Faculty Senate Librarian Reports

Governance- Faculty Senate

3-2017

Librarian's report 3-2017

Georgia Southern University

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Senate Librarians Report submitted by Mark R. Welford, Senate Librarian for the March 2017 meeting.

This report includes:

Academic Standards Committee report, January 4

ad hoc Committee on SRI minutes, February 8

ad hoc Committee on SRI Final Report (see attached PDF file)

Faculty Welfare Committee minutes, February 7

Graduate Committee minutes, February 9

GECC meeting minutes, January 31

Library Committee minutes, February 15

Undergraduate Committee minutes, February 14

Academic Standards Committee

The Academic Standards Committee met twice in February to consider student appeals for readmission to the university.

Academic Standards Committee meeting on January 4, 2017.

Present at the January 4th meeting were Moya Alphonso (JPHCOPH), Scott Beck (COE), Timothy Giles (CLASS), Paolo Gujilde (LIB), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Jon Rawlinson (REG), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Lisa Smith (LIB), Teresa Smith (REGS), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the January 4th meeting were Elise Boyett (FIN AID), Mark Edwards (COSM), Roger Purcell (CEIT), Candy Schille (CLASS).

Appeals for January 4, 2017
TALLY

Automatic 10 pts down or less (60 E1, 1 E2)	**61**	Approved by Dean (34 E1, 2 E2)	**36**
Automatic Autos-2.0 or better for past 2 terms (44 E1, 10 E2)	**54**	Denied by Dean (53 E1, 2 E2)	**55**
Denied by Committee (87 E1, 4 E2)	**91**		
Approved by Committee (23 E1)	**23**	**Approved by Assoc. Provost**	**16**
Total E1 & E2 Appeals	**229**		
*Total Approved Appeals	**190**		
Grand Total Appeals	**245**		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

Academic Standards Committee meeting on January 5, 2017.

Present at the January 5th meeting were Timothy Giles (CLASS), Paolo Gujilde (LIB), Brian Koehler (COSM), Bill Levernier (COBA), Teri Melton (COE), Lowell Mooney (COBA), Amy Jo Riggs (CHHS), Peter Rogers (CEIT), Lisa Smith (LIB), Wayne Smith (REG), Kelly Sullivan (JPHCOPH), Sam Todd (CHHS), Mark Welford (COSM).

Not present at the January 4th meeting were Moya Alphonso (JPHCOPH), Scott Beck (COE), Elise Boyett (FIN AID), Mark Edwards (COSM), Roger Purcell (CEIT), Candy Schille (CLASS).

Appeals for January 5, 2017
TALLY

Automatic 10 pts down or less (0 E1, 0 E2)	0	Approved by Dean (7 E1, 0 E2)	7
Automatic Autos-2.0 or better for past 2 terms (0 E1, 0 E2)	0	Denied by Dean (17 E1, 2 E2)	19
Denied by Committee (24 E1, 2 E2)	26		
Approved by Committee (3 E1)	3	**Approved by Assoc. Provost**	0
Total E1 & E2 Appeals	29		
*Total Approved Appeals	10		
Grand Total Appeals	29		

*Total Approved Appeals = total approved appeals for E1 and E2 students + E2 student appeals approved by Provost (if applicable.)

ad hoc Committee on Student Ratings of Instruction
Meeting Minutes
February 8th, 2017
1:30-2:30 pm

Members in attendance: Trent Maurer, Eudiah Ochieng, Nan LoBue, Cordelia Zinskie

1. Discussion about emails from Faculty Senate Executive Committee and February 7th, 2017 Faculty Senate meeting

The Committee discussed the recent decision of the SEC to decline to put the Committee on the agenda for the 2/7/17 Faculty Senate meeting to present our results and solicit feedback from the Faculty Senate before making our final recommendations. Members were shocked and extremely disappointed that we were denied the opportunity to present our work at the February Faculty Senate meeting, because we had been planning to do so since August 2016, and in response to a recent Request For Information the Faculty Senate Moderator had previously announced that we would be presenting our work at the February meeting. Additionally, members were very demoralized by the SEC's attempt to dissolve the committee before we had the opportunity to complete our charge and make our final recommendations. The members expressed their gratitude that the SEC had relented and agreed to at least allow us to write our final report and present it to the Faculty Senate at the March 6th, 2017 meeting.

The Committee strongly disagrees with the SEC decision to prohibit Faculty Senate consideration of any recommendations our Committee might make simply because we are in the midst of a consolidation with Armstrong State University. Our Committee was charged to address very serious flaws in our Student Ratings of Instruction measure and the manner in which it is used at Georgia Southern University; those issues will persist if the Faculty Senate is not permitted to act upon our Committee's recommendations. Our Committee believes the Faculty Senate should have the right to vote on our recommendations as they see fit, whether that means approving them, rejecting them, or tabling them.
The Committee also believes that the characterization of our efforts by the Faculty Senate Moderator at the February Faculty Senate meeting was inaccurate. He stated that the SEC believed that our results were not compelling and "not supported" by the feedback we had received. In the Draft Report we had disseminated, we made no recommendations, so the Committee believes that any conclusions about the merits of our recommendations should be reserved until after we have proposed those recommendations and provided the rationale for them.
2. Discussion about revisions to the pilot SRI form

The Committee reviewed the results of the pilot testing and the feedback we had received (both official and unofficial). We also discussed logistical and administrative issues relevant to the pilot SRI form. The Committee agreed to make one major and three minor changes to the pilot SRI form and propose that form to the Faculty Senate for adoption.
3. Discussion about final recommendations

The Committee discussed options for recommendations to include in our Final Report in furtherance of our charge. We decided to make three recommendations, each of which will be explained in detail in our Final Report and accompanied by a clear and compelling rationale.

4. Completing the Final Report and presenting to the Faculty Senate

The Committee Chair volunteered to write the draft of the final recommendations section of the report and send it to the rest of the Committee for revision. Upon completion of the report, a copy will be sent to the Senate Librarian for inclusion in the Librarian's Report. A copy will also be attached to the request to appear on the March 6th, 2017 Faculty Senate agenda, for ease of reference.

5. Statement of Thanks

The Committee Chair thanked the Committee members for their hard work in carrying out our charge over the past three years.

6. Adjourn

The meeting was adjourned at 2:30 pm.

Faculty Welfare Committee minutes
Meeting 2-7-17, 11:00 AM

In attendance:
Jim LoBue, COSM (chair)
John Barkoulas, COBA
Ron MacKinnon, COBA
Fred Smith, LIBR
LiLi Li, LIBR
Colton Magnant, COSM
Jonathan Hilpert, COE
Leticia McGrath, CLASS
Alice Hall, CHHS
Ashley Walker, COPH
Diana Cone, Provost Office

Item 1
Charge: to decide whether a change in the Faculty Handbook was called for with respect to external review of faculty for tenure and promotion. The appropriate excerpt from the Faculty Handbook was attached to this document. Highlighted and underlined are particular excerpts and phrases that identify the focus we examined.

The committee discussed the possibility for several changes ranging from direct indication that only scholarship should be considered to a statement suggesting that departments decide for themselves what external reviewers should do. The committee found a strong consensus that no change should be made to the Faculty Handbook. To specify that only scholarship should be judged seemed to remove departmental prerogative while to indicate that departments, independently, should decide how to use external review seemed redundant. Clearly, as indicated by FWC faculty present, whatever ambiguity there is in the Faculty Handbook has been dealt with by most departments already. **Several departments have interpreted the wording to allow them to request that only scholarship need be reviewed. Further, to specifically state that departments are free to judge for themselves should require a policy change. Such a change calls for a separate proposal in addition to a proposal for a change in the Faculty Handbook**. Given the anticipated volatility in University policies driven by consolidation, the FWC did not think this particular change **would be important enough to make** at this time.

Item 2
There were several other topics discussed further by the FWC.
The first was whether there is a need for a spousal hiring policy. Nationally a significant number of faculty searches fail, and another fraction of young faculty are lost because of the lack of spousal employment opportunities. As indicated by Dr. Cone, at Georgia Southern discussion of spousal employment does take place as do attempts to make employment opportunities known to faculty spouses. Further, the University has a strong record of hiring highly qualified spouses, although there are a few cases identified by FWC members in which the non-hiring of a faculty spouse to appropriate faculty positions seemed inscrutable. However, the University does not have a formal policy on spousal hiring. Such a policy could strengthen current faculty searches as well as improve faculty retention. The FWC will work on a policy that addresses what is already done informally.

Item 3

The second topic of discussion was maternity leave.

The current maternity leave policy is based on the use of sick leave. However, most often, it is young faculty early in their careers at Georgia Southern who are adversely affected by this policy as well as the stipulation that eligibility requires a full year of employment. The current policy apparently prohibits use of the pool of donated sick leave for this purpose. It is faculty in their early years who are unlikely to have accumulated enough sick leave of their own to cover the 6 to 8 weeks of leave (30-40 days, 3-4 years of service) that a fully supportive policy would demand. The FWC will revisit the current policy and attempt to address the concerns of young faculty who are most vulnerable in this context.

Items 4 and 5

The final two topics were only discussed briefly but will find a place on our agenda this semester. Proposed was the suggestion that we need to provide compensation for faculty supervision of independent study students.

Proposed was the suggestion that we need to review the "Periodic Review of Department Chairs" that was instituted a few years ago.

205.06 p55 of the current Faculty Handbook

4. Each tenured or tenure-track faculty member undergoing either a promotion or tenure review shall submit to his/her chair or unit head the names and contact information of at least three qualified individuals not directly involved in the faculty member's work (i.e., have not been involved as a mentor or close collaborator) who can objectively review the faculty member's portfolio. **The individuals should be <u>experts in the faculty member's field</u> and hold an academic appointment at an institution at least similar to Georgia Southern with rank at or above the rank to which the candidate is aspiring**. **The department chair or chair of the department's Tenure and Promotion Committee shall solicit letters from two of the individuals that <u>address the quality of work performed and readiness of the candidate for promotion and/or tenure</u>**. In addition to submitting names for individuals who may be contacted for external review, the faculty member may submit up to three names (and contact information) of individuals who may NOT be contacted by anyone involved in the tenure and/or promotion review. The department chair in association with the Tenure and Promotion Committee chair may also solicit up to two additional letters from any individual not on the forbidden list that he or she may think has the background commensurate with carefully evaluating the candidate's portfolio and contributions to the profession. (#4 approved by Faculty Senate, June 2, 2015.)

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – February 9, 2017

Present: Dr. Mujibur Khan, CEIT; Dr. Gustavo Molina, CEIT; Dr. Gavin Colquitt, CHHS; Dr. Brandonn Harris, CHHS; Dr. Richard Flynn, CLASS; Dr. Dustin Anderson, CLASS; Dr. Constantin Ogloblin, COBA; Dr. Bill Yang, COBA; Dr. Meca Williams-Johnson, COE; Dr. Ming Fang He, COE; Dr. Scott Kersey, COSM; Dr. Colton Magnant, COSM; Dr. Bill Mase, JPHCOPH; Mr. Jeffrey Mortimore, Library; Mrs. Audie Graham, COGS

Guests: Ms. Candace Griffith, VPAA; Mrs. Randi Sykora-McCurdy, COGS; Ms. Cindy Groover, Institutional Effectiveness; Dr. Velma Burden, Registrar's Office; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Ms. Victoria Brannen, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Stephen Rossi, CHHS; Dr. Robert Yarbrough, COSM; Dr. Katy Smith, COSM; Dr. Eric Kartchner, CLASS; Dr. Brian Vlcek, CIET; Dr. Eric Silva, CLASS; Dr. Dan Bauer, CLASS; Mr. Derek Larson, CLASS; Dr. Tony Pritchard, CHHS

Absent: Dr. Evans Afriyie-Gyawu, JPHCOPH; Mr. Lili Li, Library

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, February 9, 2017 at 9:03 AM.

II. APPROVAL OF AGENDA

Dr. Richard Flynn made a motion to approve the agenda as written. A second was made by Dr. Ming Fang He and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

A. Comprehensive Program Review – Dr. Anderson reviewed the operating procedures and team members for the Comprehensive Program Reviews. He asked team members to draft sample reports and stated he would normalize the reports and rubrics. Dr. Anderson said the members will receive program review information by this afternoon or tomorrow morning. If members do not receive information by Monday, please contact Dr. Anderson. The timeline for teams to complete their initial review is March. The final reviews and reports will be submitted for approval during the April Graduate Committee meeting.

Dr. Anderson reminded everyone of the next CPR training session scheduled tomorrow, February 10, from 2-3 PM, in IT Room 2206. Ms. Candace Griffith said she shared with the people who will be scoring the B.F.A. in Graphic Design and the B.A. in Physics and Astronomy for them to read through those and score them in advance of the training session. Ms. Griffith asked for them to use the Google Docs form, if possible, to record scores. Dr. Anderson asked that people who are using the Google Docs form to please make a copy in the event there is a technical issues.

Dr. Anderson thanked the committee in advance for their work with the CPRs.

IV. NEW BUSINESS

A. College of Science and Mathematics
Dr. Lance McBrayer presented the agenda item for the Department of Biology.

Department of Biology
<u>New Course:</u>
BIOL 5141G – Forensic Biology
JUSTIFICATION:
On the basis of student evaluations, from piloting this course as a Selected Topics course, there is a high demand to have a course taught in Forensic Biology for undergraduate and graduate students. This course will provide a basic understanding of the roles that biologists play when collaborating with law enforcement in civil and criminal investigations. This is an integrative

course, incorporating content from biological areas such as anatomy, botany, entomology, genetics, physiology, and toxicology, in addition to other STEM fields such as chemistry, mathematics, and physics. Due to it's human-centered, problem-solving approach, this course is highly desirable for students preparing to attend graduate or professional (dental, medical, and veterinary) schools. In addition, this course provides a little known career path in fields such as: academia, forensic sciences, and government (FBI, GBI).

Dr. Lance McBrayer stated the course work for New Course BIOL 5141G was put through with a course fee. He stated that was not appropriate, so the course fee in the "G" section should be removed.

MOTION: Dr. Bill Mase made a motion to approve the agenda item submitted by the Department of Biology, with the removal of the course fee. A second was made by Dr. He. The motion to approve the New Course was approved.

Dr. Katy Smith presented the agenda item for the Department of Geology and Geography.

Department of Geology and Geography
New Course(s):
GEOG 5091G - Applied GIS
JUSTIFICATION:
This graduate course will be an elective in the MS in Applied Geography program.

GEOG 7535 - Cultural and Political Ecology
JUSTIFICATION:
Cultural and Political Ecology will be a major elective course in the MS Applied Geography program. With its emphasis on how myriad environmental issues are impacted by human driven factors and geographic contexts, it is an essential offering in the Applied Geography MS program.

GEOG 7830 - Non-Thesis Capstone
JUSTIFICATION:
This course is required for the non-Thesis option of the MS in Applied Geography.

GEOG 7999 - Thesis
JUSTIFICATION:
This course is required for the MS in Applied Geography thesis option.

GEOL 5340G - Barrier Island Environmental Geology
JUSTIFICATION:
The Barrier Island Environmental Geology course provides a field-based multidisciplinary science experience in a coastal environment during a period of great emphasis on coastal research and coastal evolution. The course can be taken concurrently with GEOL 5740 to provide an eight credit hour advanced elective package facilitating completion of Geology major degree requirements. The Geol 5740/5340 concurrent course package also supports students seeking a Sustainability Concentration and those pursuing a Minor in Geology. This course includes team research projects within a field-based learning environment that integrates the subdisciplines of physical, historical, and coastal geology, and hydrogeology, in the context of barrier island evolution, ecology and anthropogenic influences. The rapid shoreline migration of the host site (St. Catherines Island, GA) provides a unique opportunity to examine and address the impact of sea level rise on the greater coastal environment, essential natural resources, and critical wildlife habitat.

Course Revision:
GEOL 5740G - Sea Turtle Natural History
JUSTIFICATION:
The course description was updated to better-suit the current nature of the course, and the prerequisite changed to "permission of instructor" due to the need to coordinate early with

students intending to participate in the course (because of the need to coordinate logistics with St. Catherines Island). The course fee is requested to cover food and lodging needs while on the island as there are no commercial facilities on the island available to the students.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Geology and Geography. A second was made by Dr. He. The motion to approve the New Courses and Course Revision was approved.

B. College of Education

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

Department of Curriculum, Foundations, and Reading
<u>Course Revision:</u>
EDUC 9636 - Advanced Seminar in Forms of Curriculum Inquiry
JUSTIFICATION:
We are attempting to change the pre-requisites and co-requisities associated with the course EDUC 9636. Because this course falls at the very end of the program of study, there are no co-requisites. This causes inefficient registration into EDUC 9632 and EDUC 9631, as we have to override each student into these courses. Therefore, we are eliminating EDUC 9632 and EDUC 9631 as co-requisites. We are also eliminating EDUF 9133, EDUF 9131, and EDUR 9231, as they do not offer the needed foundational knowledge in order to be successful in the course. However, we will keep EDUC 9232 and add EDUR 9232 as prerequisites to make sure the each student has received the necessary education to be successful in this course

MOTION: Dr. Mase made a motion to approve the agenda item submitted by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. He. The motion to approve the Course Revision was approved.

Dr. Tracy Linderholm presented the agenda items for the Department of Leadership, Technology, and Human Development.

Department of Leadership, Technology, and Human Development
<u>New Course:</u>
ITEC 5233G - Foundations of Technology – Enabled Learning
JUSTIFICATION:
This course meets new Georgia Professional Standards Commission (GaPSC) and the council for the Accreditation of Educator Preparation (CAEP) requirements for preparing educators to use technology to support instruction and student learning. A cross listing of this course is needed to accommodate graduate level students. Graduate students will be required to complete an additional project: a technology-enabled unit comprising three lesson (including assessments) in the candidate's content area. This unit will be further developed, delivered, and tested in the Master of Teaching program.

<u>Course Revision:</u>
COUN 7232 - Addictions Counseling
JUSTIFICATION:
Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7337 - Multicultural Counseling
JUSTIFICATION:
Revise course title and description to align with current counseling scholarship, to bring the course into compliance with CACREP (specialty accreditation) standards, and to more accurately reflect course content. Adding a prerequisite since graduate students from other programs often

want to take the course and they limit enrollment for COUN students who are required to take the course.

ITEC 8231 - Transforming Learning with Technology
JUSTIFICATION:
The prerequisites were in place when the program was accepting candidates in Fall, Spring and Summer. Now the program is structured in a cohort model so that prerequisites are part of the program of study and no longer required for registration in this course.

Program Revision:
Instructional Technology Ed.S.
JUSTIFICATION:
The add-on certification program at the Master's Level requires a student to complete 24-27 hours of coursework, including the 18 hours in Instructional Technology required for admission into the EdS in ITEC. These students have to meet all of the same program requirements during the add-on track, including state teacher certification requirements, as students enrolled in the Master's. Therefore, this change enables us to accept applicants into the EdS program in a more equitable manner.

Dr. Linderholm stated she is requesting permission from the Provost Office to make the ITEC 5233G course effective in Summer 2017. She explained that the MAT program is a cohort model and it will take students out of sequence if they were not able to take the course this summer. Dr. Anderson asked if the Provost Office approves this request, will the Registrar's Office be able to make this course active for summer 2017. Mr. Wayne Smith said if the Registrar's Office receives approval from the Provost Office they will put the course in the system.

MOTION: Dr. He made a motion to approve the agenda item submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Flynn. The motion to approve the New Course, Course Revisions, and Program Revision was approved.

Dr. Tracy Linderholm and Dr. Tony Pritchard presented the agenda items for the Department of Teaching and Learning.

Department of Teaching and Learning
New Program:
Teaching M.A.T. (Health and Physical Education Concentration)
JUSTIFICATION:
Students who have earned a bachelors degree in another field that is not in Health and Physical Education have decided to become a teacher. These students want to earn a masters degree while also earning a teaching certificate in Health and Physical Education. By adding this concentration to the Master of Arts in Teaching, students would they will be able to earn the masters and teaching certificate at the same time.

Program Revision:
Teaching M.A.T.
JUSTIFICATION:
To update the information for prospective students as it pertains to advising and program admissions requirements but to also format the catalog pages to be more "user-friendly". In addition, a new concentration in health and physical education was added to begin Fall 2017.

Dr. Linderholm stated there are typographical errors in the concentration areas of the Teaching M.A.T. program revision submission. Revisions will be made to make all concentrations consistent within the program.

Dr. Anderson asked if there will be issues with workload. Dr. Stephen Rossi stated the Kinesiology courses will not start until Summer 2018, and he confirmed they have the faculty in place to teach the courses.

Dr. Flynn asked what premium tuition is. Dr. Linderholm stated premium tuition is $25 per credit hour, above the base. She explained it is to help support additional work and services provided to graduate students. Ms. Randi Sykora-McCurdy stated premium tuition is charged for professional programs, such as public health programs, business programs, and education programs.

MOTION: Dr. Meca Williams-Johnson made a motion to approve the Program Revision submitted by the Department of Teaching and Learning, with the understanding that the typographical changes be made in the concentration areas. A second was made by Dr. Flynn. The motion to approve the Program Revision was approved.

MOTION: Dr. He made a motion to approve the New Program submitted by the Department of Teaching and Learning. A second was made by Dr. Williams-Johnson. The motion to approve the New Program was approved.

    C. College of Liberal Arts and Social Sciences

    Dr. Dan Bauer presented the course inactivations submitted by the College of Liberal Arts and Social Sciences.

    Course Inactivation(s):
    AL 8240 - General Linguistics
    JUSTIFICATION:
    The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department no longer has plans to move in that direction.

    AL 8460 - English Grammar ESL/EFL Tch
    JUSTIFICATION:
    The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department is no longer has plans to move in that direction.

    AL 8470 - Sociolinguistics
    JUSTIFICATION:
    The course was designed and approved when the Department of Writing and Linguistics was new and focused on creating a masters program in Applied Linguistics. The department no longer has plans to move in that direction.

MOTION: Dr. Mase made a motion to approve the Course Inactivations submitted by the College of Liberal Arts and Social Sciences. A second was made by Dr. He, and the motion was approved.

    Mr. Derek Larson presented the agenda items for the Department of Art.
    Department of Art
    Course Revision:
    ARTH 7377 - Graphic Design Art History
    JUSTIFICATION:
    Change in course prefix from ART7377 to ARTH7377. ARTH is the prefix used by all other Art History courses. Course prefix was not changed inadvertently in the conversion from ART to ARTH several years ago.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Department of Art. A second was made by Dr. He, and the motion to approve the Course Revision was approved.

    Dr. Eric Silva presented the agenda items for the Departments of Criminal Justice and Criminology, Political Science and International Studies, and Sociology and Anthropology.
    Department of Criminal Justice and Criminology

New Course:
CRJU 6638 - Proseminar in Social Science
JUSTIFICATION:
The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

 Please number this course CRJU 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

Department of Political Science and International Studies
New Course:
POLS 6638 - Proseminar in Social Science
JUSTIFICATION:
The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

 Please number this course POLS 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

Department of Sociology and Anthropology
New Course:
ANTH 6638- Proseminar in Social Science
JUSTIFICATION:
The Master of Arts in Social Science program is multidisciplinary and comprised of Sociology and Anthropology, Political Science, and Criminology and Criminal Justice. The Proseminar can currently only be taken as a sociology course, which does not reflect the multidisciplinary nature of the program.

 Please number this course ANTH 6638. It will be cross-listed and offered with an existing course, SOCI 6638, which is also Proseminar in Social Science.

MOTION: Dr. Flynn made a motion to approve the New Courses CRJU 6638, POLS 6638, and ANTH 6638. A second was made by Dr. Constantin Ogloblin, and the motion was approved.

Dr. Eric Kartchner presented the agenda items for the Department of Foreign Languages.
Department of Foreign Languages
Course Revision(s):
FORL 6432 - Foreign Languages Methods 9-12
JUSTIFICATION:
To remove the need for a field experience.

FORL 6433 - Practicum in Foreign Languages
JUSTIFICATION:
To add prerequisites.

Dr. He stated the foreign language courses sounds like they are teaching methodology courses. Dr. He asked if there was any collaboration with the College of Education. Dr. Kartchner said yes, it is a joint program. Dr. Linderholm confirmed this is a concentration of the M.A.T. program and it has been an ongoing collaboration for many years.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Foreign Languages. A second was made by Dr. He. The motion to approve the Course Revisions was approved.

Dr. Dustin Anderson presented the agenda item for the Department of Literature and Philosophy.
Department of Literature and Philosophy
New Course:
ENGL 5336G - Modern and Contemporary American Literature
JUSTIFICATION:
Intensive study of a variety of texts, authors, and topics in twentieth- and twenty-first-century American literature, read and understood in their historical, aesthetic, and social and political contexts and affected by issues of war, and of race, class, and gender.

Dr. Anderson said two changes need to be made to the submission. There are two SLOs that need to be corrected and there is a pre-requisition that needs to be removed that does not apply to the "G" level course.

Dr. Williams-Johnson asked if honors undergraduates would be allowed to take this course. Dr. Anderson said there is an undergraduate option, as long as they meet the pre-requisitions. Some students take the "G" section, through senior privilege. Dr. Christine Ludowise said most of their students who are in the honors level are contracting with instructor. Dr. Ludowise said unless they are doing senior privilege then they take regular course.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Department of Literature and Philosophy, with the understanding that the revisions be made. A second was made by Dr. He. The motion to approve the New Course was approved.

Dr. Christine Ludowise presented the agenda item for the Department of Music.
Department of Music
Program Revision:
Music M.M.
JUSTIFICATION:
Errors in credit hours for repeatable courses MUSA 7192 (Conducting Concentration) and MUSC 7630/MUSA 7199 (Conducting Concentration) occurred in transfer to new system, making the credits not add up to 33, and these have been corrected to how they were approved for earlier (pre-CIMS) catalogs. Some explanatory comments and reordering of the course lists were also made for clarification; these include listing the concentration-specific courses first and the general courses later rather than strictly by course number. No changes have been made in required courses, credit, or content from how the program was approved for prior catalogs.

MOTION: Dr. Ogloblin made a motion to approve the agenda item submitted by the Department of Music. A second was made by Dr. Mase. The motion to approve the Program Revision was approved.

Dr. Dan Bauer presented the agenda items for the Department of Writing and Linguistics.
Department of Writing and Linguistics
Course Revision(s):
WRIT 5531G - Advanced Creative Nonfiction Writing
JUSTIFICATION:
Take the capital letter out of the course name to reflect current accepted discipline spelling of nonfiction.

WRIT 7260 - Writing Project
JUSTIFICATION:
The University summer calendar no longer aligns with the regional public school calendars, making it impossible for area teachers to meet the contact-hour requirements needed for a 6 hour course. Therefore, we would like to continue offering the intensive teachers-teaching-teachers course with the number of contact hours needed to earn 3 credit hours.

Dr. Mujibur Khan asked if WRIT 7260 included technical writing too. Dr. Bauer said no, it is really more for working with public school teachers. It is a professional development piece for teachers in area

schools, rather than for technical writing. Dr. Khan asked if a graduate student from science engineering would benefit from this course. Dr. Bauer said they have a different technical writing course that would benefit those students.

MOTION: Dr. Mase made a motion to approve the agenda items submitted by the Department of Writing and Linguistics. A second was made by Dr. He. The motion to approve the Course Revisions was approved.

      D. College of Health and Human Sciences

Dr. Stephen Rossi and Dr. Tony Pritchard presented the agenda items for the Department of Health and Kinesiology.

Department of Health and Kinesiology
<u>New Course(s):</u>
HLTH 6133 - School Health Education Methods
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6134 - Elementary Physical Education Methods
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6234 - Adapted Physical Education Methods
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6325 - Teaching Adapted and Elementary Skills and Concepts
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6326 - Teaching Health and Secondary Physical Education Skills and Concepts
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 6334 - Secondary Physical Education Methods
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

KINS 7131 - Ethical Issues in Sport and Exercise Psychology
JUSTIFICATION:
This course is designed to provide students with an overview of ethical issues and implications within sport, exercise, and performance psychology contexts. The need for this course is substantial. In addition to satisfying the ethics course requirement for certification with the Association for Applied Sport Psychology, this course is designed to expose students to knowledge about ethics and ethical decision-making. In addition to gaining knowledge in this area, it is intended for students to have the opportunity to become more aware of their own value system as a sport and exercise psychology professional and gain an understanding as to how ethics and values influence their own professional practice in teaching, research, and applied areas within the field. This class is also necessary to complete prior to students completing their sport and exercise psychology practicum. It has currently been offered as a KINS 7099: Special Topics course and we wish to transition this into a permanent part of our curriculum in the M.S. Kinesiology: Sport and Exercise Psychology concentration.

KINS 7637 - Health and Physical Education Seminar
JUSTIFICATION:
Course is needed for the Master of Arts in Teaching Health and Physical Education program.

Course Revision:
KINS 6131 - Data Analysis in Kinesiology
JUSTIFICATION:
The prerequisite was outdated and no longer necessary, so we want to remove it to allow our students to register without difficulty

Program Revision:
Kinesiology M.S.
JUSTIFICATION:
Program admission revision for each emphasis area and the inactivation of the sport nutrition emphasis area.

Dr. Pritchard stated the prerequisite section of the CIM forms for the KINS 6234, KINS 6325, KINS 6326, and KINS 6334 New Course submissions should be revised with the following statement. "A minimum grade of "C" in HLTH 6133 and KINS 6134 and admission to MAT in Health and Physical Education program."

Dr. Anderson asked if any of the courses discussed need to be adjusted to asynchronous. Dr. Pritchard said no, the courses are all on campus.

Dr. Rossi stated Physical Education will only be offered online.

Dr. Rossi stated the Sports Nutrition concentration is being inactivated and students are not being accepted into this concentration. Ms. Griffith said the College will need to add language to the justification stating this concentration is being removed. Dr. Rossi, Ms. Griffith, and Mr. Smith will review justification to ensure all appropriate language is included.

MOTION: Dr. He made a motion to approve the agenda items submitted by the Department of Health and Kinesiology, with the understanding that the revisions be made to the Kinesiology M.S. program justification and the corrections to the pre-requisitions in the KINS New Course items. A second was made by Dr. Mase. The motion to approve the New Courses, Course Revision, and Program Revision was approved.

Dr. Stephen Rossi presented the agenda items for the School of Nursing.

School of Nursing
Course Revision:
NURS 5131G - Differential Diagnoses, Pathology and Scientific Medical Terminology
JUSTIFICATION:
Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN Chronic Care Management (CCM) Program is not preparing students for direct care roles and thus does not contain three separate courses in the 3 Ps. However, additional content in the area of the 3 Ps is beneficial. NURS 5131G, which is a required course in the MSN program of study, has been modified to include content on advanced pathophysiology. Thus, the course title and description were revised to reflect the inclusion of advanced pathophysiology content.

NURS 6241 - Chronic Care Management and Advanced Health Assessment
JUSTIFICATION:
Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN CCM Program is not preparing students for direct care roles.

Therefore, three separate courses in the 3 Ps are not required. However, content on advanced health assessment knowledge and skills is beneficial. Thus, the course title and course description were revised to reflect the inclusion of advanced health assessment content and a related clinical experience to allow students to use advanced health assessment skills in a clinical setting.

NURS 6260 - Chronic Care and Pharmacology Management II
JUSTIFICATION:
Students completing a master of science in nursing degree to provide direct patient care follow a program of study that includes three separate courses in the 3 Ps (advanced pathophysiology, advanced pharmacology, and advanced health assessment). Unlike the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs which prepare graduate nurses for direct care roles, the MSN CCM Program is not preparing students for direct care roles. Therefore, three separate courses in the 3 Ps are not required. However, content on advanced pharmacology knowledge and skills is beneficial. Thus, the course title and course description were revised to reflect the inclusion of advanced pharmacology content and a related clinical experience to allow students to use advanced pharmacology knowledge and skills in a clinical setting.

NURS 7131 - PMHNP 1: Individual MH Care Across the Lifespan
JUSTIFICATION:
Students must have current knowledge and skills in the area of the 3 "P's" outlined above to complete this didactic course and the clinical companion course, NURS 7124. Nurse practitioner students must have the 3 "P's" to safely care for clients with behavioral health issues.

NURS 7231 - Primary Care I: Women
JUSTIFICATION:
Students must have a minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134 and NURS 6135
 (these are the 3 P's that nurse practitioners must have for certification and licensing and they are advanced health assessment (NURS 5230 & 5210), advanced pathophysiology (NURS 6134) and advanced pharmacology (NURS 6135) before entering this course.

NURS 9138- Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice
JUSTIFICATION:
Request that NURS 9137 Clinical Scholarship I be a pre-requisite for NURS 9138 Clinical Scholarship II. Students must achieve a minimum grade of "B" in NURS 9137, which lays the foundation for subsequent successful work to be completed in NURS 9138.

NURS 9921 - DNP Clnical Immersion Project 1: Development
JUSTIFICATION:
The course description was updated. DNP Project Team is the current terminology being used instead of DNP Committee to minimize confusion between the PhD dissertation committee and the faculty and
mentors who oversee the DNP final project.

Program Revision:
Nursing Post BSN to DNP
JUSTIFICATION:
To correct the CIP code and title of the major. In addition, clarify the MSN Stop-Out option for the Post BSN-DNP

Nursing M.S.N. (Online)
JUSTIFICATION:
To update major classification and CIP code

Dr. Rossi stated that NURS 5131G catalog description should include the following statement: "Students will be required to expand their knowledge beyond the undergraduate requirements of basic medical terminology and related pathophysiology, as determined by the course instructor."

Dr. Anderson asked for clarification if the statement listed under the differentiate expectations for graduate students should be included in the catalog description for "G" level courses. Ms. Griffith and Mr. Smith agreed that this statement should be included in the catalog description for all "G" level courses.

Dr. Rossi said there was a question whether NURS 6241 and NURS 6260 should include asynchronous instruction. Dr. Rossi confirmed that asynchronous does need to be included on both courses. He also stated the start date for NURS 6260 is Fall 2017.

Dr. Rossi stated NURS 7231 has to be repeated if the student receives a C or less, but they did not receive additional credit. He said this will need to be clarified on the submission form.

Ms. Griffith recommended that Dr. Rossi confirm the tuition type with Mrs. Virginia Samiratedu for the Nursing M.S.N. (online) program.

MOTION: Dr. He made a motion to approve the agenda items submitted by the School of Nursing, with the understanding that the corrections discussed above be made. A second was made by Dr. Mase. The motion to approve the Course Revisions and Program Revisions was approved.

    E. College of Engineering and Information Technology

Dr. David Williams presented the agenda items for the Department of Civil Engineering and Construction Management.

Department of Civil Engineering and Construction Management
New Course(s):
CENG 5090G - Selected Topics in Civil Engineering
JUSTIFICATION:
This proposed new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program. It allows for specialized study in the area of Civil Engineering not otherwise covered by the CE Masters program and its companion course CENG 5890 is necessary in support of the BS in Civil Engineering (BSCE) degree program. This course will also allow for cross-listing of undergraduate and graduate enrollment in support of senior privilege.

CENG 7891 - Independent Study
JUSTIFICATION:
This new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

CENG 7895 - Special Problems in Civil Engineering
JUSTIFICATION:
This new course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

CENG 7999 - Thesis
JUSTIFICATION:
This new Thesis course is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program.

TCM 5333G - Building Information Modeling
JUSTIFICATION:
This course is needed in support of the new proposed Master of Science in Civil Engineering (MSCE) program, and the existing BSCE program in the Department of Civil Engineering and

Construction Management. This course is proposed to be cross-listed as a graduate level course (TCM 5333G) and as an elective course (TCM 5333) for Civil and Construction Engineering students.

Course Revision:
CENG 5137G - Engineering Hydrology and Hydraulics
JUSTIFICATION:
This revised course will continue to provide students with hydraulics content currently covered in the Open Channel and Pumps course, but rather than spend 8 weeks covering pumps, pump content will be condensed to 2 weeks in order to provide 6 weeks of hydrology-related content. The need to provide more hydrology-related content is based on feedback from graduating students, the department water resources and environmental engineering curriculum committee, and program advisory committee (PAC).

New Program:
Master of Science in Civil Engineering
JUSTIFICATION:
Civil engineers often find that advanced education and credentials, beyond the bachelor's degree are necessary to participate in specialized design areas. The MSCE degree is often required for civil engineering graduates to advance their career opportunities in the specific civil engineering professional fields of construction, environmental/water resources, geotechnical/transportation, or structural engineering. Although Georgia Southern University currently offers a Master of Science in Applied Engineering (MSAE), this degree is not generally recognized by civil engineering professionals as equivalent to the MSCE degree. The proposed MSCE program will fill a substantial gap in our academic programs, needed to better attract civil engineering graduate students and provide advanced education in the specific civil engineering professional fields of construction, environmental/water resources, geotechnical/transportation, and structural engineering.

Program Revision:
Applied Engineering M.S.A.E. (Civil Engineering and Construction Concentration)
JUSTIFICATION:
The proposed revisions are designed to minimize the impact of the limitations of the availability of course offerings by COBA by removing ACCT courses as options in the program core and aligns admission requirements with national norms. Also other MSAE-CEC program specific and editorial edits are included.

Dr. Williams stated the College was initially requesting an effective date of Fall 2017 for new program. Ms. Griffith stated a more realistic effective date would be Fall 2018.

Dr. Anderson asked Dr. Williams if the courses would still have an effective date of Fall 2017, even if the program was not effective until Fall 2018. Dr. Williams said yes, the effective date for the courses would remain as Fall 2017.

Ms. Griffith stated the CIP code should not change for the MSAE-CECM program. She said the CIP code reflects the major, not the concentration area. Ms. Victoria Brannen confirmed that the CIP code would not change.

MOTION: Dr. Khan made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction Management, with the understanding that the effective date for the Master of Science in Civil Engineering new program proposal be changed to Fall 2018. A second was made by Dr. He. The motion to approve the New Courses, Course Revision, New Program, and Revised Program was approved.

Dr. Williams presented the agenda items for the Department of Electrical Engineering.

Department of Electrical Engineering

Course Revision:
EENG 5544G - Smart Grids Technology Fundamentals
JUSTIFICATION:
This is an elective course for the Electrical Engineering program to provide students with fundamentals of smart grid technologies to introduce students to contemporary topics related to distributed generation, micro-grids, renewable energy sources, and smart homes applications. The course will be unique in the Electrical Engineering department.

New Program:
Master of Science in Electrical Engineering
JUSTIFICATION:
Georgia Institute of Technology (GA Tech) is currently the only USG institution that offers a Master of Science in Electrical Engineering (MSEE). Moreover, GA Tech is located in the north central-part of the state and does not address the need of large population in other regions. The closet similar MSEE programs that potentially can serve the southeast region of Georgia are out-state programs offered at the University of South Carolina and the University of North Florida. The estimated population in the defined area is over 2,700,000 which represent almost 27% of the total population in the state of Georgia. The MSEE program will complement the undergraduate Electrical Engineering program at Georgia Southern University. The primary feeders for this program will be the undergraduate Electrical Engineering majors and students from across the central, southern, and southeastern regions of the State of Georgia who are seeking to remain in-state to complete a masters degree in Electrical Engineering. The MSEE in the Allen E. Paulson College of Engineering and Information Technology will provide students with advanced level and hands-on learning experience in areas including: Antennas, Biomedical instruments, Fiber optics, Integrated circuits, motor control systems, power generation and distribution (smart grid), signal processing, etc. Currently, there are approximately 20 students enrolled in the Master of Applied Science (MSAE) with a concentration in Electrical and Electronics Systems. Creating an MSEE program at Georgia Southern University will also attract international students seeking to pursue graduate studies in the US.

Dr. Williams stated the effective date for the Master of Science in Electrical Engineering new program proposal should be changed to Fall 2018.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Electrical Engineering, with the understanding that the effective date be changed to Fall 2018 for the New Program proposal. A second was made by Dr. Khan. The motion to approve the Course Revision and New Program was approved.

Dr. Williams presented the agenda items for the Department of Information Technology.

Department of Information Technology
New Course(s):
IT 5233G - Web and Mobile Security Fundamentals
JUSTIFICATION:
Cybersecurity has become a cornerstone of the information technology discipline. It has become sufficiently specialized to warrant a specific course addressing aspects of cybersecurity as they related to web and mobile platforms.

IT 7130 - IT Governance
JUSTIFICATION:
This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7131 – Data Science Methods
JUSTIFICATION:
This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7133 -Digital Security and Forensics Investigation
JUSTIFICATION:
This course will be used for meeting the requirements of the Masters of Applied Engineering with an IT Concentration as well as the proposed Master of Science in Information Technology.

IT 7895 - Special Problems in IT
JUSTIFICATION:
This course is needed to support the proposed Master of Science in Information Technology program.

IT 7999 - Thesis
JUSTIFICATION:
This course is necessary to support the proposed Master of Science in Information Technology degree program.

IT 7891 - Independent Study
JUSTIFICATION:
This course is necessary to support the proposed Master of Science in Information Technology degree program.

New Program:
Master of Science in Information Technology
JUSTIFICATION:
Advanced education and credentials, beyond the bachelor's degree, are often necessary to secure careers in specialized areas of IT, IT consulting, and IT management. The Bachelor of Science in Information Technology program at Georgia Southern University prepares graduates with fundamental knowledge and skills in networking, website and database design and maintenance, and information technology decision making. A Master of Science in Information Technology program would broaden these perspectives and provide a deeper understanding of information technology trends, emerging and advanced technologies, and the management of complex IT projects, environments and resources. Although Georgia Southern University currently offers a Master of Science in Applied Engineering (MSAE) with an IT concentration, this degree is not recognized by IT professionals as equivalent to an MSIT degree. The proposed MSIT program will fill a substantial gap in our academic programs, which is needed to better attract information technology graduate students and provide advanced education that meets the needs of the IT profession.

Program Revision:
Applied Engineering M.S.A.E. (Information Technology Concentration)
JUSTIFICATION:
Removing the IT-related work experience requirement for students with appropriate undergraduate degrees will facilitate the admission process and promote enrollment growth. Adding a requirement for a competitive GRE/GMAT exam score will help to ensure consistency in the admission process and provide an indicator of the readiness of students to enter the program.

For both thesis and non-thesis options, replace TMAE 7532 Global Technology with proposed new course Data Science Methods, or new proposed course IT Governance, or IT 7090 Special Topic. TMAE 7532 has not been offered in recent semesters. It shows demand to replace it with an IT graduate course.

Dr. Anderson asked for clarification of the effective dates for the following New Course proposals: IT 7895, IT 7999, and IT 7891. Dr. Williams stated all New Course proposals should have an effective date of Fall 2017.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Information Technology, with the understanding the effective dates be corrected to the New Courses

proposal. A second was made by Dr. Williams-Johnson. The motion to approve the New Course, New Program, and Program Revision was approved.

Dr. Williams presented the agenda items for the Department of Mechanical Engineering.

Department of Mechanical Engineering
Course Revision(s):
MENG 5135G - Vibration and Preventive Maintenance
JUSTIFICATION:
The prerequisite course MENG 3521 is being replaced by a new course MENG 3531 requiring an additional hour of credit. Due to this change the prerequisites for this course are being modified. Also, an error correction is made to remove variable credit hours and modify variability in contact hours to offer multiple lab sections in the future, if it becomes necessary.

MENG 5137G - Mechanical System Design
JUSTIFICATION:
The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

MENG 5233G - Wind Energy
JUSTIFICATION:
The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

MENG 5238G - Engine Development and Performance
JUSTIFICATION:
The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change.

MENG 5331G - Automation and Computer Integrated Manufacturing Systems
JUSTIFICATION:
The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering. Prerequisites for this course are therefore modified.

MENG 5333G - Robot Dynamics, Design and Analysis
JUSTIFICATION:
The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change.

MENG 5536G - Mechanical Controls
JUSTIFICATION:
The prerequisite course MENG 3521 is replaced by new course MENG 3531 which increases it by 1-credit hour. The prerequisites are modified due to this change. An error in variable credit is corrected as is the variability of credit in contact hours which will allow for multiple lab sections from a common lecture if necessary in the future.

New Program:
Master of Science in Mechanical Engineering

JUSTIFICATION:
The Allen E. Paulson College of Engineering and Information Technology (CEIT) currently has a Master of Science in Applied Engineering (MSAE) graduate degree program that is shared by and serves the Departments of Mechanical Engineering, Civil Engineering, Electrical Engineering, and Information Technology. Currently, 60 students on average are enrolled in those concentrations related to just Mechanical Engineering, and with such numbers, a stand-alone MSME degree can be justified. This is a degree program/title reorganization not requiring any additional resources.

Due to continued growth in regard to graduate mechanical engineering student enrollment and needs, a single MSAE graduate degree can no longer appropriately serves several different departments (each with their own coursework and topical areas). As such, it is desirable to create a Master of Science (MS) graduate degree program for each department in order to better support current individual departmental needs of student support, faculty development and research. Additionally, the MSAE degree is a non-traditional name as compared to the MSME. Some alumni and regional employers have expressed confusion regarding the degree title.

Dr. Williams stated the effective date for the Master of Science in Mechanical Engineering new program proposal should be changed to Fall 2018.

Dr. Anderson asked if the course descriptions would be amended to include the statement for graduate students. Dr. Williams said yes, the statements will be added to the catalog descriptions.

Dr. He stated it is very exciting to see four new programs added to the College.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Mechanical Engineering, with the amendments to the catalog descriptions for the Course Revisions and the change in effective date for the New Program proposal. A second was made by Dr. Khan. The motion to approve the Course Revisions and New Program was approved.

V. **OLD BUSINESS**

A. **Prior Learning Assessment** – Dr. Williams-Johnson provided an update for the PLA subcommittee. She stated Kennesaw and Valdosta are both using PLA and they have a particular fee/charge for this. Dr. Williams-Johnson stated the only issue that remained outstanding from previous discussions was the idea of this fee. Where does the money go and how is it determined? She stated Dr. Thomas Koballa has been working with Dr. Jean Bartels and Mr. Rob Whitaker to determine the formula of the fee and the amount that would be charged to students. She said this discussion has been debated for a few months. Dr. William-Johnson said Mr. Whitaker is leaning towards charging students tuition for a three credit hour course. She said his rational for this is because of Board of Regents and their decisions with fees. Also, what kind of burden it is placing on the institution and faculty, and if we will be able to recoup funds from students who do not take those classes.

Dr. Williams-Johnson said the subcommittee would like the Graduate Committee to move the PLA statement forward to Faculty Senate, so that the President's Cabinet can review the formula items and determine how departments will recoup funds.
Dr. Anderson asked if the tuition would include all of the fees. Dr. Williams-Johnson confirmed that students would only pay tuition hours for three credit hours. Dr. Anderson asked if the other institutions had models of how those dollars were defused back to departments. Dr. Williams-Johnson said she was not exactly sure.
Dr. Linderholm asked if it could be changed to one credit hour, instead of three credit hours. Dr. Williams-Johnson said Mr. Whitaker is suggesting three because he felt it would be more advantageous of us to approach BOR with the three credit hour option, because how would we justify the lack of students in the course and essentially we would be losing money.
A number of committee members felt charging one credit hour would be better.
Dr. Anderson stated he thinks there should be further discussion on this item. He would like for the subcommittee to submit an updated form and information from the business office to be

included in the agenda for the March Graduate Committee meeting. Then the committee would still be able to forward the information to the April Faculty Senate meeting.

B. Discussion of Degree Description – No update was provided.

C. Curriculum Inventory Management Update – Ms. Mack stated there was no updates at this time for CIM. She said the Registrar's Office is entering everything manually, and they hope to have everything inputted by early registration.

Dr. Linderholm asked if college pages would be sent out for review. Ms. Mack said yes, and the timeframe would be mid-March for colleges to receive that information.

VI. ANNOUNCEMENTS

An update was provided on the search for the Director of Graduate Studies. It was confirmed that this is a national search and the title is Director of Graduate Studies, with an option for a faculty appointment.

Dr. Anderson reminded everyone of the upcoming Research Symposium, and asked everyone to please encourage their students to participate.

Ms. Mack announced the arrival of Jade Brooke's baby girl.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 9, 2017 at 10:42 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved February 22, 2017
by electronic vote of Committee Members

GECC Meeting Minutes
Tuesday, January 31st
Foy Building Conference Room

In Attendance: Michelle Cawthorn, Curtis Ricker, Delena Gatch, Terri Flateby, Julie Garlen, Alan Woodrum, Jake Simons, Eudiah Ochieng, Rocio Alba-Flores, Isaac Chun Hah Fung, Wiliam Amopash, Ellen Hamilton, Amy-Jo Riggs, Fred Smith, Clint Martin, Jim Lobue, Amy Ballagh, Ruth Baker, Yasur Bodur

Not in attendance: Jin Jin Yin

I.   Michelle called meeting to order at 8:04 am

II.   Approval of Previous Meeting Minutes:

Previous meeting minutes passes unanimously after a motion made by Michelle Cawthorn and seconded by Ellen Hamilton. Vote is unanimous.

III.   Review new request for KINS Core Course Name Change:

Review a request for a name change for a KINS Core Course (Kinesiology) course title: "Endurance Jogging" to "Endurance Running."

Robert Claus proposed change. Rossi keeps sending the request for changes made to a different KINS course back to Michelle. Fear that someone is not getting the message along the process. Amy Jo will talk to Rob and Rossi in person to make sure the message is getting through.

Do we, as a committee, want them to fill the form out completely or just change name? We have decided no (to just changing the name) in the past, without filling out the whole form, including learning objectives in the appropriate place on the form with appropriate assessments, and verbiage associated with references to program learning outcomes. Discussion rests on consistency and having them fill out whole form (electronically).

Committee decided to roll the course name change back to the department after discussion, with comments similar to a previous KINS course regarding correctly completed forms, verbiage associated with program learning outcomes, and a further justification.

Ellen Hamilton makes a motion. Yasar Bodur seconds.
Vote is unanimous. Michelle will submit the rollback paperwork.

IV.   Introduction and discussion of Gen Ed Outcomes:

We are struggling with methods and success of tracking outcomes such as "quality of life." Goal this spring is to talk about these outcomes and figure out how to measure them more effectively. The outcomes should reach across a student's education and be measured toward the end.

We surveyed faculty members to track this, previously. Faculty participation was poor.

This spring we need to decide if these unmeasured outcomes from General Education should match with CORE outcomes. Body feels hesitant to move forward on this because of merger with Armstrong.

We get to decide differences between CORE and General Ed as a University. It is not a SACSCOC decision. Someone mentioned it seems as if the BOR don't care what we decide either, as long as our Core outcomes are approved. Delena mentioned that 50% of institutions use these terms (General Education and CORE) interchangeability. Delena has worked on comparing and aligning GEOs to COLLEGE Program Outcomes, but this comparison is not yet complete. We are lacking in uniformity here. QEP complicates things further. Not sure if Armstrong is working the QEP.

Discussion of the body follows:

Although our General Education Outcomes are similar to those at Armstrong, CORE outcomes and Armstrong cores are VERY different. They do not have overarching GEOs and use this term interchangeably with CORE outcomes. Do we want to be part of the working group that handles these differences? We already do a lot. Out of the 70 or 80 working groups (sub-committees) set up to assist in the merger, should one serve this issue so that GECC are not responsible for that work?

Discussion reveals a desire to keep these (CORE vs. Gen Ed) separate and reveal them as a strong recommendation of our committee to Armstrong.

Moving forward, the question is brought: should we set GEOs next to CORE outcomes and align them? Curtis says there is an inherent difference between the two.

Michelle's opinion is to look at both (GEOs and CORE SLOs) ALONG WITH the Program Outcomes (we actually have three plates spinning, as Delena mentioned).

V.   Old Business:

Listing of reports that have not been provided. We have received two reports since we have last met. There are two outstanding reports. Need committee discussion as what to do with these. Thank to Jake, Jim, Ruth, and Yasur who will review the remaining reports.

VI.   No new business. Michelle recommends compiling and examining the data from the previous Core assessments to provide data to whatever the committee is that ultimately works on merging the core.

Michelle adjourns meeting at 8:55 am.

Faculty Senate Library Committee
February 15, 2017
Essence Notes

Attending: W. Bede Mitchell, Russell Thackston, Fred Smith, Elizabeth Downs, John Barkoulas, Timothy Giles, Rebecca Kennerly, Linda Kimsey, Laxman Pandey, Ursula Pritham, Harvey Moody, Alva Britt.

Subscription Review Update: Bede reported that as of today, just a few departments have responded to the request for feedback on subscriptions to low-use periodicals and databases (Dept. of Psychology, School of Nursing, and the School of Bachelor for General Studies). A reminder to those departments not responding has been sent and another one will be sent out the first of March prior to the March 10 deadline. Following the deadline a summary of the responses will be drafted sorting the titles into three categories: 1) no support for saving, 2) maybe; some support expressed, and 3) one or more departments voiced a need; do not cancel except as a last resort. The Library Committee will be called upon to review the responses and offer feedback. A final report will go out to the entire faculty and updates will be posted via GSFAC and the library liaisons. Discussion followed with committee members voicing their concerns regarding the lack of response from their departments. Some commented that they have not received any correspondence regarding the survey. A few reported on how their department has handled editing the large number of titles down to those relative to their disciplines. Bede suggested that in discussing the titles they are unsure of, to compare the cost of keeping the subscription to the cost of acquiring an article through ILL. He stated that in eliminating titles that are low-usage, it may be possible to add more important titles that faculty have requested in the past couple of years. Bede will raise the issue at the next Deans Council meeting, reminding them of the deadline and offering assistance to departments if needed. He will also forward the Library Committee the reminder email he sent the deans so that those who are concerned might approach their deans and department chairs, share the information with them again, and offer encouragement and assistance to get the ball rolling. Committee members may also reach out to their department liaisons who can also encourage participation.

Consolidation Update:
Bede reported on some of the consolidation implications for the library. One concern is the issue of total budget dollars directed per FTE students for Henderson Library. Once the amounts are combined the total drops from our $303 to $291 per FTE student. Other concerns are overlapping of subscriptions. Book purchasing at both libraries appears to be similar. Expanding databases to the Savannah campus will be additional costs that Armstrong's Lane Library budget will not be able to fully cover. Bede reported on the playbook strategy that will be followed during the consolidation. There will be 26 Functional Area committees, one of which will be focused on library matters. There will be a Georgia Southern Co-Chair, which has not yet been named, and one from Armstrong, already appointed, Doug Frazier, Director of Lane Library. These committees will be tasked with addressing issues that must be completed by June in order for the Consolidation Implementation Committee (CIC) to develop a prospectus to be submitted to SACS in August.

The Library Committee will be tasked with the follow:
- Merge Library Operations and staffing
- Revise Library and Learning Resources Section for SACSCOC Prospectus
- Review, Reconcile, and Revise Library Policies
- Submit Updated Job Descriptions for Classified Positions to HR Review
- Reconcile, and Revise Library Goals and Develop Joint Goals
- Ensure Library Systems and Client Interfaces are a Priority in IT Pipeline
- Choose Best Option to Sustain & Garner Funds for Scholarly Commons
- Complete Changes Associated with Specialty Departments Print Media, e-Resources
- Review, Revise and Consolidate Library Websites
- Keep Planning to Consolidate Print and E-Resources
- Negotiate with Vendors

Bede will continue to update the Library Committee as information regarding the library becomes available.

Remnant Trust Exhibit:
Bede reported on the exhibit of rare books and manuscripts in the Library through the end of the semester and distributed a list of the titles. In addition, The College of Liberal Arts and Social Sciences' *Great Minds Lecture Series* this semester is incorporating one or more of the documents and has them on display during the lectures. Visit *library.georgiasouthern.edu* to find out more regarding the exhibit and the lectures.

New York Times:
Bede informed the committee that the library has a site license for The New York Times, which enables Georgia Southern faculty and students to access the full site and archives by activating an account at no cost to them. The site includes many complementary educational resources and study guides that utilize NY Times content and which can greatly enhance teaching of a wide variety of subjects. A representative is currently on campus visiting departments and volunteering assistance on how to access the site and use the resources in classes.

Educational Resources Symposium:
Bede shared information on a symposium he and Linda Kimsey recently attended entitled *Symposium on the Future of Educational Resources.* Part of the symposium reported on how students at the University of Georgia took a leadership role in finding alternatives to very expensive textbooks. He recently shared this information with the SGA Library Committee members in hopes they might be interested in doing something similar, perhaps collaborating with the Library Committee. A discussion followed on the topic and how it relates to the USG's *Affordable Learning Georgia* program. Bede shared the link to the symposium presentations with the committee and asked that they review it for future discussion.
http://www.affordablelearninggeorgia.org/events/symposium_2016

The next meeting of the Library Committee will be scheduled for the week following spring break.

UNDERGRADUATE COMMITTEE
MINUTES
FEBRUARY 14, 2017
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING, RM 1005

I.   CALL TO ORDER

Voting Members Present: Dr. Cheryl Aasheim, Dr. Dragos Amarie, Miss Ruth Baker, Dr. Joanne Chopak-Foss, Dr. Anoop Desai, Dr. Larisa Elisha, Dr. Adrian Gardner, Mrs. Lori Gwinett, Dr. Barbara Hendry, Dr. Alisa Leckie, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Marian Tabi

Non-Voting Members Present: Miss Tori Brannen, Ms. Candace Griffith, Ms. Doris Mack, Mr. Justin Willoughby

Guests: Dr. Delena Bell Gatch, Dr. Melissa Carrion, Mr. Robert Farber, Dr. Karen Fry, Mrs. Cynthia Groover, Dr. Steven Harper, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Johnathan O'Neill, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Deborah Thomas, Dr. David Williams, Dr. Marieke Van Willigen, Dr. Robert Yarborough

Absent: N/A

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

II.   APPROVAL OF AGENDA

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

III.   CHAIR'S UPDATE

IV.   NEW BUSINESS

*Note: Due to current system limitations, course numbers and subjects may not be accurately reflected on the CIM proposals for new courses/number changes. Please refer to this agenda as the approved subject and/or course number is listed below.

A. Vice President of Academic Affairs
Vice President of Instruction

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

Revised Courses

GSU 2131: Career Exploration

JUSTIFICATION:
We would like to change the credit hours for GSU 2121 and GSU 2122 to better meet the needs of our students. Most students currently select GSU 2121 or GSU

2122 as an elective course, yet 2 credit hours do not fit in the student's undergraduate curriculum as well as other elective options. Having a course option that fully meets the SACS free elective, would greatly make our courses more applicable to

undergraduate programs, thus better serving the students and their academic advisors. Additionally, increasing the credit hours from 2 to 3 would allow our instructors more class meeting time to expand on course content and activities related to the course.

GSU 2132: Professional Development Seminar

JUSTIFICATION:

We would like to change the credit hours for GSU 2121 and GSU 2122 to better meet the needs of our students. Most students currently select GSU 2121 or GSU 2122 as an elective course, yet 2 credit hours do not fit in the student's undergraduate curriculum as well as other elective options. Having a course option that fully meets the SACS free elective, would greatly make our courses more applicable to undergraduate programs, thus better serving the students and their academic advisors. Additionally, increasing the credit hours from 2 to 3 would allow our instructors more class meeting time to expand on course content and activities related to the course.

First-Year Experience

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

Revised Courses

FYE 1410: Global Citizens

JUSTIFICATION:

The prerequisite fell out of the Catalog after 2014-15 automatically due to a university-wide change in the requirement for prerequisites to be enforced at registration. Course has always had a prerequisite on the core curriculum page in the Catalog, and there was no intent for it to fall off. This submission addresses the inconsistency in the Catalog and the intent of the department all along.

FYE 1410H: Global Citizens

JUSTIFICATION:

The prerequisite fell out of the Catalog after 2014-15 automatically due to a university-wide change in the requirement for prerequisites to be enforced at registration. Course has always had a prerequisite on the core curriculum page in the Catalog, and there was no intent for it to fall off. This submission addresses the inconsistency in the Catalog and the intent of the department all along.

B. **College of Liberal Arts and Social Sciences**
   Department of Art

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised programs was passed unanimously.

New Courses

ART 1132: Digital Art and Design Foundations

JUSTIFICATION:

> National Association for Art and Design Schools (NASAD) standards requires that all professional art and design degree programs provide students with relevant technology related experiences, tools, and coursework for BA/BFA professional programs at the foundations level. The 2015 NASAD Visitors' Report recommended the programs "...address the demands of a competitive and evolving future-significant change in the disciplines of art and design and a shifting student demographic and culture." TBD-ART1132, Digital Art and Design Foundations will introduce students to relevant digital platforms, tools, and digital workflow management at the foundation level.

ART 2332: Design Theory I

JUSTIFICATION:

> To enable the BFA GD Program meet NASAD Standards For Professional Undergraduate Degree Programs With A Major In Graphic Design. NASAD Standard: Students will have the ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
>
> ART____3_ Design Theory I addresses the NASAD 2015 Visitors Report cited student's limited ability to synthesize complex concepts and apply critical thinking skill to a range of graphic-design related problems.

ARTG 3131: Design for Digital Reproduction

JUSTIFICATION:

> We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3131. Digital reproduction is becoming one of the major reproduction process along side the traditional conventional processes. The design for digital reproduction are unique and different that conventional processes. This course helps students understand how the design choices they make can optimize the appearance of their design. The course will also demonstrate how one's design choices increase reproduction cost. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

ARTG 3231: Graphic Reproduction Processes

JUSTIFICATION:

> We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3231. Student's require an overview of the reproduction process use in today's graphic communications industry. Having this overview will enable students to make intelligent choices when planning projects for graphic

communications. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3331: Digital and On-Demand Publishing](#)

JUSTIFICATION:

>We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3331. On-demand and personalized graphic communications is a vital part of the graphic communication industry. The ability to implement on-demand and personalized graphic communications gives students who complete this course an advantage in today's graphic communications industry. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3431: Planning, Finishing, and Estimating](#)

JUSTIFICATION:

>We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3431. The planning, finishing and estimating of graphic communications projects is an essential skill required by students wishing looking for employment within the graphic communications industry. This course will provide the student with those skills. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 3432: Color Management and Reproduction](#)

JUSTIFICATION:

>We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 3432. An understanding of color and its reproduction and management is vital to the graphic communications industry. Today's graphic reproduction is computer based which lends itself to the management and control of color reproduction. Understanding how to develop and implement color management will give students a completive edge. This course is a part of a new minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 4131: Selected Topics in Graphic Communication](#)

JUSTIFICATION:

>We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 4131. This course provides the student with the opportunity to explore current topics in Graphic Communications and or the opportunity to research a topic of interest. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

[ARTG 4231: Web Development for Graphic Communications](#)

JUSTIFICATION:

We are requesting a new course prefix ARTG - to signify courses with significant Graphic Design and Graphic Communication content. We are requesting a new course number of 4231. Web development has become an important part of the Graphic Communications industry. Many Graphic Communications companies offer

this service to their clients. This course will allow graphic communications students a path to fill web related position in graphic communications. This course is a part of a revised minor in Graphic Communications proposed by the Betty Foy Sanders Department of Art.

Revised Courses

ART 1020: 2D Art and Design Foundations

JUSTIFICATION:

The course title change brings ART1020 into alignment with the proposed nomenclature changes for ART1030 3D Art and Design Foundations and TBD-ART1031 Digital Art and Design Foundations

ART 1536: Animation I

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with specialty software, unique hardware items

(i.e. Stylus computer pens, motion sensors, mini projectors etc.) paper, and laser printing inks for output. Course fees will offset department access to limited and reduced STF grants and funding availability.

ART 2536: Animation II

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

ART 3536: Video Motion Graphics

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors/computers, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

ART 3537: Installation Interactivity

JUSTIFICATION:

Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, Arduino, motors,

motion sensors, mini projectors, paper, 3D,and laser printing inks/materials for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 4135: Painting: Studio Practice](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3135, did have a course fee associated with the course for painting related course materials.

[ART 4232: Ceramics: Advanced](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3230, did have a course fee associated with the course for ceramics related course materials. The program faculty have determined that the introductory course, ART 2330, is the only prerequisite needed on the course.

[ART 4235: Hot and Cold Casting](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3135, did have a course fee associated with the course for painting related course materials.

[ART 4236: Small Metals Design: Advanced I](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3236, did have a course fee associated with the course for painting related course materials.

[ART 4330: Print, Paper, Book Arts: Advanced](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number, ART3430, did have a course fee associated with the course for Print, Paper, Book Arts related course materials. The change in course prerequisite will enable BA/BFA degree students greater flexibility in scheduling upon completion of ART243o Print,Paper,Book Arts; Introduction.

[ART 4334: Photograhic Imaging III](#)

JUSTIFICATION:

> When the upper division BFA ART courses changed number sequencing in Spring 2015, the course fees did not migrate to the form. The previous course number,

ART3335, did have a course fee associated with the course for digital imaging related course materials.

[ART 4536: 3D Animation](#)

JUSTIFICATION:
> Course fees for the five-course sequence in the Animation New Media Minor will be utilized to provide students with access to specialty software, unique hardware items required to deliver the minor program. (i.e. Stylus computer pens, motion sensors, mini projectors, paper, and laser printing inks for output). Course fees will offset department access to limited and reduced STF grants and funding availability.

[ART 4988: Capstone in Studio Art](#)

JUSTIFICATION:
> Course fees for ART4988 will be utilized to provide students with access to materials and resources associated with the implement ion of an individual semester-long capstone project related to project development and community. Course materials related to creation of presentation, exhibition, installation, documentation, printing and book design related materials will be provided.

Revised Programs

[792D: Graphic Communications Minor](#)

JUSTIFICATION:
> The content of this minor is of benefit to the following majors BFA Graphic Design, Business, and Interdisciplinary studies BGS. With the discontinuation of the Graphic communications management degree there has been a demonstrated need for the content provided by the revised GC Minor.

[BA-ART/AH: Art B.A. (Concentration in Art History)](#)

JUSTIFICATION:
> The creation of a new Area F course requirement, TBD-ART1131Digital Art and Design Foundations, requires a BA Art History program change. ART1101 Drawing II moves to the Exploratory Course heading category.

[BA-ART/SA: Art B.A. (Concentration in Studio Art)](#)

JUSTIFICATION:
> Creation of a new Area F course requirement, TBD-ART1031 Digital Art and Design Foundations, requires a program revision for the BA Studio degree program. ART1011 Drawing II moves to the Exploratory heading category.

[BFA-ART/2D: Art B.F.A. (Concentration in 2D Studio: Drawing, Painting, Print/Paper/Book Arts)](#)

JUSTIFICATION:
> The creation of a new Area F course requirement , TBD-ART1031 Digital Art and Design Foundations, requires a program change for the BFA 2D Concentration degree program. ART1011 Drawing II moves to the Concentration Studio Art

Courses heading and ART4190 Problems in Drawing moves to the Exploratory Studio Art courses heading.

[BFA-ART/3D: Art B.F.A. (Concentration in 3D Studio: Ceramics, Small Metals Design, Sculpture)](#)

JUSTIFICATION:

> The creation of a new Area f course requirement , TBD-ART1031 Digital Art and Design Foundations, requires a program change for the BFA 3D Concentration degree program. ART1011 Drawing II moves to the Exploratory Studio Art Courses heading.

[BFA-GDSGN: Graphic Design B.F.A.](#)

JUSTIFICATION:

> The elimination of the BSGCM degree and following course; GCM1321/GCM1411, required the development of a new course requirement in the BFA GD
>
> Program. TBD-ART Graphic Design Theory I will enable the BFA GD Program to meet the NASAD Standard For Professional Undergraduate Degree Programs With A Major In Graphic Design: The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
>
> ARTH 3377 Graphic Design History will become a required course under the Concentration Courses in the catalog. Major Requirements heading will now
>
> read: Select (6) credit hours from the following upper division Art History courses. The creation of a new Area f course requirement, TBD-ART1031 Digital Art and Design Foundations, requires a program change for the BFA GD degree program.

Department of Communication Arts

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

Revised Course

[COMM 1110: Public Speaking](#)

JUSTIFICATION:

> The Regents Advisory Committee on Communication has instructed all USG member institutions to change the title of the course to Public Speaking to create uniformity and to create clarity in consideration of courses accepted for transfer credit.

Department of Foreign Languages

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

Inactivated Course

[SPAN 4533: Hispanic Business Through Literature and Culture](#)

JUSTIFICATION:

This course has not been taught for many years, and we have no plans to teach it in the foreseeable future.

Department of History

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

New Courses

HIST 3151: The American War in Vietnam

JUSTIFICATION:

This is a new elective upper-level course history course to expand offerings for History Majors and Minors; as an elective upper-level course it is open to all students. We request that you assign HIST 3151 to this course.

HIST 3158: War and Society: A Global Perspective

JUSTIFICATION:

This course accounts for trends in historical scholarship by examining the relationship between war and societies from a comparative, global perspective. The course will fulfill upper-level elective credit for any program and upper-level credit for History Majors and Minors. We request that this course be designated as HIST 3158.

Department of Music

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

Revised Course

MUSC 4611: Seminar in Music Education

JUSTIFICATION:

The current Catalog Description is outdated. This course is not taken concurrently with any other courses. It is now the final course in the four-semester music education sequence. The new description accurately describes the content of the course, the field experience requirement, and the prerequisites.

Department of Sociology and Anthropology

A Gardiner/Mondor motion to approve the new courses, revised course, and revised programs was passed unanimously.

New Courses

ANTH 3131: Foraging to Farming

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the

major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3131 if possible.

[ANTH 3151: Contact: Worlds Collide](#)

JUSTIFICATION:
> This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3135.

[ANTH 4335: Reading Culture](#)

JUSTIFICATION:
> This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4335.

[SOCI 2434: Social Data Analysis](#)

JUSTIFICATION:
> The American Sociological Association has documented that the ability to understand and communicate with social data facilitates job opportunities for students with a degree in Sociology. This course will give students the option to gain hands-on social data analysis skills and develop the skills to read and write research reports, thereby increasing their employability. Similar course are required in most sociology programs at universities of this size.
>
> Please number this course SOCI 2434 if possible.

[SOCI 3332: Sociology of Sexuality](#)

JUSTIFICATION:
> This course fills a void in our sociology curriculum. It is typical for universities of this size to include a sociology course on sexuality. Please number this course SOCI 3332 if possible

[SOCI 3531: Introduction to LGBT Studies](#)

JUSTIFICATION:
> This course fills a void in course offerings on the topic of the LGBT population within the Sociology program. It is typical for universities of this size to have a course which addresses the study of the LGBT community. Please number this course SOCI 3531 if possible.

Revised Course

[ANTH 2231H: Biol Anthropology (Honors)](#)

JUSTIFICATION:
> The regular section of this Honors Section was renumbered to ANTH 2131, but this was inadvertently overlooked. It needs to be renumbered to conform to the regular section -- ANTH 2231H.

Revised Programs

[BA-ANTH: Anthropology B.A.](#)

JUSTIFICATION:
We have requested this restructuring in order to increase the rigor of our program and to better prepare students for careers in our field.

[BS-SOCI: Sociology B.S.](#)

JUSTIFICATION:
We have hired new faculty who are expanding our curriculum offerings to include gerontology and sexuality courses which are critical to understanding contemporary issues in modern day society. In accordance with the American Sociological Association recommendation and norms at other institutions of this size, we are also expanding course offerings to include a hands-on data social analysis course as an option for our students.

Department of Writing and Linguistics

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

Revised Courses

[WRIT 4130: Creative Nonfiction Writing](#)

JUSTIFICATION:
Take the hyphen out of the course name to reflect current accepted discipline spelling of nonfiction. Add the word Writing to make course title consistent with other courses in our program.

[WRIT 5531: Advanced Creative Nonfiction Writing](#)

JUSTIFICATION:
Take the capital letter out of the course name to reflect current accepted discipline spelling of nonfiction and add the word writing to make title consistent with other courses in our program.

Revised Program

[BA-WRLG: Writing and Linguistics B.A.](#)

JUSTIFICATION:
The Writing Studies area of our major was inadvertently left out of the catalog when our areas of concentration were combined into one program page. The Writing Studies courses offered were then put under the Professional and Technical Writing area. The changes listed here bring the Writing Studies area back into the catalog.

<u>Department of Literature and Philosophy</u>

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

New Course

ENGL 5336: Modern and Contemporary American Literature

JUSTIFICATION:

This course is needed to provide coverage of an important area in American literature for students majoring in English. English 5336 will fulfill a requirement for English majors to take a course that broadly covers some period of American literature.

C. **College of Business**
   School of Accountancy

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

Revised Courses

ACCT 2101: Financial Accounting

JUSTIFICATION:

one incorrect word in the prerequisites

ACCT 4133: Intermediate Accounting III

JUSTIFICATION:

Adding another prerequisite. ACCT 4133 covers material that requires knowledge covered in ACCT 3330 (Income Taxes).

ACCT 4631: Fraud Examination

JUSTIFICATION:

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

Department of Information Systems

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

Revised Course

CISM 4239: Advanced Business Analytics with SAP HANA

JUSTIFICATION:

Change to pre-requisite to allow IT students who have completed their equivalent database management course (IT 3233) instead of CISM 4134. Either class is acceptable.

Revised Programs

191A: Enterprise Resources Planning (ERP) Systems Minor

JUSTIFICATION:

CISM 4237 Business Intelligence incorporates ERP concepts and therefore, it can be included within the list of optional courses for ERP.

[BBA-INFO: Information Systems B.B.A.](#)

JUSTIFICATION:

> Boilerplate information for honors students is being added. This is being done across all College of Business majors.

[BBA-INFOBI: Information Systems B.B.A. (Business Intelligence Emphasis)](#)

JUSTIFICATION:

> Boilerplate information for honors students is being added. This is being done across all College of Business majors.

[BBA-INFOERPS: Information Systems B.B.A. (Enterprise Resource Planning Systems Emphasis)](#)

JUSTIFICATION:

> Boilerplate information for honors students is being added. This is being done across all College of Business majors.

[BBA-INFOES: Information Systems B.B.A. (Enterprise Security Emphasis)](#)

JUSTIFICATION:

> Boilerplate information for honors students is being added. This is being done across all College of Business majors.

D. College of Education
Department of Teaching and Learning

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

New Course

[ESED 4700: Beginning of P-12 School Year Experience](#)

JUSTIFICATION:

> The Georgia Professional Standards Commission (GaPSC), which oversees teacher certification in Georgia, and the National Council for the Accreditation of Educator Preparation (CAEP) encourages all teacher preparation programs to provide teacher candidates with a beginning of the school year experience. Since P-12 schools begin prior to the beginning of the fall semester for Georgia Southern University. This course allows teacher candidates to participate in the beginning of a school year in a P-12 classroom while officially enrolled as a Georgia Southern student and covered with tort liability insurance.

Revised Course

[SPED 4734: SPED 6-12 Practicum](#)

JUSTIFICATION:

This course is currently being offered semester three in the program of study for the BSED in Special Education. It is taken the same semester as SPED 4733. Therefore SPED 4733 is listed as a co-requisite. The program is going to change when SPED 4733 is offered in the program making SPED 4733 no longer needed as a co-requite. The program has also removed SPED 3631 as a co-requisite because this

course is being removed from the program of study. The objectives from SPED 3631 are already covered in other courses. SPED 3631 will be replaced with ITEC 5233.

Revised Program

BSED-HEPE: Health and Physical Education B.S.Ed.

JUSTIFICATION:

The program is being revised as KINS 3230 is being removed from the Health Science and Kinesiology Core. KINS 4617 is being revised to a 3 hour course versus a 1 hour course and therefore will have an updated course number, KINS 4637. Also KINS 3435 is being revised with a title change. With these changes, the total hours for the program will be 125 total hours. Additional program revision

justification: Per University policy, the program hours may not be decreased below 126 total program hours. Therefore another revision to the program is being made to return the program to 126 total hours. The current course, KINS 4431 which is in the program of study, is being revised to increase the course to 4 credit hours. The course number will also be adjusted to KINS 4441 to reflect the credit hour

revision. This course revision is being placed in the CIM system as well as the new program revision. Note the updated course number and credit hour will reflect in the

Department of Leadership, Technology and Human Development

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

New Courses

ITEC 3131: Principles of E-Learning

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Principles of e-Learning is a foundational course that introduces students to theories and applied learning principles for the design of e-learning environments in professional and educational settings.

ITEC 3132: Introduction to Instructional Design

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Introduction to Instructional Design prepares students to design and develop professional learning experiences and materials using different approaches for a broad range of business, industry, and

educational settings. This course will introduce students to models of instructional design and technology integration

ITEC 3133: Multimedia Message Design

JUSTIFICATION:

The course is required for a new fully online undergraduate minor. The minor is 5 courses (1 at the 2000 level, 3 at the 3000 level, and 1 at the 4000) for non education majors. The course is designed to meet the standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology design professionals in business, health, government, and education.

ITEC 4134: E-Learning Project Management and Evaluation

JUSTIFICATION:

This course meets Instructional Technology and Design standards established by the Association for Educational Communications and Technology (AECT), an organization that brings together instructional technology & design professionals in business, health, government, and education. Management and evaluation of e-Learning are core standards of AECT. The course introduces students to the skills, knowledge, and dispositions related to these standards in the context of e-Learning environments in professional and educational settings.

Revised Course

ITEC 5233: Foundations of Technology-Enabled Learning

JUSTIFICATION:

To revise the current course number to ITEC 5233 to allow a cross listing with new course, ITEC 5233G, allowing graduate credit. Also to correct prerequisite and corequisite errors in previous curriculum submission. No prerequisites or corequisites are needed for this course.

New Program

: Instructional Technology Minor

JUSTIFICATION:

The undergraduate Instructional Technology minor is an interdisciplinary minor that prepares students to experience instructional and design challenges through instructional technology systems design, development utilization, management, and evaluation. The program will be open to all non-education undergraduate majors.

E. College of Science and Mathematics
Department of Biology

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

New Course

BIOL 5141: Forensic Biology

JUSTIFICATION:

On the basis of student evaluations, from piloting this course as a Selected Topics course, there is a high demand to have the content taught in Forensic Biology offered on a regular basis. This course will provide a basic understanding of the roles that biologists play when collaborating with law enforcement in civil and criminal

investigations. This is an integrative course, incorporating content from biological areas such as anatomy, botany, entomology, genetics, physiology, and toxicology, in addition to other STEM fields such as chemistry, mathematics, and physics. Due to it's human-centered, problem-solving approach, this course is highly desirable for students preparing to attend graduate or professional (dental, medical, and veterinary) schools. In addition, this course provides a little known career path in fields such as: academia, forensic sciences, and government (FBI, GBI).

Department of Chemistry and Biochemistry

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

Revised Program

BA-CHEM/BIOC: Chemistry B.A. (Concentration in Biochemistry)

JUSTIFICATION:
Recent changes have moved BIOL 2108 out of the biology minor (it is now a prerequisite). This had the effect of pushing the BA Chemistry/Concentration Biochemistry degree to be greater than 126 credit hours for some students. By moving BIOL 2108 into the specific requirements for the degree and lowering the number of elective credits required, this change makes returns the degree to a total of 126 credit hours for completion.

Department of Geology and Geography

A Gardiner/Mondor motion to approve the new course and revised courses programs was passed unanimously.

New Course

GEOL 5340: Barrier Island Environmental Geology

JUSTIFICATION:
The Barrier Island Environmental Geology course provides a field-based multidisciplinary science experience in a coastal environment during a period of great emphasis on coastal research and coastal evolution. The course can be taken concurrently with GEOL 5740 to provide an eight credit hour advanced elective package facilitating completion of Geology major degree requirements. The GEOL 5740/5340 concurrent course package also supports students seeking a Sustainability Concentration and those pursuing a Minor in Geology. This course includes team research projects within a field-based learning environment that integrates the subdisciplines of physical, historical, and coastal geology, and hydrogeology, in the context of barrier island evolution, ecology and anthropogenic influences. The rapid shoreline migration of the host site (St. Catherines Island, GA) provides a unique opportunity to examine and address the impact of sea level rise on the greater coastal environment, essential natural resources, and critical wildlife habitat.

       Revised Courses

GEOG 5091: Applied GIS

JUSTIFICATION:
       This course already exists, but link showing cross-listing with the graduate version (GEOG 5091G) was not indicated. The description was updated to indicate graduate expectations (to match statement in the "G" version proposal).

GEOL 5740: Sea Turtle Natural History

JUSTIFICATION:
       The course description was updated to better-suit the current nature of the course, and the prerequisite changed to "permission of instructor" due to the need to coordinate early with students intending to participate in the course (because of the need to coordinate logistics with St.Catherines Island). The course fee is requested to cover food and lodging needs while on the island as there are no commercial facilities on the island available to the students.

    F. College of Health and Human Sciences
      School of Nursing

A Gardiner/Mondor motion to approve the revised courses and new program was passed unanimously.

       Revised Course

NURS 3140: Critical Inquiry: Nursing Research and Applied Statistics

JUSTIFICATION:
       Co-requisite course number is changing.

NURS 3163: Nursing Care of Adults

JUSTIFICATION:
       Co-requisite course number is changing.

NURS 3222: Pharmacologic and Integrative Therapeutics II

JUSTIFICATION:
       Structure of Pharmacology curriculum have been changed so this course is being reactivated.

NURS 3252: Mental Health Nursing

JUSTIFICATION:
       Co-requisite course numbers are changing.

       New Program

JUSTIFICATION:

In the 2016-2017 undergraduate Catalog, the RN – BSN program is classified under the pre-licensure – BSN program. In actuality, these are two separate academic degree programs, attracting two different student populations and encompassing different program requirements. Students eligible for one program would never be

eligible for the other. Finally, students enrolled in the RN – BSN program are only required to complete 120 credit hours to graduate compared with students enrolled in the pre-licensure – BSN program who must complete 126 credit hours to graduate.

Department of Health and Kinesiology

A Gardiner/Mondor motion to approve the new course and revised courses programs was passed unanimously.

New Course

SMGT 3130: Fan Behavior in Sport

JUSTIFICATION:
> This course has been taught for years under the Special Topics course number (SMGT 4090) and needs to be listed under its own code.

Revised Courses

KINS 3435: Motor Learning and Development

JUSTIFICATION:
> Need for Course Updates: 1. To combine the content in the current Motor Development and Motor Control classes. 2. To keep the Health & Physical Education program credit hours at 125. 3. To provide the HPE candidate with sufficient content and applied knowledge related to motor learning and development.
>
> 4. To facilitate existing field experience requirements mandated by the GA professional standards commission (PSC). Currently, HPE candidates are taking motor control in the summer so it does not conflict with the Fall field experience placement.

KINS 4130: Administrative Principles in Kinesiology

JUSTIFICATION:
> To allow course to be offered online in the summer.

KINS 4431: Instructional Design in Health and Physical Education for Middle and High School Students

JUSTIFICATION:
> This course has a more extensive field experience than any other laboratory or field based course. The field experience includes more videotaping, written commentaries, and reflective analysis of teaching to help prepare candidates for a successful student teaching experience. Thus, it is warranted as a four hour class. To comply with university policy, the course number should be revised to KINS 4441 to reflect the proposed course hour revision. This course revision will be included the proposed program revision for the BSED Health and Physical Education program.

[KINS 4637: Senior Seminar in Health and Physical Education](#)

<u>JUSTIFICATION:</u>

       This course has a more extensive field experience than any other laboratory or field based course. The field experience includes more videotaping, written commentaries, and reflective analysis of teaching to help prepare candidates for a successful student

teaching experience. Thus, it is warranted as a four hour class. To comply with university policy, the course number should be revised to KINS 4441 to reflect the proposed course hour revision. This course revision will be included the proposed program revision for the BSED Health and Physical Education program.

School of Human Ecology

A Gardiner/Mondor motion to approve the new course, revised courses, and revised programs was passed unanimously.

New Course

CHFD TBD-1: Therapeutic Benefits of Play in Child Life

JUSTIFICATION:
We are piloting this course in preparation for the requirements from the Child Life Council that all certified child life specialists must take a course in therapeutic play. The goal will be for this to eventually enter the regular academic year course rotation.

Revised Courses

CHFD 3136: Adult Development and Later Life

JUSTIFICATION:
The addition of a Service Learning component is being put forward. Currently, Service Learning within the Department of Child and Family Development (CHFD) only offers opportunities for engaging with youth. A Service Learning component added to CHFD 3136: Adult Development and Later Life would expand on the current offerings to CHFD students to allow for field experience in working with adult populations.

CHFD 4132: Death and Bereavement across the Lifespan

JUSTIFICATION:
The request to have two of the three prerequisites dropped for CHFD 4132 is being made in order to allow the addition of CHFD 4132 to the list of course offerings for the CHFD Minor. Content within CHFD 4132 can be mastered without previous completion of CHFD 2135: Child Development and CHFD 2136: Introduction to Family Services.

CHFD 4238: Child Life Practice in Healthcare

JUSTIFICATION:
Changing the prerequisites from permission of instructor to courses necessary to complete this course.

CHFD 4790: Internship in Child and Family Development

JUSTIFICATION:

The CHFD faculty have voted to change the GPA for internship from a 2.25 to

2.5. While GPA is not a complete representation of a student, it is a threshold in place to ensure qualified and prepared students are given the internship opportunity. For students not meeting the 2.5 cut off, they will benefit from taking

the additional coursework on campus in lieu of the 9-12 credit internship experience. We recognize that student learning occurs on a spectrum, and that this proposed change will enhance rigor.

Revised Programs

039A: Child and Family Development Minor

JUSTIFICATION:

The CHFD faculty would like to provide more options for students pursuing a CHFD minor.

BS-CHFD: Child and Family Development B.S.

JUSTIFICATION:

The CHFD faculty have voted to change the GPA for internship from a 2.25 to 2.5. While GPA is not a complete representation of a student, it is a threshold in place to ensure qualified and prepared students are given the internship opportunity. For students not meeting the 2.5 cut off, they will benefit from taking the additional coursework on campus in lieu of the 9-12 credit internship experience.

Selected Topics Announcement – For Information Only 20: Therapeutic Benefits of Play in Child Life

JUSTIFICATION:

We are piloting this course in preparation for the requirements from the Child Life Council that all certified child life specialists must take a course in therapeutic play. The goal will be for this to eventually enter the regular academic year course rotation.

G. **College of Engineering and Information Technology**
   Department of Computer Sciences

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

Revised Courses

CSCI 1301: Programming Principles I

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301.

CSCI 1301H: Programming Principles I

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301H .

CSCI 1301S: Programming Principles I

JUSTIFICATION:

The CS department would like a higher level of math skills before students attempt to take CSCI 1301S.

Department of Information Technology

New Course

IT 5233: Web and Mobile Security Fundamentals

JUSTIFICATION:

Cybersecurity has become a cornerstone of the information technology discipline. It has become sufficiently specialized to warrant a specific course addressing aspects of cybersecurity as they related to web and mobile platforms.

Department of Civil Engineering and Construction Management

New Courses

CENG 1731: Civil Engineering Computations

JUSTIFICATION:

This course replaces ENGR 1731, Computing for Engineers in the existing civil engineering and the proposed new construction engineering curricula. This course also provides an opportunity for students to gain an early introduction to the civil and construction engineering programs in the freshman year, enhancing early engagement with program faculty and content, and potentially affecting retention.

CENG 4730: Experiential Learning in Civil and Construction Engineering - COOP

JUSTIFICATION:

This new course is needed in support of the revised Bachelor of Science in Civil Engineering (BSCE) degree, and the proposed new Bachelor of Science in Construction Engineering (BSConE) degree,. Students electing to participate in Experiential Learning (COOP) will enroll in this course to receive three (3) credit hours in Civil Engineering and Construction electives,

CENG 5090: Selected Topics in Civil Engineering

JUSTIFICATION:

This new course provides for specialized study in the area of Civil Engineering not otherwise covered by the BSCE program. Its companion course CENG 5890G is necessary in support of the proposed new Master of Science in Civil Engineering (MSCE) degree program. This course will also allow for cross-listing of undergraduate and graduate enrollment in support of senior privilege.

CENG 4132: Water and Sanitation for International Development

JUSTIFICATION:

This course complements the topics covered in previous courses relating to fluid mechanics, environmental engineering, and public health by illustrating how these courses apply to real-

world design applications in developing countries where projects are heavily constrained by funding limitations and technical constraints. Sustainable development of water and wastewater systems in developing countries often require technologies and approaches that

differ from those commonly used in industrialized countries. It requires a broader, more multi-disciplinary strategies that integrate engineering infrastructure, environmental sustainability, and public health with education and community capacity developing. This course prepares students to develop unique, creative, and sustainable solutions to water and sanitation problems common throughout the developing world.

TCM 4730: Experiential Learning in Construction Management - COOP

JUSTIFICATION:

This new course is needed in support of the revised Bachelor of Science in Construction Management (BSCons) degree. Students electing to participate in Experiential Learning (COOP) will enroll in this course to receive three (3) credit hours in Construction electives,

TCM 5333: Building Information Modeling

JUSTIFICATION:

This course is needed in support of the new proposed Bachelor of Science in Construction Engineering (ConE) program, the new proposed Master of Science in Civil Engineering (MSCE) program, and the existing BSCE and BSCons programs in the Department of Civil Engineering and Construction Management. This course will be cross-listed as a graduate course (TCM 5333G) and as an elective course (TCM 5333) for Civil and Construction Engineering students.

Revised Courses

CENG 3135: Construction Cost Control and Finance

JUSTIFICATION:

The course is offered on-line as well as face-to-face, thus requiring "Asynchronous" status.

CENG 4518: Introduction to Senior Project

JUSTIFICATION:

The contact hours for the course are increased to accommodate two (2) fifty (50) minute class meetings per week going forward - one meeting for lecture, and two hours for lab activities.

CENG 5137: Engineering Hydrology and Hydraulics

JUSTIFICATION:

This revised course will continue to provide students with hydraulics content currently covered in the Open Channel and Pumps course, but rather than spend 8 weeks covering pumps, pump content will be condensed to 2 weeks in order to provide 6 weeks of hydrology-related content. The need to provide more hydrology-related content is based on feedback from graduating students, the department water resources and environmental engineering curriculum committee, and program advisory board members.

TCM 3331: Construction Finance

JUSTIFICATION:

The course is offered on-line as well as face-to-face, thus the need for "Asynchronous" designation.

TCM 4710: Construction Internship

JUSTIFCATION:

This course revision is needed for the revised Bachelor of Science in Construction Management (BSCons) degree. This course revision is also needed in support of the new proposed Bachelor of Science in Construction Engineering (ConE) program,

TCM 5330: Green Building and Sustainable Construction

JUSTIFICTION:

The course is offered on-line as well as face-to-face, and thus the need for "Asynchronous" designation.

New Program

: Bachelor of Science in Construction Engineering

JUSTIFICATION:

The proposed new BS in Construction Engineering degree program will supplement and complement the existing Civil Engineering and Construction Management programs in the College of Engineering and Information Technology at Georgia Southern University. Civil engineers and construction managers often work with construction engineers to deliver complex construction projects. While a civil engineer generally focuses on design, and the construction manager focuses on the management of time and resources, the construction engineer often bridges the gap between these two professions with the technical and management skills necessary for the efficient and safe delivery of complex projects. The proposed Construction Engineering program will fill a substantial gap in our academic programs, needed to attract and prepare practice-ready engineers who are in high demand by current and prospective employers due to the resurgence of the construction industry in the US.

Revised Program

BSCE-CIVL: Civil Engineering B.S.C.E.

JUSTIFICATION:

This is a correction to an apparent typo from previous edits. The correct course for Area C, as required for program accreditation is COMM 1110, Public Speaking instead of COMM 1100 Introduction to Human Communication.

Department of Electrical Engineering

A Gardiner/Mondor motion to approve the revised courses, new program, and inactivated program was passed unanimously.

Revised Courses

EENG 3420: Linear Systems

JUSTIFICATION:

This request is to correct an error that was approved previously. Mistakenly, the previous course revision listed a prerequisite course number for an inactive course. To correct that error, the prerequisite is being changed from ENGR 2334 (Circuit Analysis I) to EENG 3335 (Circuit Analysis II).The course content of ENGR 2334 does not provide sufficient depth to adequately prepare students for EENG 3420 - Linear Systems. EENG 3335 - Circuit Analysis II, which includes

additional course content and an integrated lab, provides in-depth coverage of AC Analysis and transfer functions for systems and provides (along with MATH 3230

Ordinary Differential Equations) the necessary prerequisite content for Linear Systems (EENG 3420).

EENG 5090: Selected Topics in Electrical Engineering

JUSTIFICATION:

Update this course in order for students to have the option to take this course online

EENG 5544: Smart Grids Technology Fundamentals

JUSTIFICATION:

This is an elective course for the Electrical Engineering program to provide students with fundamentals of smart grid technologies to introduce students to contemporary topics related to distributed generation, micro-grids, renewable energy sources, and smart homes applications. The course will be unique in the Electrical Engineering department.

New Program

TBD: Computer Engineering

JUSTIFICATION:

The demand for Computer Engineers is always strong in the US and also in Georgia due to job growth and higher salaries. In Georgia, only Georgia Tech offers a bachelor degree in Computer Engineering. There are few other institutions in Georgia which offer degree in either Computer Technology or Computer Systems Engineering. Thus there is a strong need for Computer Engineering program not only in this southern part of Georgia but also in the state overall. There is strong pool of students come to GSU's RETP/REPP program with major in Computer Engineering. Many of these students would have stayed in GSU had there been such a program due to GSU's location and low living cost. Moreover, Georgia Tech's Computer Engineering program is one of the top in the nation and acceptance rate to that program is very low. Thus many of these REPP students would like to continue in Computer Engineering program of GSU if they do not qualify for Georgia Tech's.

GSU's Electrical Engineering (EE) department is in very strong position to offer this degree program with a little change in its existing curriculum. Electrical Engineering faculty surveyed the scope of opening this new program and all came up with the conclusion that it is time to create this new program which will not only enhance the existing EE program but also create new avenues for the university.

Inactivated Program

053B: Computer Engineering Second Discipline Concentration

JUSTIFICATION:

All second discipline concentrations for the IT program will be inactivated due to program curriculum revisions and to agree with ABET-CAC accreditation requirements.

Department of Mechanical Engineering

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

New Courses

ENGR 1121: Computing Applications in Mechanical Engineering

JUSTIFICATION:

This is a required course for Mechanical Engineering major. This course is an introductory course to the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples. It replaces ENGR 1731 (Computing for Engineers) which has taken on too heavily of an electrical engineering emphasis. The course also responds to input from the Mechanical Engineering Professional Advisory Committee with regards to applications and software content.

ENGR 1121H: Computing Applications in Mechanical Engineering

JUSTIFICATION:

This is a required course for Mechanical Engineering major. This course is an introductory course to the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples. It replaces ENGR 1731 (Computing for Engineers) which has taken on too heavily of an electrical engineering emphasis. The course also responds to input from the Mechanical Engineering Professional Advisory Committee with regards to applications and software content.

ENGR 2137: Introduction to Renewable Energy

JUSTIFICATION:

The proposed course ENGR 2137 will serve as an undergraduate free elective for both majors and non-majors. It will also serve as the credit-baring component of a potential international study-abroad program. This course will be a combination of lectures and supervised laboratory serving as an introductory theory and engineering applications of renewable energy and energy science. It complements CEIT established thrust in Renewable Energy and the Summer German Engineering Abroad program. It will serve our university mission by contributing to the strategic themes of academic distinction and technological advancement.

Revised Courses

ENGR 1133: Engineering Graphics

JUSTIFICATION:

The current revised content will focus on current trends in engineering graphics, particularly emphasizing three dimensional CAD model rather than two dimensional hand and computer aided drawing. This modification is in-line with what peer universities have implemented, as well as feedback from our program's external professional advisory committee. The revision will change the content and description of the course, the course subject, number and title remains the same. This revision has been supported by the programs' external professional advisory committee and the departmental curriculum committee and faculty

[ENGR 1133H: Engineering Graphics](#)

JUSTIFICATION:

> The current revised content will focus on current trends in engineering graphics, particularly emphasizing three dimensional CAD model rather than two dimensional hand and computer aided drawing. This modification is in-line with what peer universities have implemented, as well as feedback from our program's external professional advisory committee.The revision will change the content and description of the course, the course subject, number and title remains the same. This revision has been supported by the programs' external professional advisory committee and the departmental curriculum committee and faculty.

[ENGR 2112: Solid Modeling and Analysis](#)

JUSTIFICATION:

> The revised content will focus on advanced solid modeling techniques and skills. Since much of the previous content has shifted towards ENGR 1133, this
>
> course can now be revised and introduce advanced concepts and skills that are driven by current professional needs and will result in improved student performance and capabilities.

[ENGR 2112H: Solid Modeling and Analysis](#)

> **JUSTIFICATION:** The revised content will focus on advanced solid modeling techniques and skills. Since much of the previous content has shifted towards ENGR 1133, this course can now be revised and introduce advanced concepts and skills that are driven by current professional needs and will result in improved student performance and capabilities.

[MENG 2139: Numerical Methods in Engineering](#)

JUSTIFICATION:

> The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing content and discipline specific requirements of computational skills for the students of mechanical engineering.

[MENG 2139H: Numerical Methods in Engineering](#)

JUSTIFICATION:

> The prerequisite course ENGR 1731 is replaced by a new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

[MENG 3531: Introduction to Mechatronics](#)

JUSTIFICATION:
>The prerequisite course ENGR 1731 is replaced by a new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

MENG 3531H: Introduction to Mechatronics

JUSTIFICATION:
>Introduction to Mechantronics (MENG3531) is an updated version of the existing

required course Mechatronics Studio Lab (MENG3521) in the B.S. in Mechanical Engineeirng Program. MENG3531 includes application computing specific content to the course and reinforces theoretical foundation with hands-on learning activities of the existing course (MENG3521) in the area of mechatronics and measurement systems. It has also been determined that the current studio format of MENG 3521 (2-0-4), is in need of additional lecture content (3-2-2). One additional credit hour was freed in the curriculum by the concurrently proposed conversion of ENGR 1731 into ENGR 1721. Some of the electromechanical specific software and programming content from ENGR 1731 will be moved to this revised course.

MENG 4210: Energy Science Laboratory

JUSTIFICATION:
> Introduction to Mechantronics (MENG3531) is an updated version of the existing required course Mechatronics Studio Lab (MENG3521) in the B.S. in Mechanical Engineeirng Program. MENG3531 includes application computing specific content to the course and reinforces theoretical foundation with hands-on learning activities of the existing course (MENG3521) in the area of mechatronics and measurement systems. It has also been determined that the current studio format of MENG 3521 (2-0-4), is in need of additional lecture content (3-2-2). One additional credit hour was freed in the curriculum by the concurrently proposed conversion of ENGR 1731 into ENGR 1721. Some of the electromechanical specific software and programming content from ENGR 1731 will be moved to this revised course.

MENG 4210H: Energy Science Lab (Honors)

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

MENG 5135: Vibration and Preventive Maintenance

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

MENG 5137: Mechanical System Design

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

MENG 5137H: Mechanical System Design

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

[MENG 5233: Wind Energy](#)

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

[MENG 5238: Engine Development and Performance](#)

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

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

JUSTIFICATION:
> The prerequisite course ENGR 1731 is replaced by new course ENGR 1721 to fit the increasing requirements of computational skills for the students of mechanical engineering.

[MENG 5333: Robot Dynamics, Design and Analysis](#)

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

[MENG 5536: Mechanical Controls](#)

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

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

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

Revised Program

[BSME-MECH: Mechanical Engineering B.S.M.E.](#)

JUSTIFICATION:

1. The changes to the honors program streamlines course requirements, bringing them more in line with other honors program across campus. It also creates a less rigid curriculum, that allows students more flexibility in selecting from an approved list of courses that are more likely to be offered with greater frequency.2. Based on the suggestions of Mechanical Engineering Professional Advisory Committee and faculty review, following two curriculum changes were made to improve computational and hand-on skills: a) New course ENGR 1721 (Computing Applications in Mechanical Engineering) is proposed and replaces ENGR 1731 (Computing for Engineers), which has taken on too heavily of an electrical engineering emphasis, to improve the computing techniques for mechanical engineering students, utilizing discipline specific software and application examples.

b) MENG 3521 (Mechatronics Studio Lab) is upgraded to MENG 3531 (Introduction to Mechantronics) to reinforce theoretical foundation with hands-on learning activities of the existing course (MENG 3521) in the area of mechatronics and measurement systems. c) New course MENG 5631 (Entrepreneurship in Engineering) is proposed as senior-level electives to encourage students to apply innovative thinking in order to build successful future oriented companies in the future. 3) Reflect the curriculum changes content changes made to ENGR 1721, MENG 3531 and MENG 5631, related 20 prerequisites changes are made.4) Add senior-level electives to the list to ensure proper DegreeWorks scribing and students receiving credit for financial aid.

H. College of Public Health

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

Department of Health Policy and Management

New Course

PUBH 3432: Introduction to Global Health Policy

JUSTIFICATION:
The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Public Health (General)

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

New Course

PUBH 3431: Introduction to Global Health

JUSTIFICATION:
The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying

the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global

populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

New Programs

: Health and Education Promotion B.S.P.H. (Concentration in Global Health)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

: Global Health Minor

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Community Health Behavior and Education

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

New Course

[PUBH 4234: International Development in Health (Poverty, Social Justice and Global Health)](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Revised Course

[PUBH 4230: Global Maternal and Child Health](#)

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Revised Program

[BSPH-HEDP: Health Education and Promotion B.S.P.H.](#)

JUSTIFICATION:

The BSPH program is adding an additional emphasis area which necessitates moving from a major to concentrations.

Department of Environmental Health

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

New Course

PUBH 4232: Global Environmental Health

JUSTIFICATION:
The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

Department of Epidemiology

A Gardiner/Mondor motion to approve the new courses, revised courses, and revised program was passed unanimously.

New Course

PUBH 4233: Topics in Global Epidemiology

JUSTIFICATION:
The Association of Schools and Programs of Public Health (ASPPH) has identified concentrations in Global health central to the interdisciplinary approach to studying the health of populations across the world, irrespective of national or political boundaries. Students who concentrate in global health have a strong interest in examining the ways health disparities and specific risk factors affect local and global populations. Students of global health often learn how international agencies advocate for individuals, increase access to healthcare, and ensure top health standards are met around the world. Global health focuses on improving the health and health equity of all people worldwide. The public health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. It spans many disciplines and is regularly spotlighted in popular culture and media.

V.   PROGRAM REVIEW

Dr. Ron MacKinnon asked Ms. Candace Griffith of the Provost's Office to provide an update on the program reviews. She informed the committee that those members who will be participating in the process will be receiving the program reviews from the chair. A provided rubric will be used to review and score the programs. At the April 2017 Undergraduate Curriculum Committee Meeting, the program reviews will be discussed and voted on. From there, they will move on to the Faculty Senate for approval.

VI.   OTHER BUSINESS

A. Graduate Expectation Statements

Ms. Doris Mack asked for a blanket approval from the committee to remove the graduate expectation statement from the catalog descriptions of all 5000 level courses. Upon learning that undergraduate courses did not need this information, the Registrar's Office has would like to remove the statement on all of the undergraduate courses in question for the sake of consistency.

An Aasheim/Leckie motion to approve the removal of the graduate expectation statement was passed unanimously.

VII.   ADJOURNMENT

There being no further business to come before the committee, an Aasheim/Leckie motion to adjourn the meeting at 3:52 p.m. passed unanimously.

Respectfully Submitted on Behalf of Jade Brooks, Recording Secretary

Tori
Brannen
Registrar's
Office