5-21-2019

Librarian's Report 5-21-2019

Georgia Southern University

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

Recommended Citation
Georgia Southern University, "Librarian's Report 5-21-2019" (2019). Faculty Senate Librarian's Reports. 47.
https://digitalcommons.georgiasouthern.edu/faculty-senate-lib-reports/47

This report is brought to you for free and open access by the Faculty Senate Documents at Digital Commons@Georgia Southern. It has been accepted for inclusion in Faculty Senate Librarian's Reports by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
<table>
<thead>
<tr>
<th>Committee/Minutes</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standards Committee (March 29, 2019)</td>
<td>2</td>
</tr>
<tr>
<td>Faculty Welfare Committee (April 10, 2019)</td>
<td>5</td>
</tr>
<tr>
<td>General Education and Core Curriculum Committee Minutes (April 26, 2019)</td>
<td>7</td>
</tr>
<tr>
<td>General Education and Core Curriculum Committee Minutes (March 29, 2019)</td>
<td>11</td>
</tr>
<tr>
<td>Graduate Committee Minutes (March 14, 2019)</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Committee Minutes (April 11, 2019)</td>
<td>29</td>
</tr>
<tr>
<td>Planning, Budget, and Facilities Committee Minutes (April 8, 2019)</td>
<td>94</td>
</tr>
<tr>
<td>Student Success Committee Minutes and Summation (April 16, 2019)</td>
<td>98</td>
</tr>
<tr>
<td>Undergraduate Committee Minutes (March 12, 2019/March 13, 2019)</td>
<td>106</td>
</tr>
<tr>
<td>Undergraduate Committee Minutes (April 9, 2019)</td>
<td>141</td>
</tr>
<tr>
<td>NCAA Faculty Athletic Report (May 2019)</td>
<td>146</td>
</tr>
</tbody>
</table>
I. CALL TO ORDER
The meeting was called to order at 2:04pm

II. APPROVAL OF AGENDA
It was noted that a quorum was not present. All votes will take place electronically following the meeting.

A motion was made, seconded and passed to approve the agenda.

III. NEW BUSINESS
A. Academic Success Center resources
Cathy Roberts-Cooper provided an overview of the process and services of the Center. A sample Academic Improvement Plan was reviewed, as were notes from counselors.

B. Use of Academic Improvement Plan in appeal process
The committee discussed what students should submit from their AIP as part of their appeal. It was agreed that students should summarize their efforts from their plan and attach a copy of their plan to the appeal.

No action required for information only item.
C. Review of electronic transcript content
The draft electronic transcript that will be attached to the appeal was reviewed. Many helpful elements were included and the addition of several additional details will be requested, if possible.

D. Electronic review groupings
The committee previously decided to review appeals electronically in 4 groups containing 4-5 members. Due to the number of members on the committee and the increased number of appeals across campuses, the groupings will be revised to comprise 6 groups with 3 members each with a mix of Colleges within each group. Since appeals will be randomly assigned to review groups, a group may review an appeal that requires College-specific insights. If the review group does not contain a member from that College, they can flag the appeal to be discussed at the larger group meeting (as is possible for any other issue warranting discussion).

Since members may not always be able to complete reviews in the short time-frame required, votes of 2 of the 3 members in each group will be considered adequate to proceed (i.e. if 1 vote is missing by the deadline, the votes of the other 2 members will determine the appeal decision). If more than 1 vote is missing by the deadline, the appeal will be reviewed at the full committee meeting.

An electronic vote was taken following the meeting. At the close of the voting period there were: 11 votes to approve, 0 to not approve and 0 abstentions.

E. Appeal form introduction/instructions and finalization of content
The committee reviewed the appeal form, including the revisions made at the previous meeting. The committee agreed to language to provide an introduction informing the student of the appeal policy and instructions to guide students’ use of the form. The committee also added a field to prompt students to summarize their efforts on their AIP and instructions to attach a copy of their AIP at the end of the form.

An electronic vote was taken following the meeting. At the close of the voting period there were: 11 votes to approve, 0 to not approve and 0 abstentions.

F. Exclusion time-frame policy
The current suspension policy requires students to sit out for 2 consecutive 15 week semesters (1 Fall semester and 1 Spring semester). The committee discussed that this will result in students having different durations of suspension depending on the semester/timing of the suspension. The committee determined it will be more straightforward and equitable to revise the suspension time so all suspensions last 1 full academic year (1 Fall, 1 Spring, 1 Summer in any order).

During this discussion it was noted the planned meeting end time (3:30pm) had passed. A motion to extend the meeting for 15 minutes was made, seconded and passed.
An electronic vote was taken following the meeting. At the close of the voting period there were: 11 votes to approve, 0 to not approve and 0 abstentions.

G. Upcoming meeting dates

The committee discussed the traditional meeting dates for the upcoming academic year.

The first meeting to review appeals for the Fall term will be August 8 at 1:00 P.M.. This meeting will include all new and returning committee members. Since this will be the first meeting many members will be reviewing appeals as well as the first time the electronic group appeal review process will be used, the committee will meet in person in a computer lab (exact location to be determined) to have a trial of e-voting as well as member norming. Remaining appeals will be e-reviewed prior to the next meeting.

The Fall appeal review will reconvene on August 12 at 1:00 P.M.. The e-review process will be assessed and appeals with dissent/discussion votes will be discussed.

The other meeting dates will remain the same:

- January 6 1:00 P.M.
- January 8 2:00 P.M.
- May 15 2:00 P.M.
- May 18 10:00 A.M
- June 19 10:00 A.M.

No action required for information only item.

H. Scheduling of next meeting

The next meeting will be on August 8 at 1pm.

IV. ADJOURNMENT

A motion to adjourn the meeting was made, seconded and passed at 3:45pm.

Respectfully Submitted,

Kelly Sullivan, PhD
Chair, Academic Standards Committee

Minutes were approved

15/APR/2019

by electronic vote of Committee Members
ATTENDANCE:

Present:
Wendy Wolfe <wlwolfe@georgiasouthern.edu>,
Timothy Cairney <tcairney@georgiasouthern.edu>,
Jonathan Hilpert <jhilpert@georgiasouthern.edu>,
Alexander Collier <acollier@georgiasouthern.edu>,
Jessica Garner <jgarner@georgiasouthern.edu>,
Samuel Opoku <sopoku@georgiasouthern.edu>,
Wayne Johnson <wmjohnson@georgiasouthern.edu>,
Michelle Haberland <mah@georgiasouthern.edu>,
Jamie Scalera <jscalera@georgiasouthern.edu>,
Allissa Lee <alee@georgiasouthern.edu>,
Hans-Joerg Schanz <hschanz@georgiasouthern.edu>,
Kristi Smith <klsmith@georgiasouthern.edu>,
Helen Bland <hwbland@georgiasouthern.edu>,
Janet Bradshaw <jbradshaw@georgiasouthern.edu>,
Jim LoBue <jlobue@georgiasouthern.edu>

Absent:
Clinton Martin
Robert Costomiris
Diana Sturges

I. CALL TO ORDER

II. APPROVAL OF AGENDA

Addition of Faculty Workload Policy; Motion LoBue, Second Scalera, unanimous

III. APPROVAL OF THE MINUTES

Motion by Timothy Cairney, Second by Hans-Joerg Schanz, unanimous

IV. NEW BUSINESS

a. Faculty Welfare Actions Going Forward

b. Changes to Faculty Handbook regarding evaluation of non-tenure track faculty (314) –
   committee discussed the addition of non-tenure track evaluation policy to the faculty
   handbook. A draft version of the policy was distributed before the meeting and vetted
   by non-tenure track faculty on campus. Changes to the policy were discussed, and edits
   were made during the meeting. Motion to approve the revised policy for senate
   consideration at the 5/21 meeting was unanimous.

c. Addition: Faculty Workload Policy – A draft copy of the faculty workload policy that was
   developed by the ad hoc workload committee (and rejected by senate at the previous
meeting) was discussed. A copy of the policy was distributed prior to the meeting and vetted by members of the committee. Changes to the policy were discussed, and edits were made during the meeting. The committee unanimously agreed to distribute a copy of the edited policy electronically for further comment, after which an electronic vote would follow. FWC edits were shared with the ad hoc committee as well as faculty leaders across campus. An electronic vote was taken via qualtrics on a final copy of the policy on 4/25 for consideration at the 5/21 senate meeting. The revised version was approved by a Faculty Welfare Committee vote of 16 in favor 1 opposed and 1 abstain.

d. Changes to Faculty Handbook regarding faculty retirement (321.04) – Changes to the faculty retirement policy were made to align the handbook language with BOR policy. The vote to approve the changes was unanimous in favor.

e. Nominations to elect a new FWC chair – tabled.

V. OLD BUSINESS

a. Faculty Welfare Concerns (Discuss Actions and Volunteers?)

b. Concern regarding dual authentication – information was solicited and distributed via email regarding the nature of the third party information collected during the dual authentication process.

c. Adding a faculty member to president’s cabinet -- tabled

d. Personal Social Media Account Use -- tabled

e. GSM language in faculty handbook – tabled

f. Merit Raises/Salary Compression/Inversion – Committee is awaiting the results of the salary study.

g. Workload Equity – see workload policy.

h. 12 Month Salary Information -- tabled

i. Maternity Leave -- tabled

j. Spousal Hires – table

VI. ADJOURN
GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE
MINUTES
General Education and Core Curriculum Committee Meeting Date – Friday, April 26, 2019

Present: Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Michelle Cawthorn, College of Science and Mathematics/Biology; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Alisa Leckie, College of Education/Middle Grades and Secondary Education; Jeff Mortimore, Library; Bill Wells, Parker College of Business/Finance

Guests: Delena Gatch, Institutional Effectiveness; Jaime O’Connor, Institutional Effectiveness

Absent: Heidi Altmann, College of Behavioral and Social Sciences/Sociology and Anthropology; Tony Barilla, Parker College of Business/Economics; Daniel Czech, Waters College of Health Professions/Health Sciences and Kinesiology; Teresa Flateby, Institutional Effectiveness; Leslie Haas, Library; Susan Hendrix, College of Health Professions/Nursing; Christine Ludowise, Office of the Provost; Clinton Martin, College of Engineering and Computing/Civil Engineering and Construction; Marla Morris, College of Education/Curriculum Foundations and Reading; Samuel Opoku, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Marshall Ransom, College of Science and Mathematics/Mathematical Science; Stacy Smallwood, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Peter Rogers, College of Engineering and Computing/Civil Engineering and Construction; Amy Smith, Enrollment Management; Student Government Association

I. CALL TO ORDER

Chair Michelle Cawthorn called the meeting to order on Friday, March 1 at 1:04.

II. APPROVAL OF AGENDA

Suzy Carpenter motioned to approve the agenda; seconded by Bill Wells and passed unanimously.

III. CHAIR’S UPDATE

- Thanks to the committee for their response to the online vote regarding ENGL 2100. Nine committee members voted to approve, 2 to reject, and 2 abstained. The course was approved and moved forward to the Undergraduate Committee. Michelle Cawthorn suggested that the committee members remind their respective departments that this committee exists to try to avoid last minute voting and delays with moving courses forward to the undergraduate committee.
- Bill Wells asked if other committees also held electronic votes in similar situations.
- Alisa Leckie reported that the undergraduate committee did do electronic votes.
- Suzy Carpenter expressed concerns about holding electronic votes routinely.
- Bill Wells stated that he was not opposed to an occasional electronic vote, if necessary.
- Michelle Cawthorn suggested that the committee should consider this issue for the future.

IV. NEW BUSINESS

A. Meeting schedule for next academic year

- Michelle Cawthorn told the committee that it would be best to establish a schedule for the upcoming year with standard meeting times to align with the process for other committees. She asked if a standard time would be an advantage or disadvantage for our members.
- Alisa Leckie said that having a set time for the undergraduate committee meetings enabled members to plan, but if someone had a class conflict on that date or time, then they knew they could not serve on that committee.
- Michelle Cawthorn asked for suggestions for the best day and time for committee meetings. The group consensus was that Friday afternoons were usually open for most of the members. Michelle Cawthorn suggested holding the GECC meetings at least two weeks prior to the undergraduate committee agenda due date, which for the fall would mean the first meeting would take place...
during the first week of classes in August. Jaime O’Connor and Michelle Cawthorn will follow up with a schedule of specific dates.

B. Nominations of committee chair for next year

- Michelle Cawthorn announced that her term on the committee is ending and that a new committee chair needs to be nominated.
- Finbarr Curtis recommended that the nomination be postponed until the August meeting since other new members will be joining the committee at that time.
- Michelle Cawthorn agreed to attend the August meeting to facilitate the nomination of a new chair.

C. Discussion of lab classes reporting requirements

- Michelle Cawthorn explained that the committee had no clear policy for science lab courses submitting a separate assessment plan or report. At the deadline for plan submission, some courses did submit a separate lab course plan and others did not. Michelle asked if separate reports were necessary, and asked how that reporting would be expected by SACSCOC.
- Delena Gatch responded that either approach could be justified with SACSCOC.
- Finbarr Curtis pointed out the risk that if reported together, a course could have an excellent lecture component but a weak lab component and that might not be evident in assessment reports. Other committee members did not see this as a significant risk or concern.
- Michelle Cawthorn and Suzy Carpenter said their respective departments would appreciate less reporting.
- Alisa Leckie asked if application would be more evident in the lab portion of the courses.
- Michelle Cawthorn suggested that some additional guidelines could be included asking departments to explain how the lab supports the overall learning in the course.

MOTION: Finbarr Curtis made a motion that the committee not require separate reports from lab courses. A second was made by Bill Wells. The motion was approved.

D. Discussion of Campus Labs/rubric feedback collected by OIE

- Jaime O’Connor reported the results of a survey distributed by the Office of Institutional Effectiveness regarding the implementation of Campus Labs and any suggested changes to the report rubric.
- Out of the nine respondents, feedback on Campus Labs was primarily positive, with two comments that require some follow up; one related to the complication of having multiple windows open while scoring and the other related to the ability to print completed rubrics. Jaime O’Connor said additional instructions can be provided regarding printing, and that OIE will continue to investigate ways to streamline the process as additional components of Campus Labs are activated.
- On the report rubric, the committee agreed that having multiple bullet points for each criteria made scoring more difficult. Jeffrey Mortimore suggested revising the rubric to be more granular, looking at each aspect separately. Suzy Carpenter agreed, adding that this would also provide more useful information to the departments.
- Bill Wells mentioned that the items in each ranking on the rubric should build on each other, so that higher scores would reflect meeting all of the standards in the lower ranking criteria. Barb King agreed that that was not clear in the current language, and it would help to clarify the expectations.
- Jaime O’Connor stated that OIE could use these suggestions to create a revised rubric to be shared back to the committee.
- Alisa Leckie recommended that some of the language for Teaching Strategies should be revised for clarity.
- Jeffrey Mortimore suggested the use of “appropriate,” instead of some of the other descriptors used such as “minimal” or “diverse.”
- Finbarr Curtis raised the point that “diverse” was difficult to score in the assessment plans. Most departments included a list of all of the activities that might be included in a course, but it was unclear if these were applied equally by all faculty. In addition, for some types of courses, one method of instruction might be effective, and requiring diverse methods might not be appropriate.
Michelle Cawthorn said that her interpretation of “diverse” was a bit different. She was interested in the ways students interact with course content – writing about it, reading about it, listening to a lecture.

Barb King suggested the use of “multiple” instead of “diverse,” and that it should be made clear that it needs to be appropriate to each class section, considering class size.

Suzy Carpenter stated that students learn differently and might express themselves better in one way or another, so there is a need for teaching activities and measurements to be diverse; however, just because instruction is diverse does not mean it is effective.

Jeffrey Mortimore suggested the phrase “deliver instruction that is considerate of diverse learners,” and that the emphasis of the statement be put on the learner instead of on the instruction.

Michelle Cawthorn cautioned that if the committee uses a word like “appropriate,” then it must be clear that it is up to the department to explicitly justify why a teaching strategy is appropriate in their report.

Amanda Konkle pointed out that none of the assessment plans provided an analysis of their assessment tools in relation to Bloom’s Taxonomy. Finbarr Curtis concurred that test blueprints were not typically included, but that was probably because many departments were still in the process of developing their tests when the plans were due.

Alisa Leckie mentioned that while the committee was very focused on scores for specific courses, we also needed to acknowledge growth and development over time, especially since departments are still rebuilding after consolidation.

Finbarr Curtis mentioned that test blueprints can be complicated for online courses, and that we are asking faculty to do things that they may not be familiar with on different technologies.

Delena Gatch mentioned that she is planning to develop some simple instructions for how to create these blueprints using different systems.

Michelle Cawthorn cautioned the committee about making too many changes to the rubric between now and when the final reports are due since the feedback the committee provided was based on the current rubric.

Alisa Leckie agreed that changes should focus more on format of the rubric than on content.

Michelle Cawthorn also mentioned that the committee might want to consider allowing courses that score acceptable or exemplary in every category to transition to reporting every other year. The committee thought this would be a good incentive for departments to create quality reports and it would also maintain a reasonable workload for faculty and for committee members.

E. Discussion of Humanities courses

Finbarr Curtis proposed a change to the Humanities courses that are currently listed as part of Core Area C. The courses currently listed have not been offered for many years, and the college was considering removing them from the catalog. Finbarr is suggesting that one course be preserved as a multi-media analysis course that could be taught by faculty in different departments covering different topics. This format would also lend itself to study abroad opportunities and could create possibilities for grant funding. He has already obtained positive feedback from the Office of the Provost and from the College of Arts and Humanities leadership. He requested initial feedback from the committee.

Bill Wells expressed approval for the idea, especially the possibility of encouraging more students to pursue study abroad opportunities through their core courses.

Michelle Cawthorn pointed out that there is a study abroad course in area B with the focus on global perspectives.

Finbarr Curtis stated that the advantage of having this course in area B with the focus on global perspectives.

Barb King expressed some hesitation at eliminating the other humanities courses, which could also be effectively offered as study abroad courses, such as Classics.

Michelle Cawthorn said that was the reasoning that led to the courses being preserved in the core through consolidation, but since the courses have not been offered for decades, it is not an accurate representation to students of what courses they can take.

Finbarr Curtis responded that if the revised course is written broadly, it would allow for faculty to create unique course content. Assessment expectations would be the same for this course as other core courses.

The committee encouraged Finbarr to pursue this idea.
V. Old Business

A. Update on April 8&9 core workshops

- Jaime O’Connor reported that 20 faculty attended the core workshops on April 8th on the Armstrong campus and 12 faculty attended the core workshops on April 9th on the Statesboro campus. Delena Gatch presented an overview of the committee’s review process and scoring structure at this workshop, and reviewed best practices for objective tests, analytic rubrics, and indirect measures. She also announced the Summer Assessment Institutes scheduled for August 5th and 6th, along with an overview of the agenda for the two days.

B. Update on meetings with core course coordinators and faculty

- Jaime O’Connor reported that OIE had met with some departments and faculty to answer additional questions, including ENGL 1101/1102; Calculus I, II, and III; and BIOL 1103. Other faculty had corresponded with OIE via email for specific questions ranging from clarification on committee feedback, to more specific issues with creating objective tests or data collection strategies.
- One course assessment coordinator had requested access to an example report to help determine how their plan could be improved. Committee members agreed that providing exemplars would be beneficial.

C. Update on core courses not reporting

- Jaime O’Connor reported that OIE had sent emails to all Deans regarding any core course that did not submit an assessment plan this academic year. Some departments had responded with plans to complete the assessment plan requirement by the October 1st deadline; a few departments did not respond at all. Many of missing reports were due to courses not being offered or being moved to new departments post-consolidation.
- Bill Wells recommended that any courses with outstanding plans should be sent a reminder at the beginning of the next academic year, and that the Provost should be cc-ed on those notifications.
- Finbarr Curtis stated that courses that do not comply should be removed from the core.
- Michelle Cawthorn reminded the committee that all of this data is required to be submitted to the system.
- Alisa Leckie suggested that if courses don’t comply, they must present a reasonable plan for how they will address any lingering post-consolidation issues.

D. Update on core courses pending review completion

- Jaime O’Connor reported that only two courses were still outstanding for GECC reconciliation: ECON 1101 and HIST 2010. GECC members responsible agreed to complete the reconciliation before the end of the semester.

VI. ADJOURNMENT

The meeting was adjourned on April 26, 2019 at 2:18 p.m.

Respectfully submitted,
Jaime O’Connor, Recording Coordinator

Minutes were approved <<Date>> by electronic vote of Committee Members
GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE
MINUTES
General Education and Core Curriculum Committee Meeting Date – Friday, March 29, 2019

Present: Tony Barilla, Parker College of Business/Economics; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Michelle Cawthorn, College of Science and Mathematics/Biology; Leslie Haas, Library; Susan Hendrix, College of Health Professions/Nursing; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Alisa Leckie, College of Education/Middle Grades and Secondary Education; Christine Ludowise, Office of the Provost; Jeff Mortimore, Library; Amy Smith, Enrollment Management; Bill Wells, Parker College of Business/Finance

Guests: Delena Gatch, Institutional Effectiveness; Jaime O’Connor, Institutional Effectiveness

Absent: Heidi Altman, College of Behavioral and Social Sciences/Sociology and Anthropology; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Daniel Czech, Waters College of Health Professions/Health Sciences and Kinesiology; Teresa Flateby, Institutional Effectiveness; Clinton Martin, College of Engineering and Computing/Civil Engineering and Construction; Marla Morris, College of Education/Curriculum Foundations and Reading; Samuel Opoku, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Marshall Ransom, College of Science and Mathematics/Mathematical Science; Stacy Smallwood, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Peter Rogers, College of Engineering and Computing/Civil Engineering and Construction; Student Government Association

I. CALL TO ORDER
Chair Michelle Cawthorn called the meeting to order on Friday, March 1 at 1:11 due to technical difficulties.

II. APPROVAL OF AGENDA
Leslie Haas motioned to approve the agenda; seconded by Bill Wells and passed unanimously.

III. CHAIR’S UPDATE
• In the last meeting, the committee retroactively approved a group of courses that had already been approved by the undergraduate committee because the GECC had been left out of the approval flow. Michele Cawthorn announced that there was one other course that had missed GECC approval, Introduction to Statistics. The changes were minor and were all mandated by the system, so Michele approved the course for the committee.

IV. NEW BUSINESS
A. Course revisions for review/approval
• ECON 2105 Principles of Macroeconomics was already approved by the undergraduate committee; the catalog description is being updated and there were formerly two different names for the course on the two campuses, so those were being updated for consistency in the catalog.

MOTION: Leslie Haas made a motion that the committee vote to approve the change to the course. Barb King seconded the motion and the motion was unanimously approved.

• ENGL 2100 Literature and Humanities
  o Michelle Cawthorn pointed out that the department wanted to change the course to repeatable status; students could take the course more than once with different topics as the focus of the course.
  o Bill Wells mentioned that the field for repeatable for credit was marked “yes,” but the repeat limit was recorded as “zero,” which seemed contradictory.
  o Leslie Hass pointed out that in another area of the form it was explained that the course could be repeated once, so the repeat limit should be “one” instead of “zero.”
Alisa Leckie stated that this was a change that could be made by the registrar, so it was not necessarily a reason to reject the proposal.

Tony Barilla asked for clarification on the course being repeatable and how that would affect credits in the core.

Amanda Konkle clarified that students could take it only once for core requirements, but if a new topic came up later that was of interest, they could take the course again as an elective credit for their major.

Bill Wells asked how distinct the topic needed to be for the course to be counted as a different course.

Amanda Konkle stated that students wouldn’t take the course with the same professor twice and that each professor teaches the course differently using a distinct central topic.

Bill Wells asked what would prevent a student from taking the same professor and topic twice if they liked that topic.

Amanda Konkle reiterated that students can’t take the same topic twice.

Leslie Haas asked where that was stated in the proposal.

Barb King asked if that would have to be manually monitored to ensure students didn’t take the same topic twice.

Chris Ludowise stated that if it were manually monitored, it would be dependent upon the advisors, which is problematic.

Michele Cawthorn stated that the intention was for the course to be repeatable only as part of Area F or for the minors.

Barb King asked what mechanisms were in place to ensure the course is repeated appropriately.

Chris Ludowise mentioned that we do have some repeatable courses, but they are usually internships or other types of courses that require instructor approval.

Barb King asked if this course could be set up to be approved by the instructor.

Bill Wells pointed out that this would mean relying on instructors to police the registration of the course.

Suzy Carpenter stated that if there is no mechanism in the software to ensure students weren’t taking the same topic class, it did not seem like this proposal would work.

Bill Wells asked how many sections of the course were typically on offer; Amanda Konkle replied a dozen.

Leslie Haas suggested that the department could check with the registrar or other universities in the system for suggestions for a work around.

MOTION: Leslie Haas made a motion that the committee vote to return the proposal to the department for revisions that would include a mechanism that would prevent students from taking the same course twice. Suzy Carpenter seconded, and the motion was unanimously approved.

B. Overview of scores and discussion about assessment plans

- Michelle Cawthorn asked the committee to review two examples of assessment plan feedback reports to be shared with departments. An electronic vote was taken after the last meeting about whether to share scores and comments, or just comments with departments. The consensus from the committee was to share comments only, as those seemed more helpful than the percentage scores generated by Campus Labs. Based on that feedback, Jaime O’Connor developed the format, showing each rubric category and highlighting the one selected as well as the comments for each category.

- Leslie Haas stated that until Michele pointed out the highlighting, she would not have realized the comments were connected to those specific rubric areas; something else, like a check mark, should be added to draw the eye better to the highlighted section.

- Alisa Leckie suggested removing color from everything but the highlighted section.

- Jaime O’Connor agreed to make these changes and update the reports with the improved format.

- Michelle pointed out that the comments on one of the examples did not seem to match with the scores that were shown.

- Delena Gatch asked how the committee would like OIE to handle these kinds of discrepancies.

- Leslie Haas asked if OIE could do a quick review of scores and comments and return any discrepancies to the pair of reviewers for clarification with the understanding that it would require a quick turn around.
• Jaime O’Connor agreed to provide this feedback to the committee members as soon as possible to adjust any discrepancies between comments and scores.
• Delena Gatch asked the committee how they would like OIE to follow up on the feedback to the departments in terms of any improvements needed on the assessment plans.
• Leslie Haas observed that in some cases, the adjustments needed were simple, but in other cases it seemed to be more a systemic issue; she raised the question about incentives or penalties for departments who did or did not comply with the changes suggested.
• Tony Barilla asked if the committee had any authority to reinforce the feedback provided.
• Michelle Cawthorn said that the committee is enforcing requirements of the system and that point can be reemphasized for the departments when feedback is returned.
• Bill Wells asked if we could recommend for a course to be dropped from the core.
• Michelle Cawthorn replied that the committee had never gotten to a point to be able to do that.
• Bill Wells stated that the committee is ready for that type of follow through now.
• Jeffrey Mortimore suggested a probation list for courses who did not comply.
• Chris Ludowise stated that the committee did have the authority to make that kind of recommendation to the provost.
• Bill Wells suggested that the committee provide a reasonable deadline for departments to make the changes requested.
• Leslie Haas stated that changes should come back to the committee before the group took a progressive disciplinary approach.
• Bill Wells suggested that after an initial resubmission, if the changes requested were not made, the course could be recommended to be dropped from the core, which would be handled by the Dean and the Provost.
• Jeffrey Mortimore asked how often courses are approved to remain in the core.
• Chris Ludowise replied once every 20 years, which is not often enough.
• Delena Gatch stated that even though core assessment is on an annual cycle, we requested and reviewed these plans in advance to help with creating consistency post-consolidation; since completed plans are due in the fall, we could ask departments to make these changes when the final plan is submitted. At that time, the committee could compare the initial plan to the revised plan to make sure changes were made.
• Delena Gatch raised the question of how to determine which courses required specific follow up to explain the need for revisions in order to meet the committee’s approval and avoid any disciplinary action.
• Suzy Carpenter stated that any course with an area marked as “beginning” should be required to make significant changes.
• Chris Ludowise added that after all of the time and support the committee has provided to these departments, that any area in “developing” would be noted as a problem to any external reviewer.
• Tony Barilla suggested that the committee could use the overall scores based on the average of the three areas included in the plan.
• Delena Gatch agreed that that would be another strategy to use.
• Jeffrey Mortimore suggested notifying any course with an overall score below 2 or any area marked as “beginning” that changes were required.
• Chris Ludowise pointed out that a course could be marked “developing” in every area and still score a 2. She suggested using 2.5 as the cutoff.
• Jaime O’Connor mentioned that the committee had voted not to include scores in the feedback, so it would be difficult to use the overall average score as a determining factor.
• Michelle Cawthorn asked if the scores could be added in the four point scale format instead of in percentages. Jaime O’Connor replied that they can. The committee agreed that the scores should be added in the four point scale format.
• Bill Wells suggested notifying any department scoring below a 2.5 overall that the short comings in their plan need to be addressed.
• Michelle Cawthorn asked about areas that were rated as “developing.”
• Chris Ludowise stated that both “beginning” and “developing” should be addressed.
• Leslie Haas stated that a coaching approach should be taken to any course with “beginning” or “developing” scores; then if changes were not made the committee could consider next steps.
the first three traits to reach “acceptable” when the final plans are submitted; the committee agreed, and OIE will conduct this analysis and assist with appropriate notifications.

• Michelle Cawthorn mentioned that in the past, the Office of the Provost had been resistant to removing courses from the core because of the difficulties of making those changes through the system, especially if they could possibly need to be reversed later.
• Chris Ludowise recommended that the committee bring a report of any issues to the Dean or Provost as soon as possible. She mentioned that a reporting process could be put in place to help the committee enforce its policies and recommendations.
• Barb King asked if departments are given the opportunity to respond to the committee’s recommendations if they disagree.
• Delena Gatch responded that this issue has been raised at the program level, and that she reviews all comments and sometimes sides with the department if the committee comments are not in line with assessment best practices.
• Michelle Cawthorn explained that the process for the steering committee was for the department to submit a letter similar to when submitting a manuscript describing what was changed and what was not changed and the rationale behind the response.
• Bill Wells suggested that if a course didn’t address the changes requested, the department could be prevented from offering a course for a semester instead of going directly to be dropped from the core.
• Delena Gatch was unsure how that would be received by the Provost considering the current emphasis on retention and progress toward graduation.
• Michelle Cawthorn pointed out that because there are many options in each core area, suspending a course for a semester would be unlikely to result in any retention or graduation obstacles.

C. Suggestions for changes to template or rubric

• Delena Gatch mentioned that she would like to follow up with the committee regarding any suggested changes to the assessment template or rubric; suggested that these items could be included in a survey being developed by OIE to collect feedback on implementation of Campus Labs.
• Suzy Carpenter asked about a change that was suggested during norming sessions regarding which items needed to be reported out by campus location; Delena Gatch responded that that change had already been implemented.
• Leslie Haas mentioned that the rubric needed to provide more guidance for classes that could have sections with very high and very low enrollment, or be offered in hybrid format.
• Bill Wells mentioned that in scoring, it was sometimes difficult to determine the correct rating if a plan met some but not all of a particular category
• Michelle Cawthorn responded that the committee usually rated at the lower level if not all conditions were met, but that it was not always possible to apply that consistently.
• Bill Wells stated that a particular area of concern in the rubric was the rubric language that asked for a description of how teaching strategies built on each other; Michelle agreed that that language caused difficulties.
• Amanda Konkle raised the point that some courses had described an assessment process that would clearly work, but they did not share the narrative of how that process was developed. Having that information is helpful for those who are unfamiliar with the content area.
• Delena Gatch replied that she would follow up on all suggestions.

D. Due date for completed core assessment reports

• Delena Gatch suggested an October 1st deadline for completed core assessment reports.
• Bill Wells stated that with four weeks left in this semester, the entire summer, and six weeks of the fall semester to complete the report, October 1st seemed like a reasonable deadline.
• The committee agreed to the October 1st deadline.

V. Old Business

A. Discussion of core courses not reporting
A list was provided by OIE to the committee of all courses that did not submit a core assessment plan.

Alisa Leckie stated that the Deans needed to be notified of those who did not report, and that they should be considered for removal from the core.

Delena Gatch raised the question of those courses that did not report but were not offered in the 2018-1029 academic year, such as the honors courses.

Bill Wells asked if that was a catalog cleanup issue.

Michelle Cawthorn responded that when it was approached that way in the past, departments wanted to keep courses that they might offer someday, even if there were no immediate plans to offer the course.

Leslie Haas suggested that this topic should be addressed in a future meeting when the committee could look more closely at specific scenarios, considering how long a course has not been offered and how any changes would affect both campuses. She asked who has the authority to determine when a course is removed from the catalog, and suggested the committee request information from the Provost.

Bill Wells stated that he would prefer to make a clear recommendation, and then let the Provost decide rather than leaving it open-ended.

Suzy Carpenter stated that the committee needs more information on those courses that did not report.

Tony Barilla brought up the example of ECON 1150, which has never been offered on the Statesboro campus, but Armstrong faculty did not submit the paperwork.

Jeffrey Mortimore stated that there should be a mechanism, some kind of threshold for courses not being offered.

Barb King reminded the committee that some departments are severely understaffed and their faculty have been slashed, so they may not have the personnel to offer the courses they would like to offer.

Michelle Cawthorn asked OIE to collect additional information about these courses to present at the next committee meeting.

Delena Gatch suggested that an email should be sent to those who did not submit a plan to remind them that a full report is due on October 1st, and that they are at minimum expected to submit a plan even if the course is not offered.

Michelle Cawthorn requested that a report be sent to the Deans with this information and requesting a response.

Barb King pointed out that the humanities courses might not have a home post-consolidation, so it’s possible the courses might be discontinued.

Delena Gatch stated that the courses not reporting needed to be addressed uniformly, so they should be notified that the minimum expectation is for a plan to be submitted by October 1st.

VI. ADJOURNMENT

Announcements will be distributed via email following the meeting. The meeting was adjourned on March 29, 2019 at 2:16 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

Minutes were approved <<Date>> by electronic vote of Committee Members
GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – March 14, 2019

Present: Dr. Rocio Albra-Flores, CEC; Dr. Stephanie Sipe, COB; Dr. Constantin Ogloblin, COB; Dr. Meca Williams-Johnson, COE; Dr. Alma Stevenson, COE; Dr. Shijun Zheng, COSM; Dr. Michele McGibony, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Brandonn Harris, WCHP; Dr. Rami Haddad, [Alternate] CEC; Dr. Laura Stambaugh, [Alternate] CAH; Ms. Leslie Haas, [Alternate] Library

Guests: Mrs. Cindy Groover, Institutional Effectiveness; Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Randi Sykora, COGS; Mrs. Wendy Sikora, COGS; Ms. Aaliyah Dent, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Steven Rossi, WCHP; Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEC; Dr. Rand Ressler, COB; Dr. Stuart Tedders, JPHCOPH; Dr. Brenda Blackwell, CBSS; Mr. S. Norton Pease, CAH; Dr. Steven Harper, CAH; Dr. Melissa Carrion, CAH; Dr. Gavin Colquitt, WCHP; Dr. Charles Champ, COSM; Dr. Broderick Oluyede, COSM; Dr. Abby Brooks, CAH

Absent: Dr. Marcel Ilie, CEC; Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Ted Brimeyer, CBSS; Dr. Chad Posick, CBSS; Dr. Julie Reagan, JPHCOPH; Mrs. Lori Gwinett, Library; Mrs. Nikki Cannon-Rech, Library

I. CALL TO ORDER
Dr. Brandonn Harris called the meeting to order on Thursday, March 14, 2019 at 9:04 AM.

II. APPROVAL OF AGENDA
Dr. Meca Williams-Johnson made a motion to approve the agenda as written. A second was made by Dr. Michele McGibony and the motion to approve the agenda was passed.

III. CHAIR’S UPDATE
Dr. Harris stated we have one more meeting scheduled in April, and it is the last meeting to submit curriculum for the 2019-2020 catalog. He said March 21 is the deadline to submit items to the Registrar’s Office through the CIM system. Dr. Harris reminded the committee that they will also be reviewing the Comprehensive Program Reviews during the April meeting. The deadline to submit the CPRs to the Provost Office is April 1.

Ms. Candace Griffith said when the committee completes the CPRs they will do an individual review first and then the peer review. There will be one peer review per program. Ms. Griffith said to save the file as the name of the program. She also asked people to be sure to include comments to help the programs understand the reason for their score.

IV. DIRECTOR’S UPDATE
Dr. Ashley Walker shared the following updates:

- The last submission deadline for spring GSO travel and research grants is April 1, at 5 PM. Please encourage your students to apply.
  The GSO on the Armstrong campus will be hosting a Carnival event for their spring social. The event will be held on Saturday, April 27, from 12-4 PM at the Intramural Field on the Armstrong Campus. The event will be family-friendly and will be open to graduates on both the Armstrong and Statesboro campuses.
  The GSO on the Statesboro campus will host their spring social at Eagle Creek on Thursday, April 11, from 7-10 PM. The College of Graduate Studies (COGS) will be sending email reminders to graduate students related to these events. Please encourage your students to attend.
- The final boot camp this semester is Saturday, April 27. COGS will be sending email reminders to graduate students related to these events. Please encourage your students to attend.
- The COGS Newsletter, The Grad Post, was sent out Tuesday to graduate students, Graduate Program Directors, Department Chairs, and Administrators. Please feel free to forward the message to your colleagues.
• During the April Graduate Committee meeting Dr. Walker will be presenting a process or policy statement as an addition to the thesis and dissertation requirements. Dr. Walker was informed by Ms. Ele Haynes that IRB is having issues with students closing out their IRBs before they leave. COGS will try to come up with a process to confirm that a student has terminated their IRB or listed their faculty advisor as the PI on the IRB. Dr. Walker stated Ms. Haynes also wanted her to remind everyone that any research involving human subjects requires IRB approval.

Dr. Harris said if anyone has questions or concerns when curriculum is being presented for them to please speak up so that the issues can be addressed.

V. NEW BUSINESS

A. College of Behavioral and Social Sciences

Dr. Brandonn Harris discussed the agenda item for the College of Behavioral and Social Sciences.

Department of Sociology and Anthropology

Revised Course:

ANTH 6262 – Field Session in Archeology

JUSTIFICATION:

Our field schools are offered in different terms (academic year vs summer) and different time commitments. Given the financial aid audit system graduate students have run into difficulty when registering for a 6 credit field school when they only need 3 credits of contact hours. Giving us the variable credit option will better meet the needs of students and more accurately reflect the hours students are spending in the field.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda item submitted by the College of Behavioral and Social Sciences. A second was made by Dr. Alma Stevenson, and the motion to approve the Course Revision was passed.

B. College of Engineering and Computing

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

Department of Electrical Engineering

Revised Course:

EENG 5540G - Communication Systems w/Lab

JUSTIFICATION:

Only the prerequisites of the undergraduate version of this course (EENG 5540) were changed earlier. Therefore, we are mirroring these changes to the graduate version of the same course.

New Course:

EENG 7333 - Advanced Power Systems

JUSTIFICATION:

This course is added to the graduate core to provide the needed background to satisfy the growing demand in graduate research in the area of power systems.

Dr. Williams provided an update on the accelerated bachelors to masters programs that were approved in the previous Graduate Committee meeting. He said the revised language that was suggested by the committee has been entered into CIM and he will follow up with the Registrar’s Office to ensure corrections go through the workflow. Dr. Harris said once the items show up in his queue he will approve the updated items.

MOTION: Dr. Stephanie Sipe 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 Course Revision and New Course was passed.

C. Parker College of Business

Dr. Rand Ressler presented the agenda items for the Parker College of Business.

Department of Economics

Revised Programs:

CERG-APPECON - Applied Economics Certificate (Online)

JUSTIFICATION:
Pending approval, ECON 7130 will be a prerequisite for ECON 7131 and thus must be required in the certificate program. ECON 7232 History of Thought gives a good foundational background in economic theory and schools of thought which is valuable knowledge for those preparing to teach introductory economics at the college level. In keeping with the changes to the MS program, ECON 7133 will be moved to being an elective option.

**MS-APPECONOL – Applied Economics M.S.**

**JUSTIFICATION:**
Math 7130 has proven to be important for students to be successful in the Microeconomics class. Offering it as an admissions requirement (outside of the program) has been problematic. Moving it into the program will make it easier for students to take and signals its importance to preparing students for other courses in the program. Moving ECON 7133 and ECON 7232 out of the required courses and making them electives aligns our program with what similar programs are doing.

**MOTION:** Dr. Constantin Ogloblin made a motion to approve the agenda items submitted by the Parker College of Business. A second was made by Dr. Sipe, and the motion to approve the Revised Programs was passed.

**D. College of Science and Mathematics**

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

**Department of Mathematical Sciences**

**New Courses:**

**MATH 5660G - Statistical Data Analytics**

**JUSTIFICATION:**
1) Graduate students in the Department of Mathematical Sciences, especially those concentrating in statistics, repeatedly request courses that would make them more competitive for data science jobs. In the past, faculty could only meet their demand by offering directed study or special topics courses. 2) Graduate research, especially in the statistics concentration, often includes a computational, simulation, or data analysis component. This course would better prepare students for this aspect of research.

**STAT 5660G - Statistical Data Analytics**

**JUSTIFICATION:**
1) Graduate students in the Department of Mathematical Sciences, especially those concentrating in statistics, repeatedly request courses that would make them more competitive for data science jobs. In the past, faculty could only meet their demand by offering directed study or special topics courses. 2) Graduate research, especially in the statistics concentration, often includes a computational, simulation, or data analysis component. This course would better prepare students for this aspect of research.

**MOTION:** Dr. McGibony made a motion to approve the New Courses submitted by the College of Science and Mathematics. A second was made by Dr. Williams-Johnson, and the motion to approve the items was passed.

*Dr. Charles Champ presented the new program agenda item for the College of Science and Mathematics.*

**New Program:**

**Applied Statistics**

**JUSTIFICATION:**
Professionals and students alike are finding that employers value the skills obtained in the Certificate in Applied Statistics program. This program will fill a need not currently met on campus or at institutions in this region. The College of Science and Mathematics gets many requests per year by students to expand our offerings in Statistics.

**MOTION:** Dr. Andrew Hansen suggested that departments consider putting their concentration area at the beginning of the course title if they are using general terms.
MOTION: Dr. McGibony made a motion to approve the New Program submitted by the College of Science and Mathematics. A second was made by Dr. Williams-Johnson, and the motion to approve the item was passed.

E. Jiann-Ping Hsu College of Public Health

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

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Course:

**EPID 7233** - Principles of Public Health Surveillance

**JUSTIFICATION:**

Noted an error in title.

Department of Health Policy and Community Health

Revised Courses:

**GEPH 7131** - Applied Planning and Evaluation Methods for Public Health Promotion

**JUSTIFICATION:**

GEPH 7131 is a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

**GEPH 7132** - Public Health Preparedness

**JUSTIFICATION:**

GEPH 7132 is a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

**GEPH 7134** - Social Marketing for Health Communication

**JUSTIFICATION:**

GEPH 7134 is a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

**GEPH 7530** - Capstone in PH Leadership

**JUSTIFICATION:**

GEPH 7530 is a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

**HSPM 7230** - Health Leadership and Strategic Planning

**JUSTIFICATION:**

We are proposing that HSPM 7230 be a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

**HSPM 7236** - Health Informatics

**JUSTIFICATION:**

We are proposing HSPM 7236 be a required class for the MPH Generalist Concentration. We are proposing to revise the concentration name (Applied Public Health) and offer the concentration as fully online. A change to the schedule type is necessary for online delivery.

Revised Program:

**MPH-PH/GEN** - Public Health M.P.H. (Concentration in Applied Public Health)

**JUSTIFICATION:**

Consolidation related changes. Approved October 26th.

Program competencies for the MPH Generalist program were updated and faculty felt GEPH 7133 (Health/Illness Continuum) no longer fit the intent of this concentration. A new course HSPM 7431 has been proposed and this course is consistent with updated competencies.
Further changes are intended to broaden the overall appeal of this concentration. The specific intent is to attract prospective students currently employed in the public health workforce by renaming the concentration "Applied Public Health". Leadership/strategic planning (HSPM 7230) and health informatics (HSPM 7236) were added as the required coursework and GEPH 6130 was eliminated. Guided electives were reduced from 6 to only 3. Further, the proposed changes would include offering this concentration fully online.

Dr. Rami Haddad asked if the program was already online, and Dr. Tedders said no.

Dr. Harris asked if the other courses that are in the program are offered online. Dr. Tedders said the ones that the scheduling type did not change are currently offered online.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. McGibony, and the motion to approve the Revised Courses and Revised Program was passed.

F. College of Arts and Humanities

Dr. Abby Brooks presented the agenda item for the Department of Communication Arts.

Department of Communication Arts

Revised Program:
CERG-PCLC - Professional Communication and Leadership Post-Baccalaureate Certificate

JUSTIFICATION:
Two sets of changes. First, the program page in the 2018-2019 catalog does not list the alternative core course for COMM 7150. The program page submitted through the consolidation process listed COMM 7150 OR LEAD 7150, but the current catalog only lists COMM 7150. Attached is a copy of the program page that was submitted last year.

Second, in the consolidation process a graduate level course was created and cross listed in COMS and WRIT. However, the two courses have slightly different course numbers. WRIT 5530G Sociolinguistics is listed as the alternative for COMS 5530G Rhetoric. The correct crosslisted alternative should be WRIT 5330G. WRIT 5330G is incorrectly titled. In the catalog, it is titled as History of English Language, which is the same course title as WRIT 5340/5340G. WRIT 5330G should be titled Rhetoric, to correspond with the crosslisted WRIT 5330. This error has been pointed out to the Department of Writing, who has contacted the Registrar about correcting the course title.

This is a resubmission of changes that were rolled back due to deadline issues.

Dr. Walker stated Post-Baccalaureate is included in the title of many Armstrong graduate certificates that were added during consolidation. Dr. Walker explained how this can be confusing when applicants are applying. She asked Ms. Griffith if Post-Baccalaureate could be removed from the certificate title. Ms. Griffith said that wording is not included on the official degree roster. Ms. Griffith agreed with Dr. Walker that this language should be removed from the certificate title. Dr. Brooks agreed to make the change.

MOTION: Dr. McGibony made a motion to approve the agenda item submitted by the Department of Communication Arts, with the understanding that Post-Baccalaureate be removed from the certificate program title. A second was made by Dr. Ogloblin, and the motion to approve the Revised Program was passed.

Dr. Steven Harper presented the agenda items for the Department of Music.

Department of Music

Course Deletion:
MUSC 7535 - Advanced MIDI Sequencing

JUSTIFICATION:
Replaced by MUSC 7536 Audiovisual Composition
New Courses:
MUSC 7536 - Audiovisual Composition
JUSTIFICATION:
The new course replaces Advanced MIDI Sequencing. Given the current and future focus upon having skills across media, it is best to offer a course which teaches a cross-modal skill set and to cover the MIDI protocol (previously covered in Advanced MIDI Sequencing) in the existing Interactive Media course.

MUSC 7610 - Music Technology Seminar
JUSTIFICATION:
This course replaces Electronic Music Ensemble. Ensembles in the electronic music context can be considered one of the topics that might be explored in a seminar setting. Shifting the course to a seminar format will strengthen the curriculum by allowing more varied and relevant topics of study.

MOTION: Dr. Williams-Johnson made a motion to approve the Course Deletion and New Courses submitted by the Department of Music. A second was made by Ms. Leslie Haas, and the motion to approve the items was passed.

Revised Programs:
MM-MUSC - Music M.M. (Concentration in Composition)
JUSTIFICATION:
One course has been deactivated and replaced by a new course.

MM-MUSC/COND - Music M.M. (Concentration in Conducting)
JUSTIFICATION:
Current catalog page swaps listings of Seminar in Advanced Conducting and Recital (items are in the wrong categories/places). The correction restores the course requirements to how they were originally approved.

MM-MUSC/MED - Music M.M. (Concentration in Music Education)
JUSTIFICATION:
Corrects an egregious error self-introduced by CIM in the current catalog (lists wrong concentration area in the table heading).

MM-MUSC/MT - Music M.M. (Concentration in Music Technology)
JUSTIFICATION:
One of the courses has been deactivated and replaced by a newly created course.

MOTION: Dr. Williams-Johnson made a motion to approve the Revised Programs submitted by the Department of Music. A second was made by Dr. Haddad, and the motion to approve the items was passed.

Dr. Melissa Carrion presented the agenda items for the Department of Writing and Linguistics.

Department of Writing and Linguistics
New Courses:
WRIT 5100G - Writing for New Media
JUSTIFICATION:
WRIT 5100 already exists at the undergraduate level, and the lack of a G section was an oversight during the curriculum consolidation process. Creating a G section will also allow this course to serve graduate students in appropriate programs.

WRIT 5535G - Intellectual Property
JUSTIFICATION:
The G section of this course will allow it to serve as an option for students in the MAPCL and other graduate programs.

Dr. Harris stated the program objectives were missing from WRIT 5100G and WRIT 5535G. Dr. Carrion stated her Department Chair sent an email informing them of the missing specific learning outcomes.
(SLOs). She said the SLOs have been submitted to the Dean’s office to be included in the submission. Mr. S. Norton Pease asked if the items could be rolled back to him so that he could add the SOLs to the new course submissions. Dr. Harris explained that there has to be something that differentiates what is being taken for graduate credit versus undergraduate credit. The committee agreed to have these items rolled back to the Dean’s office so that the SOLs could be added to the New Courses.

MOTION: Dr. McGibony made a motion to approve agenda items submitted by the Department of Writing and Linguistics, pending the addition of the SOLs in WRIT 5100G and WRIT 5535G. A second was made by Dr. Ogloblin, and the motion to approve the New Courses was passed.

G. Waters College of Health Professions

Dr. Gavin Colquitt presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

Revised Courses:

**HLTH 6133** - School Health Education Methods

**JUSTIFICATION:**
The MAT in Health and Physical Education program has been approved to move fully online in summer 2019 by the provost office. Changes to course will start summer 2019.

Changing prerequisites because students in the MS in Kinesiology with concentration in Physical Education will be required to take this course in their program of study.

**KINS 6134** - Elementary Physical Education Methods

**JUSTIFICATION:**
The MAT in Health and Physical Education program has been approved to move fully online in summer 2019 by the provost office. Changes to course will start summer 2019.

Instructor would allow other students to take course if instructor approves.

**KINS 6234** - Adapted Physical Education Methods

**JUSTIFICATION:**
The MAT in Health and Physical Education program has been approved to move fully online in summer 2019 by the provost office. Changes to course will start summer 2019.

Instructor would allow other students to take course if instructor approves.

**KINS 6334** - Secondary Physical Education Methods

**JUSTIFICATION:**
The MAT in Health and Physical Education program has been approved to move fully online in summer 2019 by the provost office. Changes to course will start summer 2019.

Instructor would allow other students to take course if instructor approves.

**KINS 7637** - Health and Physical Education Seminar

**JUSTIFICATION:**
The MAT in Health and Physical Education program has been approved to move fully online in summer 2019 by the provost office. Changes to course will start summer 2019.

Added KINS 7735 in the program of study. Students must pass it with a "C" to progress to this stage of the program.

Added corequisite of ESED 6796 for candidates who are not currently teaching and ESED 6799 for candidates who have a teaching job.

**KINS 6135** - Physical Education Scientific Topics

**JUSTIFICATION:**
Course is needed for the Master of Arts in Teaching Health and Physical Education program.
KINS 7735 - Physical Education Field Experience

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

MOTION: Dr. Sipe made a motion to approve the agenda items submitted by the Department of Health Sciences and Kinesiology. A second was made by Ms. Leslie Haas, and the motion to approve the Revised Courses and New Courses was passed.

H. College of Education

Dr. Tracy Linderholm presented the agenda items for the College of Education. Dr. Gavin Colquitt discussed the ESED Revised Courses and the Teaching M.A.T. (Concentration in Health and Physical Education P-12) Online Program Revision submitted by the Department of Middle Grades and Secondary Education.

Department of Curriculum, Foundations, and Reading

Revised Courses:
EDUC 9130 - Contemporary Curriculum Theorists
JUSTIFICATION:
Permission of instructor was incorrectly listed as a prerequisite for this course, causing registration errors for any student attempting to register for the course. The only change made to this course was removal of the erroneous prerequisite.

READ 7234 - Literacy Leaders in Today’s Schools
JUSTIFICATION:
This course is being changed to adapt to our Ed.S. program which is growing. It offers an exclusive focus on LITERACY leaders and connects to the new and updated International Literacy Association standards for professional literacy leadership.

New Courses:
READ 6330 - Literacy in the Content Areas for Elementary Learners
JUSTIFICATION:
This course was designed for the MAT ELEM program and to meet the needs of EdTPA. It focuses exclusively on teaching reading in the content areas for P-5 students only. It also incorporates elements of EdTPA for pre-service MAT students.

READ 8430 - Current Research in Trends and Issues in Literacy Education
JUSTIFICATION:
This course is designed to specifically meet the needs of our Ed.S in Reading students. Our graduate students have asked for a content specific course that allow them to focus on literacy topics and collaborate with others who are interested in literacy. This course will allow us to offer our growing populations of Ed.S. in Reading students an opportunity for more content. The goal is to give students an opportunity to earn 18 hours in reading in their Ed.S. degree so that they will have this expertise when seeking leadership positions.

Revised Programs:
CERG-APRHCEV - Applied Research and Evaluation Certificate Program (Online)
JUSTIFICATION:
EDUR 7130 is being moved from program prerequisite to required course in program of study. This will allow students to enroll in two courses first semester of program, if desired.

EDD-CURS - Curriculum Studies Ed.D.
JUSTIFICATION:
The GPA under admission requirements was changed from 3.5 to 3.25 to reflect the new GPA requirements that were approved by the curriculum studies program committee and the CFR department.
The course EDUC 8632 was incorrectly listed as a course requirement for the multicultural and social justice emphasis area. The original curriculum documents included the correct title of the course "Foundations for Social Justice Education" but incorrectly listed EDUC 8632 as the course number. The current revisions correct this mistake by listing EDUF 8631 Foundations for Social Justice Education as the correct required course for this emphasis area.

Tuition rate was corrected.

**EDS-READED** - Reading Education (K-12) Ed.S. (Online)

**JUSTIFICATION:**
The Ed.S. program is being redesigned to provide students with 18 hours of reading specific content. This is important because students need a significant number of hours to qualify for literacy leadership positions in schools and for district level jobs.

**MED-EARL** - Evaluation, Assessment, Research, and Learning M.Ed. (Online)

**JUSTIFICATION:**
Correction of tuition rate from standard tuition to e-tuition and modify delivery method to fully online. This rate was previously approved but not updated in CIM. This is an administrative change only and should be updated for Spring 2019.

Program has elected to remove GRE score requirement from admission requirements. We have studied the performance of students since program inception in 2017, and students with lower GRE scores have been successful in the program. We also feel this will eliminate a financial barrier for program application. Also, outcomes have been updated to reflect those in program assessment report.

**MED-READED** - Reading Education M.Ed. (Online)

**JUSTIFICATION:**
We have changed this course [READ 7234] (currently under review) to an Ed.S. level course. It will no longer be appropriate for the M.Ed. program so we are deleting it as a restricted elective.

**MOTION:** Dr. McGibony made a motion to approve the agenda items submitted by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. Haddad, and the motion to approve the Revised Courses, New Courses, and Revised Programs was passed.

**Department of Elementary and Special Education**

**Revised Programs:**

**EDS-ELED** - Elementary Education (Grades P-5) Ed.S. (Online)

**JUSTIFICATION:**
The following courses listed have been revised with new prefix and course numbers. See revisions below
ESED 5233 to TCLD 4233
ESED 5233G to TCLD 6233
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235

**EDS-SPED** - Special Education (Grades P-12) Ed.S. (Online)

**JUSTIFICATION:**
The following courses listed have been revised with new prefix and course numbers. See revisions below
ESED 5233 to TCLD 4233
ESED 5233G to TCLD 6233
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235

**MOTION:** Dr. McGibony made a motion to approve the agenda items submitted by the Department of Elementary and Special Education. A second was made by Dr. Ogloblin, and the motion to approve the Revised Programs was passed.
Department of Leadership, Technology, and Human Development

Revised Program:

**EDD-EDLDRSP** - Educational Leadership Ed.D.

**JUSTIFICATION:**
Consolidation related changes. The program of study has been modified to include an additional course choice within the Tier One section. Program learning outcomes have been revised.

**MOTION:** Dr. Sipe made a motion to approve the agenda item submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Ogoblin, and the motion to approve the Revised Program was passed.

Department of Middle Grades and Secondary Education

Revised Courses:

**ESED 5799G** - Student Teaching in P-12 Education

**JUSTIFICATION:**
To align with other MAT programs, the credit hours for the final clinical practice course ESED 5799G changed from 9 hours to 6 hours resulting in the need to modify the course number so it is no longer cross listed with ESED 5799. The course fees were updated to include edTPA fees.

**ESED 6799** - Supervised Internship

**JUSTIFICATION:**
To align with other MAT programs, the credit hours for the final clinical practice course ESED 6799 changed from 9 hours to 6 hours. The course fees were updated to include edTPA fees.

**TCLD 5233G** - Applied Linguistics for ESOL/TCLD

**JUSTIFICATION:**
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.

Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 6000 level.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.

**TCLD 5234G** - Cultural Diversity and ESOL/TCLD

**JUSTIFICATION:**
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.

Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 6000 level.

The change in the final digit of the course number reflects that fact that we recommend that students take this course before Applied Linguistics for ESOL/TCLD.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.

**TCLD 5235G** - Methods for Teaching ESOL/TCLD

**JUSTIFICATION:**
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.
Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 6000 level.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.

**TCLD 7334** - Language Policy and Politics in Education  
**JUSTIFICATION:**  
The pre-requisite courses listed have been revised with new prefix and course numbers.  
ESED 5233 to TCLD 4233  
ESED 5233G to TCLD 6233  
ESED 5234 to TCLD 4231  
ESED 5234G to TCLD 6231  
ESED 5235 to TCLD 4235  
ESED 5235G to TCLD 6235

**TCLD 7336** - Globalization, Immigration, and Teaching ELLs  
**JUSTIFICATION:**  
The pre-requisite courses listed have been revised with new prefix and course numbers.  
ESED 5233 to TCLD 4233  
ESED 5233G to TCLD 6233  
ESED 5234 to TCLD 4231  
ESED 5234G to TCLD 6231  
ESED 5235 to TCLD 4235  
ESED 5235G to TCLD 6235

**TCLD 7338** - Special Education – ELL Interface Assessment  
**JUSTIFICATION:**  
The pre-requisite courses listed have been revised with new prefix and course numbers.  
ESED 5233 to TCLD 4233  
ESED 5233G to TCLD 6233  
ESED 5234 to TCLD 4231  
ESED 5234G to TCLD 6231  
ESED 5235 to TCLD 4235  
ESED 5235G to TCLD 6235

**Revised Programs:**  
**CERG-TCLADS** - Teaching Culturally and Linguistically Diverse Students Certificate (Online)  
**JUSTIFICATION:**  
ESED courses are being revised to a new prefix and course numbers. See revisions below  
ESED 5234G to TCLD 6231  
ESED 5235G to TCLD 6235

**EDS-MGE** - Middle Grades Education (Grades 4-8) Ed.S. (Online)  
**JUSTIFICATION:**  
The following courses listed have been revised with new prefix and course numbers. See revisions below  
ESED 5233 to TCLD 4233  
ESED 5233G to TCLD 6233  
ESED 5234G to TCLD 6231  
ESED 5235G to TCLD 6235

**EDS-SECED** - Secondary Education (Grades 6-12) Ed.S. (Online)
JUSTIFICATION:
The following courses listed have been revised with new prefix and course numbers. See revisions below
ESED 5233 to TCLD 4233
ESED 5233G to TCLD 6233
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235

ENDORS-ESOL - English for Speakers of Other Languages (ESOL) Education Endorsement
JUSTIFICATION:
Current courses within the program have been revised to new prefix and course numbers. See modifications below
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235

The tuition rate has been corrected to the previously approved tuition rate.

MAT-HPE - Teaching M.A.T. (Concentration in Health and Physical Education P-12) (Online)
JUSTIFICATION:
The MAT in Health and Physical Education would like to move to a 100% online program. To do this, the requested changes are needed.

Other Program Requirements were added due to GaPSC rules.

The program has been approved to move fully online in summer 2019 by the provost office.

MAT-SPAN - Teaching M.A.T. (Concentration in Spanish Education P-12)
JUSTIFICATION:
The number of credit hours changed from 36 to 33 to reflect the change of the Student Teaching/Supervised Internship courses, ESED 5799G to ESED 6796 and from 9 to 6 hours; ESED 6799 has been revised from 9 to 6 hours.

MED-TCLADS - Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online)
JUSTIFICATION:
The Subject Prefixes and Course Numbers for the ESOL Endorsement courses are changing.

Dr. Walker added that the Provost has approved for the MAT-HPE to have a summer admit for the online program. The approval letter is included as an attachment in the proposal.

MOTION: Dr. McGibony made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education. A second was made by Ms. Haas, and the motion to approve the Revised Courses and Revised Programs was passed.

VI. OLD BUSINESS
   A. Graduate Policy Review Sub-Committee – Dr. Walker said the sub-committee has met twice. She said one of the first items the sub-committee will work on will be the process or policy statement for the IRB issue Dr. Walker discussed during her Director’s Update. They will look at the language for the thesis and dissertation requirements as far as completion. The sub-committee will be looking at different policies to see what other institutions are doing.

   B. Registrar’s Update – Ms. Dent asked everyone to be mindful of the deadline for the April meeting. The April meeting will be the last meeting to submit 2019-2020 catalog edits. She said currently there are 101 graduate courses and 34 graduate programs that will be on the April agenda. The deadline to submit agenda items for the April meeting is March 21.

   Ms. Dent said the Registrar’s Office will be opening the catalog up to editors and July 1 is the deadline for their office to have the catalog ready.
VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on March 14, 2019 at 10:09 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved April 3, 2019 by electronic vote of Committee Members
GRADUATE COMMITTEE MINUTES  
Graduate Committee Meeting Date – April 11, 2019

Present:    Dr. Rocio Alba-Flores, CEC; Dr. Marcel Ilie, CEC; Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Chad Posick, CBSS; Dr. Stephanie Sipe, COB; Dr. Meca Williams-Johnson, COE; Dr. Alma Stevenson, COE; Dr. Michele McGibony, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Brandonn Harris, WCHP; Mrs. Lori Gwinett, Library; Dr. Cary Christian, [Alternate] CBSS; Ms. Judith Garrison, [Alternate] Library

Guests:    Mrs. Cindy Groover, Institutional Effectiveness; Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Randi Sykora, COGS; Mr. Wayne Smith, Registrar’s Office; Ms. Aaliyah Dent, Registrar’s Office; Dr. Tracy Linderholm, COE; Dr. Stephen Rossi, WCHP; Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEC; Dr. Rand Ressler, COB; Dr. Stuart Tedders, JPHCOPH; Dr. Brenda Blackwell, CBSS; Dr. Jolyon Hughes, CAH; Dr. David Alley, CAH; Dr. Beth Howells, CAH

Absent:    Dr. Ted Brimeyer, CBSS; Dr. Constantin Ogloblin, COB; Dr. Shijun Zheng, COSM; Dr. Julie Reagan, JPHCOPH; Mrs. Nikki Cannon-Rech, Library

I. CALL TO ORDER

Dr. Brandonn Harris called the meeting to order on Thursday, April 11, 2019 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Michele McGibony made a motion to approve the agenda as written. A second was made by Dr. Meca Williams-Johnson and the motion to approve the agenda was passed.

III. CHAIR’S UPDATE

No Chair’s Update was provided.

IV. DIRECTOR’S UPDATE

Dr. Ashley Walker shared the following updates:

- Averitt Award recipients will be announced during the Research Symposium lunch reception, on Thursday, April 18. The reception will be held in Nessmith-Lane Ballroom from 12-1 PM.
- The last spring Graduate Writer’s boot camp is on Saturday, April 27. Please encourage your students to attend.
- The GSO on the Statesboro campus will host their spring social at Eagle Creek Brewery tonight, from 7-10 PM. Please encourage your students to attend.
- The GSO on the Armstrong campus will be hosting a Carnival event for their spring social. The event will be held on Saturday, April 27, from 12-4 PM at the Intramural Field on the Armstrong Campus. The event will be family-friendly and will be open to graduates on both the Armstrong and Statesboro campuses. COGS will be sending email reminders to graduate students related to these events. Please encourage your students to attend.
- A handout of the tentative 2019-2020 Graduate Committee meeting schedule was distributed. The dates have been approved, but the deadline to submit curriculum for the 2020-2021 catalog is to be determined.

Dr. Harris said a reconvene meeting has been scheduled for tomorrow as a backup if the committee is unable to review all of the curriculum items. Dr. Harris asked committee members to contact their alternates if the reconvene meeting is needed and they are unable to attend on April 12.

The tentative meeting schedule is below.
# Schedule of Meetings

**Graduate Committee (GC)**  
**2019-2020 Academic Year**

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Time</th>
<th>Meeting Locations</th>
<th>Agenda Items Due to Registrar’s Office</th>
<th>Agenda Items Due to GC Recording Secretary</th>
<th>Agenda Items Posted on Web and Sent to GC Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Statesboro Campus</strong></td>
<td><strong>Armstrong Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 12, 2019</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>August 22, 2019</td>
<td>August 29, 2019</td>
</tr>
<tr>
<td>October 10, 2019</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>September 19, 2019</td>
<td>September 26, 2019</td>
</tr>
<tr>
<td>November 14, 2019</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>October 24, 2019</td>
<td>October 31, 2019</td>
</tr>
<tr>
<td>January 23, 2020</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>December 3, 2019</td>
<td>January 9, 2020</td>
</tr>
<tr>
<td>February 13, 2020</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>January 23, 2020</td>
<td>January 30, 2020</td>
</tr>
<tr>
<td>March 12, 2020</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>February 20, 2020</td>
<td>February 27, 2020</td>
</tr>
<tr>
<td>April 9, 2020</td>
<td>9:00 a.m.</td>
<td>Veazey Hall, Room 2001C</td>
<td>University Hall Room 282</td>
<td>March 19, 2020</td>
<td>March 26, 2020</td>
</tr>
</tbody>
</table>

*The last meeting for items to be included in the 2020-2021 Undergraduate and Graduate Catalogs is TO BE DETERMINED.*

*Note: Items requiring Board of Regents/System Office approval may not be included in the catalogs if they are still pending Board of Regents/System Office/DOE approval.*
V. NEW BUSINESS

A. College of Education

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

Department of Curriculum, Foundations, and Reading

Revised Courses:

**EDUC 8632** - Curriculum and Pedagogy for Social Justice

**JUSTIFICATION:**
The change in schedule will allow this course to be taught fully online. The face-to-face meetings previously required for this course will be changed to optional consultations with the instructor that may occur face-to-face or online based on student preference.

**EDUC 8633** - Social Justice Inquiry

**JUSTIFICATION:**
The change in schedule will allow this course to be taught fully online. The face-to-face meetings previously required for this course will be changed to optional consultations with the instructor that may occur face-to-face or online based on student preference.

With the change to a fully online course, the removal of the prerequisite allows students enrolled in other online COE programs with elective options to enroll in this course without being admitted to the CPSJ program.

Revised Program:

**CERG-CPSJ** - Curriculum and Pedagogy for Social Justice Certificate

**JUSTIFICATION:**
The program description in the program of study was changed from hybrid to online. The two capstone courses (EDUC 8632 and EDUC 8633) were previously listed as requiring face-to-face meetings, but have been changed to online with optional face-to-face or online consultations with the instructor. With the change in these two courses, all courses in the CPSJ program are now online.

**MOTION:** Dr. Stephanie Sipe made a motion to approve the agenda items submitted by the Department of Curriculum, Foundation, and Reading. A second was made by Dr. McGibony, and the motion to approve the Course Revisions and Revised Program was passed.

Department of Elementary and Special Education

New Courses:

**ELEM 6700** - Critical Pedagogy Practicum

**JUSTIFICATION:**
The 100 hours of this practicum are required for certification by the Georgia Professional Standards Commission and the program emphasizes cultures and communities.

**SPED 6332** - Remediation and Supports for Students with Disabilities in Mathematics

**JUSTIFICATION:**
This course will replace ELEM 7332 Problem Solving and Math Representations in the Elem Classrooms. Providing teacher candidates with specific instruction to service students with disabilities in Math content is essential to preparing future special education teachers. This course will allow SPED faculty to instruct teacher candidates in specific teaching, strategies, and interventions that would be missed with a general approach to teaching math.

Revised Courses:

**ELEM 6733** - MAT Internship II

**JUSTIFICATION:**
The course name is being revised due to the Georgia Professional Standards Commission modifying the edTPA rule to third semester (not counting summer semester) therefore the course name needs to be changed to reflect placement with the program of study,
The primary grade mode has been corrected to Satisfactory versus Normal

**ELEM 6799** - MAT Internship I

**JUSTIFICATION:**
The course name is being revised due to the Georgia Professional Standards Commission modifying the edTPA rule to third semester (not counting summer semester) therefore the course name needs to be changed to reflect placement with the program of study.

**SPED 6130 - Introduction to Special Education**

*JUSTIFICATION:*
Language added to the following course description to meet the new PSC requirement that students earn a B in their required special education course.

**SPED 6231 - Special Education Laws and Procedures**

*JUSTIFICATION:*
Due to the new program changes with the MAT SPED program, SPED 6130 and SPED 6231 are now listed as courses to be taken together in an MAT SPED student's first semester. SPED 6231 still lists "C" or better in SPED 6130 as a prerequisite. This prerequisite was deleted.

**SPED 7411 - Assistive Technology for Students with Disabilities**

*JUSTIFICATION:*
This is a course number change from the old Armstrong course (EEXE 7510) to the new consolidated program. The requested new prefix and number is SPED 7411.

**New Programs:**

: **Autism Endorsement** - Autism Endorsement

*JUSTIFICATION:*
This 100% online Autism Endorsement program focuses on addressing the nation-wide shortage of autism teachers. The Autism Endorsement program will certify those qualified special education teachers who currently hold T-4 (or better) certification or equivalent state-issued, clear, renewable teaching certificate in special education with certification to teach students with Autism Spectrum Disorders (ASD).

The delivery method and tuition rate are being corrected to a fully online program as this program is not offered face-to-face. The e-tuition rate is attached below.

: **Positive Behavior Intervention and Supports Endorsement** – Positive Behavior Intervention and Supports Endorsement

*JUSTIFICATION:*
The Georgia Professional Standards Commission approved the PBIS endorsement, the first of its kind in the US in January 2019. Faculty at the College of Education at Georgia Southern University were instrumental in designing and promoting this endorsement. More than 1000 Georgia schools have been trained in PBIS, but the need to further extend a research-based course of study was recognized by the PSC and a college accredited endorsement was put forward as the best way to address this state-wide initiative.

**Revised Programs:**

: **CERG-SETSE - Special Education Transition Specialist Endorsement**

*JUSTIFICATION:*
The department code is being revised to reflect the new post consolidation department code. A new program code is requested to reflect an endorsement program and not a certificate program. The program title is being revised to omit the word "certificate" from the title as the program is an endorsement. The delivery method and tuition rate are being corrected to a fully online program as this program is not offered face-to-face. The transition endorsement admission requirement now aligns with the MED-Special Education (Grades P-12) M.Ed. (Online) program which is one of the endorsements built into the program of study.

: **MAT-ELEM - Teaching M.A.T. (Concentration in Elementary Education P-5) (Hybrid)**

*JUSTIFICATION:*
Consolidation related changes. Clarification of Admission requirements
Developing a new practicum course, ELEM 6700 to support students toward successful attempts at edTPA since it will occur in their third practicum (as per PSC rules).
Moved full-time practicum to the fifth semester to be aligned with PSC rules.
Students at times enter the program having taken one of the required program courses. When this occurs, students will take EDUF 7235 as a replacement course

**MAT-ELEMED - Teaching M.A.T. (Concentration in Elementary Education P-5) (Online)**
JUSTIFICATION:
Consolidation related changes.
Clarification of Admission requirements
Developing a new practicum course, ELEM 6700 to support students toward successful attempts at edTPA since it will occur in their third practicum (as per PSC rules).
Moved full-time practicum to the fifth semester to be aligned with PSC rules.
Students at times enter the program having taken one of the required program courses. When this occurs, students will take EDUF 7235 as a replacement course.

**MAT-SPECED - Teaching M.A.T. (Concentration in Special Education P-12) (Online)**
JUSTIFICATION:
Departmental administrative correction
ESED 5234G course is being revised with a new prefix and course number
ESED 5234G to TCLD 6231
Added alternative language for satisfying the content requirement for program admission
The addition of SPED 6332 is to address the needs of teacher candidates to receive SPED specific instruction in Math methods for student with disabilities.

**MAT-SPEED - Teaching M.A.T. (Concentration in Special Education P-12) (Hybrid)**
JUSTIFICATION:
Departmental administrative correction
ESED 5234G course is being revised with a new prefix and course number
ESED 5234G to TCLD 6231
Added alternative language for satisfying the content requirement for program admission
The addition of SPED 6332 is to address the needs of teacher candidates to receive SPED specific instruction in Math methods for student with disabilities.

**MED-SPEED - Special Education (Grades P-12) M.Ed. (Online)**
JUSTIFICATION:
Course EEXE 7510 has been revised to SPED 7411. The program of study has been modified to reflect this course revision.

**MOTION:** Dr. Richard Flynn made a motion to approve the agenda items submitted by the Department of Elementary and Special Education. A second was made by Dr. Jennifer Kowalewski, and the motion to approve the New Courses, Course Revisions, New Programs, and Revised Program was passed.

**Department of Leadership, Technology, and Human Development**
New Courses:
**ITEC 7232 - Visionary Leadership in Instructional Technology**
JUSTIFICATION:
Course is needed as an elective for the Instructional Technology Ed.S. and other graduate programs.

**ITEC 7233 - Selection and Development of Digital Tools and Resources**
JUSTIFICATION:
Course is needed as an elective.

**ITEC 7234 - Information Fluency and Inquiry Learning**
JUSTIFICATION:
The course is needed as an elective for the Instructional Technology Ed.S. and other graduate programs in the institution.
Revised Courses:

**EDLD 7331 - Foundations of Student Affairs in Higher Education**

**JUSTIFICATION:**
Diversify the delivery of the course.

**EDLD 7430 - American Higher Education**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery. Correction of repeatable status.

**EDLD 7431 - Higher Education Administration**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery. Correction of repeatable status.

**EDLD 8431 - Higher Education Law**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery. Correction of repeatable status.

**EDLD 8434 - The Community College**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery. Correction of repeatable status.

**EDLD 8439 - Politics of Higher Education**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery. Correction to repeatable status.

**EDLD 8535 - College Student Development**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery.

**EDLD 8536 - Assessment and Evaluation in Higher Education**

**JUSTIFICATION:**
Adding schedule type to include both Lecture and Asynchronous Instruction to allow flexibility to course delivery.

Revised Programs:

**EDS-INSTECH - Instructional Technology Ed.S.**

**JUSTIFICATION:**
The number of electives for the School Library Media concentration has been increased to 9 so it is the same as the Instructional Technology concentration. ITEC 8130 will be an elective for both concentrations.

**MED-HEAD - Higher Education Administration M.Ed.**

**JUSTIFICATION:**
Desire to add an additional piece of evidence to assist with candidate evaluation for admission to the program.

**MOTION:** Dr. McGibony made a motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Cary Christian, and the motion to approve the New Courses, Course Revisions, and Revised Programs was passed.

**Department of Curriculum, Foundations, and Reading**

**New Course:**

**EDUF 5133G - Assessment and Procedures for Teaching Gifted and Talented Learners**

**JUSTIFICATION:**
EDUF 5133G is the fourth course of four courses needed for in-service teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

Department of Middle Grades and Secondary Education

New Courses:

**ESED 5130G - Nature and Needs of Gifted and Talented Learners**

**JUSTIFICATION:**

ESED 5130G is the first of four courses needed for in-service teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

**ESED 5131G - Curriculum for Gifted and Talented Learners**

**JUSTIFICATION:**

ESED 5131G is the second of four courses needed for inservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

**ESED 5132G - Methods for Teaching Gifted and Talented Learners**

**JUSTIFICATION:**

ESED 5132G is the third of four courses needed for preservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

**ESED 8230 - Introduction to Teacher Support and Coaching**

**JUSTIFICATION:**

This course is intended to be the first course in a two course sequence for a Teacher Support and Coaching (TSC) Endorsement. Georgia Southern College of Education faculty have received requests from partner school systems and individual clinical supervisors who work with our students wanting additional professional development in the areas of mentorship and coaching knowledge, skills, and dispositions. The Georgia Professional Standards Commission is now requires clinical supervisors who host student teachers to have either the TSC endorsement or have received in-depth mentoring based training preferably the TSC Endorsement.

**ESED 8232 - Teacher Support and Coaching Internship**

**JUSTIFICATION:**

This course is intended to be the second course in a two course sequence for a Teacher Support and Coaching (TSC) Endorsement. Georgia Southern College of Education faculty have received requests from partner school systems and individual clinical supervisors who work with our students wanting additional professional development in the areas of mentorship and coaching knowledge, skills, and dispositions. The Georgia Professional Standards Commission is now requires clinical supervisors who host student teachers to have either the TSC endorsement or have received in-depth mentoring based training preferably the TSC Endorsement.

Revised Courses:

**MGED 6739 - Supervised Internship II: Middle Grades**

**JUSTIFICATION:**

During consolidation, MGED/SCED 6131 was renamed as MSED 6131. However, during the consolidation process, we failed to remove MGED 6131 as a corequisite for MGED 6739. MGED 6131 no longer exists as it was renamed MSED 6131, but it causes registration errors. MSED 6131 is being added as a co-requisite. The title was changed to reflect MGED 6739 as the field experience for teachers of record.
MGED 6799 - Supervised Internship: Middle Grades

JUSTIFICATION:
During consolidation, MGED/SCED 6131 was renamed as MSED 6131. However, during the consolidation process, we failed to remove MGED 6131 as a prerequisite for MGED 6799. MGED 6131 no longer exists as it was renamed MSED 6131, but it causes registration errors. MSED 6131 is being added as a co-requisite.

New Programs:
: Gifted In-field Graduate Endorsement - Gifted In-field Graduate Endorsement
JUSTIFICATION:
The Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

: Teacher Support and Coaching Endorsement – Teacher Support and Coaching Endorsement
JUSTIFICATION:
This program is intended to be a two course sequence for a Teacher Support and Coaching (TSC) Endorsement. Georgia Southern middle grades and secondary education faculty have received requests from partner school systems and individual clinical supervisors who work with our students wanting additional professional development in the areas of mentorship and coaching knowledge, skills, and dispositions. The Georgia Professional Standards Commission now requires clinical supervisors who host student teachers to have either the TSC endorsement or have received in-depth mentoring based training preferably the TSC Endorsement.

Revised Programs:
MAT-MGED - Teaching M.A.T. (Concentration in Middle Grades Education Grades 4-8)
JUSTIFICATION:
Administrative language change within the program of study. The steps within the POS have been corrected to reflect current semester course offerings.
MGED 6739 course title is being revised to Supervised Internship II: Middle Grades

MAT-SCED - Teaching M.A.T. (Concentration in Secondary Education Grades 6-12)
JUSTIFICATION:
Administrative language change within the program of study. The steps within the POS have been corrected to reflect current semester course offerings.

MED-MGE - Middle Grades Education (Grades 4-8) M.Ed. (Online)
JUSTIFICATION:
The following courses listed have been revised with new prefix and course numbers. See revisions below
ESED 5233G to TCLD 6233
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235
These revisions were inserted in the program of study, footnotes.

MED-SECED - Secondary Education (Grades 6-12) M.Ed. (Online)
JUSTIFICATION:
The following courses have been revised with new prefix and course numbers. See revisions below
ESED 5233G to TCLD 6233
ESED 5234G to TCLD 6231
ESED 5235G to TCLD 6235
These revisions have been added to the program of study footnotes.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education, and the New Course from the Department of Curriculum, Foundation, and Reading. A second was made by Dr. Kowalewski, and the motion to approve the New Courses, Course Revisions, New Programs, and Revised Programs was passed.

B. Parker College of Business
Dr. Rand Ressler presented the agenda item for the Parker College of Business.
Department of Economics
Revised Course:
ECON 7131 - Microeconomics
JUSTIFICATION:
Pending approval, ECON 7130 will be required in the program and successful completion of the math course was shown to enhance student performance in ECON 7131 when ECON 7130 was an admission requirement.

MOTION: Dr. McGibony made a motion to approve the agenda item submitted by the Parker College of Business. A second was made by Dr. Chad Posick, and the motion to approve the Course Revision was passed.

C. Jiann-Ping Hsu College of Public Health
Dr. Stuart Tedders presented the agenda items for the Jiann-Ping Hsu College of Public Health.
Department of Biostatistics, Epidemiology, and Environmental Health Sciences
Revised Course:
EPID 9233 - Cancer Epidemiology
JUSTIFICATION:
Prerequisite change necessary to ensure adequate academic preparation. An invalid prerequisite was recorded in the last change. The correct prerequisite has been added.

Department of Health Policy and Community Health
Revised Course:
HSPM 7235 - Healthcare Law and Ethics
JUSTIFICATION:
Error noted in title. Also, changing schedule type to allow it to be taught as asynchronous instruction.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. McGibony, and the motion to approve the Course Revisions was passed.

D. College of Science and Mathematics
Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.
Department of Biology
Selected Topics Announcements:
30: - Endocrinology
JUSTIFICATION:
We would like to pilot this course as a lecture only section of Endocrinology (formally BIOL 5247) which had a laboratory component. This course is a study of endocrine mechanism, including their evolution and importance at various levels of biological organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

31: - Animal Nutrition
JUSTIFICATION:
This course examines the dietary requirements of both companion animals (e.g. dogs, cats, horses, reptiles, birds, fish) and livestock (e.g. cattle, poultry, sheep, llamas). It includes the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient acquisition and use, feed additives, metabolic diseases and diet therapy. I will take a comparative approach focusing on companion animals and livestock and will use the human body as an example to discuss the general physiology of the digestive system in mammals. Activities that characterize animal nutrition include: a) molecular mechanisms of nutrient absorption, transport, storage, and metabolism and the control of these processes; b) the relationship of diet, animal health, and performance; c) means of improving the quality of animal feeds; d) assessment of nutrient status of animals.
Completion of a course in animal nutrition helps pre-vet students. Any pre-vet student currently interested in taking a class in animal nutrition has to complete it on-line outside of GSU. Pre-requisite: BIOL 1107 and BIOL 1107L
Credits: 3
Pedagogy for Learning Assistants

**JUSTIFICATION:**
To have new LAs reflect on their own teaching and learning and make connections to relevant education theory and literature

- To support and prepare LAs to interact with students, question students according to class topic, make claims about students’ ideas, and take action as a result. Ideally, to help students interact with one another
- To inspire and motivate LAs to recognize and exercise their capabilities and responsibilities for making the world a better place
- To provide a community for new LAs to discuss their roles and experiences working with students and faculty

The Pedagogy Course Goals are for LAs to:

- Reflect on their own teaching and learning
- Reflect on and develop their views on teaching and learning
- Make connections to relevant education theory and literature and share this with their lead faculty member
- Try out a variety of strategies in their learning teams and revise these strategies according to their experience
- Listen to their students, make claims about their students’ ideas, and take action to address those claims (formative assessment)
- Develop awareness of the intellectual, social, cultural diversity of students and begin thinking about differentiate instruction
- Begin thinking about the ways in which they would like to see change, and begin to see themselves as influencing this process
- Discuss their roles and experiences working with students and faculty

**No action is required for Selected Topics Announcements.**

**Department of Chemistry and Biochemistry**

**Revised Courses:**

**BCHM 5201G** - Biochemistry I

**JUSTIFICATION:**
This revision accompanies the matching revisions to BCHM 5201 in the undergraduate catalog. The catalog description was updated, and the erroneous cross listing was removed (it is not both CHEM 5201 and BCHM 5201: CHEM 5201 was replaced as "BCHM" 5201 during Consolidation).

**BCHM 5202G** - Biochemistry II

**JUSTIFICATION:**
The course description is being updated. This revision matches the course revision form for BCHM 5202 submitted to the undergraduate committee. The credit hours were also corrected as BANNER did not seem to have the lab contact hours listed (it is a traditional 3 hr lecture and 3 hr lab combo science course)

**Department of Mathematical Sciences**

**Revised Course:**

**STAT 5130G** - Sampling and Survey Methods

**JUSTIFICATION:**
The purpose of this change is to reflect a numbering change in a prerequisite, STAT 1401 (formerly 2231). It also allows for eCORE students to register for this course (eCORE students often take Introductory Statistics as "MATH" 1401).

**MOTION:** Dr. Flynn made a motion to approve the revised courses submitted by the Department of Chemistry and Biochemistry and the Department of Mathematical Sciences. A second was made by Dr. Kowalewski, and the motion to approve the Course Revisions was passed.

**Revised Programs:**

**MSAPS-APS** - Applied Physical Science M.S.A.P.S. (Thesis)

**JUSTIFICATION:**
The Accelerated BS/MS program in Applied Physical Science allows students to complete both their B.S. and M.S. degrees in five years, one year earlier than if the degrees were done separately. This gives students an advantage in the job market by providing them with more training, an advanced degree, more research experience, or an advantage for entry into professional schools or Ph.D. programs. Students are accepted into the BS/MS program in the second semester of their junior year.

**JUSTIFICATION:**
The Accelerated BS/MS program in Applied Physical Science allows students to complete both their B.S. and M.S. degrees in five years, one year earlier than if the degrees were done separately. This gives students an advantage in the job market by providing them with more training, an advanced degree, more research experience, or an advantage for entry into professional schools or Ph.D. programs. Students are accepted into the BS/MS program in the second semester of their junior year.

Dr. Walker stated Dr. Teresa Flateby, in the Office of Institutional Effectiveness (OIE), sent her draft language that OIE has come up with as a standard to be included in all accelerated bachelors to master’s program submissions. Dr. Walker will send Dr. Flateby comments back on the language. Dr. McGibony asked if there is a plan to include this information at the front of the catalog, instead of putting the language on every program page. Dr. Walker said there is already an ABM policy in the catalog, and they are still determining the best way to list the information in the catalog. Dr. Walker said the program still has to be mapped from an undergraduate program to a master’s program. Dr. Walker will share the OIE language with all programs who are submitting ABM proposals.

**MOTION:** Dr. Flynn made a motion to approve the revised program agenda items submitted by the Department of Chemistry and Biochemistry, pending revisions to the ABM language. A second was made by Dr. Williams-Johnson, and the motion to approve the Revised Programs was passed.

**E. College of Arts and Humanities**

*Dr. David Alley presented the agenda items for the Department of Foreign Languages.*

**Department of Foreign Languages**

Revised Courses:

**SPAN 5030G** - Selected Topics in Spanish

**JUSTIFICATION:**
We are standardizing the prereqs for 5000G courses.

**SPAN 5090G** - Selected Topics in Spanish

**JUSTIFICATION:**
1. Description missing
2. Prereqs. We are standardizing the prereqs for 5000G courses.
3. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 5230G** - Studies in Hispanic History

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for 5000G courses.

**SPAN 5232G** - Studies in Hispanic Societies

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 5000G courses.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 5234G** - Studies in Hispanic Literature

**JUSTIFICATION:**
We are standardizing the prereqs for all 5000G courses.

**SPAN 5331G** - Latinos in the U.S.

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 5000G courses.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.
3. The course can be repeated for credit.

**SPAN 5332G** - Studies in Hispanic Film  
*JUSTIFICATION:*  
We are standardizing the prereqs for all 5000G courses

**SPAN 6132** - Hispanic Linguistics  
*JUSTIFICATION:*  
1. The course may be repeated for credit with different content.  
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 6230** - Early Modern Hispanic Studies  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 6231** - 18th- and 19th-Century Hispanic Studies  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 6237** - 20th- and 21st-Century Hispanic Studies  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7090** - Selected Topics in Spanish  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7091** - Seminar in Spanish  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7130** - Studies in Spanish Pedagogy  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7131** - Studies in Spanish Language  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7232** - Studies in Hispanic Authors  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7233** - Periods, Genres, Themes  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 7234** - Spanish Masterpieces  
*JUSTIFICATION:*  
Schedule type. This is to ensure that the course can be offered F2F and OL.

Dr. Harris asked for clarification of whether 5000 level G courses need to include outcomes that would differentiate between undergraduate and graduate coursework. Ms. Griffith stated there does need to be a statement that specifies what graduate students will need to do in addition in order to get the
graduate credit. After a brief discussion it was suggested that the statement related to graduate coursework be added to the catalog description for SPAN 5030G and SPAN 5090G.

MOTION: Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Foreign Languages, pending the additional language in the catalog description related to the inclusion of graduate work for the following selected topics courses: SPAN 5030G and SPAN 5090G. A second was made by Dr. Flynn, and the motion to approve the Course Revisions was passed.

Dr. Beth Howells presented the agenda items for the Department of Literature.

Department of Literature
New Course:
ENGL 5320G - History of the English Language
JUSTIFICATION:
The Registrar alerted me that I had neglected to put the Gversion of this course through—the UG had gone through.
Carol Jamison, joint appointment Writing & Literature, requested the department consider this cross listing, particularly for the Armstrong Campus. It would be a course of value to Literature and Writing & Linguistics majors and is a course that is included in programs across the country.

MOTION: Dr. Kowalewski made a motion to approve the agenda item submitted by the Department of Literature. A second was made by Dr. McGibony, and the motion to approve the New Course was passed.

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

Department of Civil Engineering and Construction
New Course:
CENG 5438G - Surveying-Geomatics Professional Practice
JUSTIFICATION:
This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying & CENG 5434 Surveying History and Law and provides knowledge & skill for Subdivision design applications. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void. Also, this course is a required course for application for licensure as a Land Surveyor in Training and ultimately as a Professional Surveyor in the State of Georgia.

Revised Programs:
MSCE-CE - Civil Engineering M.S.C.E. (Thesis)
JUSTIFICATION:
The Accelerated Bachelor's to Masters (ABM) MSCE option was added

MSCE-CE/NT - Civil Engineering M.S.C.E. (Non-Thesis)
JUSTIFICATION:
The Accelerated Bachelors to Masters (ABM) MSCE option was added

MOTION: Dr. Sipe made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction. A second was made by Dr. McGibony, and the motion to approve the New Course and Revised Programs.

Department of Computer Science
Revised Course:
CSCI 5331G - Computer Architecture
JUSTIFICATION:
Focus of computer architecture design has shifted more towards new architectural trends. Hence the lecture components have increased. The lab component is removed.
Consolidation between Statesboro and Armstrong courses: Statesboro CS students take CSCI 3232, while Armstrong CS students take CSCI 2490 and CSCI 3341 sequence instead of CSCI 3232.
MOTION: Dr. McGibony made a motion to approve the agenda item submitted by the Department of Computer Science. A second was made by Dr. Kowalewski, and the motion to approve the Course Revision was passed.

Department of Electrical Engineering
Revised Programs:
MSEE-EE - Electrical Engineering M.S.E.E. (Thesis)
JUSTIFICATION:
We changed the Mathematics core course that was inherited from our old MSAE program to Advanced Power Systems (EENG 7333). The reason for that change is that the MATH course was used to provide the required math content to our previous Technology students to be able to obtain a graduate degree. However, since we are now an engineering program we have the required math preparation in the undergraduate program and there is no need for this course anymore. The advanced power system course is added to the graduate core to provide the needed background to satisfy the growing demand in graduate research in the area of power systems. The MSEE is being expanded to be offered on the Armstrong and Liberty campuses and for delivery at a new off-campus location at the Georgia Veterans Education Career Transition (VECTR) Center in Warner Robins, GA.

MSEE-EE/NT - Electrical Engineering M.S.E.E. (Non-Thesis)
JUSTIFICATION:
We changed the Mathematics core course that was inherited from our old MSAE program to Advanced Power Systems (EENG 7333). The reason for that change is that the MATH course was used to provide the required math content to our previous Technology students to be able to obtain a graduate degree. However, since we are now an engineering program we have the required math preparation in the undergraduate program and there is no need for this course anymore. The advanced power system course is added to the graduate core to provide the needed background to satisfy the growing demand in graduate research in the area of power systems. The MSEE is being expanded to be offered on the Armstrong and Liberty campuses and for delivery at a new off-campus location at the Georgia Veterans Education Career Transition (VECTR) Center in Warner Robins, GA.

ADDENDUM: Following the meeting the Program Revisions listed above were submitted by the Department of Electrical Engineering. These items were reviewed and approved electronically by the Graduate Committee. With no objections, the motion to approve the Program Revisions was passed. The addition of the two program revisions will be included on the amended agenda.

Department of Information Technology
Revised Programs:
MSIT-IT - Information Technology M.S.I.T. (Thesis)
JUSTIFICATION:
ABM proposal

MSIT-IT/NT - Information Technology M.S.I.T. (Non-Thesis)
JUSTIFICATION:
ABM proposal

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Department of Information Technology. A second was made by Dr. McGibony, and the motion to approve the Revised Programs was passed.

Department of Manufacturing Engineering
Revised Programs:
JUSTIFICATION:
Detail requirements are added to enhance to quality of the program. The program is being moved under the administration of the Department of Manufacturing Engineering program from the Department of Mechanical Engineering because Mechanical Engineering now has its own Master of Science in Mechanical Engineering program (MSME) and the MSAE is now the graduate program for students who wish to pursue a graduate degree in the field of Manufacturing Engineering.

*JUSTIFICATION:*
Detail requirements are added to enhance the quality of the program.


*JUSTIFICATION:*
To change the contact person information, add information to the program page, and a list of 5000G level courses. The program is being moved under the administration of the Department of Manufacturing Engineering from the Department of Mechanical Engineering because Mechanical Engineering now has its own Master of Science in Mechanical Engineering program (MSME) and the MSAE is now the designated graduate program for students who wish to pursue a graduate degree in the field of Manufacturing Engineering.

**MSAE-MF/AMNT** - Applied Engineering M.S.A.E (Concentration in Advanced Manufacturing Engineering) (Non-Thesis)

*JUSTIFICATION:*
To change the contact person information, add information to the program page, and a list of 5000G level courses. The program is being moved under the administration of the Department of Manufacturing Engineering from the Department of Mechanical Engineering because Mechanical Engineering now has its own Master of Science in Mechanical Engineering program (MSME) and the MSAE is now the designated graduate program for students who wish to pursue a graduate degree in the field of Manufacturing Engineering.

**MOTION:** Dr. Flynn made a motion to approve the agenda items submitted by the Department of Manufacturing Engineering. A second was made by Dr. McGibony, and the motion to approve the Revised Programs was passed.

**Department of Mechanical Engineering**

**New Course:**
**MENG 5632G** - Nanomaterials, Nanocomposites Nanotechnology

*JUSTIFICATION:*
Future Mechanical engineers will use emerging Nanotechnology to solve pressing problems in diverse fields including medicine, biotechnology, energy, structures, water management, aeronautics, automotive, agriculture and environmental management. Nanotechnology and biotechnology will dominate technological development in the next 20 years and will be incorporated into all aspects of technology that affect our lives on a daily basis. Nanotechnology based market is predictive to be in trillion dollars and there is immense potential for Job opportunities for the mechanical engineering graduates in the Nanotechnology based industries and Industries R&D sectors.

**Revised Courses:**
**MENG 5137G** - Mechanical System Design

*JUSTIFICATION:*
ENGR 3235 is also the Prerequisites of MENG 3233.

**MENG 5139G** - Renewable Energy

*JUSTIFICATION:*
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

**MENG 5233G** - Wind Energy

*JUSTIFICATION:*
MATH 2243 is already the Prerequisites of ENGR 3235. ENGR 2231 and ENGR 3233 are already for the Prerequisite of MENG 3135.

**MENG 5234G** - Heating, Ventilating, and Air Conditioning

*JUSTIFICATION:*
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.
MENG 5237G - Applied Combustion  
**JUSTIFICATION:**  
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

MENG 5239G - Biofuels Development and Testing  
**JUSTIFICATION:**  
ENGR 3431 is deleted since it is also the Prerequisites of MENG 3233.

MENG 5536G - Mechanical Controls  
**JUSTIFICATION:**  
MENG 2139 is deleted since it is also the Prerequisites of MENG 3531.

TMAE 5139G - Renewable Energy  
**JUSTIFICATION:**  
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

TMAE 7530 - Research in Applied Engineering  
**JUSTIFICATION:**  
Asynchronous instruction is added, so that the course could be offered online.

Revised Programs:  
**MSME-ME** - Mechanical Engineering M.S.M.E. (Thesis)  
**JUSTIFICATION:**  
A requirement of Additional Program Requirements is changed, so that more qualified could join the program. And two courses are added in the list of elective courses.

**MSME-ME/NT** - Mechanical Engineering M.S.M.E. (Non-Thesis)  
**JUSTIFICATION:**  
A requirement of Additional Program Requirements is revised. The ABM program requirements are added so that qualified undergraduate students can take advantage of this program. And two courses are added in the list of elective courses for the MSME program.

Program Deletion:  
**COSEC-OSECP** - Occupational Safety and Environmental Compliance Certificate  
**JUSTIFICATION:**  
This program is a duplicate to the existing Graduate Certificate in Occupational Safety and Environmental Compliance - (It is not listed on the Provost's Program Inventory) - No students are enrolled in this program

**MOTION:** Dr. Kowalewski made a motion to approve the agenda items submitted by the Department of Mechanical Engineering. A second was made by Dr. McGibony, and the motion to approve the New Course, Course Revisions, Revised Programs, and Program Deletion was passed.

**G. Waters College of Health Professions**  
Dr. Stephen Rossi and Dr. Brandonn Harris presented the agenda items for the Department of Health Sciences and Kinesiology.

**Department of Health Sciences and Kinesiology**  
New Courses:  
**KINS 7135** - Sport Coaching Pedagogy  
**JUSTIFICATION:**  
This course was previously taught as a Special Topics course (KINS 7099), and was approved as part of our national accreditation by the National Committee for Accreditation of Coaching Education (NCACE).

**KINS 7136** - Sociocultural Foundations of Sport Coaching  
**JUSTIFICATION:**
This course was previously taught as a Special Topics course (KINS 7099), and was approved as part of our national accreditation by the National Committee for Accreditation of Coaching Education (NCACE).

**KINS 7137 - Scientific Foundations of Human Performance**

*JUSTIFICATION:*

This course was previously taught as a Special Topics course (KINS 7099), and was approved as part of our national accreditation by the National Committee for Accreditation of Coaching Education (NCACE).

**KINS 7138 - Practical Applications of Human Performance**

*JUSTIFICATION:*

This course was previously taught as a Special Topics course (KINS 7099), and was approved as part of our national accreditation by the National Committee for Accreditation of Coaching Education (NCACE).

**Revised Course:**

**KINS 7539 - Health and Exercise Psychology**

*JUSTIFICATION:*

Many of our prospective and enrolled students seek out our graduate program as it aligns with a certification offered though our governing body, the Association for Applied Sport Psychology. With the recent changes to the Certified Mental Performance Consultant (CMPC) program through AASP our program has made minor revisions to its program of study to maintain consistency with the requirements for the CMPC credential. As such, we no longer need to offer KINS 7534: Current Issues in Sport and Exercise Psychology. We previously submitted a request that this course be removed as its credit hours were replaced with the addition of a required course for the CMPC credential, KINS 7131: Ethical Issues in Sport and Exercise Psychology. Because the KINS 7534 course was offered online the last semester students were enrolled in our graduate program, we are asking that KINS 7539: Health and Exercise Psychology be moved to a hybrid course that can now be taken that last semester in the program for both on campus (thesis) and off-campus students completing the internship option with both asynchronous modules online and also in person or synchronous components using WebEx for our internship students. We would also like to include KINS 7533: Sport and Exercise Psychology Interventions as a prerequisite for this course.

**Revised Programs:**

**CERG-GERO - Gerontology Graduate Certificate**

*JUSTIFICATION:*

The revised statement clarifies that the nine credit hours of approved electives must be at the 5000 level or higher.

**MS-KIN/COACO - Kinesiology M.S. (Concentration in Coaching) (Online)**

*JUSTIFICATION:*

As part of our curriculum review towards achieving national accreditation, four new courses were created and taught as Special Topics courses. Each course targeted specific national standards that were not covered or not covered as thoroughly in the previous courses.

These four courses were included in our application for national accreditation by the National Committee for Accreditation of Coaching Education (NCACE), which was approved in Dec. 2018. We now request that these four courses become permanent course titles.

KINS 7135 Sport Coaching Pedagogy replaces a guided major elective.

Provides the student with advanced analysis of sport coaching pedagogy, including pre-competition, in-competition, and post-competition contexts. Students will be introduced to evidence-based principles of sport skills, tactics, and strategy planning, instruction, and assessment; evaluate and reflect on their own coaching performance; and apply these principles to future coaching plans.

KINS 7136 Sociocultural Foundations of Sport Coaching replaces a guided major elective.
Provides the student with advanced analysis of sociocultural foundations of sport and sport coaching. Students will be introduced to concepts in sociology and social-psychology theory, apply these theories to sport coaching, reflect on their own coaching and athletic behaviors, and develop effective and ethical strategies to enhance coach and athlete performance.

KINS 7137 Scientific Foundations of Human Performance replaces KINS 7431 Applied Sport Physiology

Focuses on the study of exercise physiology principles applied to developing training and conditioning programs for enhancing health related fitness and performance. This course is designed to provide a scientific overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy and exercise physiology) and nutrition. Additionally, this course is designed to help prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

KINS 7138 Practical Applications of Human Performance replaces KINS 7432 Applied Sport Biomechanics

This course is designed to provide a comprehensive overview of practical applications of human movement. The course will focus on the study of exercise physiology principles applied to developing strength training and conditioning programs for enhancing health related fitness and performance. Emphasis is placed on the testing and evaluation of human movement, exercise technique, program design, and organization and administration. Additionally, this course is designed to prepare students for the practical application portion of the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

**MS-KIN/PSYC** - Kinesiology M.S. (Concentration in Sport and Exercise Psychology) (Thesis)

*JUSTIFICATION:*
Many of our prospective and enrolled students seek out our graduate program as it aligns with a certification offered though our governing body, the Association for Applied Sport Psychology. With the recent changes to the Certified Mental Performance Consultant (CMPC) program through AASP our program has made minor revisions to its program of study to maintain consistency with the requirements for the CMPC credential. As such, we no longer need to offer KINS 7534: Current Issues in Sport and Exercise Psychology. We are requesting that this course be removed as its credit hours were replaced with the addition of a required course for the CMPC credential, KINS 7131: Ethical Issues in Sport and Exercise Psychology.

Additionally, because the KINS 7534 course was offered online the last semester students were enrolled in our graduate program, we are asking that KINS 7539: Health and Exercise Psychology be moved to a hybrid course that can now be taken that last semester in the program for both on campus (thesis) and off-campus students completing the internship option with both asynchronous modules online and also in person or synchronous components using WebEx for our internship students.

**MS-KIN/SP-NT** - Kinesiology M.S. (Concentration in Sport and Exercise Psychology) (Non-Thesis)

*JUSTIFICATION:*
Many of our prospective and enrolled students seek out our graduate program as it aligns with a certification offered though our governing body, the Association for Applied Sport Psychology. With the recent changes to the Certified Mental Performance Consultant (CMPC) program through AASP our program has made minor revisions to its program of study to maintain consistency with the requirements for the CMPC credential. As such, we no longer need to offer KINS 7534: Current Issues in Sport and Exercise Psychology. We are requesting that this course be removed as its credit hours were replaced with the addition of a required course for the CMPC credential, KINS 7131: Ethical Issues in Sport and Exercise Psychology.

Additionally, because the KINS 7534 course was offered online the last semester students were enrolled in our graduate program, we are asking that KINS 7539: Health and Exercise Psychology be moved to a hybrid course that can now be taken that last semester in the program for both on campus (thesis) and off-campus students completing the internship option with both asynchronous modules online and also in person or synchronous components using WebEx for our internship students.
Dr. Flynn made a motion to approve the agenda items submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. McGibony, and the motion to approve the New Courses, Course Revision, and Revised Programs was passed.

Dr. Stephen Rossi presented the agenda items for the Department of Rehabilitation Sciences.

**Department of Rehabilitation Sciences**

**New Course:**

**PHTH 7232L** - Foundations of Examination, Evaluation and Intervention 2 Lab

**JUSTIFICATION:** The "original" 8-credit PHTH7232 course is being split into two, 4-credit courses, this modified PHTH7232Lab and the lecture only PHTH7232. This administrative separation better reflects the nature of how the "original" 8-credit course was divided by content and with two different instructors.

**Revised Course:**

**PHTH 7232** - Foundations of Examination, Evaluation and Intervention 2

**JUSTIFICATION:** PHTH 7232 was originally an 8-credit lecture/laboratory course, each part of which was taught by two separate instructors, one for lecture and one for lab. This revision makes PHTH7232 a lecture-only course.

**Revised Programs:**

**DPT-PT** - Physical Therapy D.P.T.

**JUSTIFICATION:** This change maintains consistency with concurrent course creation (PHTH7232L) and modifications (PHTH 7232). Total credit hours and content for the DPT degree are unchanged.

**MS-CSD** - Communication Sciences and Disorders M.S.

**JUSTIFICATION:** Consolidation related changes, grammatical edits as well as changes needed to clarify program policies were required; edits also reflect changes to the accreditation standards in speech-language pathology.

Dr. Williams-Johnson made a motion to approve the agenda items submitted by the Department of Rehabilitation Sciences. A second was made by Dr. McGibony, and the motion to approve the New Course, Revised Course, and Revised Programs was passed.

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

**School of Nursing**

**New Courses:**

**NURS 9232** - Ethics, Policy and Advocacy for the Health of Vulnerable Populations

**JUSTIFICATION:** Doctoral program has replaced a required 3-course cognate with 3 required electives. Program credits have not changed, but new electives are being created to meet this curriculum change.

**NURS 9233** - Special Considerations in Gerontology

**JUSTIFICATION:** Doctoral program has replaced a required 3-course cognate with 3 required electives. Program credits have not changed, but new electives are being created to meet this curriculum change.

**NURS 9234** - Foundations of Complementary and Integrative Health Care

**JUSTIFICATION:** Doctoral program has replaced a required 3-course cognate with 3 required electives. Program credits have not changed, but new electives are being created to meet this curriculum change.

**NURS 9235** - Integrative Interventions in Mind Body Health and Healing

**JUSTIFICATION:** Doctoral program has replaced a required 3-course cognate with 3 required electives. Program credits have not changed, but new electives are being created to meet this curriculum change.
**NURS 9236** - Mindfulness for Health Care Providers  
**JUSTIFICATION:**  
Doctoral program has replaced a required 3-course cognate with 3 required electives. Program credits have not changed, but new electives are being created to meet this curriculum change.  

**Revised Courses:**  
**NURS 7090** - Selected Topics Nursing  
**JUSTIFICATION:**  
Reactivate the course so that the course number previously assigned to this course before consolidation is active.  

**NURS 7110** - Scholarly Writing at the Graduate Level  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level student in any of the graduate nursing programs.  

**NURS 7121** - Theoretical Basis for Clinical Scholarship  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.  

**NURS 7122** - Research Design and Dissemination  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.  

**NURS 7123** - Psychodynamics of Health  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.  

**NURS 7128** - Epidemiology  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Catalog description corrected to reflect the correct level course for students in the graduate program.  

**NURS 7129** - Role Transition for APRN  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being streamlined to reflect evolving roles appropriate for the graduate level nurse.  

**NURS 7130** - Health Policy Concerns in Delivery Systems  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.  

**NURS 7136** - Theoretical Perspectives of Teaching and Learning in Nursing Education  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.  

**NURS 7135** - Informatics  
**JUSTIFICATION:**
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level nurse.

**NURS 7137** - Curriculum Design and Evaluation in Nursing Education  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

**NURS 7138** - Teaching Strategies and Methods in Nursing Education  
**JUSTIFICATION:**  
Course and prerequisite numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities.

**NURS 7139** - Assessment, Measurement and Evaluation in Nursing Education  
**JUSTIFICATION:**  
Course and prerequisite numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities.

**NURS 7141** - Pathophysiology and Differential Diagnosis  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level nurse.

**NURS 7142** - Advanced Pharmacology  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level nurse in roles beyond primary care.

**NURS 7143** - Advanced Health Assessment  
**JUSTIFICATION:**  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level student in any of the graduate nursing programs.

**NURS 7532** - Chronic Care Management I  
**JUSTIFICATION:**  
Program is being revised to meet accreditation requirements of a master’s of science in nursing degree.

**NURS 7542** - Chronic Care Management II  
**JUSTIFICATION:**  
Program is being revised to meet accreditation requirements of a master’s of science in nursing degree.

**NURS 7543** - Chronic Care Management Capstone  
**JUSTIFICATION:**  
Program is being revised to meet accreditation requirements of a master’s of science in nursing degree.

**NURS 7710** - Advanced Health Assessment Clinical  
**JUSTIFICATION:**
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level nurse relevant to the course topics.

**NURS 7720** - Clinical Specialty Practicum  
*JUSTIFICATION:*  
Course and prerequisite numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities. Course title and catalog description revised to reflect more detailed content specific to course. Credit and contact hours are being revised to reflect modifications in the total clinical hours in the program.

**NURS 7721** - Nursing Education Capstone  
*JUSTIFICATION:*  
Course and prerequisite numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities.

**NURS 7890** - Independent Study - Graduate  
*JUSTIFICATION:*  
Course is being reactivated to reflect course number that adheres to the university course numbering system which was not applied during consolidation activities.

**NURS 8235** - FNP I - Pediatrics  
*JUSTIFICATION:*  
Course numbers being revised to reflect the university's numbering system.

**NURS 8236** - FNP II - Women's Health  
*JUSTIFICATION:*  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8237** - FNP III - Adult and Gerontology  
*JUSTIFICATION:*  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8314** - Vulnerable Populations  
*JUSTIFICATION:*  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

**NURS 8335** - PMHNP I - Mental Health Care of the Individual  
*JUSTIFICATION:*  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8336** - PMHNP II - Care of the Individual and Family with Substance Abuse  
*JUSTIFICATION:*  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8337** - PMHNP III - Complex Mental Health Care of Special Populations  
*JUSTIFICATION:*  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.
NURS 8431 - AC I - Adult and Gerontology Acute Care I
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8432 - AC II - Adult and Gerontology Acute Care II
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8433 - AC III - Adult and Gerontology Acute Care III
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8531 - PC I - Adult and Gerontology Primary Care I
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8532 - PC II - Adult and Gerontology Primary Care II
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8533 - PC III - Adult and Gerontology Primary Care III
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8620 - Capstone Practice and Professional Issues
JUSTIFICATION:
Course numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 8721 - FNPC I - Pediatric Clinical
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8722 - FNPC II - Women's Health Clinical
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

NURS 8723 - FNPC III - Adult and Gerontology Clinical
JUSTIFICATION:
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8724** - PMHNPC I - Mental Health Care of the Individual Clinical  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8725** - PMHNPC II - Care of the Individual and Family with Substance Abuse Clinical  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8726** - PMHNPC III - Complex Mental Health care of Special Populations Clinical  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks.

**NURS 8727** - ACC I - Adult and Gerontology Acute Care Clinical I  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8728** - ACC II - Adult and Gerontology Acute Care Clinical II  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8729** - ACC III - Adult and Gerontology Acute Care Clinical III  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8731** - PCC I - Adult and Gerontology Primary Care Clinical I  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8732** - PCC II - Adult and Gerontology Primary Care Clinical II  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.

**NURS 8733** - PCC III - Adult and Gerontology Primary Care Clinical III  
**JUSTIFICATION:**  
Course, prerequisite, and corequisite numbers are changing to adhere to the university course numbering system for each course across all nurse practitioner tracks. Currently some courses in different tracks have the same name.
NURS 9113 - Biometrics  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 9123 - Biomedical Ethics  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 9124 - Outcomes Management  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 9125 - Role Transition for DNP Prepared APRN's  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 9143 - Population Focused Collaborative Initiative  
JUSTIFICATION:  
Course numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities. Contact hours are being edited to reflect the required clinical activities in the course. Course should not have prerequisites listed.

NURS 9144 - Leadership and Management in Practice Transformation  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is revised to reflect the content appropriate for the advanced practice nurse leader.

NURS 9931 - Clinical Project I  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Catalog description revised to reflect content specific to course.

NURS 9932 - Clinical Project II  
JUSTIFICATION:  
Course numbers are changing to adhere to the university course numbering system which was not applied during consolidation activities.

NURS 9933 - Clinical Project III  
JUSTIFICATION:  
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

Course Deletions:  
NURS 5311G - Cultural Immersion in International Health Care  
JUSTIFICATION:  
Program no longer offered.

NURS 5332G - Applied International Nursing Research  
JUSTIFICATION:  
Program no longer offered.
NURS 5793G - International Research Application I  
JUSTIFICATION:  
Program no longer offered.

NURS 5794G - International Research Application II  
JUSTIFICATION:  
Program no longer offered.

NURS 6102 - Family Health Promotion for APRN  
JUSTIFICATION:  
Additional corrections as a result of consolidation program review.

NURS 6104 - Health Care Organization and Policy for APRN  
JUSTIFICATION:  
Additional corrections as a result of consolidation program review.

NURS 6105 - Differential Diagnoses, Pathology and Scientific Medical Terminology  
JUSTIFICATION:  
Additional corrections as a result of consolidation program review.

NURS 6107 - Epidemiology and Transcultural Issues  
JUSTIFICATION:  
Program revised and course no longer offered.

NURS 6201 - Advanced Pathophysiology and Pedagogies for Teaching  
JUSTIFICATION:  
Program revised and course no longer offered.

NURS 6202 - Advanced Pharmacology and Pedagogies for Teaching  
JUSTIFICATION:  
Program revised and course no longer offered.

NURS 6203 - Advanced Physical Assessment and Pedagogies for Teaching  
JUSTIFICATION:  
Program revised and course no longer offered.

NURS 6209 - Clinical Specialty Practicum II  
JUSTIFICATION:  
Program revised and course no longer offered.

NURS 7731 - CNS Capstone: Community Health  
JUSTIFICATION:  
Program no longer offered.

NURS 7750 - RCHNS Practicum  
JUSTIFICATION:  
Program no longer offered.

NURS 9118 - Independent Study - Graduate  
JUSTIFICATION:  
Former course number reactivated.

NURS 9119 - Clinic Special Topics - Graduate  
JUSTIFICATION:
Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities.

Revised Programs:
**BSN-DNP/OL** - Nursing B.S.N. to D.N.P. (> 95% Online)

**JUSTIFICATION:**
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:
Graduate Core 16
- NURS 9101 changed to NURS 7121
- NURS 9102 changed to NURS 7122
- NURS 9103 changed to NURS 7123
- NURS 9107 changed to NURS 7128
- NURS 9106 changed to NURS 7135
- NURS 9109 changed to NURS 7129
- NURS 9110 changed to NURS 7130

Advanced Practice Core 10
- NURS 9104 changed to NURS 7141
- NURS 9105 changed to NURS 7142
- NURS 9108 changed to NURS 7143
- NURS 9708 changed to NURS 7710

Emphasis Courses: **Adult/Gerontology Acute Care Nurse Practitioner** 17
- NURS 9130 changed to NURS 8431
- NURS 9730 changed to NURS 8727
- NURS 9131 changed to NURS 8432
- NURS 9731 changed to NURS 8728
- NURS 9132 changed to NURS 8433
- NURS 9732 changed to NURS 8729
- NURS 9731 changed to NURS 8620

Emphasis Courses: **Adult/Gerontology Primary Care Nurse Practitioner** 17
- NURS 9140 changed to NURS 8531
- NURS 9740 changed to NURS 8731
- NURS 9141 changed to NURS 8532
- NURS 9741 changed to NURS 8732
- NURS 9142 changed to NURS 8533
- NURS 9742 changed to NURS 8733
- NURS 9713 changed to NURS 8620

Emphasis Courses: **Family Nurse Practitioner** 17
- NURS 9120 changed to NURS 8235
- NURS 9720 changed to NURS 8721
- NURS 9121 changed to NURS 8236
- NURS 9721 changed to NURS 8722
- NURS 9122 changed to NURS 8237
- NURS 9722 changed to NURS 8723
- NURS 9713 changed to NURS 8620

Emphasis Courses: **Psychiatric Mental Health Nurse Practitioner** 17
- NURS 9150 changed to NURS 8335
- NURS 9750 changed to NURS 8724
- NURS 9151 changed to NURS 8336
- NURS 9751 changed to NURS 8725
- NURS 9152 changed to NURS 8337
- NURS 9752 changed to NURS 8726
- NURS 9713 changed to NURS 8620
- NURS 9153 changed to NURS 8314

Students may "Opt Out" at this time to receive the M.S.N.

Doctoral Core 34
- NURS 9111 changed to NURS 9123
- NURS 9114 changed to NURS 9124
NURS 9115 changed to NURS 7110
NURS 9116 changed to NURS 9143
NURS 9112 changed to NURS 9125
NURS 9117 changed to NURS 9144
NURS 9917 changed to NURS 9931
NURS 9918 changed to NURS 9932
NURS 9919 changed to NURS 9933
NURS 9118 changed to NURS 7890
NURS 9119 changed to NURS 7090

**CERM-AGACNP** - Adult/Gerontology Acute Care Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.
Course numbers are now as follows:
NURS 9103 changed to NURS 7123
NURS 9130 changed to NURS 8431
NURS 9730 changed to NURS 8727
NURS 9131 changed to NURS 8432
NURS 9731 changed to NURS 8728
NURS 9132 changed to NURS 8433
NURS 9732 changed to NURS 8729
NURS 9713 changed to NURS 8620

**CERM-AGPRNP** - Adult/Gerontology Primary Care Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.
Course numbers are now as follows:
NURS 9103 changed to NURS 7123
NURS 9140 changed to NURS 8531
NURS 9740 changed to NURS 8731
NURS 9141 changed to NURS 8532
NURS 9741 changed to NURS 8732
NURS 9142 changed to NURS 8533
NURS 9742 changed to NURS 8733
NURS 9713 changed to NURS 8620

**CERM-FNP** - Family Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.
Course numbers are now as follows:
NURS 9103 changed to NURS 7123
NURS 9120 changed to NURS 8235
NURS 9720 changed to NURS 8721
NURS 9121 changed to NURS 8236
NURS 9721 changed to NURS 8722
NURS 9122 changed to NURS 8237
NURS 9722 changed to NURS 8723
NURS 9713 changed to NURS 8620

**CERM-PSYMHNP** - Psychiatric Mental Health Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.
Course numbers are now as follows:
NURS 9103 changed to NURS 7123
NURS 9150 changed to NURS 8335
NURS 9750 changed to NURS 8724
NURS 9151 changed to NURS 8336
NURS 9751 changed to NURS 8725
NURS 9152 changed to NURS 8314
NURS 9752 changed to NURS 8337
NURS 9153 changed to NURS 8726
NURS 9713 changed to NURS 8620

**DNP-NUR/OL** - Doctor of Nursing Practice D.N.P. (Online)

*JUSTIFICATION:*
Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:
NURS 9110 changed to NURS 7130
NURS 9111 changed to NURS 9123
NURS 9112 changed to NURS 9125
NURS 9114 changed to NURS 9124
NURS 9115 changed to NURS 7110
NURS 9116 changed to NURS 9143
NURS 9117 changed to NURS 9144
NURS 9917 changed to NURS 9931
NURS 9918 changed to NURS 9932
NURS 9919 changed to NURS 9933
NURS 9118 changed to NURS 7890
NURS 9119 changed to NURS 7090

**MSN-NURS** - Nursing M.S.N. (Online)

*JUSTIFICATION:*
The MSN - CCM concentration is being revised to meet accreditation requirements for the Master of Science in Nursing degree. The degree was previously 30 credit hours and is being increased to 36 credit hours with the inclusion of courses in the graduate core and revised courses in the concentration.

Course numbers are now as follows for the Concentration: Chronic Care Management:
NURS 9115 changed to NURS 7110
NURS 9102 changed to NURS 7122
NURS 9104 changed to NURS 7141
NURS 9105 changed to NURS 7142
NURS 9108 changed to NURS 7143
NURS 9708 changed to NURS 7710
NURS 9107 changed to NURS 7128
NURS 9106 changed to NURS 7135
NURS 9111 changed to NURS 9123
NURS 9101 changed to NURS 7121
NURS 9110 changed to NURS 7130
Specialty Course:
NURS 6101 changed to NURS 7532
NURS 6103 changed to NURS 7542
NURS 6106 changed to NURS 7543

Course numbers are now as follows for the Concentration: Nursing Education:
NURS 9115 changed to NURS 7110
NURS 9101 changed to NURS 7121
NURS 9104 changed to NURS 7141
NURS 9105 changed to NURS 7142
NURS 9108 changed to NURS 7143
NURS 9708 changed to NURS 7710
NURS 9106 changed to NURS 7135
NURS 9111 changed to NURS 9123
Specialty Courses:
NURS 6204 changed to NURS 7236
NURS 6205 changed to NURS 7237
NURS 6206 changed to NURS 7238
NURS 6207 changed to NURS 7720
NURS 6208 changed to NURS 7139
NURS 6210 changed to NURS 7721
Both masters degree programs (CCM and NE) will now reflect 36 hours.
Language regarding admission was edit for clarity. No substantive changes in admission policy are being proposed.
Courses listed in the concentrations have been submitted for edits and therefore are not reflected in the current course list.

Program Deletion:
**CERM-NURSED** - Post-MSN Nurse Educator Certificate (NEC)

**JUSTIFICATION:**
Nurse Educator Certificate is no longer offered.

**MOTION:** Dr. Flynn made a motion to approve the agenda items submitted by the School of Nursing. A second was made by Dr. Posick, and the motion to approve the New Courses, Revised Courses, Course Deletions, Revised Programs, and Program Deletion was passed.

**H. Comprehensive Program Reviews**
Dr. Harris thanked the committee for their involvement in the comprehensive program review process. He also thanked the Provost Office for their support and guidance.

**College of Arts and Humanities:**
MA: Professional Communication & Leadership – *presented by Dr. Rocio Alba-Flores*

There was a brief discussion of how this program was new to Georgia Southern after consolidation.

Dr. Harris asked Ms. Griffith to share details of what happens after the Graduate Committee approves the program reviews. Ms. Griffith stated that once reviews are approved she will send an email to the Department Chair and copy the Dean and Associate Dean. She will attach the rubric that was completed by the Graduate Committee. Ms. Griffith stated she has also evaluated each of the programs and completed her own rubric and shared additional comments. All of this information is sent to the department. If they received below expectations there is additional information that will be requested by July 1. Otherwise they are just asked to read through the comments and if there are any questions she encourages them to reach out to her in the Provost Office.

**MOTION:** Dr. McGibony made a motion to approve the report presented for the MA: Professional Communication & Leadership program. A second was made by Dr. Kowalewski, and the motion to approve was passed.

**Professional Communication and Leadership Certificate - no attachment included**

Ms. Griffith explained that programs are required to submit a self-study report for each program. She said the certificate should have had its own report. The program did not include a separate report for the certificate program so the evaluation is an automatic below expectations.

No action was required by the committee for the Professional Communication and Leadership Certificate.

**MA: Spanish** – *presented by Dr. Andrew Hansen*

**MOTION:** Dr. Hansen made a motion to approve the report presented for the MA: Spanish program. A second was made by Dr. McGibony, and the motion to approve was passed.

**MA: English** – *presented by Dr. Stephanie Sipe*
MOTION: Dr. Flynn made a motion to approve the report presented for the MA: English program. A second was made by Dr. Hansen, and the motion to approve was passed.

College of Behavioral & Social Sciences:
MA: Social Science – presented by Dr. Jennifer Kowalewski

MOTION: Dr. Williams-Johnson made a motion to approve the report presented for the MA: Social Science program. A second was made by Dr. McGibony, and the motion to approve was passed.

The approved program review reports are included at the end of the minutes.

VI. OLD BUSINESS

A. Graduate Policy Review Sub-Committee – Dr. Walker stated the sub-committee is still adding items for discussion. She said Dr. Williams-Johnson created a nice crosswalk that will be helpful as they move forward.

Dr. Walker said she was reviewing the catalog and terminating IRB is included in the graduation checklist for thesis and dissertation students. The College of Graduate Studies will include this item when sending email reminders to students who are graduating. Dr. Walker informed Ms. Ele Haynes, in the Office of Research Services and Sponsored Programs, that this is a checklist item in the catalog. Ms. Haynes told Dr. Walker they have added something in their dropdown menu for IRB to make it easy to find out to terminate an IRB. Dr. Walker asked everyone who is chairing a thesis or dissertation to remind their students of this item as they are progressing towards graduation. If students are not going to terminate the IRB because they still plan to publish or run more data analysis, then the chair and student needs to have a conversation about switching the PI on the IRB.

Dr. Williams-Johnson asked if Ms. Haynes indicated which college seems to have this problem more than other colleges. Dr. Walker said no. Dr. Williams-Johnson stated she asked the College of Education to include this information on the COE checklist.

B. Registrar’s Update – Mr. Wayne Smith thanked the staff in the Registrar’s Office for reviewing all of the curriculum. Mr. Smith said the information is being entered into Banner and as soon as this is completed they will let the schedulers know in the departments so that they can begin scheduling classes.

Ms. Aaliyah Dent stated the Registrar’s Office found an issue where initiators of curriculum items were not answering the following question correctly: Does this course affect another Department or College? She said even if they did answer it correctly the college or department did not submit the curriculum submissions to get their items updated with the new numbers and course subjects. Ms. Dent said the Registrar’s Office would like to ask the committee for blanket approval for them to update this information for the departments and they will also submit everything in the workflow. They would only ask that the departments review the information to ensure that everything is correct and then approve it in the workflow. Dr. Harris asked how many items are included in this blanket approval. Ms. Dent said this is a big project. Mr. Smith said they did receive approval from the undergraduate committee for them to do this.

Dr. Brenda Blackwell said some programs are putting curriculum through that look like other program courses or that may involve other courses without talking to the other unit. Dr. Blackwell asked if anyone is going through this to make sure this is not taking place. Dr. Harris said there is not anything built into the system to reduce this issue. Mr. Smith stated in some cases the submitter may not realize it impacts another course. Dr. Williams-Johnson expressed concern about the blanket approval. Ms. Dent explained the Registrar’s Office will not be changing content, they will only be updating the subject and course numbers.

After further discussion, a number of committee members suggested that the question “Does this course affect another Department or College?” be changed to an open ended question and not a dropdown option in the CIM form. Mr. Smith said the Registrar’s Office will talk to CourseLeaf and share suggestions/concerns from the committee and see what can be done.

Ms. Dent said if these changes are not made in the system the information will be wrong in the catalog.
Dr. Walker suggested that moving forward the Registrar’s Office could send out a message reminding people of this issue. This could also be mentioned as a reminder at the beginning of the fall Undergraduate Committee, Graduate Committee, and Faculty Senate meetings.

Mr. Smith said the Registrar’s Office will have more CIM training sessions and will include this in their training manual.

Mrs. Lori Gwinett stated the dropdown questions are also an issue related to the question that asks if the library has the resources needed to support a new program. Mrs. Gwinett said programs will put yes, when it should be no. That is the way the Library can request additional funding to get the program started.

Dr. Williams-Johnson stated they have had controversy in their departments/college because of this issue.

**MOTION:** Dr. Williams-Johnson made a motion to grant the Registrar’s Office permission to revise the necessary course numbers and subjects. A second was made by Dr. Hansen and the motion for the blanket approval was passed.

**VII. ANNOUNCEMENTS** – There were no announcements.

**VIII. ADJOURNMENT**

There being no further business, the meeting was adjourned on April 11, 2019 at 11:00 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved May 3, 2019 by electronic vote of Committee Members

Approved program review reports are below.
MA Professional Communication and Leadership - Final

Last Edited: 4/1/2019

Your final score is the **Selected Evaluation** shown with a check mark in the list below.

<table>
<thead>
<tr>
<th>Distribution of Achievements</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Student Quality</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Achievement Totals**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
</table>

### Distribution of Achievements

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required*</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Faculty Quality and Productivity</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Analysis of Curricular Alignment and Currency to the Discipline</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Analysis of Program Viability Based upon Internal Demand</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Contextual Closing Narrative-Executive Summary</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Achievement Totals**

- Meets Expectations: 4
- Meets Expectations with Revisions Required*: 6
- Below Expectations: 8

---

### Individual Evaluations

[Link to Campus Labs Report](https://georgiasouthern.campuslabs.com/rubrics/#/entryset/31634/type/assessment/entry/114107/report)
Analysis of Student Quality

Comment: The program supplemented the institutional data (entering and exiting GPA) with the description of where graduates have moved on to. It would be useful to have more specific data regarding where graduates have gone - though this is hard to collect.

Meets Expectations

3 points
out of 3

No Title

Comment: The program discusses all of the measures provided in the input/output tables.

Meets Expectations

3 points
out of 3

No Title

Comment: The program indicated that a goal is to increase student quality. They point out that the entering GPA requirements have been increased and that curricular changes were made to enhance student quality upon exit. A comparison with other programs is N/A due to the unique character of this program. The reviewers consider that it would be useful to compare the PCL program at GS with other similar peer programs, so that there are always goals to improve the program.

Meets Expectations with Recommendations*

2 points

No Title

**Comment:** The program is increasing the GPA required for admission and making an applied research methods course a requirement. Because the program already seems to be exceeding the GPA requirement this change does not seem likely to improve student quality. The last sentence under the question "what plans do you have.." is unclear. You state, "we have no plan to put forth any additional measures to improve student quality." The reviewers believe that all programs should have plans to improve student quality.

Meets Expectations with Recommendations*

**2 points**

out of 3

No Title

**Comment:** The written report address some issues of student quality but it is hard to see how/if there have been any changes overtime. Has job/educational placement changed overtime? There was no previous review of the program so cannot really answer the question. ALSO, how are so many part time students graduating in 18 months? How many credits are required?

Below Expectations - Revisions Required*

**1 points**

out of 3

Analysis of Faculty Quality and Productivity

**Comment:** The narrative explains that the program does not have any full or part-time faculty members, faculty associated with the PCL program teach in their specific discipline. The narrative provides a couple of examples of outstanding achievements that some faculty teaching in the program have obtained. The narrative could expand the description of other faculty also so that the reviewers could have a better understanding of the quality of faculty teaching courses in the PLC program. The reviewers' comment for the entire section is that they made no attempt to describe faculty quality.

Below Expectations - Revisions Required*
No Title
Comment: Do not address faculty quality.

Below Expectations - Revisions Required*
1 points
out of 3

No Title
Comment: Although the program does not have their own faculty, plans and description about what is considered faculty quality so that the program can grow and have quality graduates.

Below Expectations - Revisions Required*
1 points
out of 3

No Title
Comment: N/A

Below Expectations - Revisions Required*
1 points
out of 3

Analysis of Curricular Alignment and Currency to the Discipline
Comment: The SLOs are listed and it is stated that they are measured the final semester the student is in the program.
Meets Expectations

3 points
out of 3

No Title

Comment: The narrative explains how courses will contribute to the learning outcomes but the sequence does not appear to be scaffolded as a means to show how courses are building on earlier skills. A clear explanation about how the curriculum is structured and sequenced to support the attainment of the SLOs should be included.

Meets Expectations with Recommendations*

2 points
out of 3

No Title

Comment: Current trends in the discipline are discussed with a comparison to other MA programs that are similar. But, there is no discussion specific to curriculum revisions being made to maintain the viability of the program. The report seems to suggest that changes to programs only need to be made as a result of a program review rather than as a normal course of action to keep a degree current with the discipline. Although the program was only offered at Armstrong campus before the consolidation, some data about assessment of the program and changes in curriculum should be included in the report. This can help the reviewers to better understand any changes in curriculum and the reason of any change.

Below Expectations - Revisions Required*

1 points
out of 3

No Title

Comment: Current trends in the discipline are discussed with a comparison to other MA programs that are similar. But, there is no discussion specific to curriculum revisions being made to maintain the viability of the program. The report seems to suggest that changes to programs only need to be made as a result of a program review rather than as a normal course of action to keep a degree current with the discipline.
Analysis of Program Viability Based upon Internal Demand

Comment: The viability of the program is discussed in terms of enrollment and the maintaining or increasing enrollment beyond 70.

Meets Expectations

3 points
out of 3

No Title

Comment: The viability of the program is discussed in terms of enrollment and the maintaining or increasing enrollment beyond 70. It states that new marketing materials have been created but there are no specific goals.

Meets Expectations with Recommendations*

2 points
out of 3

No Title

Comment: The report seems to suggest that viability is only a concern if you are doing a review.

Below Expectations - Revisions Required*

1 point
out of 3

Contextual Closing Narrative-Executive Summary
Comment: The analysis indicates the program meets criteria - but it is not clear what criteria they are meeting exactly. They identify actions they have taken as a result of consolidation but these are not related to any findings.

Meets Expectations with Recommendations*

2 points
out of 3

No Title

Comment: The summary addresses the points in the rubric but there was no mention of shifting trends.

Meets Expectations with Recommendations*

2 points
out of 3

General Comment: No Comment
2018-2019 Graduate Comprehensive Program Review - Pair Reviews

Rubric Georgia Southern University Comprehensive Program Review Evaluation

Spanish (MA)

Last Edited: 3/28/2019

Your final score is the Selected Evaluation shown with a check mark in the list below.

<table>
<thead>
<tr>
<th>Number of Evaluations</th>
<th>Selected Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

Distribution of Achievements

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Student Quality</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Achievement Totals

|                      | 6 | 8 | 4 |
Distribution of Achievements

<table>
<thead>
<tr>
<th>Analysis of Faculty Quality and Productivity</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Curricular Alignment and Currency to the Discipline</th>
<th>1</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Program Viability Based upon Internal Demand</th>
<th>1</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contextual Closing Narrative-Executive Summary</th>
<th>1</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Achievement Totals | 6 | 8 | 4 |

Individual Evaluations
Analysis of Student Quality

Comment: Would like to see more data related to student quality in the program

Meets Expectations with Recommendations*

2 points
out of 3

No Title

Comment: Needs more than just the tables. Please give more descriptive context i.e. address implementation

Meets Expectations with Recommendations*

2 points
out of 3

No Title

Comment: No Comment

Meets Expectations

3 points
out of 3
Comment: Focus more on the program changes versus student characteristics.

Meets Expectations with Recommendations*

2 points
out of 3

Comment: Needs more context

Analysis of Faculty Quality and Productivity

Comment: Good job for requirements of faculty, but little data to demonstrate what is currently the quality.

Meets Expectations with Recommendations*

2 points
out of 3

Comment: No measurements were observed. Do well to describe what is in the handbook but would like to see data on faculty

Below Expectations - Revisions Required*

1 points
out of 3
No Title
Comment: No Comment

Below Expectations - Revisions Required*
1 points
out of 3

No Title
Comment: Focus on scholarship. Would also like to see teaching and professional development outcomes.

Below Expectations - Revisions Required*
1 points
out of 3

Analysis of Curricular Alignment and Currency to the Discipline
Comment: No Comment

Meets Expectations
3 points
out of 3

No Title
Comment: Need more about curriculum that prepares students for the exams. There is currently too much about exam administration.

Meets Expectations with Recommendations*
2 points
No Title
Comment: No Comment

Below Expectations - Revisions Required*
1 points
out of 3

No Title
Comment: No Comment

Meets Expectations with Recommendations*
2 points
out of 3

Analysis of Program Viability Based upon Internal Demand
Comment: No Comment

Meets Expectations
3 points
out of 3

No Title
Comment: No Comment
Meets Expectations
3 points
out of 3

No Title
Comment: Please provide more context to supplement the tables.

Meets Expectations with Recommendations*
2 points
out of 3

Contextual Closing Narrative-Executive Summary
Comment: No Comment

Meets Expectations
3 points
out of 3

No Title
Comment: No Comment

Meets Expectations
3 points
out of 3

General Comment: Feels like the writers short-changed themselves. The over emphasis on a "second-choice" program gives a negative sense to the good work this program is doing. Focus more on how you are addressing shortcomings and curriculum changes and increasing or...
maintaining quality. In addition, please proof-read prior to submitting. Three reviewers met to compare individual rubrics scores and came to agreement on the scores in this rubric.

© 2019 Campus Labs
2018-2019 Graduate Comprehensive Program Review - Pair Reviews

Rubric: Georgia Southern University Comprehensive Program Review Evaluation

English MA

Last Edited: 3/20/2019

Your final score is the **Selected Evaluation** shown with a check mark in the list below.

| Number of Evaluations | 1 | Selected Score | 0% |

**Distribution of Achievements**

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Student Quality</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Achievement Totals</td>
<td>17</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

## Distribution of Achievements

<table>
<thead>
<tr>
<th>Analysis of Faculty Quality and Productivity</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Curricular Alignment and Currency to the Discipline</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Program Viability Based upon Internal Demand</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contextual Closing Narrative-Executive Summary</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Revisions Required</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Achievement Totals | 17 | 1 | 0 |

## Individual Evaluations

Analysis of Student Quality
Comment: No Comment

Meets Expectations
3 points out of 3

Meets Expectations
3 points out of 3

Meets Expectations
3 points out of 3

No Title
Comment: No Comment

No Title
Comment: No Comment

No Title
Comment: No Comment

Evaluation Score
53/54 pts
98.14%
Analysis of Faculty Quality and Productivity

Comment: No Comment

Meets Expectations
3 points
out of 3

No Title

Comment: In the table of faculty quality and productivity, under Institutional Indicators of Faculty Quality Output, we could not find the information referenced as "See Below"

Meets Expectations with Recommendations*
2 points
out of 3
No Title
Comment: The report identifies the goals of the faculty of the program to (1) maintain active research agenda and (2) regularly present at conferences. While the narrative plus tables address these goals, it would be helpful if they were more specifically addressed by separating them out in the narrative.

Meets Expectations
3 points out of 3

Analysis of Curricular Alignment and Currency to the Discipline
Comment: No Comment

Meets Expectations
3 points out of 3

No Title
Comment: No Comment

Meets Expectations

Analysis of Program Viability Based upon Internal Demand

Comment: The report states that the threshold for viability is the graduation of at least 5 students. We would like to see the numbers of SGA included in the Measures of Viability table.
Meets Expectations

3 points
out of 3

No Title
Comment: No Comment

Meets Expectations

3 points
out of 3

Contextual Closing Narrative-Executive Summary
Comment: No Comment

Meets Expectations

3 points
out of 3

No Title
Comment: No Comment

Meets Expectations

3 points
out of 3

General Comment: Report is thorough and effectively uses quantitative and qualitative data supported by the narrative. There were a few places where additional information would be useful, but overall quality is not impacted without this information. The program goals and
plans for continuous improvement are well articulated. We would like the report to include specific information, i.e. historical data on the number of graduates annually.

© 2019 Campus Labs
# Graduate Comprehensive Program Review - Pair Reviews

*Rubric: Georgia Southern University Comprehensive Program Review Evaluative Rubric*

## MA Social Science

Last Edited: 3/14/2019

Your final score is the **Selected Evaluation** shown with a check mark in the list below.

### Distribution of Achievements

<table>
<thead>
<tr>
<th>Analysis of Student Quality</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Faculty Quality and Productivity</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Curricular Alignment and Currency to the Discipline</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Program Viability Based upon Internal Demand</th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Achievement Totals**

<table>
<thead>
<tr>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Selected Score **0%**
### Distribution of Achievements

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Meets Expectations with Recommendations*</th>
<th>Below Expectations - Revisions Required*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contextual Closing Narrative-Executive Summary</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Achievement Totals</td>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

### Individual Evaluations

**Evaluation 2**

Last Edited: Jennifer Kowalewski, 3/14/2019, 2:00PM

**Evaluation Score**

52/54 pts

**96.29%**

*Analysis of Student Quality*

**Comment:** The program did a good job of explaining the student outcomes.

**Meets Expectations**

3 points

out of 3

**No Title**

**Comment:** The program should explain what it intends to do with regards to exceeding expectations and meeting those goals indicated with the student outcomes.

**Meets Expectations**

3 points

out of 3

**No Title**

**Comment:** Although I am impressed the students do go on for Ph.Ds at great institutions, the program would do better at having some quantitative measures of how many are going on for terminal degrees versus those who work in the field.

**Meets Expectations**

3 points
Meets Expectations
3 points
out of 3

Comment: I appreciate that you were able to show how the quality of the students have improved.
Analysis of Curricular Alignment and Currency to the Discipline

Comment: The program did a good job overall in tying the student learning outcome to the program; however, more explanation is needed in terms of how this is being accomplished, especially with so many different divisions indicated in the program.

Meets Expectations with Recommendations*

2 points
out of 3

No Title
Comment: No Comment

Meets Expectations
Analysis of Program Viability Based upon Internal Demand

Comment: The program indicated several "incomplete" when discussing the students applying for the program. The program should have indicated why this is the case, especially in terms of why the number rose drastically in 2016. Also, the program indicated "78" anthropology faculty in 2016. We assume this was an error.

Meets Expectations
3 points
out of 3

Comment: The program indicated some increases and decreases in viability but never fully explained this. The program needs to explain in what areas it has increased viability while indicating what areas it has decreased on. The CPR report was vague on the changes and how it has impacted the program.

Meets Expectations with Recommendations*
2 points
out of 3

Comment: The program needs to adequately address the shifting trends in the market forces.

Contextual Closing Narrative-Executive Summary

Comment: No Comment
Meets Expectations
3 points
out of 3

General Comment: No Comment

Evaluation 1 [✓ 0]
Last Edited: Alma Stevenson, 3/12/2019, 12:33PM

Incomplete

Analysis of Student Quality
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

Evaluation Score
0/54 pts
No Selection Made

Analysis of Curricular Alignment and Currency to the Discipline
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

Analysis of Program Viability Based upon Internal Demand
Comment: No Comment
No Selection Made

No Title
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

No Selection Made

Contextual Closing Narrative-Executive Summary
Comment: No Comment

No Selection Made

No Title
Comment: No Comment

No Selection Made

General Comment: No Comment
VI NEW BUSINESS

A. NEW POLICIES ON FOUNDATION ACCOUNTS AND USAGES:

Giving is down for the university’s Foundation. This was attributed to policy changes with respect to how Foundation funds can be spent. We stopped getting Foundation Statements in the departments.

Ms. Copeland noted that while the Foundation’s policy changed, the changes were needed to align the Foundation’s policies to longstanding IRS regulations.

- IRS guidelines have always stated that as a 501C3 organization, we cannot accept donations and then give a direct benefit to ourselves. Therefore, parties and gifts aren’t an appropriate use of funds. This opens us up to tax issues.
- There is an extensive body of law in this area. As a state agency, we are able to have limited employee banquets; there are rules for giving food to USG employees as a state agency.

Dr. MacGowan asked about student award ceremonies at the end of the year. Her department provides a meal and small award to the students. Can foundation funds be used for this type of event?

- Mr. Whitaker said we can use Foundation funds for student awards this year. Requests for use of funds need to be submitted prior to the event.
  - Policy changes will be happening in the near future, but due to the timing of policy changes, end of year student celebrations will be honored this semester.
  - Plaques or mugs are allowable purchases, but gift cards ARE NOT.
  - Request to use funds are to be sent to Tina Adams.

- Mr. Whitaker’s department will be looking at establishing parameters/guidelines for use of Foundation funds for the coming academic year.
  - A committee, The Foundation Expense Advisory Committee, will look at policies, procedures, and processes.
  - The committee members include: Provost, VP-Business and Finance, VP-Advancement, President of the Athletic Foundation, Internal Auditor, Executive Legal Counsel.
  - Current Georgia Southern Policy dictates who is on the committee.
  - Dr. Mondo suggested that we send a recommendation to the President to get a member of this committee (PBF) on the Foundation Expense Advisory Committee.

- On this subject, Mr. Whitaker did attend a meeting of the Dean’s council and department chairs meetings to answer questions. They should have the conversations in the departments regarding the changed guidelines.
B. EQUITY IN PARKING

This item was sent to the Faculty Senate Executive Committee and it was forwarded to PBF for consideration. A request was made to consider different amounts for employee parking among the three campuses. The concern noted that parking fees should be lower at the Armstrong and Liberty campuses because parking facilities were not as developed/sophisticated at these campuses.

Mr. Whitaker noted:

- Providing parking comes with a cost, and the $100 per year fee is not mandatory if one chooses not to park a car on campus.
- The President’s Cabinet decided all faculty and staff who want parking will have to pay $100 per year.
- He indicated that the parking fee is designed to cover the cost to provide parking for employees on all three campuses.
  - Costs incurred include enforcement, new streets, curb cuts, lighting, painting lines, and safety measures for pedestrians.
  - Payment of the parking fee is flexible and the parking office and payroll department will work with employees. Payment of parking fee options (all three campuses) are:
    - Employees can choose payroll deduction over 10 months, if they are a 10 month employee.
    - If an employee is paid biweekly, then the deduction is biweekly.
    - An employee can pay the fee at one time
  - Carpool spots exist on the Statesboro campus so employees can cut costs by carpooling with one pass issued for the carpool. Employees split the cost among the carpool participants. Armstrong should consider carpool spots.
  - Adjuncts pay the same parking fee, but if they teach in the evening they don’t need a pass because parking is not enforced after 4:00 pm.
  - Students can still park in faculty parking after 4:00 pm at all campuses unless the space if specifically designated and reserved (like Dean’s spots, President’s spots, etc.).

Motion: Prof. Whatley made a motion asking that the President’s Council consider a tiered parking fee for each campus. Dr. MacGowan seconded the motion. The motion failed (2 in favor, 3 against).

C. TOTAL COST OF UPCOMING GRADUATION

In the fall there were several graduations, so what is the total cost of commencement this year?

Dr. Ballagh reported that the projected cost for this spring commencement is $216,000.
The spring total cost last year was $160,000 (includes cost of both campuses).

Fall graduation is not comparable to spring because we do not have to pay a facility rental fee in the fall.

The $216,000 cost for spring 2019 doesn’t include Honors Convocation ceremonies, but it does include the speaker fee ($65,000 is the speaker fee for this spring).

Dr. Mondor asked if we could reduce the cost of the speaker in the future by granting an honorary degree. Dr. Ballagh said this would involve academic affairs. We agreed that we want to explore this option for future years. We assess graduation after every graduation to see if it needs to be changed.

It was noted that the reason for the change in graduation was not to save money but to give a more individualized, shorter, intimate ceremony and to enhance the academic celebration that all faculty can participate in.

Originally we projected the costs would be approximately the same as spring 2018 plus an additional $10,000 for AV costs and the cost of the speaker fee. Therefore, we are below our original $235,000 projection for graduation expenses ($160,000 last spring + $10,000 AV + $65,000 speaker fee = $235,000 original projection).

**D. STATUS ON BUDGET SHORTFALL**

This item was explained by Dr. Marrero during the President’s presentation to the Faculty Senate, so no further discussion was needed.

**VII OTHER ITEMS**

Dr. Mondor asked for clarification regarding the policy on royalties sent to departments for textbooks/lab manuals. Introductory lab manuals bring in a lot of royalties in COSM. Now we can’t put royalties in the foundation account. We need to address where the money is deposited. Ms. Copeland is meeting with the COSM Dean (April 26 at 9:00 am room 1005 Science Center) to review how the money is coming in, how it is used, why is so much coming in from students. Dr. Mondor noted that each lab manual doesn’t bring in a lot in royalties; in the Department of Biology two large non-major courses enroll thousands of students per year so the large number of students increases the amount of royalties received. Dr. Mondor noted that the royalties received are usually spent on the students taking the courses: purchasing equipment for the teaching labs, consumables, etc.

FYI: Mechanical Engineering is expanding on the Armstrong campus. The Annex 2 building will be getting updated. Plans are in the early stages to see what is needed to update it.
VIII ANNOUNCEMENTS
Dr. Patricia Holt is now President elect of the Faculty Senate.

IX ADJOURNMENT
The meeting adjourned at 10:15 am

Respectfully submitted,

Malice Whatley

Minutes were approved April 29, 2019 by electronic vote of Committee Members
I. CALL TO ORDER

Dr. Reed Smith called the meeting to order on Tuesday, April 16, 2019 at 4:01 PM.

II. NEW BUSINESS

A. Dr. Chris Caplinger reported for First-Year Experience
   - Helping create self-directed learning for students
   - Conversations with professors (CwP): helping them prepare for first week of school (syllabus, who are faculty [difference between faculty and high school teachers], schedule in shape), growth mindset, answer questions, Goal: faculty care about your success but students must take ownership
   - First-Year Seminar (FYE 1220): hybrid academic seminar/extended orientation (makes big university seem smaller, Allows students to choose something of interest to them, meet other students with same interests), outcomes (information literacy, engagement [degree program, campus resources], diversity and inclusion [new in Fall 2019]), 2 credit-hours w/letter grade, university requirement (not in Core) (additional to Core, at some universities, this is in Section B of Core and might be in the future at GSU), always assessing/refining/adapting
   - Exploratory Advisement: not “undeclared” anymore (need more structure for students), ~15% of first-year students historically, Our role: support in making good first choice (hoping they won’t change major as often), Momentum Year: purposeful choice and academic focus area, Major and Career Exploration Center (MACE)- peer-led for major or career ideas
   - Dual Enrolled Advising: Dual-enrolled characteristics - growing, higher entrance requirements, successful & retained to GS, new legislation (limiting money for FYE), changing the nature of FYE; Our role - advise students, parents, counselors, facilitate course approval, promote major exploration, assist as needed in recruitment/testing
   - Peer Education: peer leaders, peer leader supervisors, CwP assistants, peer academic advisors
   - University-wide Initiatives: Gateways to Completion (G2C) (courses that students struggle with in first year), Eagle Success (formerly known as EIP), academic altering, Soars

B. Dr. Cathy Roberts-Cooper reported on an issue in the Academic Support Center
   - An issue been noted that there are students, who have returned to the university to complete their degree, who have earned the credits for their curriculum but need a higher institutional GPA to graduate. Some of the students have years of courses ahead of them to reach the institutional GPA of 2.0, even though they have retaken classes with a passing grade.
   - Kimberly Simpson reported that they cannot do an academic replacement without sitting out for 3 years, and the complete replacement is only for classes that have been taken
since Fall 2018 or later. In the case of transfers, academic renewal is allowed but they must take at least 50% of the courses in house in order to graduate from GSU.

- Dr. Smith mentioned that this seems to be a case-by-case basis and will need others, including the Registrar to be involved in figuring out how to help these students. He will find out who else should be involved, and perhaps Holley will work with Cathy and the Provost office on this issue.

III. OLD BUSINESS

A. Holley Camacho follow up from previous meeting with new statistics

- Holley shared statistics from peer institutions and aspirational peer institutions regarding enrollment, 6-year graduation rates, and retention.

IV. CHAIR’S UPDATE

A. Dr. Smith provided a brief summary of things heard and information gathered during the year.

- Please see the attached document
- Dr. Kwabena pointed out that, in regards to Chair’s Observation number 10, underclassmen should be doing major work on the QEP so that they can be worked through by the time students get to be juniors and seniors.

V. ANNOUNCEMENTS

A. The initial year of the Student Success Committee is through. Email conversations may continue.

VI. ADJOURNMENT

There being no further business, the meeting was adjourned on Tuesday, April 16, 2019 at 5:04 PM.

Respectfully submitted,

Katharine Ours, Recording Coordinator

Minutes were approved <<Date>> by electronic vote of Committee Members
Student Success Summation

The first year of the new Student Success Committee’s activities consisted largely of having a number of stakeholders involved in university recruitment, admissions and retention (RAR) present to and respond to questions from the committee. Time did not allow all campus stakeholders involved in these processes to be involved, and more will need to address the committee in the coming year. However, the areas that presented helped educate committee members regarding the wide range of individuals and departments that are involved in these activities and elucidated that this is a complex process that involves numerous campus players. A subcommittee identified the broad range of departments and programs currently engaged in some aspect of the RAR process (see list below).

A subcommittee report earlier this semester thought it inappropriate for this committee to attempt to design a Retention document, similar to those that other universities have created at this time, for two reasons: 1. The new university strategic plan that will be unveiled in the near future will impact the characteristics of such a document; and, 2. Multiple stakeholders across the institution will need to be involved in the creation of such a document. Chris Caplinger, Greg Anderson and R. Smith identified the following as representative of those stakeholders:

- Academic Success Center
- Advising Centers
- Bursars Office
- Dean of Students
- Enrollment Management VP
- Financial Aid
- First Year Experience
- Graduate School
- Housing
- Institutional Research
- Office of Admissions & Recruitment
- Parent Programs
- Provost’s Office
- Registrar Student Affairs
- Sophomore Year Experience
- Student Engagement

Perspectives from Key Presenters This Year

Amy Smith, Assoc. VP, Enrollment Mgt.:

1. What are the goals for your specific area of responsibility that help facilitate student success?
   In Enrollment Management, our goal is to assist students through the entire life cycle - admission and enrollment through to graduation. Making this happen is 100% about student success. All offices in EM are carefully examining their processes and how they can be streamlined or reworked to better serve students. For reference, EM departments include Undergraduate Admissions, Registrar, Financial Aid, and Institutional Research.

2. What are the action steps your area implements to achieve these goals?
   Basically, every function of all four departments, in addition to the VP’s office, is to achieve this goal. But specifically, as noted above, we are examining their processes and policies to better serve students and ease the enrollment process.

3. In what ways are these goals being, or not being, met?
   Review of service delivery and behind-the-scenes processes is a difficult undertaking, but we work through them at weekly enrollment meetings with key partners. We dissect problems as they arise and put solutions in place. Additionally, the institution is moving forward with Enrollment Services, a new department designed to be the first stop for all enrollment questions/issues. As this rolls out with face-to-face and phone service, it will hopefully streamline answers and solutions for students.
4. **Why or why not?**
Meeting goals is about devoting resources. While resources (time, staff, often financial) are hard to come by, the team members in place are devoted to student success and let that lead all decisions.

5. **What do you believe are the barriers to increasing student retention across the university?**
I believe the greatest barriers to student success are policies that create roadblocks for progression and poor communication to students (and internal faculty/staff).

**Cathy Roberts-Cooper, Academic Success Center:**
1. **Our goals to support student success include:**
   - Developing positive academic mindset in students
   - Increasing student knowledge of resources
   - Increasing student sense of belonging
2. **Our action steps to reach these goals are achieved through the following strategies:**
   - Success Coaching
   - Peer tutoring
   - Peer mentoring
   - Educational workshops & presentations
   - Learning Support advisement
   - Testing services

Our goals are being met in a general sense, but we are still in the process of collecting data to establish baselines due to the changes in academic policies that took effect Fall 2018 and determining the organization and communication needed for the Academic Success Center to best meet the needs of student, staff, and faculty.

4. **Our shortcomings are the result of 3 primary things:**
   - Lack of campus (students, staff & faculty) understanding the academic policy changes and how those changes have altered the student experience as compared to pre-consolidation when those policies weren't in effect OR the Academic Success Center did not exist on some campuses (Armstrong and Liberty)
   - Lack of clearly defined procedures to enact all the new academic policies and institution focus on student success (SAP appeals, Limited Grade Forgiveness, Academic Renewal, change of major, home campus designation, Academic Standards Committee decisions)
   - Lack of clearly defined goals for meeting the needs of student populations that do not have the same level of accessibility or affordability when interacting with ASC services (and other services on campus):
     - Non-traditional students
     - Students with food insecurity and/or homelessness
     - Military/veteran students and their affiliates
     - Students with learning disabilities
     - Students with mental health issues

5. **In what ways are these goals being, or not being, met?**
A major barrier to solving the issues outlined in #4 is a combination of unclear leadership (who is in charge of it?), processes (what are the rules that must be followed to get this approved?), and being overwhelmed by the number of changes and priorities resulting from consolidation (what do we focus on first?). Student Success is our overarching priority - but most things can
be argued as supporting/effecting student success. We do not have a clearly defined plan of goals, outcomes, and strategies to reach those outcomes. Our ways of making these decisions has been completely uprooted and it's unclear what has been retained from old rules and procedures and where new paths must be carved out. There are clearly some people and offices that have been working to provide this leadership amidst all the changes, but it can't be done by those few - more people need to be brought into the process in an organized way.

Student-Athlete Services (Invited) Tips for Academic Success (Reggie Simpkins)

☐ Weekly Objective Sheets: visual reminders work well for many of our students. We do understand that they will not read more than three sentences. so I try and keep it short and to the point from the start as to not clutter my message or their processing abilities. Students are learning to do things one way in high school and then the academic expectations are typically completely different on the college level.

☐ One of the basic things that is done by the Student-Athlete Services (SAS) staff is structuring a student’s semester. so they have a chance from the start to be successful. Students that did not perform well in certain areas in high school are presented a learning plan upon arrival at Georgia Southern. SAS staff makes schedule suggestions based on their academic history and not necessarily their academic curriculum. A large number of our athletes attend summer school. so they have time to make up courses that they maybe did not take in the sequence designed by the major.

☐ All Athletes are required to submit a copy of their grades each week. These grades are put into a google document and shared with coaches. We are constantly checking up on their progress.

☐ The staff in SAS has an opportunity to develop a working relationship with student-athletes. The majority of our freshmen attend summer session B and there is strategically planned programming to address the transition from high school to college.

☐ SAS collects three progress reports each semester which allows the staff to address any academic issues in advance. This system allows our staff to prepare students to have conversations with their professors and also to inform/direct them to the various resources on campus that can aid them in being successful.

☐ Weekly Meetings: Every freshman and every athlete under a 2.5 GPA is typically going to meet with their SAS advisor each week. These meetings are to ensure that the students are aware of upcoming assignments, provide any academic updates, and also create plans to maintain or improve grades.

☐ Weekly objective sheets are a great tool for students to use to stay organized and aware of what assignments/appointments/tests/quizzes are taking place. It would be extremely valuable for freshman to have access to objective sheets, especially as they are transitioning from an academic environment where they are reminded daily by their high school teachers in class verbally and visually of work due. At the collegiate level, they are thrown headfirst into a completely different way of life and many still need those daily reminders and increased support.
A large number of students ARE NOT utilizing their email or know to check folio as frequently as they should. By the time they figure that out (if they ever do) it could have already caused them academic issues. This could be challenging to do for all Georgia Southern students but there could be some metrics pulled early on to identify students that may struggle and at least try something similar during their freshmen year.

Visual reminders work well for my guys. Short to the point reminders, not paragraphs trying to describe things but short A.B.C. announcements. They seem to remember it more efficiently that way. I do the same thing in my e-mail/text reminders. I know they will not read more than three sentences, so I try and keep it short and to the point from the start as to not clutter my message or their processing abilities.

SAS staff takes the time to learn students learning style(s) and interest(s). This information is then used to create ways for them to learn/perform and keep them engaged. This has helped individualize each student and not treat them as if they all learn the same. It also allows SAS staff to become creative in catering to the student's needs and finding out his/her best way of learning. Getting to know the students outside of books and sports is also very helpful. Once they've expressed something about them or something/someone they care about, it becomes a little bit easier to motivate them and encourage them along the way.

Our Summer SUCCESS program helps us create a strong base for our students from the start. Taking the time to go through the basics that will teach them to be how to "do" college is paramount to their success. They go through the motions during SOAR and provide a lot of information in a short period of time but I think taking time in smaller settings to address issues is more beneficial for our students (academic integrity, classroom etiquette, speaking with professors, managing time, online platforms utilized, and understanding the history of Georgia Southern).

SAS assists our students in understanding why they are taking certain classes and what they need in those classes. I know on campus advisors have large numbers of students to advise and meetings have to be brief. For a student to be successful they need to understand the difference between core and major classes as well as receiving more detailed information about the major. It is a good practice to walk through advisement sheets with students and explain why they have to take classes as well as talk through all their "elective" options (B, D, E) that maybe just got glossed over in advising. Once they understand their program and what they need to do, they can be more engaged in the degree they are pursuing.

The SAS tutorial program is a big part of our success here. We average 500 tutoring appointments each week for 400 student athletes. We stress that tutoring is not only used when a student is failing a class but also as a tool to review what was learned in class. Tutoring is also used to maintain grades as well. We recruit many of our tutors from the honors program and we have a very selective screening process when choosing who our tutors will be.

SAS staff does well checking in with new and underperforming students regularly. This creates strong, positive, and lasting relationships with our student-athletes. In SAS it is easier for us to do this because we are assigned our teams making the case load more manageable. In the
general student population, I think these individuals can easily "get lost at sea" in the university environment. Creating strong connections from day one on campus is important. If students do not feel connected to support individuals, they will be unlikely to reach out for help when they need it most (some may not know they need help).

- Find a way for departments/colleges to operate more like athletics, incorporating their advisors and students into meaningful activities outside of traditional classroom time. We have SA's taking classes and committing time to their sport. My assumption is that the average department has several students/non-athletes who attend class but don't fill their time with something meaningful to said department outside of class time.

- Required membership to a club/sport/organization/job of their choice where student is reporting to an adult... something to structure their daily schedule better and commit to 10-12 hours of extracurricular activities/week. Make it a requirement for 1 semester minimum for freshmen year, and 1 semester Sophomore year.

**Committee Chair Observations:**

1. Many campus programs are striving to retain, progress and graduate students. However, there appears to be no central office to which these programs report, communicate, or coordinate their efforts. Student success is a complicated challenge that takes a community- (university) wide effort to enhance. Stronger coordination to ensure efficiency and comprehensive success needs to be developed.

2. A barrier to attracting and retaining high-achieving students is a lack of Foundation funding to provide scholarships to students who are considering enrolling as freshmen at Georgia Southern. This puts GS at a disadvantage with other universities in attracting and retaining students. Likewise, some students apparently are not retained at GS for their full degree program because they do not receive renewable scholarships and encounter financial difficulties.

3. It is common for Georgia Southern students to fail to matriculate in a timely manner because of “bottleneck” prerequisite courses they encounter each semester. Thus, delaying their ability to begin taking major courses in a logical and timely manner, or in their deciding to leave the institution for another school where they can enroll in prerequisite courses.

4. Faculty are involved in an ancillary way with recruitment and in a significant way (grades) with retention but do not fully appreciate or have input into the overall RAR process.

5. Too many Georgia Southern students see college as merely a game or hoops to jump through, instead of a life-enhancing process (see David Brooks’ “resume vs. eulogy” virtues’ thesis in *The Road to Character*). Many students need to receive more guidance in identifying the real purpose of college and in approaching it with more maturity. The
Momentum initiative is a positive step toward addressing this issue, but it needs to be reinforced throughout the four-years a student is at GS.

6. A student who does not fall into one of some select categories (such as certain minorities, athletes, internationals), appears to be provided with less guidance in student success that the overall student population. Are we adequately supporting white, especially male, student success? UGA and some other universities recently started a program to help rural white Georgia students, whom they have identified as requiring special attention to succeed.

7. Freshmen-Sophomore level courses are not in many cases arming students with the scholarly research or writing skills or intellectual maturity to succeed in upper-class and/or major courses.

8. ROTC and student-athletes typically display the academic skills and intellectual maturity necessary for academic success, including respect, attendance, responsibility and focus that a large number of GS students do not. Is there a way to communicate these traits to a larger segment of the student population?

9. When I was an undergraduate, any student not getting B or higher grades in a major course was told to change their major. At least, in Comm. Arts, majors do not meet that standard, yet are allowed to struggle through their curriculum to graduation.

10. Two initiatives in which Georgia Southern has invested large amounts of resources in recent years are program assessment and QEP (student writing). However, these efforts do not appear to be directly impacting student success. Shouldn’t they be? The findings are reported on the micro-(department) level, but not the macro (university) level.
I. CALL TO ORDER

*Voting Members Present* Dr. Maria Adams, Dr. Yasar Bodur, Mr. Christopher Cartright, Dr. Laurie Gould, Dr. Chuck Harter, Dr. Barbara Hendry, Ms. Caroline Hopkinson, Dr. Lucas Jensen, Dr. Jun Liu, Mr. Jeffrey Mortimore, Dr. Peggy Mossholder, Ms. Donna Mullenax, Dr. Dziyana Nazaruk, Dr. Amy Potter, Dr. Joelle Romanchik-Cerpovicz, Dr. Lina Soares, Dr. Marian Tabi

**Non-Voting Members Present:** Mrs. Marie Anderson, Ms. Aaliyah Dent, Dr. Delena Bell Gatch, Ms. Candace Griffith, Ms. Doris J. Mack, Mr. Wayne Smith, Ms. Barbara Weiss

**Guests:** Mr. Kent Bodily, Mr. Jonathan M. Bryant, Ms. Adrienne Cohen, Mr. Finbarr Curtis, Mr. Trent Davis, Mrs. Karin Fry, Dr. Timothy Giles, Dr. Steven Harper, Dr. Brian Koehler, Mr. John Peden Dr. Norton Pease, Dr. Dan Pioske, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Daniel Skidmore-Hess, Dr. Ashley Walker, Ms. Caysi Warren, Dr. David Williams, Dr. Jennifer Wilson

**Absent:** Dr. Rocio Alba-Flores, Miss Ruth Baker, Dr. Kathleen Narie Baldwin, Joanne Chopak-Foss, Ms. Vivian Bynoe, Dr. Suzy Carpenter, Dr. Anoop Desai, Dr. Katy Gregg, Mr. Felix Hamza-Lup, Dr. Yoon Kim, Dr. Raymona Lawrence, Dr. Richard McGrath, Dr. Clint Martin, Dr. Nathan Palmer, Dr. Jessica Schwind, Dr. Laura Stambaugh, Dr. Aslihan Unal, Dr. Pam Worrell-Carlisle, Dr. Francois Ziegler

*Voting Members Present represents members who were at the March 12th meeting and the reconvened meeting on March 13th.*

**Reconvened meeting items voted on at the March 13th meeting.**

Mr. Christopher Cartright called the meeting to order on Tuesday, March 12, 2019, at 3:35 p.m. and on Wednesday, March 13, 2019, at 1:00 p.m.

Mr. Christopher Cartright sent out Brian Koehler’s draft motion that would allow the Registrar’s Office to process the program revisions without any need for our approval. The revisions are just the update program learning outcomes. Mr. Christopher Cartright amended the agenda to add Brian Koehler’s motion. Ms. Caroline Hopkinson made a motion to add Brian Koehler’s draft motion to the agenda under new business. A second was made by Ms. Donna Mullenax and the motion to amend the agenda was passed.

Mr. Christopher Cartright asked Ms. Candace Griffith to address her concerns regarding program reviews. Ms. Candace Griffin from the Provost Office said, “Please when you complete your program reviews remember you need to put the name of the program in the actual name block. When you click on the name block there are only student names loaded into the campus labs so you’ll have to click on the plus button to create a new rubric and title it BA English, or whatever your program is. If you put your name in there I will not know what program it is for. Also, remember to do the individual reviews in the individual review directory and the pair
reviews. *There should be one for each program and that would be under the pair review directory.*”

II. APPROVAL OF AGENDA

Ms. Caroline Hopkinson made a motion to approve the agenda. A second was made by Ms. Donna Mullenax and the motion to approve the agenda was passed.

III. APPROVAL OF FEBRUARY MINUTES

Ms. Donna Mullenax made a motion to approve the February minutes. A second was made by Ms. Caroline Hopkinson and the motion to approve the minutes was passed.

*Chris informed the committee that the committee is going to need to approve the March minutes before we meet in April. For the March minutes, once I receive these from the Registrar’s Office and send them in the group email, I can make a motion to approve the March minutes via email. This will allow Ms. Candace Griffith to submit the approved minutes to the faculty senate so she can do the curriculum process.*

IV. NEW BUSINESS

A. College of Engineering and Computing

*David Williams presented the agenda items for the College of Engineering and Computing.*

Department of Information Technology

Inactive Program

BSIT-WEB: Information Technology B.S.I.T. (WebBSIT)

JUSTIFICATION:
The WebBSIT is a fully online USG Board of Regents consortium degree program. In recent months consortium, member institutions have withdrawn from the consortium. Therefore, the resources necessary to offer the degree are no longer sufficient to sustain it going forward. The only remaining institution in the consortium is Georgia Southern, which is where the academic program is administratively housed. A decision was made by the WebBSIT governing board, in consultation with the BOR, to terminate the program and provide a teach-out of courses for the remaining 131 currently enrolled students. It is projected that the final semester of the teach-out will be Fall 2020. It should be noted that plans are in the development stage to create a replacement fully-online program at Georgia Southern. If approved, this would allow students in the teach-out to transition to the replacement program to complete their degree.

Ms. Donna Mullenax made a motion to approve the inactivation of the program submitted by the Department of Information Technology. A second was made by Ms. Caroline Hopkinson and the motion to approve the inactivation of the program was passed.
Department of Electrical and Computing Engineering
Revised Course

**EENG 3241: Electric Machines w/Lab**

This change is to make sure that all the students taking EENG 3241 and EENG 3337 have the need for background knowledge in Circuits II.

Ms. Donna Mullenax made a motion to approve the course for revision submitted by the Department of Electrical and Computing Engineering. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised course was passed.

Inactivated Course

**ENGR 3310: Circuit Analysis Lab**

**JUSTIFICATION:**

This lab is not being used anymore since it was merged into EENG 3345 Circuit Analysis II.

*Mr. Christopher Cartright requested that the outcomes be put in.*

Donna Mullanex made a motion to approve the course for inactivation submitted by the Department of Electrical and Computing Engineering. A second was made by Ms. Caroline Hopkinson and the motion to approve the inactivated course was passed.

Revised Program

**BSEE-ELEC: Electrical Engineering B.S.E.E.**

**JUSTIFICATION:**

The word requirement had a typo in it.
We added the ABM program requirement.
Finally, we added the program outcomes.

Donna Mullanex made a motion to approve the program revisions submitted by the Department of Electrical and Computing Engineering. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised program was passed.

Department of Mechanical Engineering
Revised Courses

**MENG 4811: Introduction to Mechanical Engineering Research and Projects**

**JUSTIFICATION:**

number is changed from 4811 to 5811 to fit the need of the new 4+1 Accelerated Bachelor's to Master's (ABM) Degree.

**MENG 4822: Research Project in Mechanical Engineering**

**JUSTIFICATION:**

Additional changes as a result of consolidation related program review. number is changed from 4811 to 5811 to fit the need of new 4+1 Accelerated Bachelor's to Master's (ABM) Degree.
Revised Program
BSME-MECH: Mechanical Engineering B.S.M.E.

JUSTIFICATION:
Course numbers were updated to reflect the change in numbers for two courses and the Accelerated Bachelor's to Master's (ABM) Degree is added to the program page.

Ms. Donna Mullenax made a motion to approve the MENG 4811, MENG 4822, and program revision to BSME with the revision of updating the justification for MENG 4822 from 4811 to 4822 for the revisions submitted by the Department of Mechanical Engineering. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses and program was passed.

B. College of Arts and Humanities

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

Department of Communication Arts
New Courses
MMFP 3333: Sports Broadcasting
JUSTIFICATION:
This will be an elective course for MMFP majors

Ms. Donna Mullenax made a motion to approve the new course submitted by the Department of Communication Arts. A second was made by Ms. Caroline Hopkinson and the motion to approve the new course was passed.

Revised Courses
THEA 2300: Script Analysis
JUSTIFICATION:
The Prerequisites were a mistake and missed during consolidation.

THEA 2332: Stagecraft
JUSTIFICATION:
We have modified the course description to reflect the needs of the course offerings within the entertainment industry as our students are training for stage, film, and television.

THEA 2333: Acting I: Fundamentals of Acting
JUSTIFICATION:
Removed a typo from the consolidation course description.

THEA 2410: Oral Interpretation
JUSTIFICATION:
Cleaned up a typo from the consolidation.

THEA 3200: Stage Design Concepts
JUSTIFICATION:
Removed a typo from consolidation merging of courses.

THEA 3330: Acting II: Scene Study
JUSTIFICATION:
We are matching the catalog title with the title in banner, so it matches all of the other acting classes.

THEA 3500: Musical Theatre Voice
JUSTIFICATION:
Revised the prerequisite and corrected the credit hours.

THEA 3501: Musical Theatre Voice II
JUSTIFICATION:
Corrected the prerequisite and corrected the credit hours.

THEA 4030: Children's Theatre Tour
JUSTIFICATION:
Removed a typo from the title.

THEA 4333: Acting III: Styles
JUSTIFICATION:
Cleaned up the titles to reflect the other acting classes.

THEA 4337: Costume Design
JUSTIFICATION:
Revised the prerequisite, removed the old one and added the new one.

THEA 4501: Stagecraft II
JUSTIFICATION:
Cleaned up the course description and corrected a typo on the catalog listing.

Ms. Donna Mullenax made a motion to approve the course revisions submitted by the Department of Communication Arts. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses was passed.

Department of Foreign Languages
Revised Course
SPAN 4050: Advanced Spanish for Health Care Professionals
JUSTIFICATION:

Mr. Norton Pease stated the SPAN 3060 is an inactive course and should be removed from the prerequisites.

Ms. Donna Mullenax made a motion to approve the course revision submitted with the
addition of the removal of SPAN 3060 by the Department of Foreign Languages. A second
was made by Ms. Caroline Hopkinson and the motion to approve the revised course was
passed.

Inactivated Courses
SPAN 4635: Transatlantic Studies
JUSTIFICATION:
We have not taught this course for many years, nor is it required for our major.

Inactivated Programs
051B: Japanese Studies Interdisciplinary Minor
JUSTIFICATION:
This program duplicates our Japanese minor. We have not offered this minor for many
years.

CER0-LTNAS: Latin American Studies Certificate
JUSTIFICATION:
Students can now take the Latin American Studies Minor. As per IR, there are not students
in the program, so we don't need a teach-out plan.

CER0-SPAN: Spanish for the Professions Certificate
JUSTIFICATION:
Students can now take the Spanish minor, which is what we want to encourage. As per
IR, there are not students in the program, so we don't need a teach-out plan.

Ms. Donna Mullenax made a motion to approve the inactivation of the courses and
program submitted by the Department of Foreign Languages. A second was made by Ms.
Caroline Hopkinson and the motion to approve the inactivation of the course and
programs was passed.

Department of Philosophy and Religious Studies
Karin Fry presented the agenda items for the Department of Philosophy and
Religious Studies.

New Course
PHIL 4790: Internship
To allow students to get real world experience related to their field of study.

New Program
: Philosophy B.A. (Concentration in Law)
JUSTIFICATION:
Some of our Philosophy majors plan to go to law school. This degree could be referenced in
their applications to show their preparation for the study of law. Further, some students are
interested in political philosophy and legal philosophy and would like to specialize in a degree that focuses on those areas.

Donna Mullanex made a motion to approve the new course and program submitted by the Department of Philosophy and Religious Studies. A second was made by Ms. Caroline Hopkinson and the motion to approve the new course and program was passed.

Department of Music
New Courses
MUSA 3110: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 3110 would be a 1-credit course, at proficiency Level 1.

MUSA 3120: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 3120 would be a 1-credit course, at proficiency Level 2.

MUSA 3210: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 3210 would be a 2-credit course, at proficiency Level 1.

MUSA 3220: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 3220 would be a 2-credit course, at proficiency Level 2.

MUSA 4130: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 4130 would be a 1-credit course, at proficiency Level 3.

MUSA 4140: Applied Music
JUSTIFICATION:
We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 4140 would be a 1-credit course, at proficiency Level 4.
**MUSA 4230: Applied Music**

We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 4230 would be a 2-credit course, at proficiency Level 3.

**MUSA 4240: Applied Music**

**JUSTIFICATION:**

We would like to further adjust our applied music course numbering system, so that courses reflect the credit hours to be earned and the proficiency level of the course. MUSA 4240 would be a 2-credit course, at proficiency Level 4.

*Dr. Steven Harper asked to withdraw all MUSA courses from the agenda.*

*There was not a motion to withdraw these items from the agenda. Mr. Christopher Cartright asked to make a note that these items will be removed from the agenda.*

**Department of History**

*Mr. Jonathan Bryant presented for the Department of History.*

**Revised Program**

**472B: Digital Humanities Interdisciplinary Minor**

**JUSTIFICATION:**

Prerequisites are only for individual courses and not for the minor as a whole, and were placed in the wrong sections. Classes offered have changed with consolidation.

*Ms. Donna Mullenax made a motion to approve the program revision submitted by the Department of History. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised program was passed.*

**Department of Writing and Linguistics**

*Mr. Norton Pease presented for Writing and Linguistics.*

**Revised Courses**

**WRIT 3130: Creative Writing**

**JUSTIFICATION:**

Students require the foundation of the full FYW sequence to be prepared for this course. Changing the prerequisite is also consistent with other 3000-level courses in the area.

**WRIT 3131: Teaching Writing**

**JUSTIFICATION:**

Offering both lecture and asynchronous options for scheduling will allow us to better meet the needs of students across campuses.

**WRIT 3140: Writing for Young Readers**

**JUSTIFICATION:**

Students require the foundation of the full FYW sequence to be prepared for this course. Changing the prerequisite is also consistent with other 3000-level courses in the area.
WRIT 4130: Creative Nonfiction Writing  
JUSTIFICATION:  
Students in this course require the foundation to creative writing provided in WRIT 3130.

WRIT 4231: Screenwriting  
JUSTIFICATION:  
Allowing this course to be offered asynchronously will allow us to better serve the needs of students across campuses. Changing the pre-requisite will make this course consistent with other 4000-level courses in this area.

WRIT 4430: Poetry Writing  
JUSTIFICATION:  
Students in this course require the foundation to creative writing provided in WRIT 3130.

WRIT 4530: Fiction Writing  
JUSTIFICATION:  
Students in this course require the foundation to creative writing provided in WRIT 3130.

WRIT 4535: Intellectual Property  
JUSTIFICATION:  
Offering this course at the 5000-level (along with an accompanying G section) will enable us to serve both undergraduate students/majors as well as students in the MAPCL and other graduate programs.

Ms. Donna Mullenax made a motion to approve the course revisions submitted by the College of Arts and Humanities Department of Writing and Linguistics. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses was passed.

Department of Literature  
Revised Course  
ENGL 3090: Selected Topics in Literature  
JUSTIFICATION:  
Can be online or face to face consolidation error

Ms. Donna Mullenax made a motion to approve the course revisions submitted by the Department of Literature. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised course was passed.

C. College of Business  
Dr. Chuck Harter presented the agenda items for the College of Business.

Dean’s College  
Inactivated Course  
BUSA 3100: Essentials of Peer Advising
JUSTIFICATION:
To the committee's knowledge, this course has never been offered and since the college has professional advisers it is not necessary and will not be offered.

Ms. Donna Mullenax made a motion to approve the course for inactivation submitted by the College of Business Dean's Office. A second was made by Ms. Caroline Hopkinson and the motion to approve the inactivated course was passed.

Department of Finance
Revised Course
FINC 3130: Financial Tools and Methods
JUSTIFICATION:
Although the course covers some basic concepts in finance, its focus is on financial modeling and analysis. Requiring FINC 3131 as a prerequisite ensures that students enter the course with the requisite financial knowledge and allows greater emphasis on the development and use of financial models and statistical analysis tools. Since the current prerequisite (ACCT 2101) is also a prerequisite for FINC 3131, there is no longer a need to list ACCT 2101 separately as a prerequisite.

Dr. Barbara Hendry mentioned she did not see the workflow for FINC 4130 and she mentioned a comment on the proposal which stated general course outcomes needed to be added before the committee approves the course. Dr. Barbara Hendry stated the general learning outcomes said no change in existing goals and outcomes and she wanted to know was this acceptable. Mr. Christopher Cartright answered and said no he does not think this is acceptable. Ms. Candace Griffin from the Provost Office said when she reviewed this course she noticed there were no general outcomes. Ms. Candace Griffith said she reached out to the department and they said that they would add them. Ms. Candace Griffith mentioned CIM is the repository for SACS so they should be added.

Ms. Donna Mullenax made a motion to rollback the course revision submitted by the College of Business Department Finance. A second was made by Ms. Caroline Hopkinson and the motion to rollback the revised course was passed.

New Program
: Financial Technology (FinTech) Certificate Program
JUSTIFICATION:
In September 2018, the Board of Regents of the University System of Georgia announced the formation of the Georgia FinTech Academy, a "statewide initiative to create a talent pipeline for Georgia's fast-growing financial technology (FinTech) sector." The proposed certificate program allows the Georgia Southern University Parker College of Business to participate in the FinTech consortium in a manner which meets USG objectives, aligns with College objectives, and promotes student opportunities while leveraging existing infrastructure. Among the alternatives for structure listed in the USG FinTech Talent Development Playbook is "Alternative 4: Collaborative Models," defined as "a collaborative effort, spanning multiple academic units within or across USG institutions." The proposed
program directly applies this model by combining courses from two Parker College of Business disciplines, FINC and CISM.

The FinTech Talent Development Insights document identifies "data analyst" as a "high demand talent area" requiring competencies in big data management, analytics modeling, business analytics, data visualization, and machine learning. These competencies are addressed in the proposed curriculum.

This program allows Georgia Southern University to be an active player in the FinTech Consortium, in which the USG states all institutions should be involved. Participation could provide access to resources as well as deepen relationships with industry partners. Since these classes are already actively in our faculty-approved rotation, the certification encompasses objectives of the College at a low marginal cost. In addition, certification of our students makes them more marketable in a high-growth area in need of talent. Implementation of the certificate program will help ensure employers keep looking to Georgia Southern to fill their needs.

Ms. Donna Mullenax made a motion to approve the new program submitted by the Department of Finance. A second was made by Ms. Caroline Hopkinson and the motion to approve the new program was passed unanimously.

Department of Economics
Revised Courses
ECON 2105: Principles of Macroeconomics
JUSTIFICATION:
This course description more accurately describes the course as a traditional Principles of Macroeconomics course.

ECON 2106: Principles of Microeconomics
JUSTIFICATION:
Removing ECON 2105 as a prerequisite will allow more flexibility in scheduling for Parker College of Business students. Typically both ECON 2105 and ECON 2106 start with the same introductory material so sequence does not matter.

Dr. Barbara Hendry stated that the learning outcomes were missing for ECON 2105. Mr. Christopher Cartright suggested approving the courses with the addition of SLOs and GLOs in the correct sections. Dr. Barbara Hendry mentioned the SLOs are in the GLOs. Mr. Christopher Cartright asked the committee how we interpret general learning outcomes and student learning outcomes. Ms. Candace Griffin stated that general learning outcomes and student learning outcomes are different and asked Dr. Delena Bell Gatch from the Office of Institutional Effectiveness (OIE) to expand on the difference between GLOs and SLOs. Dr. Delena Bell Gatch states she looks at the overall general course goals that might be instructor-centered in terms of the instructor’s intentions of what he or she wants to do, and the student learning outcomes are addressing the student learning outcomes assessment methods, and how this links to the overall program goals.

Ms. Candace Griffith stated when doing core curriculum there is a specific template that
needs to be filled out for the USG’s counsel on General Education approval. The template distinguishes between goals in specific student learning outcomes, and her reference for finding that would be in the CIM depository in this form.

Dr. Barbara Hendry originally made a motion to rollback ECON 2106 to add learning outcomes. She later retracted this statement to approve ECON 2105 and 2106 with the addition of SLOs and GLOs along with MGNT courses.

Ms. Donna Mullenax made a motion to approve the course revisions for ECON and MGNT submitted by the Department of Economics with the addition of GLOs and SLOs. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses was passed.

Revised Program

232A: Economics Minor
JUSTIFICATION:
This change gives more flexibility to students interested in earning a minor in economics.

Ms. Donna Mullenax made a motion to approve the program revision submitted by the Department of Economics. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised program was passed unanimously.

Dr. Chuck Harter presented the agenda items for the Department of Management

Revised Courses

MGNT 3234: Fundamentals of Entrepreneurship
JUSTIFICATION:
This course revision seeks to remain current with industry/field content and pedagogy and better align with and fit into the overall revised program curriculum.

MGNT 4234: Intermediate Entrepreneurship
JUSTIFICATION:
1. To effect a name change to better reflect the course objectives and sequencing.
2. The revised course description and outcomes add clarity and accuracy to the catalog presentation.
3. The revisions better align the course content with extant andragogy and domain standards/expectations.

MGNT 4235: New Venture Finance
JUSTIFICATION:
First, the existing applied small business management course contains content and outcomes that are redundant to other courses in the curriculum. This revision eliminates the redundant content.
Second, the course content and outcomes related to new venture finance are dispersed throughout the existing curriculum and as such contains gaps and inconsistencies. This
course aggregates and aligns the content and outcomes related to new venture finance in a comprehensive and coherent learning package. Third, the content and outcomes related to new venture finance offered in the existing program are not robust enough to fulfill the revised program objectives for a quality entrepreneurship program. A course focused on new venture finance is consistent with best practice for similar programs in peer and aspirant schools. In addition, the increased emphasis on the unique financial aspects of new venture development better reflects the reality our graduates will encounter in practice. The expanded emphasis on new venture finance will deliver a robust contribution to the revised student learning outcomes at the program level.

**MGNT 4236: Entrepreneurship and Innovation Capstone**

**JUSTIFICATION:**
First, the new name can better reflect the course objectives. Second, the new name and revised descriptions can add clarity and accuracy to the catalog presentation. Third, the revisions better align the course content with extant andragogy and domain standard and expectations.

*Dr. Barbara Hendry stated the student course learning outcomes are missing and under the general outcomes it doesn’t say SLOs but they list as 1, 2, 3, 1, 2, 3, 4 with very specific things. Mr. Christopher Cartright stated that he could not make the distinction given the fact that someone could write and be focused more on the outcome portion rather than the general goals, they were writing general outcomes. Mr. Christopher Cartright stated that they could look very similar to SLOs, so he would still write it as a general outcome. Dr. Barbara Hendry recommended that the courses be rolled back for all fairness of the other courses that were rolled back. Mr. Christopher Cartright asked, what are the measures that we are using to determine that the information and general outcome area is not specific enough to the general outcome. Mr. Christopher Cartright asked if we can strengthen our determination for how we’re reading these as SLOs as opposed to general outcomes. Dr. Barbara Hendry motioned that the proposals should be rolled back and request general outcomes. Dr. Chuck Harter stated that he doesn’t have a problem sending them back to clean them up. Dr. Marian Tabi stated that SLOs and program outcomes are sometimes very confusing. Dr. Marian Tabi mentioned when it started their program outcomes are determined as student learning outcomes. Wayne Smith reminded everyone of the meetings that are coming up. The curriculum approved at the March meetings will get into Banner and will be there for registration which starts for the SARC students on April 1st, and full registration starts on April 8th. The next undergraduate meeting is April 9th, so that means that registration would have already started. Wayne mentioned that it would take the Registrar’s Office a while to get it in Banner, and then it will take the departmental secretaries a while to get them into banner for students to register for those classes. Mr. Christopher Cartright recommended approving the courses with recommendations to indicate learning outcomes separately and correctly. If they are able to articulate and identify their learning outcomes, the committee can approve the course or program. Mr. Christopher Cartright recommended the rollback of ECON 2106.*

*Dr. Barbara Hendry originally made a motion to rollback ECON 2106 to add learning outcomes. She later retracted this statement to approve ECON 2105 and 2106 with the addition of SLOs and GLOs along with MGNT courses.*
Ms. Donna Mullenax made a motion to approve the course revisions for ECON and MGMT submitted by the Department of Economics with the addition of GLOs and SLOs. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses was passed.

Ms. Candace Griffith suggested the committee ask Dr. Delena Bell Gatch and/or OIE to define what is meant by general learning course outcomes, student learning outcomes, program learning outcomes, and program outcomes (which are different from program learning outcome) and put together a paragraph that we could send back to the programs when we ask them for this information. Ms. Candace Griffith asked if the Registrar’s Office could add this information to CIM. Mr. Christopher Cartright mentioned there was a lot of material for the April curriculum, so he would send the housekeeping via email over the summer. Mr. Christopher Cartright mentioned that after this meeting and the April meeting he will be asking everyone for their feedback to streamline future processes.

Department Logistics and Supply Chain Management

Revised Courses

**LOGT 3231: Introduction to Supply Chain Management**

**JUSTIFICATION:**
Restructuring program to reflect courses and sequence to prepare graduates for careers in logistics and supply chain management.

**LOGT 3232: Logistics and Supply Chain Strategy**

**JUSTIFICATION:**
Restructuring program to reflect courses and sequence to prepare graduates for careers in logistics and supply chain management.

**LOGT 4231: Logistics and Intermodal Transportation Operations**

**JUSTIFICATION:**
Restructuring program to reflect courses and sequence to prepare graduates for careers in logistics and supply chain management.

**LOGT 4232: International Supply Chain Systems**

**JUSTIFICATION:**
Restructuring program to reflect courses and sequence to prepare graduates for careers in logistics and supply chain management.

**LOGT 4263: Logistics and Intermodal Transportation Capstone**

**JUSTIFICATION:**
Restructuring program to reflect courses and sequence to prepare graduates for careers in logistics and supply chain management.

**OSCM 3430: Operations and Supply Management**

Department faculty reviewed student outcomes on quantitative items and believe this
course prefix, description and prerequisites should be changed to better reflect course administration and needed capabilities for successful preparation.

**OSCM 3437: Service Operations Management**  
**JUSTIFICATION:** Prefix and catalog description changes to reflect administrative unit scheduling the course and to update description for supporting program outcomes.

**OSCM 4431: Supply Management**  
**JUSTIFICATION:** Prefix and catalog description changes to reflect administrative unit scheduling the course and to update description for supporting program outcomes. Prerequisite change to reflect preparation required to be ready for coursework.

**OSCM 4435: Six Sigma and Continuous Improvement**  
**JUSTIFICATION:** Prefix and catalog description changes to reflect administrative unit scheduling the course and to update description for supporting program outcomes. Prerequisite change to reflect preparation required to be ready for coursework.

**OSCM 4436: Supply Chain Analytics**  
**JUSTIFICATION:** Prefix and catalog description changes to reflect administrative unit scheduling the course and to update description for supporting program outcomes. Prerequisite change to reflect preparation required to be ready for coursework.

**OSCM 4438: Negotiation**  
**JUSTIFICATION:** Prefix and catalog description changes to reflect administrative unit scheduling the course and to update description for supporting program outcomes. Prerequisite change to reflect preparation required to be ready for coursework.

*Dr. Barbara Hendry stated for OSCM 4431 through OSCM 4438 all have general learning outcomes as “same as before” and they do have SLOs. Mr. Christopher Cartright asked if it would be ok if we approve these courses with the recommendation of adding the general outcomes and the SLOs.*

*Dr. Jun Liu stated that BUSA 3131 and BUSA 3132 were missing on the agenda. The Registrar’s Office stated when the report was pulled, the meeting month was February which is why it was not included in the agenda. The Registrar’s Office pulled up the form for the committee to review.*

Ms. Donna Mullenax made a motion to approve the course revisions submitted by the Department of Logistics and Supply Chain Management for LOGT 3231 through OSCM 4438 pending the addition of learning outcomes for OSCM 3430 through OSCM 4438. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised courses was passed.
D. College of Education

Dr. Lina Soares presented the agenda items for the College of Education.

Department of Middle and Secondary Education

Revised Courses

ISCI 2001: Life/Earth Science

JUSTIFICATION:
Addition of pre-requisites to incorporate BIOL courses offered on both the Statesboro and Armstrong campus. Revision per Dr. Thomas.

ISCI 2002: Physical Science

JUSTIFICATION:
Addition of pre-requisites to incorporate BIOL courses offered on both the Statesboro and Armstrong campus. Revision per Dr. Thomas.

TCLD 5233: Applied Linguistics for ESOL/TCLD

JUSTIFICATION:
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.

Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 4000 level.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.

The added prerequisite will assure that students in the course will have had some classroom practicum experience before enrolling in this course, making them better prepared for the course.

TCLD 5234: Cultural Diversity and ESOL/TCLD

JUSTIFICATION:
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.

Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 4000 level.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.
The added prerequisite will assure that students in the course will have had some classroom practicum experience before enrolling in this course, making them better prepared for the course.

**TCLD 5235: Methods for Teaching ESOL/TCLD**

**JUSTIFICATION:**
The TCLD prefix is a new and more accurate prefix for this course - more clearly aligning the course with the other courses in our M.Ed. in TCLD program, of which it is part.

Increasing enrollment is pushing us toward teaching the UG and Grad versions of this course separately at times - thus the change to a 4000 level.

The changed course title also emphasizes the connection with the M.Ed. in TCLD program while clarifying that the scope of the course extends beyond traditional ESOL instructional approaches which are being updated and replaced in some of Georgia's K-12 schools.

The course description is more complete and up-to-date.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the Department of Middle and Secondary Education. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

---

**New Course**

**MSED 4130: Teaching Global Issues in Middle/Secondary Classrooms**

**JUSTIFICATION:**
The BSED Middle Grades Program and the BSED Secondary Program need a course for students who elect social studies/history as an area of concentration with a specific focus on issues of global significance. This is a course that provides essential social studies content, not efficiently achievable otherwise with existing social science coursework. Additionally, the course provides specialized instructional methods for delivering this content effectively.

**Dr. Jun Liu made a motion to approve the new course submitted by the Department of Middle and Secondary Education. A second was made by Dr. Peggy Mossholder and the motion to approve the new course was passed.**

---

**Revised Programs**

**BSED-MGED: Middle Grades Education B.S.Ed. (Certification Track)**

**JUSTIFICATION:**
A new elective course, MSED 4130, Teaching Global Issues in Middle/Secondary Classrooms, needs to be added for the BSED-Middle Grades Program for students. The course will focus on teaching global issues in middle and secondary classrooms.

**BSED-SE/BIOL: Secondary Education B.S.Ed. (Emphasis in Biology Education - Certification Track)**

**JUSTIFICATION:**
(1) Environmental Lab course number changed during consolidation (BIOL 1210 to BIOL1230L).

(2) BIOL 4620 is being deleted from the program of study. BIOL 3790 is being added to the program of study in its place. This change is occurring to ensure prospective biology teachers have an opportunity to work in a laboratory setting prior to teaching labs in their school setting. This change also was recommended by COSM.

(3) Georgia Professional Standards Commission certification rule change for minimum grade of "B" in SPED 3332.

(4) B.S.Ed. Secondary Education Biology concentration is offered on two campuses. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This requirement will help to ensure program continuity.

BSED-SE/CHEM: Secondary Education B.S.Ed. (Emphasis in Chemistry Education - Certification Track)
JUSTIFICATION:
(1) Georgia Professional Standards Commission certification rule change for minimum grade of "B" in SPED 3332.

(2) B.S.Ed. Secondary Education Chemistry concentration is offered on two campuses. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This requirement will help to ensure program continuity.

BSED-SE/MATH: Secondary Education B.S.Ed. (Emphasis in Mathematics Education - Certification Track)
JUSTIFICATION:
(1) Georgia Professional Standards Commission certification rule change for minimum grade of "B" in SPED 3332.

(2) B.S.Ed. Secondary Education Mathematics concentration is offered on two campuses. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This requirement will help to ensure program continuity.

BSED-SE/PHYS: Secondary Education B.S.Ed. (Concentration in Physics Education - Certification Track)
JUSTIFICATION:
(1) Georgia Professional Standards Commission certification rule change for minimum grade of "B" in SPED 3332.

(2) B.S.Ed. Secondary Education Mathematics concentration is offered on two campuses. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This
requirement will help to ensure program continuity.

**Dr. Jun Liu made a motion to approve the program revisions submitted by the Department of Middle and Secondary Education. A second was made by Dr. Peggy Mossholder and the motion to approve the revised programs was passed.

E. College of Science and Mathematics

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

**Department of Biology**

Revised Course

**BIOL 2099: Special Topics in Biology**

**JUSTIFICATION:**

This course was created by the Registrar as a courtesy during Consolidation to handle overlooked content issues in lower-division biology coursework. Similar to the purpose of other Special Topics courses that exist in most majors, this course is needed to take advantage of special opportunities as they arise and for the offering of new content while permanent curriculum is reviewed and approved. This course will differ from existing Special Topics courses (3000-4000 level) in that it will be for lower-division content below the 3000-level.

**Department of Chemistry and Biochemistry**

Revised Course

**CHEM 2099: Special Topics in Chemistry**

**JUSTIFICATION:**

This course was created by the Registrar as a courtesy during Consolidation to handle overlooked content issues in lower-division chemistry coursework. Similar to the purpose of other Special Topics courses that exist in most majors, this course is needed to take advantage of special opportunities as they arise and for the offering of new content while permanent curriculum is reviewed and approved. This course will differ from existing Special Topics courses (3000-4000 level) in that it will be for lower-division content below the 3000-level.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the Department of Chemistry and Biochemistry and the Department of Biology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

**Revised Programs**

**136A: Chemistry Minor**

**JUSTIFICATION:**

The Minor in Chemistry actually shows currently in the 2018-19 catalog online. However, the Provost’s records do not show that it was approved during Consolidation. The chemistry faculty desire that it continue forward so this proposal is to "officially" activate it in the new GSU.

Also, since biochemistry courses all switched prefixes to BCHM and are no longer "CHEM"
courses, the additional line about BCHM 3200 Principles of Biochemistry was added to allow it to still count in the Minor. It had also long been department policy to allow 1 cr/hr of internship to apply toward the minor, so the restriction was updated accordingly.

**BS-BCHEM: Biochemistry B.S.**

**JUSTIFICATION:**
The BS Biochem program received accreditation approval from American Society for Biochemistry and Molecular Biology (we are the only public university in Georgia to offer an ASBMB certified B.S. in Biochemistry).

**Dr. Jun Liu made a motion to approve the program revisions submitted by the Department of Chemistry and Biochemistry. A second was made by Dr. Peggy Mossholder and the motion to approve the revised programs was passed.**

**Selected Topics Announcement**

29: Metals in Medicine

**JUSTIFICATION:**
This entry provides the co-/pre-requisite for this course and brief description of the course.

This course explores the function of metal ions in biochemistry, the appropriate physical methods for studying biological metal centers, and the pathways of electron transfer in biomolecules. Topics include metal ion transport and storage, oxygen carriers, and metals in medicine. BCHM 5201 is required as the co-requisite or pre-requisite.

**Department of Mathematical Sciences**

**New Courses**

**MATH 5660: Statistical Data Analytics**

**JUSTIFICATION:**
1) Graduate students in the Department of Mathematical Sciences, especially those concentrating in statistics, repeatedly request courses that would make them more competitive for data science jobs. In the past, faculty could only meet their demand by offering directed study or special topics courses. 2) Graduate research, especially in the statistics concentration, often includes a computational, simulation, or data analysis component. This course would better prepare students for this aspect of research.

**STAT 5660: Statistical Data Analytics**

**JUSTIFICATION:**
1) Graduate students in the Department of Mathematical Sciences, especially those concentrating in statistics, repeatedly request courses that would make them more competitive for data science jobs. In the past, faculty could only meet their demand by offering directed study or special topics courses. 2) Graduate research, especially in the statistics concentration, often includes a computational, simulation, or data analysis component. This course would better prepare students for this aspect of research.

**Dr. Jun Liu made a motion to approve the new courses submitted by the**
Department of Mathematical Sciences. A second was made by Dr. Peggy Mossholder and the motion to approve the new courses was passed.

F. Waters College of Health Professions
*Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.*

Department of Health and Kinesiology
Revised Course
*KINS 4432: Adapted Physical Education*

**JUSTIFICATION:**

Revised Program
*BHS-HSG: Health Science B.H.S. (Concentration in General Health Science)*

**JUSTIFICATION:**
The general health sciences concentration provides an overview of health professions to include experiences in healthcare administration, sports and fitness management, and health informatics. Educational opportunities offer greater flexibility in terms of electives, and practical experiences sure to bolster the student’s resume – all designed to meet the student’s educational interests and career direction. The General Health Sciences concentration is ideal for those who wish to sample the flavor of health sciences; as part of a degree transition, as a prerequisite for entry into a more specialized field, or in preparation for graduate studies.

**Dr. Jun Liu made a motion to approve the course and program revisions submitted by the Department of Health and Kinesiology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised course and program was passed.**

New Program
*Bachelor of Health Sciences Emphasis in Gerontology*

**JUSTIFICATION:**
A Bachelor of Health Sciences Emphasis in Gerontology will enable students to gain specific knowledge in gerontology, preparing them for 21st century careers in the field; Americans are living longer and represent diversity in needs and interest. According to the U.S. Census Bureau, 13 percent of the population was 65 or over in 2010. Projections indicate that the aging population will make up over 60 percent of the U.S. population by the year 2030. Creation of the Bachelor of Health Science Emphasis in Gerontology is a strategy to increase campus and community awareness of the discipline. Currently, in the state of Georgia, only one institution (Georgia State University) offers an undergraduate interdisciplinary degree program in Gerontology. Since the Fall Semester 2014, the Department of Health Sciences and Kinesiology has admitted nearly 30 students into the Gerontology Certificate Program. With the addition of the Bachelor of Health Science Emphasis in Gerontology, the certificate program will remain. While the emphasis in Gerontology will allow students to develop new perspectives to improve the quality of life for an increasingly important segment of our
population, the certificate program integrates gerontology knowledge into students' own disciplinary fields and professionals already working in areas such as health care.

**Dr. Jun Liu made a motion to approve the new program submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Peggy Mossholder and the motion to approve the new program was passed unanimously.**

**Inactivated Program**
**BSAT-KINA: Athletic Training B.S.A.T.**
**JUSTIFICATION:**
Additional corrections as a result of consolidation program review.

**Dr. Jun Liu made a motion to approve the inactivation of the program submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Peggy Mossholder and the motion to approve the inactivation of the program was passed.**

G. College of Behavioral and Social Sciences

* Trenton Davis presented the agenda items for the College of Behavioral and Social Sciences.

**Department of Public & Nonprofit Studies**
**Revised Courses**
**PBAD 4232: Public Service Values and Ethics**
**JUSTIFICATION:**
Course title and description change to better align and reflect course content.

**PBAD 4332: Fund Development and Grant Writing for Nonprofits**
**JUSTIFICATION:**
Updating course title to better reflect trends in the discipline.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the Department of Public and Nonprofit Studies. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

**Revised Program**
**Nonprofit Management Minor**
**JUSTIFICATION:**
Minoring in nonprofit management would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, public health, and interdisciplinary studies complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students’ abilities to function as citizens. The aim of the minor is to provide students with an understanding of the major organizational theories underlying nonprofit/nongovernmental organizations. This theoretical context would be supported by practical, workforce development training in the administration and management of
nonprofit organizations. The curriculum (program and course student learning outcomes) were developed using the Nonprofit Academic Centers Council's (NACC) curricular guidelines for undergraduate study in the nonprofit sector and philanthropy. The Department of Public and Nonprofit Studies is a NACC member.

Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Nonprofit Management (MNM) programs, the premier avenues for management specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, resource development (fundraising/grant writing) and program management in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

This program should be under new programs, not revised programs.

New Program
: Public Policy Minor

JUSTIFICATION:
Minoring in public policy would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, and public health, complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students' abilities to function as citizens. The aim of the minor is to provide students with an understanding of the fundamental elements involved in the public policy process and the analytical skills necessary to make informed judgments about policy-making, policy implementation, and substantive policy outcomes. The minor is comprised of courses focusing on the theoretical perspectives, analytical skills, and substantive knowledge needed for the study and analysis of public policy issues. Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Public Policy (MPP) programs, the premier avenues for management or policy specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, policy analysis, and program management at all levels of government and in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

**Dr. Jun Liu made a motion to approve the new programs submitted by the Department of Public and Nonprofit Studies. A second was made by Dr. Peggy Mossholder and the motion to approve the new programs was passed unanimously.**

Department of Psychology
Kent Whatley presented for the Department of Psychology.
Revised Course  
**PSYC 4430: Evolutionary Psychology**  
JUSTIFICATION:  
Prior to consolidation, PSYC 4430 was Cognitive Psychology. This has created numerous advising problems as students from previous years are having Evolutionary Psychology count as Cognitive Psychology. Changing Evolutionary Psychology's course number to a new, unused number will fix this problem.

Ms. Donna Mullenax made a motion to approve the course revision submitted by the College of Behavioral and Social Sciences Department of Psychology. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised course was passed.

New Course  
**PSYC 3425: Research Methods in Applied Behavior Analysis**  
JUSTIFICATION:  
As per the January 2017 Behavior Analyst Certification Board newsletter, effective January 1, 2022 all Board Certified Assistant Behavior Analyst programs must cover 225 direct course hours (i.e., the equivalent to 5 face-to-face courses). This is a 45-hour increase from the previous requirements. The change increases the number of hours required on specific content areas. In particular, assessment increased from 30-hour to 45-hours, single case design and measurement increased from 15-hours to 30-hours, and Behavior Analyst Certification Board compliance code and procedures increased from 15-hours to 30-hours. Please see below for a breakdown of the changes.

All Board Certified Assistant Behavior Analyst applicants applying for the exam after January 1, 2022 must be in degree and experience compliance with the new standards. In essence, to ensure compliance with the new standards, students must begin their new course sequence prior to sitting for the exam. This would require us to offer the fifth course starting in 2020. This would provide new students in the program to take all five of the courses to be eligible to sit for the exam come January 1, 2022.

Ms. Donna Mullenax made a motion to approve the new course submitted by the Department of Psychology. A second was made by Ms. Caroline Hopkinson and the motion to approve the new course was passed.

Revised Programs  
**BA-PSYC: Psychology B.A.**  
JUSTIFICATION:  
The proposed changes reflect the B. A. Psychology program that was submitted to and approved by the college curriculum committee in November 2018. The minor requirement for B. A. degrees is not listed in the 2018-2019 Catalog of Studies. Essentially, we are merely attempting to fix a misprint.

**BS-PSYC: Psychology B.S.**  
JUSTIFICATION:  
The faculty members voted in January 2019 to deactivate the Neuroscience track. By doing so, more resources could be allotted to helping students progress through the other two
tracks and meet program-related learning outcomes.

Ms. Donna Mullenax made a motion to approve the program revisions submitted by the Department of Psychology. A second was made by Ms. Caroline Hopkinson the motion to approve the revised programs was passed.

Department of Sociology & Anthropology
Adrian Cohen present for the Department of Sociology & Anthropology.

Revised Course
SOCI 2130: Introduction to Gerontology
JUSTIFICATION:
Shifting this course to the 3000 level will more accurately reflect the workload. In addition, it will allow students in the Gerontology certificate in Health & Kinesiology, the BS in Sociology, the minor in Sociology and the BIS program to take the course if they desire. We have discussed this change with the Gerontology certificate director and the chair of the Health & Kinesiology program. They have agreed that the Gerontology minor and the Gerontology certificate will benefit from sharing courses as needed, allowing students on both campuses and online to take greater advantage of these programs.

Dr. Dziyana Nazaruk mentioned public health students take this course in area F so by moving to a 3000-level course these students will not be able to take this course. The committee suggested rolling this back for further discussion.

**Dr. Jun Liu made a motion to roll back the course revisions submitted by the Department of Sociology and Anthropology. A second was made by Dr. Peggy Mossholder and the motion to rollback the revised courses was passed.

*Reconvened
Revised Courses
SOCI 3231: Social Services Counseling Skills
JUSTIFICATION:
We seek to rename this course to better communicate to students what will be covered in the course. The content of the course is not changing. We seek to renumber the course to provide a more logical order to our Social Services emphasis courses. Students tend to assume, logically, that they should take 3000 level courses before 4000 level courses.

We have checked with the Psychology Dept chair on the course title to ensure that our course title and content is distinct from their courses. He has agreed to this change.

SOCI 3233: Aging Programs and Policies
JUSTIFICATION:
We propose to change this course number so as to build a more logical order to our social services emphasis courses. Students tend to assume, logically, that the 3000 level courses should be taken before the 4000.
**SOCI 4334: Sociology of Organizations**  
**JUSTIFICATION:**  
The department is adding a Sociology of Work course and the change to the class title, course description, and learning goals is necessary to make sure the classes are focused on different areas of society.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the Department of Sociology and Anthropology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

**New Course**  
**SOCI 3260: Sociology of Work**  
**JUSTIFICATION:**  
Changes to the workforce and employment practices constitute a major social change in the United States and world. The absence of a course on the sociology of work constitutes a gap in the current offerings of the department.

**Dr. Jun Liu made a motion to approve the new course submitted by the Department of Sociology and Anthropology. A second was made by Dr. Peggy Mossholder and the motion to approve the new course was passed.**

**Revised Program**  
**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 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.

*Adrian Cohen mentioned that the gerontology department request the removal of GER0 5520 from the minor program.*

*Dr. Jun Liu stated that the PLOs were missing and suggest this minor be approved pending the addition of PLOs.*

**Dr. Jun Liu made a motion to approve the program revision pending the addition of the PLOs submitted by the Department of Sociology and Anthropology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised program was passed.**

**School of Human Ecology**  
*Dr. Daniel Skidmore-Hess presented for the Department of Human Ecology.*

**Revised Course**  
**CHFD 3234: Young Children with Special Needs**  
**JUSTIFICATION:**
This course was previously listed as having CHFD 3131 as pre- and co-requisite and somewhere that note was lost in transition between systems.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

Revised Courses

**FMAD 3231: Fashion Fundamentals**

**JUSTIFICATION:**
We would like to begin offering this course as a true survey course as the catalog description indicates. We would like to lower the course number to offer the course to freshman and other students across campus. This will be introductory course to the fashion industry.

**FMAD 3232: Principles of Merchandising**

**JUSTIFICATION:**
The course number of the prerequisite has changed. We have proposed to change the course number of Fashion Fundamentals from FMAD 3231 to FMAD 1110. It will still be the prereq for this course we just have to reflect the number change.

**FMAD 3233: Visual Merchandising**

**JUSTIFICATION:**
We are adding FMAD 3210 as a prereq for this course. FMAD 3210 is the newly proposed number of the Computer Aided Design course. Students need to know how to create digital drafts of their store windows and digital store layouts to be successful in the industry.

**FMAD 3234: Textiles**

**JUSTIFICATION:**
We have proposed to change the course number of Fashion Fundamentals from FMAD 3231 to FMAD 1110. It will still be the prereq for this course we just have to reflect the number change.

**FMAD 3237: Apparel Analysis**

**JUSTIFICATION:**
We would like to remove FMAD 1234 as a prerequisite. Students are able to be successful in this course and meet the student learning outcomes without having taken FMAD 1234.

**FMAD 3330: Global Apparel and Textile Production**

**JUSTIFICATION:**
On the Courseleaf page I didn't see "a minimum grade of "C" in FMAD 3132 in the prereq category but it is a part of the course description. The intention was that it was a prereq though. It has been removed from the course description.

We have proposed to change the course number of Fashion Fundamentals from FMAD 3231 to FMAD 1110. It will still be the prereq for this course we just have to reflect the number change. We would like to offer this course online in some semesters.
FMAD 4232: Apparel Design Analysis II
JUSTIFICATION:
FMAD 3236 was the prereq for this course but that is incorrect. The sequence of courses for students is FMAD 3236, FMAD 4231, and FMAD 4232. As such, FMAD 4231 should be the prereq for this course.

FMAD 4235: Computer-Aided Design
JUSTIFICATION:
We are removing the prerequisites from this course. Students do not need FMAD 1234 to meet the student learning outcomes in this course, as FMAD 1234 is a sewing course and this is a computer design course. Also, CISM 1110, 1120, and 1130 do not need to be prereqs for this course because this course teaches students about using Photoshop and Illustrator and those courses cover other software applications. We are lowering the course number to 3210 because this course needs to be a prereq for other courses in the curriculum. The phrase apparel design was erroneously in the catalog description twice.

We are changing the contact hours to more appropriately reflect what is going on in the course.

FMAD 4630: Professional Seminar in Fashion
JUSTIFICATION:
We changed the prereqs to better prepare students for this course. Students need FMAD 3210 to be able to create a digital portfolio in this course. During professional seminar students will enhance the projects that they have completed during their FMAD courses. Therefore, students should have completed all of the classes in their emphasis area so that they have projects to work with. FMAD 4232 is the last class for the design emphasis students. FMAD 3233 and FMAD 4234 are the last classes for merchandising students.

**Dr. Jun Liu made a motion to approve the course revisions with the addition of the SLOs submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised courses was passed.**

Revised Courses
INDS 2436: Interior Materials and Systems
JUSTIFICATION:
Prerequisites:
INDS 2430 was already listed as a prerequisite. We added “a minimum grade of C or concurrent enrollment” for INDS 2430 to reflect our program map.
Contact Hours:
After our faculty meeting, all INDS faculty agreed that due to the intense content of this course, contact hours should be increased to 4 hours 15 minutes, in line with our other similar courses. Students not only receive lectures on building systems and materials, they complete projects and spend time in our resource/materials library that can be counted as lab hours.
**INDS 3238: Textiles for Interiors**

**JUSTIFICATION:**
INDS 2430 was already listed as a prerequisite. We added “a minimum grade of C or concurrent enrollment” for IND 2430 to reflect our program map.

**INDS 3434: Lighting**

**JUSTIFICATION:**
The credit hours and contact hours were listed incorrectly. It was listed as 0,3 lecture. This course is given in our computer lab/studio and it is taught face-to-face 4.5 hours a week in class.

INDS 3435 was listed as a prerequisite for this course. We removed it because some students are expected to take IND 3435 and IND 3434 in the same semester since IND 3434 is offered once a year.

**INDS 3435: Design Studio II**

**JUSTIFICATION:**
We reversed the sequence of our three existing technology (computer lab) courses after conducting a self-assessment research study and using student testimonials & faculty observations to improve student learning in our program. The third and last computer class students used to take is now the first class they take and vice versa.

To accommodate those changes in our program, we need to change the course numbers for our technology classes and update the prerequisites.

We started teaching IND 4430 in students' first year in the program (instead of last year), and we renamed it as IND 2327. Thus, IND 2327 needs to be added as a prerequisite and IND 2437 should be removed (IND 2437 CAD I will be taught in their last year and it will be renamed as IND 4327 CAD II). Students should take IND 2327 concurrently or at the same time as this course.

This course is taught 4.5 hours a week in class. The contact hours needed to be updated to reflect this.

We added a new course to our program, IND 2433 starting fall 2018. We expect students to take this class before or at the same time as this course because students use the content from IND 2433 in Studio II.

Students have been taking IND 2436 materials concurrently with this course and for this reason, I added it also as a concurrent enrollment.

**INDS 3436: Design Studio III**

**JUSTIFICATION:**
Addition of IND 2433 as pre-requisite: We introduced a new course IND 2433 starting Fall 2018. This new class gives students theoretical foundation to help them succeed in this course.

Removing prerequisites IND 2437 and IND 3437:
Starting Spring 2019, we are reversing the order of our three computer/technology courses: INDS 2437, INDS 3437, and INDS 4430. Based on our SoTL study, student feedback, and our teaching experience, we believe making this change will improve student work in their design studio classes. Because we changed the order of those three technology courses in our curriculum map, we need to update prerequisites to reflect this change. Please see below for more information.

Adding INDS 2327 and INDS 3327:
Starting in Fall 2019, we are proposing two new courses to replace the two existing technology courses in our program. The proposed new courses as listed above will reflect the changes made in our curriculum as explained previously. INDS 2327 will replace INDS 4430. INDS 3327 will replace INDS 3437. The new courses will have the same exact content of the course they will replace. Because we reversed the order of our technology courses in our curriculum, we need to update course numbers, names, and prerequisites to reflect those changes. Students will use the skills they gain from INDS 2327 and INDS 3327 in INDS 3436 Studio III. Concurrent enrollment in INDS 3327 is acceptable because INDS 3327 is offered once a year and students starting the program in a previous spring semester cannot take it before.

Adding INDS 3238 and 3434 as concurrent enrollment or prerequisite: According to our curriculum map, students should take the courses listed above before they take INDS 4435 studio IV. We accept students into our program in both fall and spring semesters, and we offer many of our lecture courses only once a year. We are having cases with students failing to take those two courses when they are in INDS 3435 Studio II in a spring semester. They think they still have time to take them without realizing they would be in INDS 4435 studio IV when those courses are offered again in the following spring semester. We want to encourage them to take those two courses when they are in Studio II or studio III as supposed to and adding those prerequisites will ensure it. Lastly, the knowledge they gain from those two courses crucial in INDS 3436 studio III.

Updating contact hours:
This course is taught as a combination of lecture and lab hours with 4.5 hours face-to-face contact in class. This needed to be corrected in CIM.

**INDS 3530: Sustainability for the Built Environment**

**JUSTIFICATION:**
Reason for removing the two perquisites:
We would like this online course to be available to non-majors in order to increase our student numbers and market our program to non-majors. This course is included in the environmental sustainability minor and removing the pre-requisites will make it more available to students seeking this minor.
Also, some of our students struggle to find seats in the TCGT 1530 course before taking INDS 3530. Removing TCGT 1530 as a prerequisite will eliminate dependency a non-major course and will give students more flexibility.
Lastly, we would like to give our freshman students and transfers more options by increasing the number of courses without prerequisites since almost all of our courses have prerequisites and need to be taken in a certain order.
**INDS 4427: Interior Design Portfolio**

**JUSTIFICATION:**
We removed the following from the prerequisites: “prior or concurrent enrollment with a minimum grade of "C" in INDS 4446”
This class is offered once a year in fall semesters, and students in INDS 4435 Studio IV & INDS 4446 Studio V take it. Our studio classes move as a cohort and the prerequisite that we are removing eliminates INDS 4435 Studio IV students from taking this class, which does not reflect our program map. We are simply fixing this mistake in CIM.
Listing INDS 3436 Studio III as a prerequisite is sufficient.

**INDS 4435: Design Studio IV**

**JUSTIFICATION:**
Prerequisite changes:
Deleted INDS 3437 Cad II from prerequisites (because this course will be renamed as INDS 3327)
Added INDS 3327 CAD I as a prerequisite
Added INDS 4327 CAD II as prior or concurrent enrollment (this course is replacing INDS 2435)
Added concurrent enrollment for the existing pre-req. TCM 3333 Building codes
We expect that students are done with their ART classes before their senior level studio classes.
We changed the order of our technology courses starting in spring 2019, and this caused problems with our prerequisites since our 4000 level technology course is now being taught in the sophomore level. We submitted CIM items to update the course numbers and subsequent prerequisites for our technology courses. They were approved and now at the banner level.
Accordingly, we deleted INDS 3437 CAD II as a prerequisite from this course because INDS 3437 is proposed to be deleted and replaced by the new course INDS 3327 CAD I (They have the exact content).
INDS 4327 CADII is another new technology course that we are proposing and it will be taught once a year in spring semesters. Students in INDS 4435 Studio IV and INDS 4446 Studio V take it. Accordingly, INDS 4327 was added as a prior or concurrent enrollment in prerequisites section.
TCM 3333 Building Codes was listed as a prerequisite. We added “concurrent enrollment” for this course. This is a non-major required course for our students and they sometimes have difficulty finding seats. By allowing concurrent enrollment, we are giving our students more flexibility in their program map.

**INDS 4446: Design Studio V**

**JUSTIFICATION:**
We added concurrent enrollment to INDS 4427 because our students take INDS 4427 when they are in Studio IV or Studio V depending on which semester they started our program.
INDS 4435 Studio IV should be a prerequisite without concurrency for Studio V.

**Dr. Jun Liu made a motion to approve the course revisions submitted by the School of Human Ecology. A second was made by Dr. Peggy Mosholder and the motion to approve the revised course was passed.**
Revised Course  
**RECR 4230: Environmental Education and Interpretation**  
**JUSTIFICATION:**  
Removed RECR 1530 as a prerequisite.

**Dr. Jun Liu made a motion to approve the course revisions pending revision to grade mode submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised course was passed.**

New Course  
**CHFD 4150: Families, Schools, and Community Partnerships**  
**JUSTIFICATION:**  
This course, Family, Schools, and Community Partnerships, is a course would introduce content that is missing from the current program of study for the child development concentration students. The topic area would support students’ knowledge of how to bring together resources and partnerships to support young children in educational settings, in their homes, and in the community. While these topics are touched on in other courses, there is no course that allows for in-depth exploration of strategies to accomplish family-school-community partnerships. As this course focuses on young children, it is not duplicating any other current course offered at Georgia Southern.

**Dr. Jun Liu made a motion to approve the new course submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the new course was passed.**

Revised Programs  
**046A: Fashion Merchandising and Apparel Design Minor**  
**JUSTIFICATION:**  
We had to remove the design classes from our minor because we do not have room in our design classes for students who are minoring in FMAD. We only have 1 sewing lab that currently holds 19 sewing machines. With growing enrollment in the major our resources are very stretched. We are proposing to change the FMAD 3231 class to FMAD 1110 so I reflected that change.

**BS-CFD/CD: Child and Family Development B.S. (Concentration in Child Development)**  
**JUSTIFICATION:**  
- Students move between concentrations. Adding more CHFD courses to the GME list will make this easier for students.
- The new course is replacing an “either-or” option where students choose from courses coming from each of the other concentrations. The new course would add much needed content to the Child Development concentration and provide content specific to this concentration rather than having students choose a required course outside of the concentration.

**BS-CFD/CL: Child and Family Development B.S. (Concentration in Child Life)**  
**JUSTIFICATION:**
Changes to program of study progression and entry requirements (same changes across all emphasis areas). Note that the GPA requirement to intern did not change, just updating the wording. Background check wording was updated to reflect the newest state laws for students completing field experience in a childcare program.

**BS-CFD/FS: Child and Family Development B.S. (Concentration in Family Services)**

**JUSTIFICATION:**
- Students move between concentrations. Adding more CHFD courses to the GME list will make this easier for students.
- Adding more variety to their options for GMEs tied to the Family Services Concentration.
- Changes to program of study progression and entry requirements (same changes across all emphasis areas). Note that the GPA requirement to intern did not change, just updating the wording. Background check wording was updated to reflect the newest state laws for students completing field experience in a childcare program.

**BS-FMADN: Fashion Merchandising and Apparel Design B.S.**

**JUSTIFICATION:**
The merchandising emphasis students do not need to be required to take FMAD 1234 so we removed it from Area F and placed it in the design emphasis area and added it as an elective option for the merchandising students. In Area F we replaced FMAD 1234 with FMAD 1110 (we are proposing to change the current FMAD 3231 to FMAD 1110). Merchandising students will need 6 hours of elective credit instead of 3 to make up for not be required to take FMAD 1234.

**Dr. Jun Liu made a motion to approve the program revisions submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised programs was passed.**

**Revised Programs**

**BS-REC/OR: Recreation B.S. (Emphasis in Recreational Therapy)**

**JUSTIFICATION:**
RECR 3236 (Planning Recreation Areas & Facilities) is being removed from the curriculum. The content will be incorporated with RECR 4435 (Managing Recreation Organizations). 3 credit hours were added to Guided Major Electives.

RECR 4630 is being removed from Major Requirements to avoid overlap with RECR 4730 - a required course for the RT emphasis. 3 credit hours were added to Guided Major Electives.

PSYC 3101 (Abnormal Psychology) is a required course for CTRS exam eligibility and was moved from Guided Major Electives to Emphasis.

Significant International Content course is being replaced with 3 additional Elective credits.

**BS-REC/TCLS: Recreation B.S. (Emphasis in Tourism and Community Leisure Services)**

**JUSTIFICATION:**
RECR 3236 (Planning Recreation Areas & Facilities) is being removed from the curriculum. The content will be incorporated with RECR 4435 (Managing Recreation Organizations).
3 credit hours were added to TCLS Emphasis (see below).

RECR 3338 (Resort Operations) is currently in Workflow as a reactivated course. It will be required in TCLS Emphasis.

RECR 4630 is being moved from Major Requirements to the TCLS Emphasis to avoid overlap with RECR 4730 - a required course for the RT Emphasis.

Significant International Content requirement is being replaced with 3 additional Elective credits.

**BS-RECR/ODRC: Recreation B.S. (Emphasis in Outdoor Recreation)**

**JUSTIFICATION:**
RECR 3236 (Planning Recreation Areas & Facilities) is being removed from the curriculum. The content will be incorporated with RECR 4435 (Managing Recreation Organizations). 3 credit hours were added to OR Emphasis (Upper Division Recreation Elective). RECR 4630 is being moved from Major Requirements to the Outdoor Recreation Emphasis to avoid overlap with RECR 4730 - a required course for the RT Emphasis. Significant International Content requirement is being replaced with 3 additional Elective credits.


**Dr. Jun Liu made a motion to approve the program revisions submitted by the School of Human Ecology. A second was made by Dr. Peggy Mossholder and the motion to approve the revised programs was passed.**

**H. Jiann-Ping Hsu College of Public Health**

Dr. Dziyana Nazaruk presented the agenda items for the Jiann-Ping College of Public Health.

**Revised Programs**

**BSPH-HEDP: Public Health B.S.P.H. (Emphasis in Health Education and Promotion)**

**JUSTIFICATION:**
Consolidation related curriculum changes. Approved by UGCC on October 17, 2017. Changed the name of the major to better reflect the field and to differentiate and clarify emphasis areas offered with the BSH.

See Rationale for name change attached.

We propose removing PUBH 3138 (Multicultural and Social Determinants of Health) from the BSPH core and replace with PUBH 3431 (Introduction to Global Health)

Rationale: PUBH 3138 addresses issues related to culture, cultural diversity, cultural competence, social determinants of health & health disparities within the context of public health. Student feedback and discussions with faculty who teach in the BSPH program suggest that issues related to cultural competence and social determinants of health and health disparities are discussed across the curriculum. Therefore, content is being duplicated. Further, it is felt PUBH 3431 is a more comprehensive class that introduces
students to health issues affecting the world. As such, it makes sense this becomes a required class for all BSPH students.


**JUSTIFICATION:**
Consolidation related changes. Approved by UGCC on October 17, 2017. Changed the name of the major to better reflect the field and to differentiate and clarify emphasis areas offered with the BSPH. See Rationale for name change attached. We propose removing PUBH 3138 (Multicultural and Social Determinants of Health) from the BSPH core and replace with PUBH 3431 (Introduction to Global Health) Rationale: PUBH 3138 addresses issues related to culture, cultural diversity, cultural competence, social determinants of health & health disparities within the context of public health. Student feedback and discussions with faculty who teach in the BSPH program suggest that issues related to cultural competence and social determinants of health and health disparities are discussed across the curriculum. Therefore, content is being duplicated. Further, it is felt PUBH 3431 is a more comprehensive class that introduces students to health issues affecting the world. As such, it makes sense this becomes a required class for all BSPH students. Lastly, we propose moving PUBH 4230 (Global Maternal/Child Health) from the electives section to global health emphasis area.

Ms. Donna Mullenax made a motion to approve the program revisions submitted by the Department of Public Health, General. A second was made by Ms. Caroline Hopkinson and the motion to approve the revised programs was passed.

### III. OTHER BUSINESS

### IV. ADJOURNMENT

*There being no further business to come before the committee, the meeting was adjourned on Tuesday, March 12th at 5:12 P.M. and on Wednesday, March 13th at 2:21 P.M.*
I. CALL TO ORDER

Voting Members Present: Dr. Rocio Alba-Flores, Miss Ruth Baker, Dr. Yasar Bodur, Mr. Christopher Cartright, Dr. Joanne Chopak-Foss, Dr. Anoop Desai, Dr. Laurie Gould, Dr. Felix Hamza-Lup, Dr. Chuck Harter, Dr. Barbara Hendry, Ms. Caroline Hopkinson, Dr. Lucas Jensen, Dr. Raymona Lawrence, Dr. Jun Liu, Mr. Jeffrey Mortimore, Dr. Peggy Mossholder, Ms. Donna Mullenax, Dr. Amy Potter, Dr. Lina Soares, Dr. Laura Stambaugh, Dr. Pam Worrell-Carlisle, Dr. Francois Ziegler

Non-Voting Members Present: Mrs. Marie Anderson, Ms. Linda Covino, Ms. Aaliyah Dent, Dr. Delena Bell Gatch, Ms. Donna Brooks, Ms. Candace Griffith, Ms. Doris J. Mack, Mr. Wayne Smith, Ms. Barbara Weiss

Guests: Dr. Kent Bodily, Mr. Brian Feltman, Ms. Beth Howells, Dr. Brian Koehler, Dr. Lisa Leege, Ms. Beth Meyers, Dr. Norton Pease, Dr. Dan Pioske, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Daniel Skidmore-Hess, Ms. Amy Smith, Dr. Thomas Sweeney, Dr. Stuart Tedders, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Maria Adams, Dr. Kathleen Narie Baldwin, Ms. Vivian Bynoe, Dr. Suzy Carpenter, Dr. Katy Gregg, Dr. Yoon Kim, Dr. Richard McGrath, Dr. Clint Martin, Dr. Dziyana Nazaruk, Dr. Nathan Palmer, Dr. Joelle Romanchik-Cerpovicz, Dr. Jessica Schwind, Dr. Marian Tabi, Dr. Aslihan Unal

**Mr. Christopher Cartright called the meeting to order on Tuesday, April 9, 2019 at 2:03 p.m.**

II. APPROVAL OF AGENDA

Ms. Caroline Hopkinson made a motion to approve the agenda. A second was made by Dr. Joanne Chopak-Foss and the motion to approve the agenda was passed.

III. APPROVAL OF MARCH MINUTES

Ms. Caroline Hopkinson made a motion to approve the March minutes. A second was made by Dr. Lina Soares and the motion to approve the minutes was passed.

IV. APPROVAL OF 2019-2020 CALENDAR

Mr. Wayne Smith presented the 2019-2020 Undergraduate Committee Calendar to the committee.

Mr. Christopher Cartright mentioned the year on April 7, 2019 needs to be updated to 2020. Mr. Cartright suggested having an extra meeting in March.

Mr. Smith stated that two meetings in one month is not feasible for the Registrar's Office. He also mentioned registration is currently taking place and the items being brought to the committee in the month of April are causing issues for students who are registering for the
Fall 2019 semester.

Ms. Candace Griffith suggested the summer subcommittee create a more efficient process where curriculum is submitted and approved in order to meet deadlines for the committee, the Registrar’s Office, and the Provost Office. Ms. Griffith then stated the Provost Office is not in favor of putting deadlines for curriculum submissions. Ms. Griffith also suggested having an electronic meeting after the original meeting for items which were tabled from previous meetings in order to expedite the undergraduate meetings.

Dr. Delena Bell Gatch mentioned the GECC subcommittee and Faculty Senate have electronic meetings for items that would take up time from the original meetings.

Mr. Cartright suggested approving the calendar with the recommendation of colleges and departments to submit their items by the February meeting although the final deadline is not until April.

Ms. Caroline Hopkinson made a motion to approve the 2019-2020 Undergraduate Committee calendar pending revision to the grammatical error in the April 7th meeting day. A second was made by Dr. Lina Soares and the motion to approve the calendar was passed.

V. NEW BUSINESS

Chris Cartright noted that the proposal to revise SOCI 2130, which was tabled at the March meeting, has been withdrawn.

Military Credit Policy - Proposal for UG Curriculum Committee Review
Credit by Exam Policy - Proposal for UG Curriculum Committee Review

Ms. Amy Smith announced the revisions to the Military Credit and Credit by Exam Policies. Ms. Smith stated that we’re removing what used to be a 14 credit limit to make it unlimited to come in line with what other institutions are doing and to be more military friendly. Part two is course credit earned by examination against credit can be awarded/approval of the deans and this is looking at credit examination, such as advanced placement, international baccalaureate club, Dante’s, etc again, removing that limit.

Dr. Delena Bell Gatch asked if there will be phrasing added in the catalog which states at least 25 percent of the credit hours required for an undergraduate degree be earned at an institution so that the phrasing of no limit credit to the policy is clear to students.

Ms. Caroline Hopkinson made a motion to approve the revisions to the military credit and credit by exam policies. A second was made by Dr. Lina Soares and the motion to approve the military credit and credit by exam policies was passed.

Registrar’s Office Update/Approval Request
Ms. Doris Mack asked the Committee for an approval to update prerequisites and program pages with the appropriate courses that referenced other courses but the other courses were
not notified. During this process the Registrar’s Office would update the courses not notified and will submit all proposals into the workflow so all individuals in the workflow will know what was updated.

Ms. Candace Griffith asked the Registrar’s Office to hold off on making these changes until she receives approval for the course number changes by USG. She mentioned we cannot make this change until they are approved.

Ms. Mack mentioned when a course subject or course number changes, all courses referencing the course with these changes need to be updated in order for students to register for the correct course in the Fall. Therefore, a blanket approval is being requested by the committee.

Ms. Caroline Hopkinson made a motion to approve the Approval Request. A second was made by Dr. Lina Soares and the motion to approve the Approval Request was passed.

A. Jiann-Ping Hsu College of Public Health

Dr. Joanne Chopak-Foss presented the agenda items for the College of Public Health.

Department of Public Health
Revised Course(s)

PUBH 2131: Introduction to Community and Public Health
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3130: Substance Use and Abuse
JUSTIFICATION:
Due to changes related to consolidation, faculty feel no prerequisites are necessary for this course.

PUBH 3131: Chronic Diseases: A Modern Epidemic
JUSTIFICATION:
Adding lecture schedule type to allow for in class instruction. This change will broaden our ability to provide instruction using multiple platforms.

PUBH 3132: Health Care Systems and Advocacy
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3136: Principles of Environmental Health
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3138: Multicultural and Social Determinants of Health
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.
PUBH 3231: Epidemiology and Biostatistics
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3232: Foundations of Health Education and Promotion Practice
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3330: Modifying Health Behaviors
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3331: Stress Theory and Management in Health Promotion
JUSTIFICATION:
Due to changes related to consolidation, faculty feel no prerequisites are necessary for this course. Also, adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3430: Sexuality Education
JUSTIFICATION:
Due to changes related to consolidation, faculty feel no prerequisites are necessary for this course.

PUBH 3431: Introduction to Global Health
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 3432: Introduction to Global Health Policy
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4132: Health Education and Promotion Program Planning I
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4133: Health Education and Promotion Program Planning II
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4134: Research Methods and Evaluation in Health Education and Promotion
JUSTIFICATION:
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.
PUBH 4230: Global Maternal and Child Health  
JUSTIFICATION:  
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4231: Health Aspects of Aging  
JUSTIFICATION:  
Due to changes related to consolidation, faculty feel no prerequisites are necessary for this course. Also, adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4232: Global Environmental Health  
JUSTIFICATION:  
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4233: Topics in Global Epidemiology  
JUSTIFICATION:  
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4234: International Development in Health (Poverty, Social Justice and Global Health)  
JUSTIFICATION:  
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

PUBH 4330: Promotional Strategies for Health Programs  
JUSTIFICATION:  
Adding asynchronous schedule type to allow for online instruction. This change is important to serve students on the Armstrong Campus.

Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Public Health pending the addition of SLOs and PLOs. A second was made by Dr. Lina Soares and the motion to approve the revised courses was passed.

New Course(s)  
PUBH 4331: Occupational Health in Public Health Practice  
JUSTIFICATION:  
The JPHCOPH is proposing a new emphasis area in environmental health to broaden the appeal of a BSPH. The proposed course represents a major requirement in this new emphasis area.

PUBH 4332: Environmental Health Practice  
JUSTIFICATION:  
The JPHCOPH is proposing a new emphasis area in environmental health to broaden the appeal of a BSPH. The proposed course represents a major requirement in this new emphasis area.

PUBH 4333: Public Health Aspects of Vector-borne Diseases: Control and Prevention  
JUSTIFICATION:  
The JPHCOPH is proposing a new emphasis area in environmental health to broaden the appeal of a BSPH. The proposed course represents a major requirement in this new emphasis area.
PUBH 4334: Food Safety and Health

JUSTIFICATION:
The JPHCOPH is proposing a new emphasis area in environmental health to broaden the appeal of a BSPH. The proposed course represents a major requirement in this new emphasis area.

Ms. Caroline Hopkinson made a motion to approve the new courses submitted by the Department of Public Health pending the update of the course description. A second was made by Dr. Lina Soares and the motion to approve the new courses was passed.

New Program(s)
: Public Health B.S.P.H. (Emphasis in Environmental Health)

JUSTIFICATION:
Faculty in the JPHCOPH are proposing to add an Environmental Health Emphasis to the BSPH degree program. As a core discipline in public health, the Environmental Health emphasis will equip undergraduate students with a foundation of skills and knowledge applicable to numerous environmental health career opportunities at the local, regional, national and global levels. As proposed, this emphasis area will provide an interdisciplinary approach to educate students about current trends in environmental health sciences and expose them to a variety of hands-on exercises and experiences taught by the subject matter of experts from academia and public health practice. Prevailing statistics underscores significant shortages of public health workers to adequately meet the health needs of the U.S. and global populations, and the deficit of adequately trained environmental health specialists is particularly lacking at the local level. Upon graduation with a BSPH degree (Environmental Health Emphasis), students will have the opportunity to pursue careers in government agencies such as public health departments and environmental protection divisions, hospitals/medical facilities, and industry, specializing in focus areas such as environmental epidemiology, vector-control, food safety, waste management, occupational health and safety, handling of hazardous/infectious wastes, inspection of daycare facilities, inspection of food establishments, residences, schools, sewage and water systems, spas, swimming pools, and tattoo parlors. This degree will also prepare students to pursue higher education in public health, environmental sciences, environmental engineering, and industrial hygiene. Ultimately, we believe the availability of this emphasis area will appeal to a significant number of incoming freshman when making decisions about where to continue their education and bridge the needs of students interested in holistic approach to preventing human diseases and protecting the environment.

Ms. Caroline Hopkinson made a motion to approve the new program submitted by the Department of Public Health. A second was made by Dr. Lina Soares and the motion to approve the new program was passed.

Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Water’s College of Health Professions.

Dean’s College

Revised Course(s)

HLPR 3200: Interprofessional Teams in Healthcare Organizations

JUSTIFICATION:
Course has never been taught as a directed study. This mistake was found and needs to be corrected.

Ms. Caroline Hopkinson made a motion to approve the revised course submitted by the Dean’s
Revised Program(s)
**BSN-NURS: Nursing B.S.N.**

**JUSTIFICATION:**
The first two years of the nursing curriculum can be completed at the Georgia Southern Liberty campus.

*Ms. Caroline Hopkinson made a motion to approve the revised program submitted by the Dean’s College pending an update to the program credit hours. A second was made by Dr. Lina Soares and the motion to approve the revised program was passed.*

Ms. Aaliyah Dent mentioned she updated STAT 2231 to STAT 1401 on all programs and courses that have been submitted to the committee for the April meeting.

Department of Nursing
Inactivated Course(s)
**NURS 1200L: Multi Dis Skls/ Hlth Prof Lab**

**JUSTIFICATION:**
This is a lab for a course that has been previously deleted. Course no longer offered.

**NURS 5311: Cultural Immersion in International Health Care**

**JUSTIFICATION:**
This course was part of a grant funded international study program that no longer exists. All related courses in the deleted program are being inactivated.

**NURS 5332: Introduction to International Nursing Research**

**JUSTIFICATION:**
This course was part of a grant funded international study program that no longer exists. All related courses in the deleted program are being inactivated.

*Ms. Caroline Hopkinson made a motion to approve the inactivated courses submitted by the School of Nursing. A second was made by Dr. Lina Soares and the motion to approve the inactivated courses was passed.*

Department of Health and Kinesiology
New Course(s)
**NTFS 2515: Professional Etiquette**

**JUSTIFICATION:**
The External Advisory Board to the BS-NTFS program (employers of our graduates) identified deficits in graduates' abilities related to professional etiquette and common courtesies while employed in the field of nutrition and food science. In conjunction with faculty observations of similar problems in these areas among students, the faculty felt that the addition of this course would enhance the quality of program graduates.

*Ms. Caroline Hopkinson made a motion to approve the new course submitted by the Department of Health and Kinesiology. A second was made by Dr. Lina Soares and the motion to approve the new course was passed.*
Revised Program(s)

BHS-HSIN: Health Science B.H.S. (Concentration in Health Informatics)

JUSTIFICATION:
IT 2430 and Math 2130 are now course pre-reqs post-consolidation for IT 3233.

HSCC 4005 provides hands-on experience for students in a health care setting using health information technology and the opportunity to gain real-life knowledge working with interprofessional teams. In addition, HLPR 3200 is becoming increasing difficulty to work into for the student’s schedule requiring course substitutions.

CSCI and IT courses were removed due to new pre-reqs and on the recommendations from the IT department and the addition of IT 2430 to the Health Informatics program. The new health science courses were added as replacements and will in the guide students toward educational experiences that are appropriate for their major.

Students need to be able to understand research methods to successfully investigate and apply health technology solutions that support and improve healthcare delivery. In addition, we currently only have one class that is taught across all of our BHS programs. Requiring Research Methods would allow us an additional course and assist with our programmatic assessment.

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

JUSTIFICATION:
Addition of CHEM 1211K - Principles of Chemistry I (4) to Guided Electives is being made to give students the opportunity to take the course as a guided elective within the 124 hour degree requirements rather than assuming its completion in Area "D". Prior to this change, students who did not take this pre-requisite course in the program in Area "D" would be required to still complete it and therefore, would be required to complete more than 124 credit hours for their degree.

In addition, a newly proposed course, NTFS 2515: Professional Etiquette (1), is being added to Major Requirements to meet the needs of the graduates of the program for successful employment in the field of nutrition and food science (as indicated by our External Advisory Board).

The remaining credit hours would be composed of other course selections from Guided Electives (to a program total of 124 hours) with the Free Elective (3) and International Studies course (3) being removed to accommodate these changes.

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

JUSTIFICATION:
Addition of CHEM 1211K - Principles of Chemistry I (4) to Guided Electives is being made to give students the opportunity to take the course as a guided elective within the 124 hour degree requirements rather than assuming its completion in Area "D". Prior to this change, students who did not take this pre-requisite course in the program in Area "D" would be required to still complete it and therefore, would be required to complete more than 124 credit hours for their degree.

In addition, a newly proposed course, NTFS 2515: Professional Etiquette (1), is being added to Major Requirements to meet the needs of the graduates of the program for successful employment in the field of nutrition and food science (as indicated by our External Advisory Board).
The remaining credit hours would be composed of other course selections from Guided Electives (to a program total of 124 hours) with the Free Elective (3) and International Studies course (3) being removed to accommodate these changes.

**BS-NTFS/FSFA: Nutrition and Food Science B.S. (Emphasis in Food Science/Food Systems Administration)**

**JUSTIFICATION:**
Addition of CHEM 1211K - Principles of Chemistry I (4) to Guided Electives is being made to give students the opportunity to take the course as a guided elective within the 124 hour degree requirements rather than assuming its completion in Area "D". Prior to this change, students who did not take this pre-requisite course in the program in Area "D" would be required to still complete it and therefore, would be required to complete more than 124 credit hours for their degree.

In addition, a newly proposed course, NTFS 2515: Professional Etiquette (1), is being added to Major Requirements to meet the needs of the graduates of the program for successful employment in the field of nutrition and food science (as indicated by our External Advisory Board).

The remaining credit hours would be composed of other course selections from Guided Electives (to a program total of 124 hours) with the Free Elective (3) and International Studies course (3) being removed to accommodate these changes.

Add ECON 2106 due to prerequisite change to MKGT 3131

*Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Health and Kinesiology. A second was made by Dr. Lina Soares and the motion to approve the revised programs was passed.*

**BS-SMGT: Sport Management B.S.**

**JUSTIFICATION:**
The sport industry large and offers diverse career options (Pierce & Johnson, 2017). Students often have a naive understanding of the size and diversity of career paths available when they enter the discipline (Barnhill, Czekanski, & Pfleegor, 2018). Often, they are ill prepared by the courses offered in their BS program once they enter the industry (Barnes, 2014). Numerous calls have been made to address how we prepare students for a rapidly changing industry (Hums, 2010). The new sport management curriculum addresses these concerns by offering a broad, foundational core curriculum that meets Commission on Sport Management Accreditation (COSMA) guidelines. The core exposes students to the wide variety of career options available within the discipline while providing practical experiences that allow students to find their occupational interests. Advanced courses offered in each concentration allows students to gain specialized knowledge in an area of their choice. Many courses offered in the concentration include experiential learning opportunities the provide students opportunities to build their resumes while gaining relevant preparation for their future careers. In addition, these courses provide opportunities for partnerships between the sport management program and local / regional sport organizations. The concentrations listed below were developed through consult with alumni and other industry partners. Future plans include the addition of a fourth concentration housed on the Armstrong campus.

The sport marketing & revenue generation concentration focuses aspects of marketing, branding, and modern sales techniques used by sport organizations. Marketing and sales abilities are often regarded as skills needed for entry level sport managers pursuing careers with major/minor professional sport franchises and college athletics departments (Pierce and Peterson, 2010;
Shreffler, Schmidt, & Weiner, 2018), however only 26.2% of sport management programs address this industry concern. A self-study conducted by the sport management faculty indicated opportunity for Georgia Southern to address this shortcoming. Support from alumni and industry partners indicate exceptional opportunities to form community partnerships and experiential learning opportunities within this concentration. Career opportunities for students choosing this concentration are abundant in marketing, ticket sales, and sponsorship departments of professional franchises, college athletic departments, and facilities, as well as development and fundraising departments of college athletic departments, non-profits, and community sport organizations.

The sport development concentration focuses on issues critical to, but not limited to community and non-profit sport organizations. Sport development is commonly defined as, "the use of sport to exert a positive influence on public health, the socialization of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution" (Lyras & Welty Peachey, 2011). Career opportunities in sport development exist with non-profits such as Girls on the Run, Soccer in the Streets, and Major League Baseball's RBI program. Opportunities also exist in community development departments of major professional sport franchises and intercollegiate athletic departments.

The athletic administration concentration allows for a generalist perspective. Students choose a combination of courses from the marketing and revenue generation concentration and the sport development concentration. This allows flexibility for students who want to build their own degree experience or for students who choose to change concentrations before degree completion. Students who desire a career in college athletics administration will be encouraged to take SMGT 3533 as one of their courses.

Dr. Daniel Skidmore-Hess mentioned the School of Human Ecology has concerns regarding the Sport Management BS having many similarities to the BS in Recreation. Dr. Stephen Rossi stated he would speak to the individuals in the School of Human Ecology about any similarities.

Dr. Stephen Rossi asked the committee to approve the changes brought to the committee since the program was approved at a previous meeting.

Dr. Joanne Chopak-Foss mentioned there is a bigger issue with departments not notifying each other when new courses and new programs are being submitted that have similarities with other courses and programs. Dr. Chopak-Foss suggested having a protocol where courses and programs can work together to take classes in other disciplines since many courses and programs have interdisciplinary programs and courses.

Mr. Christopher Cartright suggested updating the CIM form to account for issues with courses/programs having similarities. Mr. Cartright also suggested creating a process with the subcommittee to alleviate this issue.

Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Health and Kinesiology. A second was made by Dr. Lina Soares and the motion to
Ms. Caroline Hopkinson made a motion to approve the revised course and program submitted by the Department of Communication Sciences and Disorders. A second was made by Dr. Lina Soares and the motion to approve the revised courses and programs was passed.

B. College of Behavioral and Social Sciences

Dr. Kent Bodily presented the agenda items for the College of Behavioral and Social Sciences.

School of Human Ecology

New Course(s)
RECR 3215: Youth Sports Programming Administration

JUSTIFICATION:
Youth athletics is a primary component of community park and recreation programs throughout the state and the nation. Georgia Southern does not currently offer a course dedicated to this topic. RECR 3215 will allow us to better meet the needs of current and incoming students within the Recreation & Tourism Management Program, and better prepare our graduates for the workforce. The course will serve as an Upper Division Recreation Elective in the Tourism and Community Leisure Services and Outdoor Recreation emphasis areas. Students in the RTM Program are required to complete two Upper Division Recreation Electives and currently have insufficient options.

Ms. Caroline Hopkinson made a motion to approve the new course submitted by the School of Human Ecology. A second was made by Dr. Lina Soares and the motion to approve the new course was passed.

Department of Psychology

Revised Program(s)
BA-PSYC: Psychology B.A.

JUSTIFICATION:
This program will be offered on the Liberty campus through various modes of instruction.

Ms. Caroline Hopkinson made a motion to approve the revised program submitted by the Department of Psychology. A second was made by Dr. Lina Soares and the motion to approve the revised program was passed.
C. College of Education

_Dr. Deborah Thomas presented the agenda items for the College of Education._

Department of Curriculum Foundations and Reading

Revised Course(s)

**READ 3231: Early Language and Literacy Development**

**JUSTIFICATION:**
This course will also be used by the new birth to K certification program. We just wanted to clarify the age levels for the course content. This is a simple change that just adds a statement to the course description.

New Course(s)

**EDUF 5133: Assessment and Procedures for Teaching Gifted and Talented Learners**

**JUSTIFICATION:**
EDUF 5133 is the fourth course of four courses needed for preservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

Ms. Caroline Hopkinson made a motion to approve the revised course and new course submitted by the Department of Curriculum Foundations and Reading. A second was made by Dr. Lina Soares and the motion to approve the revised course and new course was passed.

Department of Elementary and Special Education

Revised Course(s)

**ELEM 3131: Elementary Curriculum Methods**

**JUSTIFICATION:**
This title more accurately reflects the content of the course, which emphasizes instructional planning and teaching methods in addition to understanding elementary curriculum.

**ELEM 3233: Elementary Language Arts Methods**

**JUSTIFICATION:**
ELEM 3131 or SPED 3133 provides foundational knowledge about elementary curriculum and methods and ELEM 3232 provides foundational knowledge about children's literature and arts integration, which are necessary for successful engagement in this course.

**ELEM 3732: Elementary Pre-Internship**

**JUSTIFICATION:**
To stay consistent with all other field placement pre-reqs and to ensure that students are adhering to the requirements of TEP, we wanted to add "Admission to Teacher Education Program" as an additional pre-req for this course.

**ELEM 4333: Elementary Mathematics Methods**

**JUSTIFICATION:**
ELEM 3131 or SPED 3133 provides foundational knowledge about instructional planning and elementary curriculum that is necessary for successful engagement in this course.
ELEM 3131 or SPED 3133 provides foundational knowledge about instructional planning and elementary curriculum that is necessary for successful engagement in this course.

**ELEM 4533: Elementary Social Studies Methods**  
**JUSTIFICATION:**  
ELEM 3131 or SPED 3133 provides foundational knowledge about instructional planning and elementary curriculum that is necessary for successful engagement in this course.

**ELEM 4632: Elementary Internship Seminar**  
**JUSTIFICATION:**  
ELEM 4733 is Satisfactory/Unsatisfactory, not a letter grade. This change is necessary to reflect the correct grade requirement for the pre-req.

**SPED 314: Special Education Procedures**  
**JUSTIFICATION:**  
language added to the course description to meet the new PSC requirement that students earn a B in their required special education course.

**SPED 3331: Introduction to Special Education for Elementary Education**  
**JUSTIFICATION:**  
Currently the non-certification track of ELEM BSED has students taking SPED 3333 because SPED 3331, which is solely for BSED ELEM majors, has prerequisites that interfere with enrollment of students prior to admission. It is best for these candidates who are in the process of meeting the criteria for admission to take the Intro to Disabilities course that aligns closely with ELEM needs. Students who take SPED 3333 miss the opportunity to learn and practice ELEM strategies that will benefit their students.  
language added to the course description to meet the new PSC requirement that students earn a B in their required special education course.

**SPED 3332: Introduction to SPED in Middle and Secondary Grades**  
**JUSTIFICATION:**  
language added to the following courses to meet the new PSC requirement that students earn a B in their required special education course.

**SPED 3333: Introduction to Special Education**  
**JUSTIFICATION:**  
language added to the following course to meet the new PSC requirement that students earn a B in their required special education course.

**SPED 4231: Instructional and Behavior Management Methods, 6-12**  
**JUSTIFICATION:**  
Removing co-requisites due to multiple overrides by advisement.

*Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Elementary and Special Education pending the addition of SLOs. A second was made by Dr. Lina Soares and the motion to approve the revised courses was passed.*

New Course(s)  
**SPED 4333: Special Education Math Methods**  
**JUSTIFICATION:**
Elementary no longer has the faculty to teach this course.

**BKin 1200: Introduction to Early Childhood Education**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 2200: Health, Safety, and Wellness in Early Childhood**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3140: International Approaches of Early Care Learning**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3320: Social Studies and Social/Emotional Competence in Early Childhood Programs**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3330: Science, Technology, Engineering Mathematics in Early Childhood Programs**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3340: Art, Music Motor Development in BK Programs**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3710: Guiding Children’s Behavior and Practicum**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

**BKin 3720: Infant Toddler Methods and Practicum**

*JUSTIFICATION:*
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.
Bkin 3730: Preschool Pre-Kindergarten Methods and Practicum
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Bkin 4160: Organization and Administration of Early Childhood Programs
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Bkin 4710: Preplanning
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Bkin 4250: Assessment of Children in Early Childhood Programs
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Bkin 4798: Year-Long Clinical Pt. 1 and seminar
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Bkin 4799: Year-Long Clinical Pt. 2 and seminar
JUSTIFICATION:
This is a new course for the Child and Family Development B.S. Birth-Kindergarten Teacher Education (Certification Track). This course meets the accreditation requirements of the NAEYC Professional Preparation standards.

Ms. Caroline Hopkinson made a motion to approve the new courses submitted by the Department of Elementary and Special Education. A second was made by Dr. Lina Soares and the motion to approve the new courses was passed.

Revised Program(s)
Bsed-elem: Elementary Education B.S.Ed. (Certification Track)
JUSTIFICATION:
The Esed 5234 course was corrected in the POS to reflect a course revision. The Esed 5234 course was revised to TCLD 4231

Bsed-elem/nc: Elementary Education B.S.Ed. Professional Studies (Non-Certification Track)
JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number. The ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231.

Per the request of special education faculty, SPED 3333 was removed from the program of study due to it is specifically designed for special education majors. SPED 3331 was inserted into the program of study because it is designed for elementary education majors.

**BSED-SPED: Special Education B.S.Ed. (Certification Track)**
**JUSTIFICATION:**
The program department was updated to the correct post consolidation department number. The ESED 5234 course was corrected in the POS to reflect a course revision. This course was revised to TCLD 4231.

The addition of SPED 4333 to the POS is to address the need for SPED teacher candidates to receive SPED specific instruction in Math methods.

**BSED-SPED/NC: Special Education B.S.Ed Professional Studies (Non-Certification Track)**
**JUSTIFICATION:**
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231.

READ 4131 was incorrectly listed twice in the program of study. The duplicate READ 4131 course has been replaced with SPED 3134.

Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Elementary and Special Education. A second was made by Dr. Lina Soares and the motion to approve the revised programs was passed.

**New Program(s)**
: Child and Family Development B.S. Concentration in Birth Through Kindergarten (Certification Track)
**JUSTIFICATION:**
This program is designed to meet the expressed need of the Savannah community including the Savannah-Chatham County Public Schools and other school districts and the region. Also Head Start - Economic Opportunity Authority and other private and public programs serving the needs of young children (birth-eight) and their families. It is part of the Academic Regional Plan.

: Child and Family Development B.S. Concentration in Birth-Kindergarten (Non-Certification Track)
**JUSTIFICATION:**
Teacher education programs must offer students a non-certification track for those who are unable to meet the requirements of the Teacher Education Program.

Ms. Caroline Hopkinson made a motion to approve the new programs submitted by the Department of Elementary and Special Education. A second was made by Dr. Lina Soares and the motion to approve the new programs was passed.
Revised Course(s)

ESED 4798: Student Teaching in P-12 Education

JUSTIFICATION:
The cross listing with ESED 5799G has been removed, therefore ESED 5799 must be revised to a 4000 level course. The proposed new course number is ESED 4798. The course fees were also updated to include edTPA fees.

New Course(s)

ESED 5130: Nature and Needs of Gifted and Talented Learners

JUSTIFICATION:
ESED 5130 is the first of four courses needed for preservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

ESED 5131: Curriculum for Gifted and Talented Learners

JUSTIFICATION:
ESED 5131 is the second of four courses needed for preservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

ESED 5132: Methods for Teaching Gifted and Talented Learners

JUSTIFICATION:
ESED 5132 is the third of four courses needed for preservice teachers to complete a Gifted In-field Endorsement. Currently, the Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

Ms. Caroline Hopkinson made a motion to approve the revised course and new courses submitted by the Department of Middle and Secondary Education. A second was made by Dr. Lina Soares and the motion to approve the revised course and new courses was passed.

Revised Program(s)

BSED-HEPE: Health and Physical Education B.S.Ed. (Certification Track)

JUSTIFICATION:
The program of study is being revised to accommodate a course revision for ESED 5799. This course is being revised to ESED 4798.

BSED-MGED/NC: Middle Grades Education B.S.Ed. Professional Studies (Non-Certification Track)

JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231.
BSED-SE/ENGL: Secondary Education B.S.Ed. (Emphasis in English Education - Certification Track)
JUSTIFICATION:
(1) Georgia Professional Standards Commission certification rule change for minimum grade of "B" in SPED 3332.

(2) B.S.Ed. Secondary Education English concentration is offered on one campus. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This requirement will help to ensure program continuity.

BSED-SE/HIST: Secondary Education B.S.Ed. (Emphasis in History Education - Certification Track)
JUSTIFICATION:
A new elective course, MGSE 4130, Teaching Global Issues in Middle/Secondary Classrooms needs to be added for the BSED-Secondary Program for students with a History concentration. The course will focus on teaching global issues in secondary classrooms.

Replace the current Special Education course SPED 3333 with the updated course SPED 3332

Also, Effective July 1, 2019, the Georgia Performance Standard Commission requires any person in the teaching field must complete a 3.0 hour semester course and earn a B or higher in a SPED course.

B.S.Ed. Secondary Education History concentration is offered on one campus. We are adding language to the Other program requirement section informing students must take all noted courses on the same [home] campus. This requirement will help to ensure program continuity.

History courses will be listed as a categorical approach with one US history, one European history, and one non-European history being required. This allows the same options of courses but provides categories to be approved by an advisor. There is no change the number of courses or credits. This change is in the listing to allow for flexibility in course options.

Replace ECON 5131 with a 3000 level or higher social science course. ECON 5131 had pre-requisites that did not fit into the program of study.

BSED-SE/NCBI: Secondary Education B.S.Ed. Professional Studies (Emphasis in Biology Education - Non-Certification Track)
JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231

Environmental Lab course number changed during consolidation BIOL 1210 to BIOL1230L

BSED-SE/NCCH: Secondary Education B.S.Ed. Professional Studies (Emphasis in Chemistry Education - Non-Certification Track)
JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231

BSED-SE/NCEN: Secondary Education B.S.Ed. Professional Studies (Emphasis in English Education - Non-Certification Track)
JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231

**BSED-SE/NCHI: Secondary Education Professional Studies (Concentration in History Education - Non-Certification Track)**

JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231

**BSED-SE/NCMA: Secondary Education B.S.Ed. Professional Studies (Concentration in Mathematics Education - Non-Certification Track)**

JUSTIFICATION:
The CIP code was added to the program information. The program department was updated to the correct post consolidation department number and the ESED 5234 course was corrected to reflect a course revision. The course was revised to TCLD 4231

Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Middle and Secondary Education. A second was made by Dr. Lina Soares and the motion to approve the revised programs was passed.

New Programs(s)
*Gifted In-field Undergraduate Endorsement*

JUSTIFICATION:
The Georgia Performance Standard Commission requires all P-12 classroom teachers be certified in gifted education in order to serve gifted and talented learners. The College of Education at Georgia Southern University will be able to provide a new endorsement for gifted certification.

Ms. Caroline Hopkinson made a motion to approve the new program submitted by the Department of Middle and Secondary Education. A second was made by Dr. Lina Soares and the motion to approve the new program was passed.

D. College of Science and Mathematics

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

Department of Biology

Revised Course(s)

**BIOL 2320: Honors Research Methods Biology**

JUSTIFICATION:
Rather than listing BIOL 1011K as a prerequisite course, BIOL 1107/1107L are more appropriate. Honors was also added to the title, consistent with the other program courses required of students graduating with biology honors (BIOL 4895 Honors Research and BIOL 4999 Honors Thesis).

New Course(s)

**BIOL 3890: Directed Undergraduate Research**

JUSTIFICATION:
Engaging students in undergraduate research is encouraged. By having a 1-credit hour course at the 3000-level, students will have the option to explore research methodology early in their
academic career. Most comparable schools (e.g. Kennesaw State, Columbus State, and University of North Georgia) in our region offer multiple tiers of undergraduate research courses.

Revised Program(s)
190C: Environmental Sustainability Interdisciplinary Concentration
JUSTIFICATION:
Consolidation related changes (new course options appropriate for the program) and efforts to better-meld the related Minor and Concentration requirements so that students may pick either to meet the needs of their program or educational goals.

Ms. Caroline Hopkinson made a motion to approve the revised course, the new course, and the revised program submitted by the Department of Biology. A second was made by Dr. Lina Soares and the motion to approve the revised course, new course, and revised program was passed.

Department of Chemistry and Biochemistry
Revised Course(s)
BCHM 2910: Introduction to Biochemical Research
JUSTIFICATION:
Course description was approved by the Department of Chemistry and Biochemistry; however, it is incorrect on the website.

This course does not have a laboratory component and is taught as a lecture. Due to this coding, faculty are unable to receive student evaluations. Additionally, the analogous Principles of Chemical Research (CHEM 2900) is not designated as a laboratory either.

BCHM 3100: Bioinstrumental Chemistry
JUSTIFICATION:
This laboratory builds upon the basic techniques that are taught in the BCHM 5201 laboratory course.

BCHM 3310: Bioinorganic Chemistry
JUSTIFICATION:
Course description was approved by the Department of Chemistry and Biochemistry; however, it is incorrect on the website.

BCHM 5201: Biochemistry I
JUSTIFICATION:
Course description was approved by the Department of Chemistry and Biochemistry; however, it is incorrect on the website. The co-requisites were corrected previously, but just to clarify it should only be BCHM 5201G as CHEM 5201G no longer exists)

BCHM 5202: Biochemistry II
JUSTIFICATION:
Course description was approved by the Department of Chemistry and Biochemistry; however, it is incorrect on the website. The cross-listing was corrected earlier, but just to clarify it should only list BCHM 5201G (CHEM 5201G was re-numbered as BCHM 5201G and does not exist any longer)

Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Chemistry and Biochemistry. A second was made by Dr. Lina Soares and the
motion to approve the revised courses was passed.

**Selected Topics Announcement**

**30: Endocrinology**

**JUSTIFICATION:**
We would like to pilot this course as a lecture only section of Endocrinology (formally BIOL 5247) which had a laboratory component. This course is a study of endocrine mechanism, including their evolution and importance at various levels of biological organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

**31: Animal Nutrition**

**JUSTIFICATION:**
This course examines the dietary requirements of both companion animals (e.g. dogs, cats, horses, reptiles, birds, fish) and livestock (e.g. cattle, poultry, sheep, llamas). It includes the anatomy, physiology and biochemistry of the gastrointestinal system, nutrient acquisition and use, feed additives, metabolic diseases and diet therapy. I will take a comparative approach focusing on companion animals and livestock and will use the human body as an example to discuss the general physiology of the digestive system in mammals. Activities that characterize animal nutrition include: a) molecular mechanisms of nutrient absorption, transport, storage, and metabolism and the control of these processes; b) the relationship of diet, animal health, and performance; c) means of improving the quality of animal feeds; d) assessment of nutrient status of animals.

Completion of a course in animal nutrition helps pre-vet students. Any pre-vet student currently interested in taking a class in animal nutrition has to complete it on-line outside of GSU.

**32: Pedagogy for Learning Assistants**

**JUSTIFICATION:**
To have new LAs reflect on their own teaching and learning and make connections to relevant education theory and literature
- To support and prepare LAs to interact with students, question students according to class topic, make claims about students’ ideas, and take action as a result. Ideally, to help students interact with one another
- To inspire and motivate LAs to recognize and exercise their capabilities and responsibilities for making the world a better place
- To provide a community for new LAs to discuss their roles and experiences working with students and faculty

The Pedagogy Course Goals are for LAs to:
- Reflect on their own teaching and learning
- Reflect on and develop their views on teaching and learning
- Make connections to relevant education theory and literature and share this with their lead faculty member
- Try out a variety of strategies in their learning teams and revise these strategies according to their experience
- Listen to their students, make claims about their students’ ideas, and take action to address those claims (formative assessment)
- Develop awareness of the intellectual, social, cultural diversity of students and begin thinking about differentiate instruction
• Begin thinking about the ways in which they would like to see change, and begin to see themselves as influencing this process
• Discuss their roles and experiences working with students and faculty

Department of Mathematical Sciences
Revised Course(s)
STAT 1402: Elementary Statistics II
JUSTIFICATION:
A recent USG mandate requires our entry-level statistics course to be numbered STAT 1401 (formerly 2231). For consistency, we are renumbering and renaming the second course in the sequence to STAT 1402 (formerly 2232). Furthermore, the reference to a specific software package was removed from the course description to allow future updates, as trends in specific software packages change, to occur more easily without the need for a catalog revision.

STAT 5130: Sampling and Survey Methods
JUSTIFICATION:
This change is to reflect a change in the numbering of a prerequisite, STAT 1401 (formerly 2231).

Department of Physics and Astronomy
Revised Course(s)
PHSC 1211L: Physical Science Laboratory
JUSTIFICATION:
The Dept of Physics seeks to create an online lab option for the Physical Science course (so the overall PHSC 1211/1211L course would be more of a “hybrid” course with just the lecture remaining face-to-face). Faculty teaching this course have completed the online teaching training provided by CTE,

Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Mathematical Sciences and the Department of Physics and Astronomy. A second was made by Dr. Lina Soares and the motion to approve the revised courses was passed.

E. Allen E. Paulson College of Engineering and Computing
Dr. David Williams presented the agenda items for the Allen E. Paulson College of Engineering and Computing.

Department of Computer Science
Revised Course(s)
CSCI 3341: Intro To Operating Systems
JUSTIFICATION:
Minor typo corrected in Catalog title of the course. Prerequisite change was necessitated due to consolidation between Statesboro and Armstrong curriculum and courses: aligning the prerequisites for this course with those of CSCI 3232, its counterpart at Statesboro campus.

Ms. Caroline Hopkinson made a motion to approve the revised course submitted by the Department of Computer Science. A second was made by Dr. Barbara Hendry and the motion to approve the revised course was passed.

Department of Information Technology
New Course(s)
ITW 1130: Introduction to Information Technology
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 1330: Programming for Information Technology
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 1430: Web Page Development
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 2140: Discrete Mathematics for Information Technology
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring
semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 2333: IT Infrastructure**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 2430: Data Programming I**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 2431: Data Programming II**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-
consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 2530: Operating Systems**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 2531: Introduction to Cyber Security**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 3133: E-Commerce**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.
ITW 3230: Data Visualization
JUSTIFICATION:
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 3231: Data Communications
JUSTIFICATION:
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 3233: Database Design and Implementation
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

ITW 3234: Systems Acquisition, Design, and Implementation
JUSTIFICATION:
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the
Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 3432: Analytics Programming**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 3530: Fundamentals of Information Systems Security**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 3531: Digital and Computer Forensics**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-
consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 4130: IT Issues and Management**

**JUSTIFICATION:**
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 4136: Knowledge Discovery and Data Mining**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 4336: Network Security**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor’s office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.
**ITW 4337: Ethical Hacking**

**JUSTIFICATION:**
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 4530: Senior Capstone Project**

**JUSTIFICATION:**
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 4790: Internship in Information Technology**

**JUSTIFICATION:**
Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

**ITW 5135: Data Analytics**

**JUSTIFICATION:**
Georgia Southern University's Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the
Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

_Ms. Caroline Hopkinson made a motion to approve the new courses submitted by the Department of Information Technology pending the addition of SLOs and PLOs. A second was made by Dr. Felix Hamza-Lup and the motion to approve the new courses was passed._

Revised Program(s)

BSIT-IT: Information Technology B.S.I.T.

JUSTIFICATION:

Added Accelerated Bachelors to Masters (ABM) program information

_CERO-CYSC: Cyber Security Certificate_

JUSTIFICATION:

Consolidation related corrections, including correcting the CIP code and removing courses not planned to be offered. Additionally, the Cyber Security Certificate will be offered on the Liberty campus in addition to current offerings.

_Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Information Technology. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised programs was passed._

New Program(s)

:Bachelors of Information Technology (BIT)

JUSTIFICATION:

Georgia Southern University’s Provost and the Dean of the Allen E. Paulson College of Engineering and Computing, in consultation with the USG Vice Chancellor's office, supports reactivation of the Bachelor of Information Technology (BIT) program. The BIT was scheduled for deactivation spring semester 2020. This curriculum proposal requests reactivation of the BIT and to move the program to the fully-online delivery method. The BIT program was formerly a non-accredited program delivered at Armstrong State University prior to consolidation. A revised curriculum is presented here that aligns with the mission and vision of the College of Engineering and Computing post-consolidation. The revised program is designed to serve a growing population of online learners and will fill a gap created by the termination of the WebBSIT consortium program in Georgia. Additionally, the proposed revised curriculum fits with regional and national trends and supports the creation of a talent pipeline in the regions served by the university in the growing field of Information Technology.

_Ms. Caroline Hopkinson made a motion to approve the new program submitted by the Department of Information Technology. A second was made by Dr. Felix Hamza-Lup and the motion to approve the new program was passed._
Department of Civil Engineering and Construction Management

New Course(s)

**CENG 5438: Surveying-Geomatics Professional Practice**

**JUSTIFICATION:**
This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying & CENG 5434 Surveying History and Law and provides knowledge & skill for Subdivision design applications. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void. Also, this course is a required course for application for licensure as a Land Surveyor in Training and ultimately as a Professional Surveyor in the State of Georgia.

*Ms. Caroline Hopkinson made a motion to approve the new course submitted by the Department of Civil Engineering and Construction Management. A second was made by Dr. Lina Soares and the motion to approve the new course was passed.*

Revised Program(s)

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

**JUSTIFICATION:**
Addition of the Accelerated Bachelors to Master's (ABM) program requirements.

**BSCONC-CONS: Construction Engineering B.S.Con.E.**

**JUSTIFICATION:**
Added several electives (LSTD 3230, TCM 3333, TCM 4432, TCM 4090) that should have been included with changes occurring during the consolidation but were not

**BSCONS-CONST: Construction Management B.S.Cons.**

**JUSTIFICATION:**
Changes made so that degree requirements shown in CourseLeaf matches the degree requirements shown in the catalog

*Ms. Caroline Hopkinson made a motion to approve the revised programs submitted by the Department of Civil Engineering and Construction Management. A second was made by Dr. Lina Soares and the motion to approve the revised programs was passed.*

Department of Electrical Engineering

Revised Course(s)

**EENG 5540: Communication Systems with Lab**

**JUSTIFICATION:**
Just added the course goals and outcomes to the undergraduate version of the course to match the graduate one (No changes or modifications).

*Ms. Caroline Hopkinson made a motion to approve the revised course submitted by the Department of Electrical Engineering. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised course was passed.*

Department of Mechanical Engineering

Revised Course(s)

**MENG 3233: Heat Transfer**
JUSTIFICATION:
MATH 2243 and 3230 are also the Prerequisites of ENGR 3235.

MENG 3331: Materials Science
JUSTIFICATION:
Change is made for fitting the changes of consolidation.

MENG 4210: Energy Science Laboratory
JUSTIFICATION:
ENGR 3235 and 3431 are also the Prerequisites of MENG 3233.

MENG 5137: Mechanical System Design
JUSTIFICATION:
ENGR 3235 is also the Prerequisites of MENG 3233.
MENG 5139: Renewable Energy
JUSTIFICATION:
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

MENG 5233: Wind Energy
JUSTIFICATION:
MATH 2243 is also the Prerequisites of ENGR 3235. ENGR 2231 and ENGR 3233 is also the Prerequisites of MENG 3135.

MENG 5234: Heating, Ventilating, and Air Conditioning
JUSTIFICATION:
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

MENG 5237: Applied Combustion
JUSTIFICATION:
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

MENG 5239: Biofuels Development and Testing
JUSTIFICATION:
ENGR 3431 is deleted since it is also the Prerequisites of MENG 3233.

MENG 5431: Compressible Flow
JUSTIFICATION:
ENGR 3234 is deleted since it is the Prerequisites of MENG 3233.

MENG 5536: Mechanical Controls
JUSTIFICATION:
MENG 2139 is deleted since it is also the Prerequisites of MENG 3531.

TMAE 5139: Renewable Energy
JUSTIFICATION:
ENGR 3431 and 3235 are deleted, since they are also the Prerequisites of MENG 3233.

Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Mechanical Engineering. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised courses was passed.
New Course(s)
MENG 5532: Nanomaterials, Nanocomposites Nanotechnology

JUSTIFICATION:
Future Mechanical engineers will use emerging Nanotechnology to solve pressing problems in diverse fields including medicine, biotechnology, energy, structures, water management, aeronautics, automotive, agriculture and environmental management. Nanotechnology and biotechnology will dominate technological development in the next 20 years and will be incorporated into all aspects of technology that affect our lives on a daily basis. Nanotechnology based market is predictive to be in trillion dollars and there is immense potential for Job opportunities for the mechanical engineering graduates in the Nanotechnology based industries and Industries R&D sectors.

Ms. Caroline Hopkinson made a motion to approve the new course submitted by the Department of Mechanical Engineering. A second was made by Dr. Felix Hamza-Lup and the motion to approve the new course was passed.

Department of Manufacturing Engineering
Revised Course(s)
MFGE 3337: Hydraulics and Electro-mechanical Systems
JUSTIFICATION:
MFGE 3421 is currently a pre-requisite for MFGE 3337. Upon review by the curriculum committee and approval, allow this course as co-requisite or a pre-requisite. The other pre-requisites remain as pre-requisite.

MFGE 4321: Manufacturing Engineering Capstone I
JUSTIFICATION:
Removed course fee

MFGE 4322: Manufacturing Engineering Capstone II
JUSTIFICATION:
Upon review by the curriculum committee and approval of the faculty, MFGE 4135, MFGE 4321, and MFGE 4533 are listed as pre-requisites. MFGE 4614 is listed as a co-requisite.

MFGE 4533: Industrial Robotics and Automation
JUSTIFICATION:
MFGE 3337 is currently a pre-requisite for MFGE 4533. Upon review by the curriculum committee and approval of the faculty, allow this course as a pre-requisite or a co-requisite. The other pre-requisites remain as pre-requisites.

MFGE 4614: Senior Seminar: Professional Skills and Leadership
JUSTIFICATION:
Upon review by the curriculum committee and approval of the faculty, delete the current pre-requisites and change MFGE 4322 to be the co-requisite.

Ms. Caroline Hopkinson made a motion to approve the revised courses submitted by the Department of Manufacturing Engineering pending the addition of SLOs and PLOs. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised courses was passed.
Revised Program(s)
BSMFGE-MFGE: Manufacturing Engineering B.S.Mfg.E.
JUSTIFICATION:
1. Added ABM admission requirements and degree requirements
2. Added MFGE Program Learning Outcomes.
3. Addressed some formatting errors.
4. Renamed some specification areas and rearranged some courses for the specification areas.

Ms. Caroline Hopkinson made a motion to approve the revised program submitted by the Department of Manufacturing Engineering. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised program was passed.

F. Parker College of Business
Dr. Chuck Harter presented the agenda items for the College of Business.

Department of Marketing
Revised Course(s)
MKTG 3131: Principles of Marketing
JUSTIFICATION:
Microeconomics theories (e.g., supply vs. demand, profit maximization, market equilibrium in a perfectly vs. an imperfectly competitive industry, etc.) find a wide range of applications in solving marketing related problems in the real world. Requiring students to either have passed ECON 2106 with a minimum grade of “C” or be concurrently enrolled in ECON 2106 and MKTG 3131 will allow students to have a good knowledge foundation so they can better understand the content of MKTG 3131. In addition, this change is likely to positively impact Business Majors in the long-term as they would need to complete and pass ECON 2106 earlier. There has been evidence showing that even though ECON 2106 is one of the area F courses for Business Majors, many students choose to take the course at a later time and thus benefit less from what they learn in ECON 2106.

Revised Program(s)
BBA-MKTS: Marketing B.B.A. (Emphasis in Sales and Sales Management)
JUSTIFICATION:
Consolidation related changes. Approved November 16th.

All businesses have sales people. 70% of all graduating business students will be in an entry level sales role. The role in sales is found in each business major. We should open up our requirements for sales emphasis students to pursue the direction they wish to follow. Approved November 2nd, 2018.

Inactivated Program(s)
MKTM: Marketing Minor
JUSTIFICATION:
Currently, there are 188 students declaring Marketing as their minor. This presents a disadvantage to Marketing majors. For example, MKTG 3131, the Marketing B.B.A. core course, is overrun by Non-Majors (29%) in Fall 2018. If Marketing majors are not able to pass MKTG 3131 as planned, they won’t be able to graduate on time as MKTG 3131 is the prerequisite to all Marketing, both required and elective courses. Current enrollment data show that although Marketing majors are expected to have passed MKTG 3131 during their sophomore years, many Marketing Majors in MKTG 3131 in F18 are juniors.
Department of Finance
Revised Course(s)
FINC 3130: Financial Tools and Methods
JUSTIFICATION:
Although the course covers some basic concepts in finance, its focus is on financial modeling and analysis. Requiring FINC 3131 as a prerequisite ensures that students enter the course with the requisite financial knowledge and allows greater emphasis on the development and use of financial models and statistical analysis tools. Since the current prerequisite (ACCT 2101) is also a prerequisite for FINC 3131, there is no longer a need to list ACCT 2101 separately as a prerequisite.

Ms. Caroline Hopkinson made a motion to approve the revised course, revised program, and inactivated program submitted by the Department of Marketing and the revised course submitted by the Department of Finance. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised courses, revised program, and inactivated program was passed.

Department of Management
Inactivated Course(s)
HNRM 2333: Intro to Hotel Restaur Indus
JUSTIFICATION:
This course is no longer offered. It has been replaced by HNRM 3331 Hospitality Industry Management. The removal of this course seems to have been missed at some stage of the previous curriculum revision. As such, the Management Department wants to ensure that it is deleted from the catalog. This motion had been approved by the college UCC and voted in the college meeting in Spring 2018.

Revised Program(s)
247M: Entrepreneurship and Innovation Minor
JUSTIFICATION:
Editorial change to program name to reflect the current name of the program used in the Management emphasis on Entrepreneurship and Innovation

Addition of hospitality course HNRM 3331 to increase access to the minor for hospitality program students.

BBA-MGME: Management B.B.A. (Emphasis in Entrepreneurship and Innovation)
JUSTIFICATION:
Consolidation related changes. Approved November 16th.

3.7.2019: Minor program changes for the BBA Management Emphasis in Entrepreneurship and Innovation. Addition of HNRM 3331 as an elective choice in the program.

Inactivated Program(s)
554A: Hospitality Management Minor
JUSTIFICATION:
The Management Department offers a major in Hospitality Management, which best prepares our students to be ‘career-ready professionals’ as stated in the College of Business mission. Only two students enrolled in the Hospitality minor in Spring 2018, one from the College of Business, one from outside the college.

The removal of Hospitality minor was passed by the college UCC and voted at the college
meeting in Spring 2018.

802A: Human Resource Management Minor

JUSTIFICATION:
The Management Department offers a major in Human Resources Management (HRM), which best prepares our students to be ‘career-ready professionals’ as stated in the College mission. Out of the 32 students enrolled in the HRM minor in Spring 2018, 13 students were from the College of Business, seven of these 13 students were studying for Management majors already. Additionally, 19 students were from outside the college. Currently the Management Department lacks the faculty resources to support minor programs for students outside the College of Business. The removal of HRM minor was passed by the college UCC and voted at the college meeting in Spring 2018.

Ms. Caroline Hopkinson made a motion to approve the inactivated course, the revised program, and the inactivated programs submitted by the Department of Management. A second was made by Dr. Felix Hamza-Lup and the motion to approve inactivated course, the revised program, and the inactivated programs was passed.

Department of Logistics and Supply Chain Management
Revised Course(s)
BUSA 4133: Predictive Analytics
JUSTIFICATION:
This course revision seeks to remain current with industry/field content and pedagogy and better align with and fit into the overall revised program curriculum.

BUSA 4134: Business Analysis Models
JUSTIFICATION:
This course revision seeks to remain current with industry/field content and pedagogy and better align with and fit into the overall revised program curriculum.

Revised Program(s)
BBA-LOIT: Supply Chain Management B.B.A. (emphasis in Logistics and Intermodal Transportation)
JUSTIFICATION:
We are aligning our undergraduate programming to better meet needs of industry as validated by Gartner Group’s biannual ranking of college programs based on Gartner’s Supply Chain Talent Attribute Model. Proposed changes are intended to better prepare SCM graduates for various management positions with companies involved in today’s vibrant and dynamic SCM networks. Changes proposed include moving the Operations Management emphasis from the “Management” major to a major within the Department of LSCM. We also see advantages for students by offering parts of our program as stackable curriculum resulting from organizing sets of our courses into formal certificate programs.

To consolidate our major-specific courses under one major umbrella title, we propose to change the name of the department’s major to Supply Chain Management (SCM). Supporting this umbrella will be two major emphasis areas: Logistics and Intermodal Transportation; and Operations and Supply Management. By restructuring, we delineate areas of emphasis and clarify career paths in supply chain management along generally accepted key components of modern supply chains: inbound and outbound logistics and distribution; and operations and supply management.

**JUSTIFICATION:**
We are aligning our undergraduate programming to better meet needs of industry as validated by Gartner Group’s biannual ranking of college programs based on Gartner’s Supply Chain Talent Attribute Model. Proposed changes are intended to better prepare SCM graduates for various management positions with companies involved in today’s vibrant and dynamic SCM networks. Changes proposed include moving the Operations Management emphasis from the “Management” major to a major within the Department of LSCM. We also see advantages for students by offering parts of our program as stackable curriculum resulting from organizing sets of our courses into formal certificate programs.

To consolidate our major-specific courses under one major umbrella title, we propose to change the name of the department’s major to Supply Chain Management (SCM). Supporting this umbrella will be two major emphasis areas: Logistics and Intermodal Transportation; and Operations and Supply Management. By restructuring, we delineate areas of emphasis and clarify career paths in supply chain management along generally accepted key components of modern supply chains: inbound and outbound logistics and distribution; and operations and supply management.

**Department of Information Systems**

**Revised Program(s)**

**209A: Business Analytics Interdisciplinary Minor**

**JUSTIFICATION:**
Currently BUSA 4133 is required and BUSA 4134 in an elective. Each course is offered once a year (one in fall, one in spring). Combined with the pre-requisite issues above this makes completion of the BA minor difficult/impossible for many students.

Motion is to make the requirement for the BA minor BUSA 4133 OR BUSA 4134. The course not used to satisfy the minor requirement may still be used to fulfill the elective requirements for the minor.

*Ms. Caroline Hopkinson made a motion to approve the revised courses and the revised programs submitted by the Department of Logistics and Supply Chain Management and the revised program by the Department of Information Systems. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised courses and revised programs was passed.*

**G. College of Arts and Humanities**

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

**Department of Interdisciplinary Studies**

**New Program(s)**

**: Nonprofit Management Concentration**

**JUSTIFICATION:**
Concentrating in nonprofit management would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, public health, and interdisciplinary studies complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The concentration would also improve students’ abilities to function as citizens. The aim of the concentration is to provide students with an understanding of the major organizational theories underlying nonprofit/nongovernmental organizations.
theoretical context would be supported by practical, workforce development training in the administration and management of nonprofit organizations. The curriculum (program and course student learning outcomes) were developed using the Nonprofit Academic Centers Council's (NACC) curricular guidelines for undergraduate study in the nonprofit sector and philanthropy. The Department of Public and Nonprofit Studies is a NACC member.

Finally, the concentration would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Nonprofit Management (MNM) programs, the premier avenues for management specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, resource development (fundraising/grant writing) and program management in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The concentration would benefit the University’s own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

/Public Policy Concentration

JUSTIFICATION:
Concentrating in public policy would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, and public health, complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The concentration would also improve students’ abilities to function as citizens. The aim of the concentration is to provide students with an understanding of the fundamental elements involved in the public policy process and the analytical skills necessary to make informed judgments about policy-making, policy implementation, and substantive policy outcomes. The concentration is comprised of courses focusing on the theoretical perspectives, analytical skills, and substantive knowledge needed for the study and analysis of public policy issues.

Finally, the concentration would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Public Policy (MPP) programs, the premier avenues for management or policy specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, policy analysis, and program management at all levels of government and in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a concentration preparing students for graduate study in these areas. The concentration would benefit the University’s own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

Ms. Caroline Hopkinson made a motion to approve the new programs submitted by the Department of Interdisciplinary Studies. A second was made by Dr. Felix Hamza-Lup and the motion to approve the new programs was passed.

Department of Communication Arts
Revised Course(s)
MMFP 3030: Selected Multimedia Topics

JUSTIFICATION:
This course introduces new topics and selected topics that are different. Students should be permitted to take multiple, different selected topics courses to fulfill the requirements for graduation. Some of these courses are eventually added to the curriculum as permanent courses.
New Course(s)

**MMFP 4131: Television Pilot**

**JUSTIFICATION:**
Based on our assessments for the past few years, the faculty recognized that more electives should be added that focus on television production. This course has been offered as a 3030 class Summer 2017, Summer 2018, and will be offered Summer 2019. The response, as well as the results of the course, have been positive.

*Ms. Caroline Hopkinson made a motion to approve the revised course and new course submitted by the Department of Communication Arts. A second was made by Dr. Felix Hamza-Lup and the motion to approve the revised course and new course was passed.*

Department of Foreign Languages

Revised Course(s)

**SPAN 3030: Selected Topics in Spanish**

**JUSTIFICATION:**
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 3130: Applied Speaking Skills I**

**JUSTIFICATION:**
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 3131: Critical Reading and Writing I**

**JUSTIFICATION:**
Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 3132: Spanish Phonetics and Phonology**

**JUSTIFICATION:**
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 3200: Introduction to Hispanic Literature**

**JUSTIFICATION:**
1. Course Number: The SLOs for this course do not match those of a 3000-level course; rather, they align with the SLOs of a 4000-level course. Rather than try to reduce the complexity of the course to match the SLOs of a 3000-level course, we have decided to increase the level to reflect current expectations.
2. The Catalog Description was insufficient. The new description better reflects the course goals and content.
3. Prereqs. We have standardized the prereq for all 4000-level courses.
4. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 3335: Conversation, Composition, Culture: South America**
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 3336: Conversation, Composition, Culture: Mexico and Central America
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 3337: Conversation, Composition, Culture: The Caribbean
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 3338: Conversation, Composition, Culture: Spain
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 3339: Conversation, Composition, Culture: Latino USA
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 3530: Introduction to Spanish for the Professions
JUSTIFICATION:
1. Prereqs. We have added "upper-division" as an option for a prerequisite to accommodate those students who do not take 2002 but have already taken an upper-division and therefore qualify to take another upper-division without requiring an override.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 4030: Special Topics
JUSTIFICATION:
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

SPAN 4130: Applied Speaking Skills II
JUSTIFICATION:
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.
**SPAN 5030: Selected Topics in Spanish**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.

**SPAN 5090: Selected Topics in Spanish**

**JUSTIFICATION:**
1. Catalog description missing.
2. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.
3. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 5230: Studies in Hispanic History**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.

**SPAN 5232: Studies in Hispanic Societies**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.

**SPAN 5234: Studies in Hispanic Literature**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.

**SPAN 5331: Latinos in the U.S.**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.
2. Schedule type. This is to ensure that the course can be offered F2F and OL.
3. The course can be repeated for credit.

**SPAN 5332: Studies in Hispanic Film**

**JUSTIFICATION:**
1. Prereqs. We are standardizing the prereqs for all 4000/5000 level courses.

**Inactivated Course(s)**

**SPAN 3032: Spanish Composition**

**JUSTIFICATION:**
SPAN 3032 prior Armstrong course is replaced by SPAN 3131.
Registrar's Office: This is a re-submission due to previous submission error.

**SPAN 3050: Advanced Grammar Syntax**

**JUSTIFICATION:**
SPAN 3050 prior Armstrong course is replaced by SPAN 3131.
Registrar's Office: This is a re-submission due to previous submission error.

**SPAN 3060: Adv Gram/Syn-Heritage Speaker**

**JUSTIFICATION:**
SPAN 3060 prior Armstrong course is replaced by SPAN 3131.
Registrar's Office: This is a re-submission due to previous submission error.
SPAN 3111: Civilization/Culture Of Spain  
JUSTIFICATION:  
SPAN 3111 prior Armstrong course; replaced by SPAN 3338.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3120: Civilization/Culture Lat Amer  
JUSTIFICATION:  
SPAN 3120 prior Armstrong course is replaced by SPAN 3335.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3210: Survey Span Peninsular Lit I  
JUSTIFICATION:  
SPAN 3210 prior Armstrong course is replaced by SPAN 3335.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3220: Survey Span Peninsular Lit II  
JUSTIFICATION:  
SPAN 3220 prior Armstrong course is replaced by SPAN 3335.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3231: Survey of Spanish American Literature I  
JUSTIFICATION:  
SPAN 3231 prior Armstrong course is replaced by SPAN 3335.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3240: Survey Span Amer Literature II  
JUSTIFICATION:  
SPAN 3240 prior Armstrong course is replaced by SPAN 3335.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 3532: Business Spanish  
JUSTIFICATION:  
SPAN 3532 prior Armstrong course is replaced by SPAN 3530.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4010: Special Genre  
JUSTIFICATION:  
SPAN 4010 prior Armstrong course; replaced by SPAN 4030.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4020: Special Author  
JUSTIFICATION:  
SPAN 4020 prior Armstrong course; replaced by SPAN 4030.  
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4060: Contemp Spanish American Novel  
JUSTIFICATION:  
SPAN 4060 prior Armstrong course; replaced by SPAN 4231.  
Registrar's Office: This is a re-submission due to previous submission error.
SPAN 4070: Contemp Span Peninsular Novel
JUSTIFICATION:
SPAN 4070 prior Armstrong course; replaced by SPAN 4233.
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4080: Spanish Peninsular Theater
JUSTIFICATION:
SPAN 4080 prior Armstrong course; replaced by SPAN 4233.
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4090: Spanish American Theater
JUSTIFICATION:
SPAN 4090 prior Armstrong course; replaced by SPAN 4231.
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4100: Spanish Peninsular Poetry
JUSTIFICATION:
SPAN 4100 prior Armstrong course; replaced by SPAN 4233.
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4110: Spanish American Poetry
JUSTIFICATION:
SPAN 4110 prior Armstrong course; replaced by SPAN 4231.
Registrar's Office: This is a re-submission due to previous submission error.

SPAN 4120: Spanish for Police and Probation Officers
JUSTIFICATION:
SPAN 4120 prior Armstrong course; replaced by SPAN 4530.
Registrar's Office: This is a re-submission due to previous submission error.

Ms. Caroline Hopkinson made a motion to approve the revised and inactivated courses submitted by the Department of Foreign Languages. A second was made by Dr. Barbara Hendry and the motion to approve the revised and inactivated courses was passed.

Department of History
New Course(s)
HIST 2500: Explorations in History
JUSTIFICATION:
There is high demand for seats in upper-division History courses (3000-5000 Level) that cover subjects of interest to the general student population. Courses on the World Wars, the Holocaust, The American Civil War, The Middle East, and The American War in Vietnam are capped at 25 seats. These courses fill quickly and students must inevitably be turned away. In many cases, these courses are filled with non-majors who are using elective credits to further their knowledge in an area of interest. Raising the caps on upper-division courses threatens the integrity of the upper-division experience, and non-majors often struggle in upper-division classes due to of their unfamiliarity with historical methodology.
HIST 2500 would present students with an opportunity to take classes of interest without requiring them to write an extended historical research paper, a task for which non-majors are generally unprepared. HIST 2500 would allow non-majors to gain historical awareness and a better understanding of the world in which they live and hope to be successful. Many of topics chosen for HIST 2500, such as Slavery or the Holocaust, and the Middle East, offer significant insights into issues that remain particularly relevant, both politically and socially.

Additionally, HIST 2500 would satisfy the Bachelor of Education (BEd) Program’s requirement that students take a 2000-level History course. HIST 2630, Historical Methods, is currently the only option available to BEd majors, and the course is intended for History majors.

**Department of Music**

**Revised Course(s)**

**MUSA 4111: Senior Recital**

**JUSTIFICATION:**
Changing from 1 credit hour to 0 credit hours to conform to other undergraduate recitals (MUSA 2101 and 3101). The recital is given in conjunction with Applied Music MUSA 4200, which is the semester-long course of one-on-one lessons. The recital is a discrete event.

*Dr. Felix Hamza-Lup made a motion to approve the new course submitted by the Department of History and the revised course submitted by the Department of Music. A second was made by Dr. Lina Soares and the motion to approve the new course and the revised course was passed.*

**Revised Program(s)**

**BA-MUSC: Music B.A.**

**JUSTIFICATION:**
In consolidation, we omitted MUSE Recital Attendance as a requirement. This is an accreditation requirement (National Association of Schools of Music); you can see from our other bachelors degrees in Music that Recital Attendance is supposed to be here, as well. MUSE 1100 is a zero-credit course.

**BM-MUSC: Music B.M. (Concentration in Composition)**

**JUSTIFICATION:**
MUSA 4111 is being changed to 0 credits from 1 credit; that credit is transferred to Electives.

**BM-MUSC: Music B.M. (Concentration in Instrumental Performance)**

**JUSTIFICATION:**
MUSA 4111 is being changed to 0 credits from 1 credit. The 1 credit is being moved to Electives.

**BM-MUSC: Music B.M. (Concentration in Piano Performance)**

**JUSTIFICATION:**
MUSA 4111 is being changed to 0 credits from 1 credit. The 1 credit is added to Electives.

**BM-MUSC: Music B.M. (Concentration in Voice Performance)**

**JUSTIFICATION:**
MUSA 4111 is being changed to 0 credits from 1 credit. That 1 credit is moved to Electives.

*Dr. Felix Hamza-Lup made a motion to approve the revised programs submitted by the Department of Music. A second was made by Dr. Lina Soares and the motion to approve the*
revised programs was passed.

Department of Writing and Linguistics
Revised Program(s)
BA-WRIT: Writing and Linguistics B.A.
JUSTIFICATION:
Consolidation related changes. Approved November 16th.
Additional corrections as a result of consolidation program review. 9/21/18 DJM

10/25/18: Change requested to name of degree. Prior to consolidation, the BA degree awarded was in "Writing and Linguistics." This was changed to "Writing" as a result of compromises made during consolidation. However, upon approval of the new, combined faculty, we wish to revert back to the original degree name (BA Writing and Linguistics) which better reflects the breadth of coursework provided by the department and also better meets the needs and wishes expressed by students with regard to their degree name and recognition.

3/4/19: We are adding two (previously existing) courses to Area F, which will offer students more options to fulfill this area and provide important foundational knowledge for more advanced courses in the area. We have also replaced one capstone class (WRIT 5540: Plain Language in Workplace Writing) with another (WRIT 5520: Writing for Publication). This replacement actually reflects the curriculum approved during the consolidation process (the inclusion of 5540 instead of 5520 was an entry error).

*Dr. Felix Hamza-Lup made a motion to approve the revised program submitted by the Department of Writing and Linguistics. A second was made by Dr. Lina Soares and the motion to approve the program was passed.*

Department of Literature
New Course(s)
ENGL 5320: History of the English Language
JUSTIFICATION:
Carol Jamison, joint appointment Writing & Literature, requested the department consider this cross listing, particularly for the Armstrong Campus. It would be a course of value to Literature and Writing & Linguistics majors and is a course that is included in programs across the country.

*Dr. Felix Hamza-Lup made a motion to approve the new course submitted by the Department of Literature. A second was made by Dr. Lina Soares and the motion to approve the new course was passed.*

VI. OTHER BUSINESS
Program Reviews
A. BA English
B. BS International Trade
C. BS Sociology
D. BA Political Science
E. BA Anthropology
F. BS Public Relations
G. BA Law & Society
H.  BSED Health & Physical Education  
I.  BA International Studies  
J.  BS Communication Studies  
K.  BS Multimedia Film and Production  
L.  BS Multimedia Journalism  
M.  BSED Middle Grades Education  
N.  BA Modern Languages  
O.  BA Theatre  
P.  Religious Studies Interdisciplinary Concentration

Dr. Lina Soares made a motion to approve the programs submitted for program review to the Undergraduate Committee. A second was made by Dr. Felix Hamza-Lup and the motion to approve the programs for program review was passed.

VII.  ADJOURNMENT

There being no further business to come before the committee, the meeting was adjourned on Tuesday, April 9, 2019 at 4:48pm.
1. Georgia Southern Athletics Compliance self-reported a total of six (6) violations. All six were “secondary / level III” violations. Five of the six cases are closed; one case is in progress.

2. 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

3. Below is the link to access NCAA Academic Progress Rate (APR) for Georgia Southern University:
   https://web3.ncaa.org/aprsearch/aprsearch

4. Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”
   http://www.knightcommission.org/

5. 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/