a quarterly newsletter published for the Friends of the Library. He invited the members to review the articles, noting that the edition details some of the highlights of the 2014-2015 academic year, which proved to be very productive. He stated that Henderson Library is growing at a faster pace than ever before due to the vast amount of freely available content. In addition, the library has benefited from several gifts and donations adding over 15,700 new items to its collection. The library’s institutional repository is growing at a tremendous rate and is a valuable recruiting tool, especially for graduate students. Partnerships have been created with other departments on campus promoting events such as those with the Center for International Studies for a lunch and learn lecture series held in the library, and a PBS Documentary series, *The Latino Americans: The Five Hundred Year Legacy that Shaped a Nation*.

Dean Mitchell stated that the library’s budget is a constant challenge, receiving no increase in funding over the past four to five years. In reviewing the library’s current materials budget, he noted that even though the library’s budget has received no increase, there is a typical inflation of 6-10% to scholarly journal subscriptions. The library has been fortunate to receive year-end funding which helps toward meeting our expenses. Any excess in year-end funds is directed toward prepayments on subscriptions. He added that we are projecting a $135,000 deficit this year. If no year-end funds materialize, we will be pressed to pay our bills. In such a circumstance, the Library Committee will be involved in deciding how to handle our needs, such as reviewing our subscriptions usage to consider which ones could be eliminated, and/or cutting back on the purchase of monographs. A general discussion followed regarding other areas of the library’s budget and the FTE ratio to student and library personnel compared to our peer institutions.

Dean Mitchell reported on the position of Associate Dean of the Library vacated by Ann Hamilton who retired September 30, and the type of recruitment strategy being conducted. Campus visits for finalists are anticipated for January.

Fred Smith reported that the position vacated by the retirement of Cynthia Frost, Interlibrary Loan Librarian, is progressing with several good applicants. Campus visits should also be sometime in January.

Dean Mitchell reported three more retirements coming up: two in 2016 and one in 2017, which will reflect a 30% faculty turnover for the period 2014 to the 2017.
Agenda topics for the next meeting to be scheduled prior to the Thanksgiving Holidays were voiced. There will also be a demonstration on the library’s new demand driven acquisition system.

Committee members were encouraged to report on today’s meeting with their departments, obtain any agenda topics, questions or problems for the next meeting and forward to Dean Mitchell or Chair Richard Flynn.
1. The link to access NCAA Academic Progress Rate (APR), the NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University (click on the first Tab “Academic Progress Rate Search”):
   http://www.ncaa.org/about/resources/research/academic-progress-rate-apr

   The most recent GSR and Federal Graduation Rate data were released on November 4, 2015. Below are links to the information released by the NCAA:

   GSR and Federal Graduation Rate (please click on links below):

   - GSR Searchable Database
   - Trends in GSR and Federal Graduation Rates PowerPoint
   - GSR Report – Overall Division I Report
   - GSR Report – Football Bowl Subdivision
   - GSR Report – Football Championship Subdivision
   - GSR Report – Division I (Nonfootball)
   - Federal Graduation Rate Report – Overall Division I Report
   - Federal Graduation Rate Report – Football Bowl Subdivision
   - Federal Graduation Rate Report – Football Championship Subdivision
   - Federal Graduation Rate Report – Division I (Nonfootball)

2. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
   http://www.knightcommission.org/
3. Below is a link to a Position Statement released by The Drake Group, Inc. entitled “Why the NCAA Academic Progress Rate (APR) and the Graduation Success Rate (GSR) should be Abandoned and Replaced with More Effective Academic Metrics.”


4.
Senate Ad Hoc SRI Committee to revise SRIs
August 31, 2015

Present: Errol, Trent Maurer, Cordelia Zinskie, Delena Gatch, Nan LoBue

Trent summarized the minutes from the previous meeting, including the to-do list at the end. The minutes were approved.

Delena said she will post the sample instruments from several companies and discussion feedback from assessment listservs.

Trent said that we must decide right away between purchasing an instrument and creating one. The turnover in the Provost’s office complicates the issue. Some discussion followed about Remark, a software package that uses an optical scanner to create and revise documents. SRIs that require scantrons will be more expensive.

Some discussion followed about face-to-face versus online classes and how SRIs are likely to be affected in each case. Cordelia stated that the current SRI instrument is of limited usefulness in her online classes. Delena suggested that our new instrument might contain sections used only for online classes while others would be used only for face-to-face classes. After listening to concerns of committee members about how an online environment creates severe pedagogical disadvantages, Errol commented that in his experience, the professor’s personality tends to come through clearly in an online course. All agreed that comparison of SRIs among faculty, though common, should not be permitted according to the language in the Faculty Handbook.

Discussion then turned to the types of feedback we hope to generate from the new instrument. All agreed that certain comments from students can be extremely helpful. Delena stated that she gives a survey of her own on the same day the university SRI is administered. She asks about specific assignments and teaching methods that helped students learn the material. Nan shared some surveys she has used in her writing classes which allowed her similar freedom to tailor questions to specific activities, technologies, and pedagogical tools in order to find out which ones helped students achieve the outcomes. Errol commented that in his experience, students much prefer professor-designed surveys to the university SRI. Students feel that professors who write their own surveys care more about their teaching. Trent agreed and suggested that our new instrument should contain some questions that are general enough to apply to all departments, and others that are specific to the particular course. Delena said that she thought IDEA might be amenable to tailoring certain questions for specific departments.

The subject of actual questions for the new SRI then was broached. Trent suggested that we need to have some opening questions that will identify certain student behaviors such as frequency of attendance, amount of time spent on class material, etc. We will have to be careful to do this in a way that respondents remain neutral. He suggested that
we look at the current SRI for comparison. Delena stated that the new instrument must not be able to be manipulated by faculty; she gave examples of ways faculty can inflate scores on the current SRI. Cordelia stressed that the new instrument must not punish faculty for rigor. All agreed, and a vigorous discussion followed on challenging students legitimately; faculty can sometimes be punished for this with the current SRI. Errol commented that after listening to this discussion, he is beginning to understand why the new instrument must emphasize student learning rather than student satisfaction.

Delena stated that she will post two samples of instruments from companies for us to consider. Trent said he would identify specific areas we should think about while looking at these. Cordelia asked if we are still constrained by the initial timeline. Trent said that is the goal, but there are a lot of factors that may affect that timeline; some would be out of our control if we buy an instrument. We will need multiple forms, for example, but that may not be possible for the pilot. We will know after our next meeting if the original timeframe is out or not.

Meeting adjourned at 4:33.

Respectfully submitted,

Nan LoBue
I. CALL TO ORDER

Voting Members Present: Dr. Joanne Chopak-Foss, Dr. Laurie Gould, Dr. Hyo-Joo Han, Dr. Chuck Harter, Mr. David Lowder, Dr. Marla Morris, Dr. William Reynolds, Dr. Jing Sun, Dr. Lace Svec

Non-Voting Members Present: Mrs. Jade Brooks, Mr. Sam Chambers, Ms. Candace Griffith, Mrs. Andrea Hagans, Ms. Doris Mack, Mr. Wayne Smith

Guests: Mr. Robert Farber, Dr. Johnathan O’Neill, Dr. Stephen Rossi, Dr. Jason Slone, Dr. Deborah Thomas

Absent: Dr. Cheryl Aasheim, Dr. Moya Alfonso, Dr. Larisa Elisha, Dr. Ellen Hamilton, Dr. Enka Lakuriqi, Mr. Lili Li, Dr. Celine Manoosingh, Ms. Jessica Minihan, Dr. Marian Tabi

Dr. Chuck Harter called the meeting to order at 3:39 p.m.

II. APPROVAL OF AGENDA

A Chopak-Foss/Gould motion to approve the agenda was passed unanimously.

III. COURSELEAF AND COURSE INVENTORY MANAGEMENT (CIM) UPDATE

Mr. Wayne Smith announced that the PDF of the 2015-2016 Undergraduate Catalog is now available on the Office of the Registrar’s website. The Graduate Catalog will be available in the next few weeks. Mr. Smith also provided members with a brief update on the status of the CourseLeaf and Course Inventory Management (CIM) project. A date of completion is unknown for full implementation, but is expected to be in early 2016.

IV. COLLEGE OF SCIENCE AND MATHEMATICS

Items for consideration were presented by Dr. Lace Svec.

- Department of Biology
  Course Revision(s)
  BIOL 1110 - General Biology Laboratory
  - Catalog Description
  JUSTIFICATION:
  The laboratories in this course have been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

  BIOL 1130 - General Biology
  - Catalog Description
  JUSTIFICATION:
This course has been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 1210 - Environmental Biology Laboratory
- Catalog Description
  JUSTIFICATION:
  The laboratories in this course have been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 1230 - Environmental Biology
- Catalog Description
  JUSTIFICATION:
  This course has been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 2107 - Principles of Biology I
- Catalog Description
  JUSTIFICATION:
  This course has been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 2107L - Principles of Biology I Laboratory
- Catalog Description
  JUSTIFICATION:
  The laboratories in this course have been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 2108 - Principles of Biology II
- Catalog Description
  JUSTIFICATION:
  This course has been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 2108L - Principles of Biology II Laboratory
- Catalog Description
  JUSTIFICATION:
  The laboratories in this course have been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 3130 - Principles of Genetics
- Catalog Description
  JUSTIFICATION:
  This course has been revised and updated considerably since the original catalog description was written. The revised catalog description reflects these changes and is more informative for students.

BIOL 3133 – Ecology and Evolution
- Catalog Description
  JUSTIFICATION:
  The original course description was written when this course was one of three required introductory courses. At that time this course contained a great deal of genetics content, including Mendelian genetics. Currently this course deals only with the basic population genetics necessary to understand evolution and ecology. This catalog change reflects this fact.
A Morris/Chopak-Foss motion to approve the course revisions was passed unanimously.

V. COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

➢ CLASS Dean

Item for consideration was presented by Dr. Jason Slone.

Proposed New, Revised, or Deleted Program(s)
Women’s and Gender Studies Interdisciplinary Concentration (REVISED)
JUSTIFICATION:
The number of hours required for the concentration is listed incorrectly. We've edited the page to reflect the correct hours (18) required for an interdisciplinary concentration.

A Reynolds/Gould motion to approve the program revision was passed unanimously.

➢ Department of Art

Item for consideration was presented by Mr. Robert Farber.

Proposed New, Revised, or Deleted Program(s)
Art, (Concentration in Art History), B.A. (REVISED)
JUSTIFICATION:
The BFSDoArt made significant curricular changes last Fall. The B.A. Art (Concentration in Art History) page was overlooked in the process. These changes reflect the changes that were made to the Exploratory Art requirements in all Art majors last year.

A Morris/Gould motion to approve the program revision was passed unanimously.

➢ Department of History

Items for consideration were presented by Mr. Robert Farber.

New Course(s)
HIST 4235 - Tudor and Stuart England
JUSTIFICATION:
This course covers the Tudor and Stuart monarchies from 1485-1714, a decisive era in the making of modern Britain and the modern world. Topics include how monarchs reformed religion, patronized major artists, made constitutional changes, and created an economic and political empire spanning the globe. This 230-year period will be examined along primarily political and social lines: "reason of state," the development of bureaucracies, diplomacy (foreign and domestic), and responses to the growing gap between church and state first introduced by the Reformation and reaching a climax 100 years later in the major reorganizations of government. The course concludes with the end of the Stuart Dynasty, and with it, the end of native English, Welsh, and Scottish monarchs.

Course Deletion(s)
HIST 5431 - Advanced Topics in Public History
JUSTIFICATION:
The Department of History is changing the graduate (G) section of this course to a 6000-level course. There is no need or demand for a separate undergraduate course in this area.

Proposed New, Revised, or Deleted Program(s)
History, B.A. (REVISED)
JUSTIFICATION:
The first revision is the listing of a new course on the program page, HIST 4235-Tudor and Stuart England. The second change is the deletion of HIST 5431-Advanced Topics in Public History because it will be renumbered at the 6000 level.

A Morris/Chopak-Foss motion to approve the new course, course deletion and program revision was passed unanimously.

VI. COLLEGE OF EDUCATION

Items for consideration were presented by Dr. Deborah Thomas.

➢ Department of Leadership, Technology and Human Development
   New Course
   ITEC 4233- Foundations of Technology-Enabled Learning
   JUSTIFICATION:
   This course introduces education majors to the effective uses of instructional technology in supporting student centered technology-enabled learning. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on online teaching and learning for P-12 environments. Prerequisite(s): A minimum of grade of "C" in SCED 4732, SCED 3237 or SCED 3537. Corequisite(s): SCED 4137 and SCED 4739.

➢ Department of Teaching and Learning
   New Course(s)
   SCED 4632- Student Teaching Seminar in Secondary Education
   JUSTIFICATION:
   This seminar course provides a forum for discussion and examination of critical issues related to students' teaching responsibilities and transition to first-year teaching in Grades 6 – 12 classrooms. Prerequisite(s): Completion of the teaching field and professional education courses and admission to the Student Teaching Program. Corequisite(s): SCED 5799.

   SCED 4732 – Secondary School Practicum II
   JUSTIFICATION:
   A supervised teaching experience in grades 6-12. Candidates will observe, assist, plan, and teach in the specific teaching field and grade level for which they are being certified. In collaboration with the classroom teacher, candidates will plan and teach lessons that specifically address academic language, content, and pedagogy in their assigned content area. Prerequisite(s): A minimum grade of "C" in READ 3330, SCED 3121, SCED 3721, and SPED 3333. Concurrent enrollment in SCED 3237, or SCED 3337, or SCED 3437, or SCED 3537 with a minimum grade of "C".

   SCED 4739 – Student Teaching Residency I
   JUSTIFICATION:
   This supervised practicum is a field-based teaching experience in a secondary school classroom. The goals for this course are for teacher candidates to (1) apply teaching strategies to support diverse learners in inclusion classrooms, and (2) meaningfully and effectively utilize instructional technology to support student learning. Prerequisite(s): A minimum grade of "C" in SCED 4732 and SCED 3237 or SCED 3337 or SCED 3437 or SCED 3537; Corequisite(s) SCED 4137 and ITEC 4233.

Course Revision(s)
SCED 3237
➢ title, pre-requisite, co-requisite, catalog description
JUSTIFICATION:
This course was revised to meet current research and best practice in science education. The course sequence was adjusted to provide teacher candidates a solid foundation in content and pedagogical...
preparation prior to taking this course.

SCED 3537
- pre-requisite, corequisite, catalog description

JUSTIFICATION:
Course sequence was adjusted to provide teacher candidates a solid foundation of content and pedagogical preparation prior to taking this course.

SCED 4137
- title, schedule type, pre-requisite, corequisite, catalog description

JUSTIFICATION:
This course has been revised to address current research and best practice in secondary education. The course sequence of the BSED Secondary Education Program has been revised to ensure a strong foundation in content and pedagogical preparation.

SCED 4138
- number, title, credit hour, schedule type, co-requisite, catalog description

JUSTIFICATION:
This course was revised to include current research and best practice in secondary curriculum. The redesign of the program resulted in changes to course credit hours and corequisites.

SCED 4731
- number, title, credit hour, co-requisite, catalog description

JUSTIFICATION:
This course is part of a block of courses required in the redesigned BSED Secondary Education Program and addresses the requirements for extensive and intensive field experiences of the Georgia Professional Standards Commission and the Council for Accreditation of Educator Preparation. The course hours have been adjusted to meet content and pedagogical requirements.

Proposed New, Revised, or Deleted Program(s)

BSED in Secondary Education (NEW)
- Concentration in Mathematics Education

JUSTIFICATION:
The state of Georgia and the nation are facing a teaching shortage that is expected to grow, especially at the secondary level in math and science. The Georgia Board of Regents has recognized the urgent need for secondary teachers and is reversing the Board of Regents Principle which required BSED Secondary Education programs to convert to MAT Secondary Education programs. Institutions that had approved secondary education programs prior to the implementation of the Principles are allowed to reactivate these programs through a BOR substantive change process. Forms are due to the BOR in October.

In order to meet the current BOR Area F requirements as well as content and pedagogy requirements of the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation, the program is being submitted with 129 hours. The BOR is currently considering reducing the required Area F education (EDUC) courses for secondary education programs from 9 hours to 6 hours. That decision will be made in November, and if approved, discussions will need to occur about that change, which may result in program revisions.

If approved, the program will begin admitting pre-education majors in fall 2016 but not offer professional education courses (with the exception of EDUC 2130) until fall 2017 or later. This will allow the program to continue to plan with the P-12 community to develop field experiences and engage in further discussions with COSM and COE faculty to ensure all content and pedagogical needs are effectively met.

BSED in Secondary Education (NEW)
- Concentration in Biology Education
JUSTIFICATION:
The state of Georgia and the nation are facing a teaching shortage that is expected to grow, especially at the secondary level in math and science. The Georgia Board of Regents has recognized the urgent need for secondary teachers and is reversing the Board of Regents Principle which required BSED Secondary Education programs to convert to MAT Secondary Education programs. Institutions that had approved secondary education programs prior to the implementation of the Principles are allowed to reactivate these programs through a BOR substantive change process. Forms are due to the BOR in October.

In order to meet the current BOR Area F requirements as well as content and pedagogy requirements of the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation, the program is being submitted with 129 hours. The BOR is currently considering reducing the required Area F education (EDUC) courses for secondary education programs from 9 hours to 6 hours. That decision will be made in November, and if approved, discussions will need to occur about that change, which may result in program revisions.

If approved, the program will begin admitting pre-education majors in fall 2016 but not offer professional education courses (with the exception of EDUC 2130) until fall 2017 or later. This will allow the program to continue to plan with the P-12 community to develop field experiences and engage in further discussions with COSM and COE faculty to ensure all content and pedagogical needs are effectively met.

BSED in Secondary Education (NEW)
- Concentration in Chemistry Education

JUSTIFICATION:
The state of Georgia and the nation are facing a teaching shortage that is expected to grow, especially at the secondary level in math and science. The Georgia Board of Regents has recognized the urgent need for secondary teachers and is reversing the Board of Regents Principle which required BSED Secondary Education programs to convert to MAT Secondary Education programs. Institutions that had approved secondary education programs prior to the implementation of the Principles are allowed to reactivate these programs through a BOR substantive change process. Forms are due to the BOR in October.

In order to meet the current BOR Area F requirements as well as content and pedagogy requirements of the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation, the program is being submitted with 129 hours. The BOR is currently considering reducing the required Area F education (EDUC) courses for secondary education programs from 9 hours to 6 hours. That decision will be made in November, and if approved, discussions will need to occur about that change, which may result in program revisions.

If approved, the program will begin admitting pre-education majors in fall 2016 but not offer professional education courses (with the exception of EDUC 2130) until fall 2017 or later. This will allow the program to continue to plan with the P-12 community to develop field experiences and engage in further discussions with COSM and COE faculty to ensure all content and pedagogical needs are effectively met.

BSED in Secondary Education (NEW)
- Concentration in Physics Education

JUSTIFICATION:
The state of Georgia and the nation are facing a teaching shortage that is expected to grow, especially at the secondary level in math and science. The Georgia Board of Regents has recognized the urgent need for secondary teachers and is reversing the Board of Regents Principle which required BSED Secondary Education programs to convert to MAT Secondary Education programs. Institutions that had approved secondary education programs prior to the implementation of the Principles are allowed to reactivate these programs through a BOR substantive change process. Forms are due to the BOR in October.
In order to meet the current BOR Area F requirements as well as content and pedagogy requirements of the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation, the program is being submitted with 129 hours. The BOR is currently considering reducing the required Area F education (EDUC) courses for secondary education programs from 9 hours to 6 hours. That decision will be made in November, and if approved, discussions will need to occur about that change, which may result in program revisions.

If approved, the program will begin admitting pre-education majors in fall 2016 but not offer professional education courses (with the exception of EDUC 2130) until fall 2017 or later. This will allow the program to continue to plan with the P-12 community to develop field experiences and engage in further discussions with COSM and COE faculty to ensure all content and pedagogical needs are effectively met.

A Morris/Gould motion to approve the new courses, course revisions and new programs was passed unanimously.

VII. OTHER BUSINESS

VIII. ADJOURNMENT

There being no further business to come before the committee, a Gould/Chopak-Foss motion to adjourn the meeting at 3:54 p.m. passed unanimously.

Respectfully Submitted,

Jade Brooks
Recording Secretary