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SENATE EXECUTIVE COMMITTEE

AGENDA

January 15 2021, 1:00 p.m. – 3:00 p.m. Zoom

<https://us02web.zoom.us/j/89485738804>

❖ **This meeting will be recorded to assist with certifying the minutes.**

Strategic Pillars

P1: Student Success

P2: Teaching and

Research P3: Inclusive

Excellence

P4: Operational Efficiency, Effectiveness, and

Sustainability P5: Community Engagement

- I. **CALL TO ORDER**
- II. **APPROVAL OF AGENDA**
- III. **CHAIR'S UPDATE**
 - A. **Welcome** (Holt)
 - B. **Faculty Welfare Committee Charges Discussion** (Leticia McGrath)
 - C. **Librarian's Report** (Barbara King)
- IV. **OLD BUSINESS**
 - A. **SGA Committee Member Selection for remainder of this year** (Holt)
 - B. **Bylaws Review AdHoc Committee Update** (Botnaru)
- V. **NEW BUSINESS**
 - A. **Discussion Item on Faculty Evaluation Form** (Submitted by Christopher Hendricks)
 - B. **Guest Speakers** (Holt)
 1. **Vaccine Pods** (DeLoach)
 2. **Mental Health** (Carroll and Reiber)
 - C. **NCAA Chair Selection** (Botnaru)
- VI. **ANNOUNCEMENTS AND UPDATES**
 - A. **SEC Inclusive Excellence Plan** (Holt)
 - B. **Journal Articles** (Holt)
 1. [Shared Governance: Changing with the Times](#)
 2. [The Perfect Storm: Universities, Governance, And The Politics Of Polarization \(forbes.com\)](#)
- VII. **CAMPUS CHATTER**
- VIII. **ADJOURNMENT**

Georgia Southern University Faculty Senate

Librarian's Report

January 13, 2021

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NCAA Faculty Athletic Representative Report	54

Submitted respectfully by Barbara King, Faculty Senate Librarian, in preparation for the January 28, 2021 meeting of the Georgia Southern Faculty Senate.

Academic Standards Committee
Meeting Minutes
October 20, 2020
Via Zoom: 10:00 am- 11:06 am

Voting Members Present: Scott Beck, chair (COE), David Calamas (CEC), Kay Coates (LIB), Nikki DiGregorio (CBSS), Lisa Dusenberry (CAH), RoseMary Gee (WCHP), Felix Hamza-Lup (AEPCEC), Addie Martindale (CBSS), Christy Moore (WCHP), Fayth Parks (COE), Jessica Schwind (JPHCOPH), Solomon Smith (CAH), Kelly Sullivan (JPHCOPH), Stephanie Sipe (COB)

Non-Voting Members:

Guests present: Heather Shelly (FINAID), Wayne Smith (REG), TaJuan Wilson (PROVOST)

Absent: Zhan Chen (COSM), Ann Fuller (LIB). Christine Ludowise (PROVOST), Jake Simons (PCOB), Nathaniel Shank (COSM),

IX. Call to Order

Scott Beck (Chair) welcomed the committee and asked for a motion to approve the agenda.

X. Approval of Agenda

Lisa Dusenberry motioned to approve agenda and Felix Lup seconded.

XI. New Business

A. Inclusive Excellence

1. TaJuan Wilson introduced task of committee. The committee is to address the following strategies and subsequent actions:
 1. Strategy 1-G, Actions 1-5
 2. Strategy 4-D, Actions 1-3
2. TaJuan informed the committee that a template is available to address the above information. In addition, Institutional Effectiveness is developing an electronic template to follow. The plan should be complete by March 15th.

Discussion:

- Stephanie Sipe asked Tajuan Wilson if the committee's response should reflect actions and strategies relevant to the entire faculty senate or just this senate subcommittee.
- TaJuan Wilson answered that the committee should focus on the entire senate, but the committee should clarify responsibilities with Patricia Holt.
- TaJuan Wilson noted that the committee gets to frame what the quarterly reporting looks like.
- Faythe Parks asked Scott Beck to reach out to Patricia Holt to clarify the responsibilities of the committee. David Calamas and Stephanie Sipe agreed. *The committee is unsure whether to focus on actions as related to the committee or the entire senate.
- Scott Beck spoke with Patricia Holt (phone call) and the focus of the committee is on the entire senate and not just the committee.

- Scott Beck would like the committee to come up with an action plan and subcommittee responsibilities.
- Faythe Parks recommended that the committee split up into subgroups. Christy Moore concurred.
- RoseMary Gee opined that Strategy 4-D, Actions 1 and 2 may be already complete. Lisa Dusenberry concurred. Strategy 4-D Action 3 requires reporting, and the committee is unsure if a template is available or not.
- Scott Beck asked if anyone on the committee had expertise better suited to a specific area.
- Lisa Dusenberry has expertise in marketing and accessibility.
- Addie Martindale has expertise in marketing.
- Stephanie Sipe volunteered to be a member of the subcommittee tasked with Strategy 4-D Actions 1-3.
- RoseMary Gee inquired if the committee is writing policies or providing recommendations.
- Lisa Dusenberry stated that the committee is already working on Strategy 4-D Actions 1 and 2 in
- Scott Beck and Stephanie Sipe recommended that a single group focus on Strategy 4-D.
- Scott Beck believes that a logical grouping would be Strategy 1-G Actions 1, 2, and 4; Strategy 1-G Actions 3 and 5; Strategy 4-D Actions 1 – 3 if there are to be 3 subcommittees.
- Nikki DiGregorio emphasized the subcommittee’s focus should be on the senate and not (?)
- Stephanie Sipe and Nikki DiGregorio stated that it would be desirable if identifying information (names, pictures, etc.) could be removed from the appeal process (as related to the academic standards committee specifically). Each senate committee should focus on its own policies in addition to those impacting the entire senate.
- Scott Beck would like the committee to focus on its own policies at a later date in light of the timeline.
- RoseMary Gee would like to make sure that August committee meetings do not coincide with college and other committee meetings at the beginning of the semester.
- Christy Moore and Stephanie Sipe believe that the committee is being tasked with an assignment that is inappropriate for the committee and its assigned responsibilities and recommended that the committee wait for further clarification.
- Scott Beck will split the committee into subcommittees tentatively while awaiting a response from faculty senate leadership.

XII. ADJOURNMENT

The meeting was adjourned at 11:06 AM.

FACULTY DEVELOPMENT COMMITTEE

Meeting Minutes

November 17, 2020

Via Zoom 11:05am- 11:41pm

Voting Members Present: Kristen Dickens (COE), Patsy Kraeger (CBSS), Lauren McMillan (LIB), Mariana Saenz (PCOB), Joanna Schreiber (CAH), Hongjun Su (COE), Jian Zhang (JPHCOPH)

Non-Voting Members Present: Deborah Walker (CTE)

Guests: Patricia Hendrix (CTE)

Absent: Diana Botnaru (WCHP), Rob Terry (CAH), Shijun Zheng (COSM)

I. CALL TO ORDER

Dr. Patsy Kraeger called the meeting to order at 11:05am

II. APPROVAL OF AGENDA

Dr. Saenz made a motion to approve the agenda as written.

Dr. Schreiber made a second and the motion to approve the agenda was unanimously passed.

III. CHAIR'S UPDATE

No update

IV. OLD BUSINESS

A. University Awards

1. Updated Rubric

i. D. Walker presented the updated rubric to include five categories to evaluate components of award packages.

ii. D. Walker will consult with other members of the Rubric subcommittee.

2. Deadline for applications to be submitted - extended to Dec 1 at 5pm

i. Review schedule: December 7 - February 1st to review packets and determine winners at the Feb 16 meeting.

3. All committee members on Review Committees will also be required to complete the Building a Better U training sessions of Overcoming Unconscious Bias and Overcoming Unconscious Bias in the Workplace by December 1. Committee members should send their completed training certificates to the chair of their committees by December 1. Last year, we had concerns brought to Georgia Southern Chief Diversity Officer that unconscious bias might have influenced the outcome of the Award Review Committees, so it has been asked of all members to complete this training.

i. Dr. Kraeger will set a calendar reminder for committee members to send complete the training and have members email their completion certificates to her.

B. Redesign of RFP

1. New RFP form

2. \$52,000 budget

3. Spend between July 1 through June 30th, 2021.

4. Award Timeline:
 - i. (a) Call to be sent on December 1, 2020
 - ii. (b) Close submissions on January 22, 2021
 - iii. (c) Review beginning on approximately January 28, 2021
 - iv. (d) FDC decision made on February 16, 2021
 - v. (e) Notification of award recipients on March 1st. 2021
5. Discussion about updated language on Budget Rationale in the Google form, specifically whether or not to include directions about specific costs.
- C. DEI Report --FacDev Committee

DEI subcommittee draft report was included in the last minutes. No Action was taken in this meeting. No report was made. The FacDev Committee is waiting for instructions from the Office of Institutional Effectiveness (OIE) for the new deadline in March 2021.
- D. Thoughts on CTE Spring Faculty PD Event (timing, format, topic)
 1. Discussion of CTE Flex Ed modules, other courses offered on Folio. Positive feedback was provided by members taking the courses.
 2. Recommendations for Spring faculty PD event included:
 - i. Suggestion of Kim Green as speaker.
 - ii. Teaching online as a potential topic
 - iii. Potential sessions with previous award and badge recipients
 3. Discussion of other offices on campus to partner with for topics/planning (e.g., Research, Assessment). Will continue to discuss at the next meeting.
 4. Suggestions about including something on faculty welfare (e.g., mindfulness, self-care).

V. NEW BUSINESS - None

VI. OTHER:

No votes were taken for this meeting, so a quorum was not necessary.

VII. ANNOUNCEMENTS - None

VII. ADJOURNMENT

A motion to adjourn was made by Dr. Su. Dr. McMillan seconded the motion and all voted in favor to adjourn.

There being no further business, the meeting was adjourned on 11-17-2020 at 11:41am.

Minutes were approved on 11-20-2020 by electronic vote of Committee Members.

Voting Record:

Motion to approve by Dr. Lauren McMillan
Seconded by Dr. Diana Botnaru

All voting in favor: Unanimous
All opposed: None
Abstentions: None
All voting in favor: Unanimous
All opposed: None
Abstentions: None

Respectfully submitted,

Dr. Patsy Kraeger, Committee Chair

Dr. Kristen Dickens, Committee Scribe

Faculty Research Committee
Meeting Minutes
November 20, 2020
Via Zoom: 12:00 pm- 2:00 pm

Voting Members Present: Li Li, chair protem (WCPH), Asli Aslan (JPHCOPH), John Carroll (COSM), Brett Curry (CBSS), Antonio Gutierrez de Blume (COE), Caroline Hopkinson (LIB), Joshua Kennedy for Brett Curry(CBSS), Jeff Klibert (CBSS), Marcel Marghiar (PCEC), Mary Villaponteaux (CAH)

Non-Voting Members Present: Lance McBrayer (Provost), Ele Haynes (Provost)

Absent: David Sikora, Chair (PCOB)

Guests present: None

I. CALL TO ORDER

Meeting was called to order at 12:00 PM by Chair Protém, Dr. Li Li .

II. APPROVAL OF AGENDA

Motion to approve brought by DR. Li Li and seconded by unanimous vote

III. APPROVAL OF MINUTES OF 9/18/20 (reminder)

Minutes from 10/16/20 were approved by the committee by unanimous response via email and submitted to the Senate Librarians Report on 10/24/20.

IV. NEW BUSINESS

A. Listening Session - Dr. Chris Curtis and Dr. Laura Regassa

1. Dr. Curtis presented a brief overview of the current research environment. Research was sustained well through the summer under difficult COVID circumstances. The loss of travel has been a major difficulty to progress. We are still getting awards in and proposals submitted that may be dependent on preCOVID preparation. We anticipate a drop off in the spring semester and leadership is engaged in finding strategies to minimize the downturn. We will have to be creative; we will have to be imaginative, and we will have to be intentional about how we manage a limited budget going forward. The collected feedback from the colleges through committee representation will be invaluable in developing that strategy.
2. Dr Laura Regassa provided an overview of the ongoing efforts to respond to the 2020 NCURA external review of the Research Services provided for support of faculty extramural research. A team from the VPR and partner faculty have been working through the summer to address reviewer findings. Dr. Regassa walked the committee through the streamlined grant submission process and explained the faculty interface. Dr. Regassa provided a link to an evaluation of the PI interface survey for review by the committee members for feedback prior to beta testing.
3. Q&A –
 - a. **Question:** Dr. Li - How should the committee consider pandemic restrictions in the funding applications. Is there a proposed strategy?

Answer: Dr. Curtis - While we must be realistic in expectation, we want to maintain the awards based on the merits of the scholarship. We should not sacrifice quality for expediency. I would encourage you that if you have a really good proposal that contains some potential limitations that you make the award working with the faculty member to determine how they will be able to reasonably carry out that project.

- b. **Statement:** Dr. Li - the service orientation of the new structure is welcome. Communication with external partners needs to be a priority. The partners need adequate time to produce letters of support, etc.

Response: Dr. Regassa - We are looking at transparent communication to assure researchers know the appropriate time line and identify whose role it is to meet each requirement. We expect this process and the accompanying templates to result in transparent and effective communication.

- c. **Statement:** Dr. Klibert - Experience working with Sarah Woody, (Grant Coordinator) has been a positive experience. The new short pieces provided have been very helpful - including the new templates and training pieces.

- d. **Question:** Dr. McBrayer - Can you provide a brief update on the initiative to roll out the new research initiatives.

Answer: Dr. Curtis - A faculty committee with input from this committee and other faculty advisory committees captured a snapshot of current focal areas for research across GS. The focal area airport is currently available on the my.georgiasouthern.edu portal under the research tile. Those have been translated into 5 high impact research investment areas that are planned to be rolled out in the spring semester.

V. OLD BUSINESS

A. Inclusive Excellence Plan

1. Dr. Li presented the draft committee inclusive excellence plan drafted by Dr. Sikora and emailed to the committee for review.
 - a. Dr. Li presented the draft committee inclusive excellence plan drafted by Dr. Sikora and emailed to the committee for review.
 - b. The committee unanimously accepted the draft for submission to the Senate on behalf of the committee.
 - c. Discussion: The committee will review the four parameters to identify what specific data fields the committee will need to collect to provide the related metrics. Dr. McBrayer suggested that we reach out to the Research Services group to see if NSF or other granting agencies have a standard set of metrics they collect for this purpose.

B. Excellence Award Process and Rubric

1. Discussion: Committee members will review all current applications for discussion at our January 15 meeting.
2. Rubric - Built into individual review worksheets located at https://drive.google.com/drive/folders/1_GeYmPXkjJvljx1enH6A1Twm3z3ziQj_C
3. FRC guideline page https://research.georgiasouthern.edu/orssp/find-funding/internal_funding/
4. University Awards Page <https://www.georgiasouthern.edu/gsawards/>

- C. Excellence Award Schedule
 - 1. Nomination: 10/30/20 - 17 nominations
 - 2. Application 12/1/20 - 6 active to date
 - 3. Decision - 2/15/21
- D. Funding Awards
 - 1. Application Deadline - 1/25/20
 - 2. Reminder announcements through GSFAC 11/9 and 11/23)
 - 3. FRC representatives promote this opportunity to colleges (See email titled Faculty Research Funding Opportunity Announcement (Application 1.25.21) in your email inbox - text is provided for your convenience and not required.)

VII. ANNOUNCEMENTS and OTHER BUSINESS

- A. Good of the order- Reminder to complete the two modules in Build a Better U prior to December 1.
- B. Future action items:
 - 1. Revamping of the Excellence Award guidelines and rubric
 - 2. November - assignment of Excellence Award applications.
 - 3. January 15 - review of excellence award applications.
- C. Spring Meeting Schedule
 - 1. February 5 - Excellence application discussion continued; Award application review assignments
 - 2. Feb 19
 - 3. March 5
 - 4. March 19
 - 5. April 2
 - 6. April 16

VIII. ADJOURNMENT- Committee adjourned at < 1:45 pm> on a motion by <Dr. Klibert> and second by < Dr. Hopkinson> <Minutes will be sent to committee for review via email and submitted to the Senate Librarian upon email approval.>

*Faculty Research Committee>> meetings are not recorded.

Faculty Senate Welfare Committee

Meeting Minutes

November 11, 2020

Via Zoom: 1:00 pm- 3:00 pm

Voting Members Present: Leticia McGrath, chair (CAH), Karelle Aiken (COSM), John Barkoulas (PCOB), Candice Bodkin (CBSS), Dawn Cannon-Rech (LIB), Lei Chen (PCEC), P. Cary Christian (CBSS), Ellen Hamilton (WCPH), Mark Hanna (PCOB), Susan Hendrix (WCPH), Rebecca Hunnicutt (LIB), Jeff Jones (JPHCOPH), Samuel Opoku (JPHCOPH), Ria Ramoutar (COSM), Nancy Remler (COE), Dawn Tysinger (COE), Laura Valeri (CAH)

Non-Voting Members Present: Diana Cone (Provost Office)

Absent:

I. Call to Order

Meeting was called to order by committee chair Leticia McGrath at 1:00 pm. All members present.

II. Approval of Agenda

- A. Mark Hanna felt the ProctorU subject did not need to be on today's agenda. Item was removed from the Faculty Welfare New Business section.
- B. Leti McGrath asked that the topic under Fac welfare new business regarding the SRI topic, that couldn't be addressed at the previous meeting, be addressed first. All members approved the movement of this topic.

III. Updates from the Chair/Co-Secretaries

- A. Susan Hendrix and Rebecca Hunnicutt updated some organizational items regarding our meetings and minutes and minute approval. Leti mentioned that she was learning some of the aspects of the chair position and requested some understanding and help with navigating a few areas of committee business.
 1. Submission of motions, RFIs, and DIs from our committee need to be submitted within 10 working days of our meeting, and if they aren't then they aren't included in the monthly Senate meeting. Leti McGrath asked for thoughts on if it is up to the subcommittee to submit motions and items, or if that is up to the committee chair.
 - a) Laura Valeri asks if there are bylaws on this topic because she didn't know.
 - b) Ellen Hamilton feels the subcommittee member should speak to the motion at senate, but that the chair should submit the motion or item.
 - c) Mark Hanna agrees that the FWC Chair should make the submission.
 - d) Discussion of who should draft the motion occurred. Some felt the subcommittee should draft the motion and the FWC Chair should submit.
 - e) Laura Valeri wonders if non-senators are allowed to speak and defend a motion in the Senate committees, and Leti McGrath mentioned that there are definitely non-senate members who have spoken at those meetings and for Laura Valeri to request to be a panelist when appropriate.
 - f) Motions voted on at our last meeting will be discussed at the January Senate meeting.

IV. Faculty Welfare Unfinished Business

A. Student Ratings of Instruction SRI - Dustin Anderson

1. Clarification: SRI mention in Faculty Senate Minutes 9-17-2019 - Page 5 - Section V
 - a) Our committee has not been charged with this matter by the Senate president, and the following discussion regarded the history of this topic and if anyone remembers getting this charge in recent history.
 - b) Leti asks about the history of this SRI charge and when it was first brought to the committee because last year's members don't remember mention of this charge.
 - (1) Ellen says there was a subcommittee that created a motion regarding this subject and was submitted to the Faculty Senate. The senate discussed the motion and said that it should not be accepted based on the consolidation of GS and Armstrong. This was the last thing she heard of it and this occurred in September 2019, please review the above link for the submitted motion. Mark Hanna mentioned this charge may have been presented to this committee, possibly 4 or 5 years ago. Leti McGrath asks Diana Cone if she has any information regarding this motion and what the Provost's office thoughts are on it. Diana Cone felt there was an individual, Stephanie Sipe COB, and to ask her if there is any information that she could provide on where this document is or if any work has been done on this matter. Rebecca will try to reach out to the former chair, Fred Smith, to see if he has any helpful information.
2. Subcommittee needed?
 - a) Volunteers for this subcommittee when called: Susan Hendrix, Ria Ramoutar, Cary Christian, and Laura Valeri.
 - b) Karelle Aiken feels we should push for the experts to work on the instrument. Laura Valeri mentions that the subcommittee could ask for the appropriate experts to help on this subcommittee.

V. Faculty Welfare New Business

A. COVID-19 Policy on Faculty Evaluation

1. Leti asked for an update. After reviewing the last meeting's minutes, Leti McGrath will submit the discussion item to the Faculty Senate.

B. COVID-19 FWC Subcommittee

1. Karelle Aiken - The discussion item was submitted around Oct. 20, not certain of a specific date. The Senate President asked who would be leading the discussion at the Senate meeting and Karelle Aiken responded that she would. Cary Christian confirms that the discussion item will be discussed at this month's Senate meeting.

C. Inclusive Excellence Measurable Plan (Subcommittee Report)

1. Ellen Hamilton, subcommittee chair, submitted to this committee the revised proposal for this topic for feedback after reading over Dr. Wilson's larger action plan. Our 4 goals on this document are mostly taken from the University's plan. Dawn Tysinger asked about future members getting on this committee and Ellen Hamilton mentions that she thinks it would be the hope that they would be elected to the committee. Ellen Hamilton stated that each committee is charged to have an inclusion and diversity plan. Nikki Cannon-Rech shares that there is a new rubric from Dr. Wilson's office. Cary Christian mentions there is a spreadsheet from Dr. Wilson's office that shows each committee and specifics to each of them for further work. This document should be available in the coming days. Ellen Hamilton and the subcommittee members will wait for that information before moving forward.

- D. Pathway for NTT Faculty (Subcommittee Report)
1. Laura Valeri mentions that she's concerned that the motion submitted 11/10/2020 was received and needs to know how to verify its receipt. Cary Christian confirmed in our chat that Trish Holt did receive the NTT pathway report. Laura Valeri, Susan Hendrix, and Jeff Jones are able to speak on this subject at the appropriate Senate meeting.
- E. Chair Evaluation (Subcommittee Report)
- Chair Evaluation Process - Email from Provost Reiber
- Susan Hendrix emailed Provost Reiber> The email is linked above. Dawn Tysinger says the subcommittee is in the initial stages of reviewing this subject and will be working to get a more in depth discussion going on this matter with other subcommittee members. Leti McGrath recommends that a zoom meeting be requested with the Provost for further direction.
- F. Annual Faculty Evaluation (AFE) Form Revision
1. Leti McGrath asked if anyone has a memory of this charge. Per Diana Cone, The Provost assigned a Task Force (mostly Chairs and Deans) to create a consistent format that then blended into their P&T documents later. The form was created, approved, and distributed. It is available on the Office of the Provost website. It was also discussed in the Senate, and the Senate did not approve the form and wants a review of that form and a recreation of it. A lot of the complaints were of the Task Force created being heavy on chairs and deans instead of faculty members. Leti reached out to the Senate President and is waiting for a reply.
- G. Suggestion for Bylaws: Member Representation on FWC
- Statement regarding membership on the FWC
- Leti McGrath discusses the above linked document and shows in the document that the suggestion made is to try to include, as best as possible, members from both main campuses and NTT and lecturers. John Barkoulas makes the suggestion of instead of "appointed" the term used be "elected". Leti McGrath clarifies that the issue is that it's easy for this committee to be represented by faculty from only the Statesboro campus and that adding a statement to the bylaws to ensure that an Armstrong member is placed on this committee is important. Armstrong should have representation on this committee, and if this doesn't happen naturally through the election or appointment process, then other measures should be taken to appoint someone from Armstrong on this committee. Nancy Remler states she feels it isn't necessary to have a separate process to make sure representation is provided. Susan Hendrix suggests that if the SEC appoints members then we could put something in the bylaws to state that they need to look at the membership and balance the appointments when necessary. Karelle Aiken and Leti McGrath feel that there should be multiple members representing the NTT and lecturer positions. The problem with this is that these positions don't require heavy participation in service, so they don't always volunteer. Changes to section 28 were made of the linked document above. Two sentences, highlighted in yellow, were crafted/edited. Mark Hanna mentions that this could be a subject considered in the Inclusive Excellence Plan subcommittee. The suggestion of adding that all ranks, all campuses be added to show full representation. Dawn Tysinger suggests that she wants to make sure we state this in a way that colleges don't feel like their hands are tied in who they can appoint/elect to represent their college. Rebecca Hunnicutt moved and Mark Hanna seconded to make changes to the bylaws and create a motion that is submitted to the Faculty Senate. Leti McGrath will submit the motion.

VI. Faculty Welfare Concerns

- A. [Spreadsheet to Report Faculty Welfare Concerns](#)

Please reach out to your colleagues in each of your colleges to request that they submit concerns that we should address in future meetings. Report them in the spreadsheet linked here, and include any supplementary information as needed.

Topic not discussed in today's meeting due to time constraint.

B. New Concerns

1. Salary disparity between Lecturers and the new Non-tenure track Assistant Professor lines. Lecturer and Tenure workload is an ongoing issue. Lecturers have been concerned about the pay disparity between lecturers and tenure track. A lot of lecturers and NTT assistant faculty are essentially doing the same thing and are being assessed in the same way. Nancy said that the faculty in COE are coming to her with the same concern. Due to budget constraints there isn't additional money to pay lecturers for the additional work that they are doing. Dawn Tysinger said that tenure track program directors are being given a very limited extra amount of money, and similar is true according to Susan Hendrix in Waters College of Nursing. Leti McGrath asks if Karelle Aiken or Nancy Remler would draft a brief statement that could be discussed at our next meeting and possibly moved forward as a discussion item to the Senate. Mark Hanna suggests that a discussion item might be a better path to be reviewed by the Provost than the Senate. Dawn Tysinger added that the disparity in program directors and compensation across campus is another large issue in COE. John Barkoulas states there needs to be a mention of the size of the disparities in the write up that Karelle Aiken or Nancy Remler create. During this discussion of salary disparities, Leti McGrath asked for a motion that was made by Nancy Remler and seconded by Rebecca Hunnicutt, to extend the meeting to 3:05pm.
2. Accommodations Website: Should the University create a website for faculty to check SARC accommodations? This semester it has been particularly difficult to keep track of the emails [Covid/CARES cases vs SARC vs other]. It would be helpful if we could go to Wings and check the student IDs in a similar manner as checking their schedule. SARC can still send email notifications to alert us; this would just be a way for faculty to double-check student requests they might have missed. This might not be a Faculty Welfare issue but I appreciate your consideration.

These items were not discussed due to a lack of time.

3. Parental Leave (Candice Bodkin)
4. Online Class Size Information (John Barkoulas)
5. Health Insurance Premiums
6. 10 months vs. 12 months pay

VII. Adjourn

- A. Motion to adjourn was made by Rebecca Hunnicutt and seconded by Dawn Tysinger.
- B. Meeting adjourned at 3:04 pm.

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE

Meeting Minutes

November 20, 2020

Via Zoom: 1:02pm- 2:09pm

Present: Bill Wells, chair (PCOB), Cheryl Aasheim (PCEC), Rocio Alba-Flores (PCEC), Michelle Cawthorn (COSM), Michael Cuellar (PCOB), Finbarr Curtis (CAH), Matthew Flynn (CBSS), Amanda Hedrick (CAH), Catherine Howerter (COE), Linda Kimsey (JPHCOPH), Barb King (CBSS), Natalie Logue (LIB), Kristi Smith as proxy for Jeffrey Mortimore (LIB), Taylor Norman (COE), James Thomas (JPHCOPH), Jennifer Zettler (COSM)

Non-Voting Members: Delena Gatch (IAA)

Guests: Candace Griffith, Office of the Provost; Jaime O'Connor, Institutional Assessment and Accreditation; Amara Orji, Institutional Assessment and Accreditation; Brad Sturz, Institutional Assessment and Accreditation

Absent: Amy Ballagh (Enrollment Management), Mary (Estelle) Bester (WCHP), Donna Brooks (Provost), Chris Ludowise (Provost), Kari Mau (WCHP)

I. CALL TO ORDER

Chair Bill Wells called the meeting to order on Friday, November 20 at 1:02 p.m.

II. APPROVAL OF AGENDA

Barb King motioned to approve the agenda. Cheryl Aasheim seconded. Agenda passed unanimously.

III. CHAIR'S UPDATE

- Bill Wells shared the strategies of the Inclusive Excellence plans assigned to various faculty committees. The GECC has been assigned three strategies: strategy 2.D.6, 2.D.7, and 2.D.8. All of these will be accomplished as part of the core curriculum redesign. The committee will have to submit a report by March about our work on these initiatives. This is all within our scope and Bill feels confident about accomplishing this plan.
- Finbarr Curtis noted that these strategies already align with the priorities of the core redesign and that now the committee can push for increased visibility and accountability for diversity, equity, and inclusion in the core curriculum. Bill Wells agreed and said this gives the committee some authority in reviewing courses and SLOs to ensure that this is addressed.

IV. IAA Update

- A. Status update on document submissions
 - Delena Gatch reported that all core documents have been submitted except one. We understand that this course has encountered some delays in retrieving data from IT due to their workload and priorities due to COVID-19 technology demands. IAA had initiated a pilot project to assist core courses with retrieving data from multiple sections and instructors in Folio, but that project has been postponed. Delena intervened on behalf of the course, and they received the data and are finalizing the report.

- Delena Gatch mentioned FYE 1220 First Year Seminar and CORE 2000 CORE capstone course have been moved to a February 1st deadline.

B. Status update on peer-review process

- Delena Gatch acknowledged that this has been a particularly challenging year for everyone, including this committee with the assessment document review. 60% of documents have been reviewed and reconciled. 40% are still in progress, some were late submissions. There are 20 documents awaiting reconciliation. Our target for completion had been November 20th, so Delena encouraged the committee members to try to complete this review prior to final exams so that we can return feedback to core course coordinators in time for them to implement any feedback in spring semester. For courses who were recommended for additional consultations, IAA will be making recommendations for them to join the Assessment Document Writers Group offered in Spring semester.

C. Status by reviewer

- Jaime O'Connor mentioned that IAA is monitoring the status by reviewer. Some of these delays are due to late document submissions, but IAA may follow up individually with reviewers who are lagging closer to the end of the semester.

D. Gen Ed Town Hall follow-up discussions

- Delena Gatch explained that following the Town Hall sessions that there were areas indicated that needed some additional follow up discussion. Delena and Jaime O'Connor identified these areas and scheduled small group conversations around these areas. For global competencies, IAA met with Foreign Languages, International Studies, Office of Global Engagement, Office of Multicultural Affairs, and Office of Inclusive Excellence. For information literacy and writing within the disciplines, IAA met with Writing and Linguistics and University Libraries. For oral communication, IAA followed up with Communication Arts. For thematic journeys, IAA met with the Honors Program, Office of Strategic Research and Analysis, and plans to meet with Advising and Career and Professional Development. IAA has also initiated planning for curriculum development with the Center for Teaching Excellence and University Libraries. The purpose of these meetings was to form a bridge between the Town Hall meetings and the next phase of the general education redesign. The meetings have helped to identify individuals who were interested in further contribution to the general education redesign.

V. New Business

A. Gen Ed Redesign Subcommittees

- Delena Gatch updated the committee that the general education redesign at the system level has been delayed, but that will not cause a delay in the work of the GECC on this initiative. We had hoped we would receive a finalized proposal from the BOR in early spring, but we are now anticipating that will be delayed since the BOR is focusing on other priorities during the pandemic. Delena reported that the Provost has spoken to Tristan Denly at the system office about the status of the gen ed redesign, and the Provost agreed that we should proceed with our timeline for the Spring semester. Delena mentioned that most institutions who redesign general education curriculum typically take 3-5 years to complete the process. Based on this information, Delena recommends that we continue to move forward. If the BOR has not finalized the proposal by the end of spring, we will not move forward with accepting course proposals; however, the work we had planned for spring will allow us to be prepared for that step whenever the final proposal is released.

- Delena Gatch described one plan for moving the redesign process forward which IAA has been investigating and has discussed with Bill Wells. This plan would be to divide the GECC into subcommittees focused on specific aspects of the core curriculum with each subcommittee chaired by a GECC member and drawing on the expertise of other participants on campus. This will help us to distribute the significant work load and will allow for collaboration with other faculty and staff on campus.
- Bill Wells raised the point that continuing to work on this initiative will position Georgia Southern to be a leader in this process for the system rather than being forced to act in response to the proposals put forward by other institutions. Delena agreed and stated that there would be advantages to being one of the first proposals put forward with a well thought out proposal that will potentially become a model for other institutions.
- Delena Gatch reviewed the items in the draft of the subcommittee charge. In the spring semester, the subcommittee would be charged with reviewing scholarly sources relevant to the assigned areas, deriving definitions of key terms from the literature relevant to the assigned area, and drafting a core student learning outcome for the assigned area. These subcommittees would also serve as initial reviewers of course proposals to determine if courses are aligned with new core area student learning outcomes, and eventually to help present models to campus for best practices for assessment in each of these areas.
- Delena Gatch mentioned a long-term goal is for the institution to have a general education website that would present information to students about the direct benefits of the core curriculum and to provide support and resources for faculty teaching in these areas. There is potential to identify alumni who have recognized the benefits of the core curriculum in their career success to partner with faculty as guest speakers to convey the application of these knowledge and skills beyond their core courses.
- Delena Gatch shared the draft of the proposed subcommittee membership, which includes an overarching subcommittee for drafting a mission/vision statement. Each subcommittee is chaired by a GECC member and includes representatives who have expressed an interest in being involved in the development of each of these areas of the core.
- Delena Gatch stated that Jaime O'Connor and Amara Orji have been working to conduct a preliminary literature review to gather resources for the subcommittees. IAA met with University Libraries about creating library guides for each subcommittee where these initial resources could be shared. Delena provided an overview of the contents of the library guides, which includes links to the BOR Gen Ed Redesign website, video, and slides as well as relevant SACSCOC standards; some sample definitions of key terms collected from the literature review; guidelines for developing student learning outcomes; examples of student learning outcomes from other institutions; assessment resources; and a link to a Google Drive folder for the committee to compile additional information. Jaime and Omara are continuing to work on these library guides and will share them with the committee soon after Thanksgiving break. The intention is to provide additional support and structure for the subcommittees, realizing that everyone on campus is dealing with additional challenges currently.
- Michael Cuellar asked for clarification on the deliverables expected from the subcommittees in the Spring semester. Delena Gatch responded that subcommittees would be expected to provide definitions of key terms relevant to the assigned area, along with a draft of a student

learning outcome. Definitions and student learning outcomes will be foundational for departments who wish to submit proposals for including courses in the core curriculum moving forward.

- Bill Wells mentioned that the structure presented is a recommendation and that GECC members can request to be moved to a different subcommittee if they feel there is another assignment that is a better fit, but that all committee members are expected to participate and contribute to the work of the subcommittees. Bill acknowledged that this is a significant task for the committee, and that it will have to be divided in order for the committee to complete the work. Jaime O'Connor added that GECC members can nominate colleagues to participate in these committees. Some areas are in need of additional support, and IAA plans to continue meeting with other departments and groups to gauge interest in participation, such as Advising and Student Affairs. IAA is also working on forming a Student Working Group so that we will have student representation on the subcommittees. Delena Gatch mentioned that Student Affairs is developing student learning outcomes at the institutional level, which presents an opportunity for alignment with the new core learning outcomes.

- Delena Gatch also stated that the workload and time commitment for the GECC without additional assistance and a subcommittee structure would be a significant burden. She proposed that the subcommittee structure would help to ensure continuity when GECC members rotate on and off the committee in the next academic year. Delena mentioned that the approach to inviting subcommittee members has been through informal conversations and seeking representatives who are already champions of general education. Bill Wells followed up by stating that the core redesign needs to be supported by the faculty, so having greater involvement in the redesign than just the committee will contribute to the success of the program. Delena recalled some of the challenges faced by the Operational Working Group for the core curriculum during consolidation because some areas of expertise were needed that were not accessible under the timeline allowed for the consolidation. Finbarr Curtis agreed and added that part of the charge to the subcommittees should be to act as liaisons to different departments. Finbarr pointed out that one of the problems during consolidation was that decisions were made about departments who had no representation in those decisions. Better communication to the departments is going to be key.

- Finbarr Curtis asked about the nine credit hours designated as "institutional options" and whether a subcommittee should be formed to consider those hours. He specifically emphasized the charge to incorporate diversity, equity, and inclusion and asked where the responsibility for that might fall in the overall structure of the new curriculum. Delena Gatch responded that we had hoped to have a more definite proposal from the system before we addressed those nine hours since that is one component of the current proposal that is going to shift and change. Delena agreed that in certain areas we need to focus on the diversity, equity, and inclusion in specific areas such as global competencies, thematic journeys, and the mission and vision. Delena proposed that the committee might create and offer modules that could be incorporated throughout the curriculum, similar to the FYE module structure. Bill Wells agreed that diversity, equity, and inclusion needs to be more integrated throughout the curriculum so that it is not perceived as simply "checking a box" at one specific point. He wants to avoid any approach that would introduce these concepts in a single instance or course with no additional engagement. Bill said that as the subcommittees begin to work in the spring, this is an area that may require additional discussion.

- Cheryl Aashiem stated that she likes the subcommittee structure and her assignment and asked about the library resources. Jaime O'Connor responded that the resources will be housed on the library website but that each subcommittee's guide will be private and password protected. Once all the guides are ready, the subcommittee members will receive a link to their specific library guide. Jaime stated that the resources shared there are not meant to be exhaustive and that committee members are encouraged to contribute additional resources from their own expertise. Cheryl asked if the presentation from Dr. Denly will be shared with the subcommittee as well, and Jaime responded that there are some standard resources that will be shared on the home page for each subcommittee. Those include the video and slides from Dr. Denly's presentation, the subcommittee charge, the Georgia Southern Gen Ed Redesign website, the subcommittee membership, and the relevant SACSCOC standard for general education. Jaime shared the link for the Georgia Southern Redesign website, which includes resources from the BOR, the phases of the redesign process, and information and feedback gathered from the Gen Ed Town Hall meetings. This page will continue to be updated to share information on the general education redesign process. Bill Wells asked about the organization of the information on the subcommittee library resource pages. Jaime said most pages will follow the same template which includes key terms and definitions, guidelines for developing SLOs, example SLOs from other institutions, assessment resources, curriculum resources, a Google drive folder for subcommittee members to share work and collaborate, and a blog. Bill asked if subcommittee members will be able to add documents and how that would be done, and Jaime responded that she would be able to add materials sent to her. Delena Gatch added that these resources are being offered just as a starting point, based on guidelines from Dr. Denly's presentation and other general education national organizations.

- Finbarr Curtis asked if the structure presented in the proposal was final and expressed some concern about the new data/digital fluency course and the oral communication requirement. He suggested that those might be combined into a single course. Delena Gatch stated that the structure has not been finalized and that the system's feedback form is still open. Delena pointed out that we already know the one course for history/government will be changed because that goes against legislative requirements. She encouraged subcommittees to think creatively when addressing some of these challenges. Jaime O'Connor added that IAA did meet with Communication Arts because of the new oral communication requirement and that the department is thinking proactively about what that change could mean and how they will address that. Delena added that GECC is the committee with the oversight for the core curriculum, but that there are other committees at the system-level where department chairs are meeting and discussing these specific challenges. Cheryl Aashiem mentioned that she was on a working group for the system this summer looking at the data course. Bill Wells emphasized that we are not working in a vacuum and that there are discussions going on all around us and that GECC did not want to assign courses to departments that have not had any say in those decisions, which is why we are inviting these representatives to the subcommittees.

- Finbarr Curtis expressed concerns that adding courses in one place will mean subtracting them in others and could have broader implications for the faculty and what they are teaching and the long term implications for specific departments. He pointed out that hiring large numbers of lecturers to meet these needs will not support the best interests of the university. Candace Griffith responded that the university is bound by guidelines from the Board of

Regents for the number of lecturers that can be hired and the percentage of the courses taught by those lecturers. Bill Wells noted that that kind of information would be important as the redesign process proceeds and added that we do not want to create divisions between core curriculum and other courses.

- B. GECC Folio Module 7 Developing General Education SLOs
 - Jaime O'Connor gave an overview of a new module added to the GECC Folio course to help committee members prepare to lead the process of developing new core SLOs. The module includes guidelines and best practices.
- C. Gen Ed Redesign Student Survey responses
 - Jaime O'Connor updated the committee on the survey distributed to students as a follow up to the Town Hall sessions. The survey includes similar questions to those used in the Town Hall sessions and was distributed with assistance from Institutional Research. Over 1600 students have responded. IAA will code and analyze the responses, including some disaggregation of data to ensure that traditionally underrepresented populations are adequately represented in the planning for the new core curriculum in alignment with the Inclusive Excellence action plan. Results will be presented back to the committee in the Spring semester. The survey included an invitation to join a Student Working Group for those who were interested in participating in the redesign process by giving feedback on drafts of the redesign in progress. Thirty-five students have volunteered to work with this group, and they will also be serving on the subcommittees to give subcommittees direct access to student feedback.

VI. Announcements

- A. Spring semester meeting dates (Zoom links will be provided soon)
 - Friday, January 29
 - Friday, February 19
 - Friday, March 26
 - Friday, April 23
 - Friday, May 7 (tentative)
- B. Peer-review debrief meeting – December 1st 8:30-10:00 a.m. This is an opportunity for committee members to drop in and give any feedback on the peer-review process using Smartsheet or to offer suggestions for what might make the process better going forward. Feedback from the session last year was incorporated into many of the changes made to the system this year. Bill Wells stated that this was a better system this year. Cheryl Aashiem commented that having the norming process in Folio was very helpful and having it be self-paced was more accessible. Jaime O'Connor noted that the inter-rater reliability for the GECC was very high this year which seems to be a result of the Folio module, and IAA had also noted that the amount of time committee members put into completing the Folio course seemed to correlate with the consistency of scoring. Delena Gatch mentioned that IAA followed a model from AAC&U's VALUE rubric training and that she has since presented it at a professional

conference with very positive feedback.

VII. ADJOURNMENT

Cheryl Aashiem motioned to adjourn the meeting. Motion was seconded. Motion to adjourn approved at 2:09 p.m.

Respectfully submitted,

Jaime O'Connor, Recording

Coordinator Minutes were approved 12/3/2020 by electronic vote of Committee Members

GRADUATE COMMITTEE

Meeting Minutes

November 12, 2020

Via Zoom: 9:00am- 9:33am

Voting Members Present: Shelli Casler-Failing, chair (COE), William Amponsah (PCOB), Christine Bedore (COSM), Ann Fuller (LIB), Laurie Gould (CBSS), Andrew Hansen (JPHCOPH), Ming Fang He (COE), Nicholas Holtzman (CBSS), Amanda Konkle (CAH), Michele McGibony (COSM), Jessica Rigg (LIB), Greg Ryan (WCHP), Jessica Schwind (JPHCOPH), Caren Town (CAH), Linda Tuck (WCHP), Xiaoming Yang (PCEC), Rocio Alba-Flores [Alternate] (CEC), Elizabeth Barrow [Alternate] (COE), Dr. Bill Mase [Alternate] (JPHCOPH), Taylor Norman, [Alternate] (COE), Krista Petrosino, [Alternate] (CAH), Kristi Smith, [Alternate] (LIB), Ji Wu [Alternate] (COSM)

Non-Voting Members Present: Candace Griffith (Provost), Delena Gatch (IAA), Ashley Walker (COGS)

Guests: Dr. Checo Colón Gaud (COGS), Mrs. Audie Graham(COGS), Mrs. Wendy Sikora, (COGS), Ms. Randi Sykora(COGS), Mr. Wayne Smith (REG), Mrs. Kathryn Stewart(REG), Ms. Doris Mack(REG), Ms. Tiffany Hedrick(REG), Ms. Christina Samuel (GSO Representative), Dr. Deborah Thomas (COE), Dr. Stephen Rossi (WCHP), Dr. David Williams (CEC), Dr. Nandi Marshall (JPHCOPH), Dr. Rand Ressler, COB; Dr. Jolyon Hughes, CAH; Dr. Brenda Blackwell, CBSS; Mr. Norton Pease, CAH; Dr. Trent Davis (CBSS), Dr. John Peden (CBSS)

Absent: Timothy Cairney (PCOB), Donna Brooks (Provost)

I. CALL TO ORDER

Dr. Shelli Casler-Failing called the meeting to order on Thursday, November 12, 2020 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Greg Ryan made a motion to approve the agenda as written. A second was made by Dr. Andrew Hansen and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE

A. Plan for Inclusive Excellence Statement

- Dr. Casler-Failing said originally the Graduate Committee was to collaborate with the Undergraduate Committee to have an inclusive excellence statement ready by December 1, 2020. However, the deadline has been postponed to March 15, 2021. Dr. Casler-Failing is going to try to get more clarification on what is needed from the committee, because in her opinion some of the tasks should be made at each college level.
- Dr. Casler-Failing thanked everyone for their feedback from the email she sent on Tuesday. She said the message was meant to clarify the roles of the alternates, and if anyone has questions to please contact her at scaslerfailing@georgiasouthern.edu.

IV. DEAN'S UPDATE

Dr. Ashley Walker shared the following updates:

- The Graduate Executive Council (GEC) has met twice this semester and will meet again in December. The GEC may have items to present to the Graduate Committee in the spring. The list of college representatives were included in the October Graduate Committee minutes.

- The Graduate Student Organization's next grant cycle deadline is 5 PM tomorrow, November 13th. Travel grants are still being funded to cover registration fees for virtual conferences. The spring deadlines are February 17th and April 1st. COGS will send email reminders to students. Please encourage your students to submit proposals for travel/research funding.

The Statesboro GSO council will be hosting their second virtual Graduate Writer's Boot Camp sessions on November 14th-19th. The registration deadline for this session is 12 PM on November 13th. During this session the GSO will be offering a structured week of accountability to help students meet their writing goals, increase productivity, and foster mental resilience before finals. This boot camp is not a writing workshop, but a tool to help students buckle-down and work on those hard to complete tasks. Registrants will be paired with a fellow graduate student to communicate with throughout the week via email, text, call or video chat. The GSO will continue to host the virtual boot camp sessions during the spring semester. Please encourage your students to participate.

- The second COGS Social Hour webinar for graduate students was held on November 5th. The guest speakers included Dr. Tracy Linderholm and Dr. Amy Hackney and they discussed Strategies for Buffering Stereotype Threat and Imposter Phenomenon. COGS plans to host two virtual social hour webinars in the spring. More information will be forthcoming.

- COGS participated in two virtual recruitment fairs in October. Both the HBCU Career Talent Showcase and the SACNAS Conference (Society of Advanced Chicanos/Hispanics & Native Americans in Science) went well and there was great attendance from students. Megan Murray will be reaching out to programs regarding their prospects based on feedback from the HBCU event. Dr. Checo Colón-Gaud has already notified Deans of their potential prospects from the SACNAS conference.

COGS will be hosting our own virtual recruitment event on Tuesday, December 15th. Programs will be contacted as plans are finalized. This will not require participation from every Program Director. COGS will compile a list of programs based on the student's interest and those programs will be contacted to participate. If you have questions please contact Mrs. Murray at meganmurray@georgiasouthern.edu. There will be another in house virtual recruitment event during the spring semester.

COGS will also host the annual Southern Grad for a Day event on Thursday, February 18th. This will be a virtual event and information will be shared as the date approaches. Mrs. Murray will be reaching out to programs as she receives more information from students. Program representatives will be asked to participate to answer student's questions.

If anyone has questions contact Dr. Walker at awalker@georgiasouthern.edu.

V. NEW BUSINESS

A. Jiann-Ping Hsu College of Public Health Information Item Only:

[43: JPHCOPH Graduate Transfer Credits increased from 6 to 9](#)

JUSTIFICATION:

MPH & DrPH transfer credit has changed from 6 to 9 to align with the updated policy.

<https://catalog.georgiasouthern.edu/graduate/admissions/transfer-credit/>

MOTION: Dr. Michele McGibony made a motion to approve the agenda item submitted by the Jiann Ping Hsu College of Public Health. A second was made by Dr. Ming Fang He, and the motion to approve the Information Item was passed.

B. Waters College of Health Professions

Department of Diagnostic and Therapeutic Sciences

Deleted Program:

[CERG-RS: Radiologic Sciences Post-Baccalaureate Certificate](#)

JUSTIFICATION:

This post-baccalaureate certificate program has never had a student enrolled and is not a viable program.

MOTION: Dr. He made a motion to approve the agenda item submitted by the Waters College of Health Professions. A second was made by Dr. Felix Hamza-Lup, and the motion to approve the Deleted Program was passed.

C. College of Behavioral and Social Sciences

Dr. Trent Davis presented the agenda items for the College of Behavioral and Social Sciences. Department of Public and Nonprofit Studies

Deleted Program:

[CERG-PNMC: Certificate in Public and Nonprofit Management](#)

JUSTIFICATION:

The Certificate in Public and Nonprofit Management has been paused (not accepting students) since Fall 2019. A decision to formally inactivate the program has been made in order to further develop the department's other academic programs. This decision is supported by Dr. Ryan Schroeder, CBSS Dean.

Revised Program:

[MPA-PA: Public Administration M.P.A.](#)

JUSTIFICATION:

The School of Human Ecology and Department of Public and Nonprofit Studies in the College of Behavioral and Social Sciences have developed an undergraduate-to-graduate educational pathway for students pursuing a B.S. in Recreation with an emphasis in Outdoor Recreation or Tourism and Community Leisure Services. The Master of Public Administration (MPA) degree is a professional degree program that prepares students for management and leadership positions in government and nonprofit organizations. The B.S. in Recreation degree program prepares students to enter the public and nonprofit sectors of the leisure service industry, which includes tourism bureaus, community-based sport and recreation agencies, national and state park systems, natural and cultural resource management agencies, and youth service organizations. Students majoring in Recreation take core courses in leadership and programming (RECR 2530), financial and legal dimensions (RECR 4430), managing recreation organizations (RECR 4435), marketing

recreation services (RECR 4530), and management-based courses appropriate to their area of emphasis. As such, there is a strong connection between the Recreation curriculum and the skills-based and practice focused MPA curriculum. The ABM-MPA pathway with the B.S. in Recreation is appropriate for students seeking to develop advanced knowledge and training in public and nonprofit management.

MOTION: Dr. Ryan made a motion to approve the agenda items submitted by the College of Behavioral and Social Sciences. A second was made by Dr. He, and the motion to approve the Deleted and Revised Programs was passed.

- Dr. David Williams asked for clarification on the accumulated 12 graduate credit hours towards the degree, because he thought only 9 credit hours was allowed. Dr. Davis said the policy does state 9 hours, and prior to submitting the proposal he had a conversation with Dr. Walker. The requirement for SACSCOC is that there are 150 unique credit hours between the undergraduate and graduate degree programs. Dr. Davis explained that the MPA program has 39 credit hours, and the policy is written for programs with 36 credit hours. He said as long as they meet the requirement of 150 hours then they were fine with the 12 graduate credit hours. Dr. Walker confirmed that she did meet with Dr. Davis and said she plans to submit a proposal to revise the language in the policy to state if programs want to extend beyond the 9 hours they will be required to talk with the Dean of the College of Graduate Studies to request approval. She said there are some graduate programs who could utilize more hours, as long as they are meeting the 150 credit hour requirement from SACSCOC. Dr. Walker did receive a recommendation from Dr. Delena Gatch's office that the hours should be capped, and it would be no more than 12-15 hours. Dr. Williams said their engineering programs could move up to 10, instead of 9 hours.
- Dr. Casler-Failing asked if the department has sought approval from the Undergraduate Committee for the MPA ABM program item. Dr. Davis said the item is on the agenda for the upcoming Undergraduate Committee meeting next Tuesday. Dr. Walker asked Dr. Davis to let COGS know when they receive the approval, and Dr. Davis agreed. Dr. Walker said once it is approved they will need to discuss the logistics with the Registrar's Office.

D. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing. Department of Electrical and Computing Engineering

Revised Programs:

[MSEE-EE: Electrical Engineering M.S.E.E. \(Thesis\)](#)

JUSTIFICATION:

We added EENG 5431G Control Systems as second option for an elective that can count towards the Accelerated Bachelor's to the Master's of Science in Electrical Engineering (ABM-MSEE) degree. We have done so since some students end-up taking EENG 5540 before they join the ABM program which limits their ability to get the full 9 credit hours to count towards their graduate studies and ultimately defeats the purpose of enrolling in ABM.

[MSEE-EE/NT: Electrical Engineering M.S.E.E. \(Non-Thesis\)](#)

JUSTIFICATION:

We added EENG 5431G Control Systems as second option for an elective that can count towards the Accelerated Bachelor's to Master's of Science in Electrical Engineering (ABM-

MSEE). We have done so since some students end-up taking EENG 5540 before they join the ABM program which limits their ability to get the full 9 credit hours to count towards their graduate studies and ultimately defeats the purpose of enrolling in ABM. The Georgia VECTR Center is added as an Off-campus Instructional Site for delivery of the MSEE.

Department of Manufacturing Engineering

Revised Course:

[MFGE 5335G: Machine Vision](#)

JUSTIFICATION:

Revise the "schedule type" and the variable credit hours. Missed submission deadline for October meeting 2020. Resubmit for approval.

MOTION: Dr. Hamza-Lup made a motion to approve the agenda items submitted by the College of Engineering and Computing. A second was made by Dr. McGibony, and the motion to approve the Revised Programs and Revised Course was passed.

- Dr. Casler-Failing asked for clarification on items listed on the MFGE 5335G course revision CIM form. After a brief discussion Dr. Williams agreed to make the following edits:
 - Correct minor typographical error in the description
 - Add course objectives to the student learning course outcomes section
 - Removed the referenced software programs from the catalog description

AMENDED MOTION: Dr. McGibony made a motion to approve the Revised Programs and the Revised Course, with the understanding that the suggested edits be made to MFGE 5335G. A second was made by Dr. He, and the motion to approve the Revised Programs and Revised Course with edits was passed.

E. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Middle Grades and Secondary Education

New Course:

[ESED 8330: Teaching and Learning in Diverse P-12 Contexts](#)

JUSTIFICATION:

ESED 8330 is needed as a foundational course to instruct Ed.S. candidates how to recognize valid sources of data for measuring demographic and educational data; to consider the role of teaching and learning in diverse P-12 contexts to meet the needs of their students; to examine multiple perspectives of student diversity and learning characteristics in their own classrooms; and for candidates to explore instructional implications of diverse educational settings

Revised Course:

[ESED 8839: Problem of Practice](#)

JUSTIFICATION:

Candidates undertake capstone projects to improve practice by solving problems and contributing to improved curriculum and instructional performance. To do this, they inquire into and analyze the nature and dimensions of a problem and establish that there is a difference between the present and the ideal state, then build a case for improvements and make persuasive recommendations for action. Such disciplined inquiry may draw upon qualitative and/or quantitative research techniques.

Revised Programs:

[CERG-TCLADS: Teaching Culturally and Linguistically Diverse Students](#)

[Certificate \(Online\)](#) *JUSTIFICATION:*

Re: Deletion of Requirement for reference letters: Reference letters are not required for the MEd program in TCLD that contains this certificate.

Re: Addition of EDUF 8631, this alternative has already been implemented in the TCLD M.Ed. - S. Beck 8/25/20

Update of language in admission requirements for clarity.

[MED-TCLAD: Teaching Culturally and Linguistically Diverse Students \(TCLD\)](#)

[M.Ed. \(Online\)](#) *JUSTIFICATION:*

Revised admissions requirement #2 in order to allow for admission of well-qualified non-teachers with experience serving diverse populations.

Allows for a substantial inter-college collaboration and cross-enrollment with Applied Linguistics/TESOL Graduate Certificate in the Writing & Linguistics Dept. (CAH). This change should increase enrollment across both the Applied Linguistics Certificate Program and this program.

[: Teaching and Learning \(Grades P-12\) Ed.S.](#)

JUSTIFICATION:

The Ed.S. in Teaching and Learning is revised to reflect the new curriculum and program of study for Ed.S. candidates seeking certification in Elementary Education, Special Education, Middle Grades Education, and Secondary Education. ESED 8330 Teaching and Learning in Diverse P-12 Contexts is a new course and replaces ITEC 8231. EDUR 8434 will no longer be offered. Instead, Ed.S. candidates can elect to take EDUR 8231 Applied Qualitative Research Methods or EDUR 8331 Applied Measurement.

ESED 8839 Seminar and Field Study has been revised to reflect a new capstone project. The new course name will be ESED 8839 Problem of Practice.

- Candace Griffith added that the MED TCLAD program revision is also requesting an overall credit hour waiver up to 39 hours that will require BOR approval, and they are adding two emphasis areas which requires institutional approval.

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

F. College of Arts and Humanities

Mr. Norton Pease presented the agenda items for the College of Arts and Humanities.

Department of Music

Revised Programs:

[MM-MUSC/COND: Music M.M. \(Concentration in Conducting\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not

be offered on the following campuses: Armstrong, Liberty.

[MM-MUSC/MED: Music M.M. \(Concentration in Music Education\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

[MM-MUSC/MT: Music M.M. \(Concentration in Music Technology\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

[MM-MUSC: Music M.M. \(Concentration in Composition\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

[MM-MUSC/PFR: Music M.M. \(Concentration in Performance\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

MOTION: Dr. Caren Town made a motion to approve the agenda items submitted by the College of Arts and Humanities. A second was made by Dr. Ryan, and the motion to approve the Revised Programs was passed.

VI. OLD BUSINESS

- A. Registrar's Update** – Mr. Wayne Smith reminded everyone that the February 11th meeting is the priority meeting to submit curriculum items to be included in Banner before early registration begins in March. Departments will still be able to submit items in the March and April meetings, but the information will not be in Banner when students begin to register.

VII. ANNOUNCEMENTS

Dr. He asked if there will be a graduate admissions application fee waiver this year. Dr. Walker said yes, the graduate fee waiver will be in February.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on November 12, 2020 at 9:33 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved November 23, 2020 by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE

Meeting Minutes

November 17, 2020

Via Zoom: 3:30pm- 5:25pm

Voting Members Present: Joanne Chopak-Foss, chair (COPH), Cheryl Aasheim (PCEC), Asli Aslan (JPHCOPH), Christopher Barnhill (WCHP), Beth Burnett (LIB), David Calamas (PCEC), Nedra Cossa (COE), Caroline Henderson (PCOB), Josh Kies (WCHP), Patsy Kraeger (CBSS), Yongki Lee (COSM), Beverly Miller (COE), Lowell Sneathen (PCOB), Jason Tatlock (CAH), Lauri Valeri (CAH), Clare Walsh (CBSS),

Non-Voting Members Present: Donna Brooks (VPAA), Delena Gatch (IAA), Candace Griffith (VPAA), Tiffany Hedrick (Registrar), Doris Mack (Registrar), Wayne Smith (Registrar), Kathryn Stewart (Registrar)

Guests: Karin Fry (CAH), Steven Harper (CAH), Brian Koehler (COSM), Nandi Marshall (COPH), Britton McKay (PCOB), Norton Pease (CAH), John Peden (CBSS), Stephen Rossi (WCHP); Jonathan Roberts (Honors), Daniel Skidmore-Hess (CBSS), Deborah Thomas (COE), David Williams (PCEC)

Absent: Autumn Johnson (LIB), Chunshan Zhao (COSM)

I. CALL TO ORDER

Dr. Joanne Chopak-Foss called the meeting to order on November 17, 2020 at 3:30 p.m.

II. APPROVAL OF AGENDA

Ms. Laura Valeri made a motion to approve the agenda. A second was made by Dr. Cheryl Aasheim and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. Office of the Registrar

Presented by Wayne Smith.

Mr. Smith reminded the committee of the upcoming curriculum meeting deadlines. January's deadline for submission is December 1st. The deadline for curriculum submission for the February meeting (priority meeting) is February 2nd. Early registration begins March 8th. Mr. Smith asked for faculty to try to submit all proposals by that date. Information may be submitted for the March and April meetings that will go into the 2021-2022 catalog.

B. College of Engineering and Computing

Presented by Dr. David Williams

Department of Computer Sciences

Revised Course(s):

[CSCI 1301: Programming Principles I](#)

JUSTIFICATION:

All other USG institutions have College Trigonometry and Pre-Calculus as the prerequisite requirements for the introductory Computer Science programming course (CSCI 1301). To enable course equivalency, we want our CSCI 1301 prerequisites to be consistent with other USG system institutions.

[CSCI 1302: Programming Principles II](#)

JUSTIFICATION:

Discrete Math is being removed as a prerequisite for CSCI 1302. The Computer Science faculty decided that Discrete Math does not add significantly to the preparation for the second course of the programming sequence (CSCI 1302) are students successfully pass CSCI 1301 and Calculus I. Having CS students take the CSCI 1301 and CSCI 1302 sequence in subsequent semesters (as opposed to having a semester's gap between them) helps students to apply the content learned in 1301 sooner and helps toward their progression in the CS degree and their preparation for upper level classes.

[CSCI 2625: Discrete Structures](#)

JUSTIFICATION:

Discrete Structures (or Discrete Mathematics) is a critical course of the computer science program. The course is required by ABET to have a regular comprehensive assessment (including CS major performance data). Currently the course is served by MATH 2130. Reactivating CSCI 2625, the computer science version of the course that was taught for a long me by Dr. Hong Zhang at Armstrong Campus, will beer facilitate the assessment process in compliance with the ABET accreditation requirements. Additionally, the "Discrete Mathematics" is a prerequisite for our different algorithm analysis courses (e.g., Data Structures and Algorithm Design). We have noticed that these upper courses have high attrition rates and we hope that a "computing oriented discrete mathematics" will help with students' preparation entering these courses. The CSCI 2625 will have an additional focus on the "algorithmic principles, design choice analysis when designing computer programs, algorithmic complexity and formal verification" that will prepare CS-majors beer for upper level CSCI courses. The students will have an option to continue to take MATH 2130 or CSCI 2625 as part of their major requirements. The Abbreviated Title and Course Title were changed along with the CIP code and Department to align the course with the current post-consolidation Computer Science program. The Catalog Description was updated; SLO's were added as was a General Course Description. Asynchronous schedule type was added as an optional delivery mode and an optional Grade Mode of "audit" was also added.

[CSCI 3230: Data Structures](#)

JUSTIFICATION:

A CS version of Discrete Mathematics, CSCI 2625 Discrete Structures, is reactivated which is a proper prerequisite for CSCI 3230. SLO's were added.

- Dr. Chopak-Foss asked if CSCI 2625 is using the same course number. Dr. Williams stated the number has not changed but the subject code was changed as it was an old Armstrong course.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Computer Sciences. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Department of Electrical and Computer Engineering

Presented by Dr. David Williams

Revised Course(s):

[EENG 5234: Nuclear Power System Fundamentals](#)

JUSTIFICATION:

Editorial changes were made to the catalog description. SLO's were added. The General Course Description was added

[EENG 5243: Power Electronics with Lab](#)

JUSTIFICATION:

The General Course Description was added.

[EENG 5244: Smart Grids Technology Fundamentals with Lab](#)

JUSTIFICATION:

Fixing a typo in the catalog description "homes" changed to "home" and the prerequisites "if" changed to "of". Also, the General Course Description and Student Learning Course Outcomes were added.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Electrical and Computer Engineering. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Inactivated Course(s):

[EENG 4620: Senior Project I](#)

JUSTIFICATION:

This course (EENG 4620) and (EENG 4621) were replaced by EENG 4640 last year, therefore, this course is no longer required.

[EENG 4621: Senior Project II](#)

JUSTIFICATION:

This course (EENG 4620) and (EENG 4621) were replaced by EENG 4640 last year, therefore, this course is no longer required.

Ms. Laura Valeri made a motion to approve the inactivated course(s) submitted by the Department of Electrical and Computer Engineering. A second was made by Dr. Cheryl Aasheim and the motion to approve the inactivated course(s) was passed.

Revised Program(s):

[BS-CSCI: Computer Science B.S.](#)

JUSTIFICATION:

CSCI 2625 Discrete Structures is added as an alternative to MATH 2130. The Big Data and Analytics certificate is added to address the demands for this fast growing area.

- Dr. Williams stated that Dr. Delena Gatch found inconsistencies in the mission statement. He is happy to make those changes if this item can be approved with the condition to do so.
- Dr. Chopak-Foss confirmed with Dr. Williams that this proposal was not rolled back for those additional changes.
- Dr. Donna Brooks asked if the changes and revisions are available for everyone on the committee to view and if they have reviewed them.
- Dr. Chopak-Foss stated the committee should have reviewed all proposals as the links are live on the agenda. Dr. Chopak-Foss mentioned that the reviewer comments from Dr. Gatch on the Curriculum Inventory Management (CIM) form are from this morning, so if the committee reviewed this proposal prior to the comment added this morning, they would not have seen her comments.
- Dr. Brooks asked Dr. Williams if he is ok with the proposal being rolled back for additional edits and he confirmed yes, if it is necessary to do so.
- Dr. Chopak-Foss stated for consistency, as feedback wasn't received until today, the committee would be approving without seeing that feedback. She stated that we will add this proposal back to the January meeting. Dr. Chopak-Foss asked if we need to have a motion to table this proposal for the next meeting. Dr. Chopak-Foss asked for a motion to table this program revision approval until the January meeting.

Ms. Laura Valeri made a motion to table the revised program(s) submitted by the Department of Electrical and Computer Engineering. A second was made by Dr. Cheryl Aasheim and the motion to table the revised program(s) was passed.

Department of Manufacturing Engineering

Presented by Dr. David Williams

Revised Course(s):

[MFGE 5333: Additive Manufacturing Studio](#)

JUSTIFICATION:

The pre-requisite was incorrect. This change corrects that mistake. SLO's were added. The General Course description was added

[MFGE 5335: Machine Vision](#)

JUSTIFICATION:

Revised the "schedule type". Added the General Course Description and updated the SLO's.

[MFGE 5533: Heat Treatment and Microstructure of Metal](#)

JUSTIFICATION:

The course schedule type and variable credit hours were modified to allow flexibility in offering this course. SLO's were added. The General Course Description was added.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Manufacturing Engineering. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

C. College of Health Professions

Presented by Dr. Stephen Rossi

Department of Health Sciences and Kinesiology

Revised Program(s):

[BS-NTFS/CN: Nutrition and Food Science B.S. \(Emphasis in Community Nutrition\)](#)

JUSTIFICATION:

It is not feasible to conduct a quality research thesis in 3 semesters. The program previously required 4 semesters to complete the work. The program would like to return to 4 semesters to complete Honors Thesis Research.

BIOL 2240 was added to Area F to ensure that students who took CHEM 1212K in Area F will still be able to earn 18 hours.

[BS-NTFS/FSFA: Nutrition and Food Science B.S. \(Emphasis in Food Science/Food Systems Administration\)](#)

JUSTIFICATION:

It is not feasible to conduct a quality research thesis in 3 semesters. The program previously required 4 semesters to complete the work. The program would like to return to 4 semesters to complete Honors Thesis Research.

BIOL 2240 was added as an option in Area F so that students who take CHEM 1212K in the Core will still be able to earn 18 credit hours in Area F.

[BS-NTFS/DIET: Nutrition and Food Science B.S. \(Emphasis in Dietetics\)](#)

JUSTIFICATION:

It is not feasible to conduct a quality research thesis in 3 semesters. The program previously required 4 semesters to complete the work. The program would like to return to 4 semesters to complete Honors Thesis Research.

With regard to the modification in Area F, BIOL 2240 Microbiology was added to ensure that students who obtained CHEM 1212K in the core would still be able to earn 18 credit hours in Area F.

Ms. Laura Valeri made a motion to approve the revised Nutrition and Food Science program(s) submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised Nutrition and Food Science program(s) was passed.

[BHS-HSG: Health Science B.H.S. \(Concentration in General Health Science\)](#)

JUSTIFICATION:

We were asked by CSDS to add ASL I and II to our curriculum to help provide numbers for their courses. We felt this was an excellent idea and are adding both classes to our list of electives. Revise PLOs, program mission, and program assessment of SLOs.

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

[BHS-HSIN: Health Science B.H.S. \(Concentration in Health Informatics\)](#)

JUSTIFICATION:

HSCC 4020-added because it is now required for all BHS concentrations for program assessment

IT 3234-course deleted due to new pre-reqs that students will not take in the HI POS
WRIT 3220-removed as it is a pre-req for IT 3234 (now deleted from POS) IT 3230-
replacement course for IT 3234

IT 4136-replacement course for WRIT 3220

IT 3233 is now crossed listed as ITW 3233 (online course). This provides online option for Armstrong students unable to take the course on the Statesboro campus. This program will be offered on the following campus: Armstrong. This program will not be offered on the following campuses: Statesboro and Liberty.

- Ms. Laura Valeri had a question about the mission statement. She felt it was a little confusing the way it was phrased. She stated that some of the student learning outcomes for health informatics are confusing.
- Dr. Gatch stated that the department of Institutional Assessment and Accreditation has been working very closely with this program. She stated this program, unlike others across campus, did not submit the assessment documents to Dr. Gatch's office before the October 1st deadline. Her office is continuing to work with the program to update their student learning outcomes and mission statement.
- Ms. Valeri asked if the committee can approve this proposal as is, with a note that it will need to be revised? Dr. Rossi stated that he was only presenting curriculum issues, as the student learning outcomes and mission statement still need to be done. He stated

Dr. Gatch's office has noted these items still need to be revised.

- Dr. Rossi stated that he is pretty confident that once these are revised, they will be resubmitted through CIM.
- Dr. Chopak-Foss states since this is an ongoing project and that they are working with Institutional Assessment and Accreditation and it is on their radar, we can approve these curriculum changes. Dr. Chopak-Foss asked the Office of the Registrar to make a note that the curriculum has been approved but the student learning outcomes and other fields need to be updated.
- Dr. Gatch stated she will make a note of this on the CIM form as well. She went on to say that she does not have the authority to roll items back, so like a lot of committee members she enters her comments in the reviewer comments section of the CIM form. Regarding rolling items back, she feels this is where the responsibilities of the Undergraduate Committee still needs to be worked out.
- Dr. Williams referred to the justification stating that IT 3233 is now crossed listed as ITW 3233, Dr. Williams states these courses are not cross listed on their own curriculum forms. They can substitute ITW 3233 for IT 3233 because ITW courses do not fall under ABET accredited programs and the IT courses do.
- Dr. Rossi stated this is an opportunity for Armstrong students to take this course, not formally cross listed.
- Dr. Williams clarified that they cannot be used interchangeably by someone who is graduating from their IT program. Dr. Williams went on to say that all courses that have the ITW prefix are attached to the BIT Online Program. The IT courses are face to face courses in the BSIT degree program offered on the Armstrong and Statesboro campuses. The fully online program is new and not yet accredited.
- Dr. Chopak-Foss asked if titles of the courses are the same, to which Dr. Williams confirmed they are the same. They are mirror images of each other so that at some point when the online program is accredited, they can all be cross listed. Dr. Chopak-Foss asked if they should all be under IT to avoid student fee issues.
- Dr. Rossi stated they will remove the ITW and if students need that course, they could do substitutions for those Armstrong students.
- Dr. Aasheim stated that it would be good for this program to be approved before January to avoid issues for students. The IT course is taught on the Armstrong campus per Dr. Aasheim. She goes on to suggest removing the ITW as well.
- Dr. Chopak-Foss stated this course is listed as a concentration requirement, so we need to figure out how the student is taking it. Dr. Chopak-Foss asked if IT 3230 would be online without being attached to the BIT program for Armstrong students?

- Dr. Aasheim stated this course is a synchronous course.

Ms. Laura Valeri made a motion to roll back the revised program(s) submitted by the Department of Health Sciences and Kinesiology so the ITW courses can be removed. A second was made by Dr. Cheryl Aasheim and the motion to roll back the revised program(s) was passed.

Department of Physical Therapy

Presented by Dr. Stephen Rossi

Revised Course(s):

[RHAB 3101: Basic Tactical Athlete](#)

JUSTIFICATION:

This is the one of three courses in the Tactical Athlete Certificate to be offered to active duty soldiers in the United States Army. This is a three week course that is online for the first two weeks and then face to face the last week.

[RHAB 3102: Trainer Tactical Athlete](#)

JUSTIFICATION:

This is the one of three courses in the Tactical Athlete Certificate to be offered to active duty soldiers in the United States Army. This is a three week course that is online for the first two weeks and then face to face the last week.

[RHAB 3103: Programming Tactical Athlete](#)

JUSTIFICATION:

Added a third option for schedule type and a general course description

- Dr. Chopak-Foss asked if the general course description area was revised from when approved last year. Dr. Rossi responded yes, and they were to be offered primarily online.
- Dr. Beverly Miller asked about what exactly was done to these courses. She does not see any student learning outcomes. Are they coming? Where are we in the process?
- Dr. Chopak-Foss stated these courses are a little different than typical courses as these were created for active duty soldiers and the student learning outcomes were to be added last year.
- Dr. Rossi stated he thought they added student learning outcomes but these courses can be rolled back if needed.
- Dr. Miller said that adding more information about these courses and that they are for

active military in the student learning outcomes would be helpful.

- Dr. Chopak-Foss stated for consistency we will roll these courses back to update the student learning outcomes and add the courses to the January meeting agenda.

Ms. Laura Valeri made a motion to roll back the revised course(s) submitted by the Department of Physical Therapy. A second was made by Dr. Cheryl Aasheim and the motion to roll back the revised course(s) was passed.

Department of Radiology
Presented by Dr. Stephen Rossi

Inactivated Course(s):
[RADS 2050L: Quality Assurance Lab](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3000: Intro to Radiologic Sciences](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3000L: Intro to Rad Science Lab](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3050: Patient Care and Interaction](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3050L: Patient Care Lab](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3060L: Prin of Image Form/Eval Lab](#)

JUSTIFICATION:
No longer taught in the Radiologic Science program.

[RADS 3071: Imaging & Radiation Proc I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3071L: Procedures I Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3072: Imaging & Rad Procedures II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3072L: Radiographic Procedures II Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3073: Imaging & Rad Procedures III](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3073L: Procedures III Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3074: Imaging & Rad Procedures IV](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3074L: Imag & Rad Procedures IV Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3080: Professional Interactions](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3090: Intro to Radiation Physics](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3090S: Radiation Physics Seminar](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3112: Intro to Computed Tomography](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3150: Radiobiology & Rad Protection](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3150L: Radiobiology & Protection Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3161: Radiography Clinical Ed I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3162: Radiography Clinical Ed II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3190: Prin of Radiation Therapy](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3195: Radiation Therapy Procedures](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3195L: Rad Therapy Procedures Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3200: Imaging Pathology](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3301: Radiation Therapy Clinic Edu I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3302: Radiation Therapy Clinic Ed II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3450: Leadership in Healthcare](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3450L: Leadership in Healthcare Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3451: Leadership Practicum](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3499: Found in Nuclear Medicine](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3501: Prin & Prac of Nuclear Med I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3501L: Prin of Nuclear Med Lab I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3502: Prin & Prac of Nuclear Med II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3502L: Prin of Nuclear Med Lab II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3503: Prin & Prac of Nuclear Med III](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3503L: Prin & Prac of Nuc Med III Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3505L: Prin of Nuclear Cardiology Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3510: Nuclear Med Instrumentation](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3520: Radio-Pharmacy & Radiochem](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3520L: Radio-Pharm & Radiochem Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3531: Nuclear Med Clinical Edu I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 3532: Nuclear Med Clinical Edu II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4050L: Qual Mgmt in Radiography Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4090: Radiographic Physics](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4163: Radiography Clinical Ed III](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4164: Radiography Clinical Ed IV](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4164S: Radiography Synthesis](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4165S: Clin Ed V--Radiography Seminar](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4415: Radiography Synthesis](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4512: Ct in Practice of Nuclear Med](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4512L: Ct in Pract of Nuclear Med Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4533: Nuclear Med Clinical Edu III](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4534: Nuclear Med Clinical Edu IV](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4535: Nuclear Med Clinical Edu V](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4540: Nuclear Medicine Physics](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4540L: Nuclear Medicine Physics Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4561: Nuclear Medicine Synthesis](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4562: Nuclear Medicine Seminar](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4570: Introduction to Pet](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4570L: Introduction to Pet Lab](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4571: Nuclear Medicine Practicum I](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4572: Nuclear Medicine Practicum II](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4573: Nuclear Medicine Inquiry](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

[RADS 4574: Nuclear Medicine Inquiry](#)

JUSTIFICATION:

No longer taught in the Radiologic Science program.

Ms. Laura Valeri made a motion to approve the inactivated course(s) submitted by the Department of Radiology. A second was made by Dr. Cheryl Aasheim and the motion to approve the inactivated course(s) was passed.

Department of Rehabilitation Sciences

Presented by Dr. Stephen Rossi

New Course(s):

[CSDS 3435: Neurobiology of Communication](#)

JUSTIFICATION:

Undergraduate students pursuing careers in communication sciences and disorder must have a strong command of the neurological processes that support speech, language, hearing, and swallowing to differentiate normal from abnormal communication and swallowing functioning.

Ms. Laura Valeri made a motion to approve the new course(s) submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Cheryl Aasheim and the motion to approve the new course(s) was passed.

Revised Course(s):

[CSDS 3400: Speech Science](#)

JUSTIFICATION:

Revise CIP code and add SLOs and general course description

[CSDS 3430: Neurogenic Communication Disorders](#)

JUSTIFICATION:

This course was originally titled Organically and Neurogenetically-Based Communication and covered structured-based communication and swallowing disorders (e.g., voice disorders, craniofacial disorders, hearing impairment, etc.), in addition to neurogenetic communication disorders (e.g., dementia, aphasia, etc.). The content, title, and catalog description of the course has been updated to reflect current accreditation standards as well as best instructional practices for the program.

Revised CIP code and added SLOs and general course description

[CSDS 5000: Multicultural Issues in Health Care](#)

JUSTIFICATION:

Revised CIP code, catalog description, and general course description

- Ms. Valeri asked if the student learning outcomes are in the process of being reviewed for CSDS 3430, as some outcomes are not fully developed yet. Ms. Valeri goes on to say that she is confused as to the process of where the student learning outcomes looked at before they are being presented for final approval. She states it does not provide a clear order.
- Dr. Brooks stated that the undergraduate program is considered pre-professional so they are lower level functioning courses and it continues on to a master's program where a higher level of skill set is required.
- Dr. Rossi stated they have been trying to add the student learning outcomes as they go. Regarding the evaluation of student learning outcomes, he assumes Dr. Gatch's office is reviewing.
- Dr. Gatch stated that is where she feels some discussion needs to happen with this committee. She stated she will send a clarifying email to Dr. Chopak-Foss today regarding student learning outcomes. Dr. Gatch ensures the accuracy of the CIM form in comparison to the program files submitted to her office. Dr. Gatch feels that the course student learning outcomes should be evaluated by this committee. If the committee is not providing feedback on course student learning outcomes, then feedback is not being provided.
- Dr. Aasheim reiterated that student learning outcomes are important and there is not a defined process to review these items. She went on to say the committee needs to create a process for student learning outcome review.
- Dr. Brooks stated that if the Undergraduate Curriculum Committee is feeling uncomfortable about this proposal, then maybe it should be rolled back. She also agreed that a process needs to be created for student learning outcome review. Dr. Brooks informed the committee that she notified the deans that items will be rolled back if they are not meeting a certain standard.

- Ms. Valeri asked if there is any way to move forward with the course with the following caveat “student learning outcomes will be revisited” to get the course in the catalog.
- Dr. Chopak-Foss stated this is not a new course and the course will be offered regardless of being rolled back or not. Dr. Chopak-Foss suggests the wording is sufficient and that the committee continue to have these discussions, but go ahead and approve the course.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Revised Program(s):

[BS-CSDS: Communication Sciences and Disorders B.S.](#)

JUSTIFICATION:

Specifying acceptable coursework for increased clarity; adding updated mission, updated SLOs, assessment methods, additional requirements (related to program assessment); general "clean-up".

Added footnote for CHEM 1151K in Area F.

- Dr. Jonathan Roberts stated there is one word that was left over from consolidation about the Honors section. “To successfully complete an honors project”. Georgia Southern has “Honors Thesis” and not “Honors Projects”.
- Ms. Candace Griffith stated this is an opportune time to discuss that people are not taking the care they need to take when filling out these CIM forms. She stated that any time a change is made the entire form should be reviewed and updated. Ms. Griffith states if the language is not correct, the students are the ones who suffer.
- Dr. Aasheim stated she agrees, and the associate deans should take this information back to their faculty about CIM form clean up. Mrs. Ann Henderson stated that there are lots of half completed forms and if we continue to pass these then we need to follow the process with the idea that everything is not black and white and allow some flexibility, but the form needs to be completed.
- Dr. Brooks asked who is responsible for rolling this back and who notifies the department that something needs to be changed? Regarding the wording from projects to thesis, how would someone on the Armstrong campus know of this wording preference?
- Dr. Aasheim stated she feels this committee meeting is where the department is notified.
- Dr. Chopak-Foss said she rolls it back to the associate dean and there is a spot for her comments.
- Dr. Rossi stated as far as student learning outcomes for his college, they’ve done a good

job when they've been asked to add student learning outcomes. He states he feels he needs to go back and look at his other student learning outcomes for possible revisions.

- Dr. Rossi mentioned having some concern about his department needing to make a minor revision on the CIM form and the hesitation to submit for approval.
- Dr. Chopak-Foss stated in the beginning when using the CIM form, some courses had student learning outcomes some did not, so we are still playing catch up in some ways. But now, it should be noted that for anyone submitting a CIM form, that the entire form must be completed. Dr. Brooks suggested inviting the program directors and/or department chairs when they have items coming up on the agenda.
- Ms. Valeri stated by the time the proposals come to this committee they should be completed fully and ready for approval. There must be at the individual department level and at the college level, some mechanism in place for when these items are first touched. She also commented that as a committee we need to relay back to the departments what the process is before the form is submitted.
- Dr. Rossi commented that the purpose and vision of the Undergraduate Curriculum Committee has changed from the past. He went on to say that each course must have a student learning outcome; however, they were not always in CIM which is what they are working on now. He stated when he reviews the CIM forms, if there is a credit hour change he makes sure everything is filled in but he is not evaluating the specific student learning outcomes before approving the CIM form (for current courses). He stated that he has always assumed that they were reviewed.
- Mrs. Henderson stated that if there is a system of review in place at the department and college levels, then you will not have to review everything as you have already reviewed systematically on a periodic basis.

Ms. Laura Valeri made a motion to roll back the revised program(s) submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Cheryl Aasheim and the motion to roll back the revised program(s) was passed.

D. College of Arts and Humanities

Presented by Mr. Norton Pease

Department of Literature

Revised Course(s):

[ENGL 4630: Senior Seminar](#)

JUSTIFICATION:

In order to assure ideal progression through the program, students should be directed to complete the Intro course prior to the capstone Senior Seminar. We are proposing adding ENGL 3110 as a prerequisite.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the

Department of Literature. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Department of Foreign Languages

Presented by Mr. Norton Pease

Revised Course(s):

[LAST 3090: Selected Topics in Latin America](#)

JUSTIFICATION:

As the department moves to resuscitate the Latin American Studies minor and make it our own, changes are needed in order to align the course and the SLOs with the preparation and qualifications of our instructors.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Foreign Languages. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Department of Music

Presented by Dr. Steven Harper

Revised Program(s):

[BM-CHOR: Music Education B.M. \(Choral\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program is offered on the following campus: Statesboro. This program is not offered on the following campuses: Armstrong, Liberty.

We are also using new numbers for Applied Music (approved last year). This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

[BM-INST: Music Education B.M. \(Instrumental\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program is offered on the following campus: Statesboro. This program is not offered on the following campuses: Armstrong, Liberty.

We are also using only upper-division numbers for Applied Music. This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

[BM-MUSIC: Music B.M. \(Concentration in Instrumental Performance\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be fully offered

on the following campuses: Armstrong, Liberty.

We are also using only upper-division numbers for Applied Music. This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

[BM-MUSIC: Music B.M. \(Concentration in Piano Performance\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

We are also using only upper-division numbers for Applied Music. This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

[BM-MUSIC: Music B.M. \(Concentration in Voice Performance\)](#)

JUSTIFICATION:

We are specifying the campuses on which this program can be fully offered. This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

We are also using only upper-division numbers for Applied Music. This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the Department of Music. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

Department of Philosophy and Religious Studies

Presented by Dr. Karin Fry

New Course(s):

[RELS 3340: The History and Archaeology of the Biblical World](#)

JUSTIFICATION:

This course is an elective developed by a faculty member with expertise in the history and archaeology behind the biblical writings. It connects with other electives taught on the Hebrew Bible and New Testament, but further expands on these listing by attending to material culture and historical contexts of the biblical writings that are not covered in these courses, from regions of North Africa, to the Middle East, to Southern Europe. Even more, this course is designed with Area B curricular needs in mind, where students are required to "recognize and articulate global perspectives across diverse societies in historical and cultural contexts."

Ms. Laura Valeri made a motion to approve the new course(s) submitted by the Department of Philosophy and Religious Studies. A second was made by Dr. Cheryl Aasheim and the motion to approve the new course(s) was passed.

Revised Course(s):

[PHIL 3100: Ancient Greek and Roman Philosophy](#)

JUSTIFICATION:

This title reflects the course material better. The other title was too vague and gave the impression that the whole of the ancient world was covered.

[PHIL 3130: Early Modern Philosophy](#)

JUSTIFICATION:

Simplifying the title to make it easier for students. Abbreviated Title, SLO and General Course Description updated.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Philosophy and Religious Studies. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

E. College of Behavioral and Social Sciences

Presented by Dr. Daniel Skidmore-Hess

Department of Political Science and International Studies

New Course(s):

[POLS 3140: Intro to the Law](#)

JUSTIFICATION:

This course will provide essential preparation for students interested in a legal career. It is distinct from existing law courses in that it provides an overview of the major areas of the law, enabling students to identify the distinguishing features of each area. This course will be a required course for students pursuing the proposed Paralegal Certificate, as it is essential preparation for a paralegal career. The faculty member designing and delivering this course, H. Chris Tecklenburg, taught this course for several years at another institution.

Ms. Laura Valeri made a motion to approve the new course(s) submitted by the Department of Political Science and International Studies. A second was made by Dr. Cheryl Aasheim and the motion to approve the new course(s) was passed.

Revised Course(s):

[POLS 4438: Legal Research and Writing](#)

JUSTIFICATION:

I taught this course twice. In the original course format, I conducted legal research for students, and taught them to write legal documents based on my research. Students in both classes requested that I modify the course to instruct students in legal research. The course

will be included in the Law & Politics concentration in Political Science. It will also be included in the proposed Paralegal Certificate Program, available to all majors. It will be valuable to students interested in law school or in pursuing alternative legal careers, and for students involved in research projects that require gathering data on domestic, comparative or international law.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Political Science and International Studies. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised course(s) was passed.

Revised Program(s):

[Political Science B.A. \(Concentration in Law and Politics\)](#)

JUSTIFICATION:

This requested change is to add two additional elective options. The first is a class that has been taught in the past, but we did not include it as an elective in the original proposal because the faculty instructor was in the process of redesigning it and was going to submit a name change request at the time. The faculty instructor has submitted the name change request (changing "Legal Reasoning and Writing" to "Legal Research and Writing"), and we are therefore adding it to the list of electives now. The second course added, "Intro to the Law" is a new course just submitted for approval. It is designed to provide an overview of the major areas of law and the distinctions among them, and will be valuable to the target group of students in this concentration [those aspiring to law or graduate school, or entry-level positions in the legal field (e.g., paralegal, researcher, compliance officer, legislative assistant, researchers for non-governmental organizations dedicated to issues such as immigration or gender rights)].

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the Department of Political Science and International Studies. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

Department of Sociology and Anthropology

Presented by Dr. Daniel Skidmore-Hess

Revised Program(s):

[903A: Gerontology Interdisciplinary Minor](#)

JUSTIFICATION:

The Gerontology faculty associated with the undergraduate minor (administered by Sociology and Anthropology) and the graduate certificate in Health & Kinesiology have a met and agreed to support each other's programs by sharing courses across the two curriculums. They have agreed to allow us to include these courses in our minor so as to facilitate students on both campuses completing the minor.

We are not seeking a new program. We have the interdisciplinary minor. We are seeking to expand learning options for students by including the option for students to use aging

focused independent studies to be used toward the minor with permission of the minor coordinator. We also seek to add one additional course, CHFD4237: Legal and Public Policies Affecting Families, since it will provide students with an additional option for the minor and fits within the criteria for addition to the minor.

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the Department of Sociology and Anthropology. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

School of Human Ecology

Presented by Dr. Daniel Skidmore-Hess and Dr. John Peden

Revised Program(s):

[BS-CFD/CL: Child and Family Development B.S. \(Concentration in Child Life\)](#)

JUSTIFICATION:

RECR 2131 and RECR 4135 will no longer be offered.

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the School of Human Ecology. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

[BS-REC/TCLS: Recreation B.S. \(Emphasis in Tourism and Community Leisure Services\)](#)

JUSTIFICATION:

The School of Human Ecology and Department of Public and Nonprofit Studies in the College of Behavioral and Social Sciences have developed an undergraduate-to-graduate educational pathway for students pursuing a B.S. in Recreation with an emphasis in Outdoor Recreation or Tourism and Community Leisure Services. The Master of Public Administration (MPA) degree is a professional degree program that prepares students for management and leadership positions in government and nonprofit organizations. The B.S. in Recreation degree program prepares students to enter the public and nonprofit sectors of the leisure service industry, which includes tourism bureaus, community-based sport and recreation agencies, national and state park systems, natural and cultural resource management agencies, and youth service organizations. Students majoring in Recreation take core courses in leadership and programming (RECR 2530), financial and legal dimensions (RECR 4430), managing recreation organizations (RECR 4435), marketing recreation services (RECR 4530), and management-based courses appropriate to their area of emphasis. As such, there is a strong connection between the Recreation curriculum and the skills-based and practice focused MPA curriculum. The ABM-MPA pathway with the B.S. in Recreation is appropriate for students seeking to develop advanced knowledge and training in public and nonprofit management.

[BS-RECR/OR: Recreation B.S. \(Emphasis in Outdoor Recreation\)](#)

JUSTIFICATION:

The School of Human Ecology and Department of Public and Nonprofit Studies in the College of Behavioral and Social Sciences have developed an undergraduate-to-graduate educational pathway for students pursuing a B.S. in Recreation with an emphasis in Outdoor Recreation or Tourism and Community Leisure Services. The Master of Public Administration (MPA) degree is a professional degree program that prepares students for management and leadership positions in government and nonprofit organizations. The B.S. in Recreation degree program prepares students to enter the public and nonprofit sectors of the leisure service industry, which includes tourism bureaus, community-based sport and recreation agencies, national and state park systems, natural and cultural resource management agencies, and youth service organizations. Students majoring in Recreation take core courses in leadership and programming (RECR 2530), financial and legal dimensions (RECR 4430), managing recreation organizations (RECR 4435), marketing recreation services (RECR 4530), and management-based courses appropriate to their area of emphasis. As such, there is a strong connection between the Recreation curriculum and the skills-based and practice focused MPA curriculum. The ABM-MPA pathway with the B.S. in Recreation is appropriate for students seeking to develop advanced knowledge and training in public and nonprofit management.

Ms. Laura Valeri made a motion to approve the revised program(s) submitted by the School of Human Ecology. A second was made by Dr. Cheryl Aasheim and the motion to approve the revised program(s) was passed.

Inactivated Program(s):

[BS-REC/RT: Recreation B.S. \(Emphasis in Recreational Therapy\)](#)

JUSTIFICATION:

The recreational therapy emphasis within the Recreation B.S. is being inactivated due to declining enrollment and lack of faculty resources.

Ms. Laura Valeri made a motion to approve the inactivated program(s) submitted by the School of Human Ecology. A second was made by Dr. Cheryl Aasheim and the motion to approve the inactivated program(s) was passed.

F. College of Education

Presented by Dr. Deborah Thomas

Department of Middle and Secondary Education

Revised Course(s):

[TCLD 4231: Cultural Diversity and ESOL/TCLD](#)

JUSTIFICATION:

The added prerequisite will assure that students will have had some classroom practicum experience, making them better prepared for the course. Department(s) affected & General Course Description also updated.

Ms. Laura Valeri made a motion to approve the revised course(s) submitted by the Department of Middle and Secondary Education. A second was made by Dr. Cheryl

Aasheim and the motion to approve the revised course(s) was passed.

IV. OTHER BUSINESS

None.

V. ADJOURNMENT

Dr. Chopak-Foss called for a motion to adjourn. Ms. Laura Valeri made a motion to adjourn the meeting. A second was made by Dr. Cheryl Aasheim and the motion to adjourn the meeting passed at 5:25p.m.

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
Fall Semester, 2020**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Below is the student-athlete grade report for the 2019-2020 academic year:
 - Fall 2019: 2.96
 - Spring 2020 GPA: 3.21
 - 2019-2020 Overall GPA: 3.08
 - President's List (4.0)=83
 - Dean's List (3.5-3.99)=87
 - Honor Roll (3.0-3.49)=102
 - 13 of the 15 teams posted a 3.0 or higher for Spring 2020
 - Baseball: **3.32**
 - Men's Golf: **3.66** (Highest Semester GPA in Program History)
 - Men's Soccer: **3.24**
 - Men's Tennis:**3.60**
 - Rifle: **3.47** (Highest Semester GPA in Program History)
 - Softball: **3.74** (Highest Semester GPA in Program History)
 - Volleyball: **3.45**
 - Women's Basketball: **3.32**
 - Women's Golf: **3.63** (Highest Semester GPA in Program History)
 - Women's Soccer: **3.58** (Highest Semester GPA in Program History)
 - Women's Swimming: **3.62** (Highest Semester GPA in Program History)
 - Women's Tennis: **3.58**
 - Women's Track: **3.05**

GPA Report by Team:

2019-20	Fall	Spring
SPORT	GPA	GPA
SB	3.45	3.74
VB	3.27	3.45
WBK	3.18	3.32
RIF	3.54	3.47

WSO	3.21	3.58
WTK	2.69	3.06
WTN	3.54	3.66
WSW	3.49	3.62
WGO	3.24	3.63
Total	3.23	3.49
BA	3.20	3.32
FB	2.67	2.80
MBK	2.34	2.60
MGO	3.47	3.66
MSO	2.93	3.24
MTN	3.42	3.61
Total	2.85	3.05

2. During 2020 through November 10, Georgia Southern reported a total of 4 violations to the NCAA (on February 10, April 29, September 23, and November 5). All violations are “Secondary / Level III,” and, with the exception of the violation reported on November 5, all cases have been closed.
3. Below is the link to access NCAA Graduation Success Rate (GSR) and Federal Graduation Rate for Georgia Southern University:
<http://www.ncaa.org/about/resources/research/graduation-success-rate>
4. Below is the link to access NCAA Academic Progress Rate (APR) for Georgia Southern University:
<https://web3.ncaa.org/aprsearch/aprsearch>
5. Below [is a link to the “Knight Commission on Intercollegiate Athletics,”](#) the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”

<http://www.knightcommission.org/>

6. [Below is a link to “The Drake Group,”](#) whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.” _
<http://thedrakegroup.org/>



ANNUAL FACULTY EVALUATION

Faculty Member's Report of Accomplishments

for the period

JANUARY 1 TO DECEMBER 31, 20____

Name	Title/Rank
College	Department

Assigned Faculty Workload Allocation		
Teaching %	Scholarship %	Service %

Summary of Teaching Accomplishments Completed and Submitted by the Faculty Member Being Reviewed	
A description of example teaching expectations, evidence and performance indicators can be found in the introductory material in the section above. Departmental /college guidelines should be consulted for specific criteria.	
Accomplishments	Sources of Evidence

OPTIONAL BRIEF Narrative on Teaching Accomplishments, Reflections on Student Feedback, Discussion of Addressing Teaching Challenges, and/or Any Revisions of Teaching Goals. <i>Place teaching accomplishments in a longer term context or provide any other needed context, reflection, and clarification.</i>

Summary of Scholarly and Creative Accomplishments Completed and Submitted by the Faculty Member Being Reviewed	
A description of example scholarly and creative expectations, evidence and performance indicators can be found in the introductory material in the section above. Departmental/college guidelines should be consulted for specific criteria.	
Accomplishments	Sources of Evidence

OPTIONAL BRIEF Narrative on Scholarly and Creative Accomplishments and Any Revisions of Scholarly and Creative Goals. <i>Place scholarly and creative accomplishments in a longer term context or provide any other needed context and clarification.</i>

Summary of Service Accomplishments Completed and Submitted by the Faculty Member Being Reviewed	
A description of example service expectations, evidence and performance indicators can be found in the introductory material in the section above. Departmental/college guidelines should be consulted for specific criteria. Where possible, provide a description of the service activity, the outcome, number of hours per week/month, and role served.	
Accomplishments	Sources of Evidence

OPTIONAL BRIEF Narrative on Service Accomplishments and Any Revisions to Service Goals <i>Place service accomplishments in a longer term context or provide any other needed context and clarification.</i>

STATEMENT OF GOALS for January 1 to December 31, 20____

The goals should be directly related to the expectations of the faculty member under review. The goals should be Specific, Measurable, Achievable, Realistic and Time-based. The faculty member should prepare goals at the beginning of the calendar year for discussion with their chair or director.

STATEMENT OF TEACHING GOALS	
Indicate specific goals for the coming year in the area of teaching. For each goal, identify the resources needed to achieve it, if applicable. Also, identify the specific product expected to result from achievement of the goal.	
Goals	Resources Needed

BRIEF Narrative about Teaching Goals (optional)
<i>Place teaching goals into a longer term context.</i>

STATEMENT OF Scholarly and Creative Activities GOALS	
Indicate specific goals for the coming year in the area of scholarship and creative activity. For each goal, identify the resources needed to achieve it, if applicable. Also, identify the specific product expected to result from achievement of the goal.	
Goals	Resources Needed

Comments/Considerations for Setting Scholarly and Creative Activities Goals (optional)
<i>Explain any and all extenuating circumstances.</i>

BRIEF Narrative about Scholarly and Creative Activities Goals (optional)
<i>Place scholarship/creative activity goals into a longer term context.</i>

STATEMENT of Professional Service GOALS

Indicate specific goals for the coming year in the area of service. For each goal, identify the resources needed to achieve it, if applicable. Also, identify the specific product expected to result from achievement of the goal.

Goals	Resources Needed

BRIEF Narrative about Service Goals (optional)

Place service goals into a longer term context.

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Signatures

Print Faculty Name	Faculty Signature	Date
Print Chair/Director Name	Chair/Director Signature	Date