Georgia Southern University

Georgia Southern Commons

3-3-2020

Librarian's Report 3-3-2020

Georgia Southern University

Recommended Citation

Georgia Southern University Faculty Senate

Librarian's Report

March 3, 2020

Submitted respectfully by Michelle Haberland, Faculty Senate Librarian, in preparation for the March 11, 2020 meeting of the Georgia Southern Faculty Senate.

Faculty Research Committee
Minutes
January 17, 2020 - 11:00 – 1:00 PM
Veazey Hall 2001C

Present:
Amanda Glaze, Senate Representative, Chair (2020)
Lei Chen, College of Engineering and Computing (2021)
Chad Posick, College of Behavioral and Social Science (2020)
David Sikora, Parker College of Business (2021)
Jamie Roberts, College of Science and Mathematics (2020))
Lucas Jensen, College of Education (2020)
Marina Eremeeva, Jiann-Ping Hsu College of Public Health (2020)
Richard Flynn, College of Arts and Humanities (2021)
Beth Burrnett, University Libraries (2020)
Lance McBrayer, Provost's Representative (Ex Officio)
Ele Haynes, VPR Representative (Ex Officio)

Absent:
Li Li, Waters College of Public Health (2021)

I.CALL TO ORDER-Meeting was called to order at 11:02am by Chair, Dr. Amanda Glaze-Crampes.

II.APPROVAL OF AGENDA-Motion to approve brought by Richard Flynn and seconded by Chad Posick

III.APPROVAL OF MINUTES OF 12/6/19 - Completed by email and submitted to Librarian's report 12/12/2019

IV.CHAIR'S UPDATE

a. Dr. Glaze reminded the committee of the timeline for the year for review of Excellence Award materials as well as an update on the number of nominations that has been received as of the meeting. The deadline for nominations is still January 31, 2020 but the University has extended the application deadline to February 7, 2020.

V. OLD BUSINESS

a. Letter to Senate (30 min.)

Richard Flynn recommended sending a letter to senate regarding the new awards, the process was considered at a prior meeting and he was tasked with drafting a letter. The committee has agreed to further revisions of the draft and will review/vote on whether to proceed by the next meeting.

b. Excellence Award Rubric Working Session (90 min.)

Glaze shared the goals for the session: define research and discovery/innovation, review existing rubric to prepare to review in this cycle, determine whether to maintain existing process for FRC awards or implement the streamlined version for future years, rework the rubric to make two new rubrics for future evaluation.

a. Following discussion, all approved the use of the existing rubric for this cycle as a non-weighted tool, noting that the first two elements will be shifted, to use element one for consideration of research awards only without element two; and element two for consideration of innovation and discovery awards only. This distinguishes the two for this cycle to maintain fairness to those submitting. Both awards will use the rubric as a guiding tool instead of a true rubric in this transition.

b. The committee will use this first cycle to make notes during this evaluation and craft definitions for the two awards before the next cycle in an effort to provide a clear but open definitions for each award.

c. The committee unanimously voted to utilize the new streamlined nomination/application process for future awards but will revisit some of the details such as number of letters and number of artifacts allow while being mindful of the impact on total page count.

d. The committee will use this first cycle to make notes on the rubric toward creating two rubrics to be used in future iterations to better differentiate the research and discovery/innovation awards in future years.

e. Committee agreed to utilize a rubric/rank measure for scoring in this cycle, whereby rubrics are used as a guide to each reviewer who then ranks their top ten applicants. The rankings will be used in committee to determine the next level of reviews and finally the winner of each award.

Wording for Calls (shared to aid discussion)

Research

The faculty award for Research recognizes a faculty member for excellence in research and/ or creative scholarly activity. The staff award for Research recognizes one staff member for outstanding support in the conduct of research or who have advanced processes, methods and systems through research.

Discovery and Innovation

This award recognizes those individuals that promote creative scholarly activities, technologies and/ or environments that encourage innovative and problem-solving research collaboratives.

VI. ANNOUNCEMENTS

a. No announcements were shared, committee charged to prepare for the review that will come in future sessions as well as blocking an additional day in February to meet to evaluate award submissions.

ADJOURNMENT-Committee adjourned at 12:37pm on a motion by Jamie Roberts and second by Richard Flynn. *<<Faculty Research Committee>> meetings are not recorded.>>*

Faculty Research Committee
Minutes
February 21 2020 - 11:00 – 1:00 PM
Veazey Hall 2001C

Attendance:

Name	Delegate	Term expiration	Attendance Present	Absent
Amanda Glaze – Elected Chair	Senate Representative	2020	Present	
Beth Burnett	University Libraries	2020	Present	
Lei Chen	Allen E. Paulson College of Engineering and Computing	2021		Absent*
Richard Flynn	College of Arts and Humanities	2021		Absent*
Chad Posick	College of Behavioral and Social Sciences (CBSS)	2020	Present	
David Sikora	College of Business (Parker)	2021	Present	Absent*
Jamie Roberts	College of Science and Mathematics (COSM)	2020	Present	
Lucas Jensen	College of Education (COE)	2020	Present	
Li Li	Waters College of Public Health	2021	Present	
Marina Eremeeva	Jiann-Ping Hsu College of Public Health (JPHCOPH)	2020		Absent*
Lance McBrayer	Provost Delegate	Ex Off.	Present	
Ele Haynes	Provost - Rep	Ex Off.	Present	

*Comments and evaluations were submitted in writing for committee work.

1) **CALL TO ORDER-** Meeting was called to order at _11:15AM by Chair, Dr. Amanda Glaze-Crampes.

2) **APPROVAL OF AGENDA-** Motion to approve brought by Lucas Jensen and seconded by Chad Posick.

3) **APPROVAL OF MINUTES OF 1/17/20 –** Motion to approve as read brought by Li Li and seconded by Jamie Roberts.

4) **NEW BUSINESS**
   a) **Internal Funding Applications**
      (1) Internal funding application window will close on February 28, 2020.
      (2) Internal funding applications will be distributed for committee review. First round review will be conducted by a subcommittee of 3 reviewers. Review assignments will be by random assignment. Assignments will be posted by March 2.
      (3) First round reviews are due March 13.

   b) The publication fund provides some support for faculty publication page charges for about 20 publications annually. As the costs rise and format of publication changes, support faculty publication as a base for scholarship and grantsmanship may need to change.
   c) Motion to create an action item and fact gathering task for the committee to explore
      i) Use of APC agreements to enable publication in open access forums

(1) Determine what publishing outlets would provide the greatest benefit to the faculty base; determine the related costs and identify existing partnerships

ii) Explore opportunities to establish matching pools within colleges to promote publication in quality journals where cost barriers exist.

iii) Work with the library to

5) OLD BUSINESS

a) Response from Senate

i) The chair read the senate president's response to the committee concerns as delivered via email:

"The program was presented to the FS Senate Executive Committee did give approval and it was sent to the Faculty Welfare Committee. The Faculty Welfare Committee did discuss and voted its approval in the November meeting (see Librarian Report in the 12/2/2019 Faculty Senate agenda. The vote was 13 yes, 0 no, and 2 abstain. Included in this same FS agenda was the GS Award's Program as an Informational item to the entire Faculty Senate. We can't take a vote for approval at the Faculty Senate General Meeting because this is a program that impacts both faculty and staff."

ii) Discussion: The committee understands the blending of faculty and staff concerns in this issue while maintaining objection to the process. The use of the Faculty Senate Executive Committee and Welfare committee to make structural changes to the institutional framework circumvents faculty input and institutional value of shared governance of collaboration.

6) Motion: The committee will accept the senate president's response and move on with committee assignments. Motion: Li Li and seconded by Lucas Jensen. Unanimous approval of present members

a) Excellence Award Working Session

i) **Review Materials and Procedure Orientation:**

(1) Committee agreed to utilize a rubric/rank measure for scoring in this cycle, whereby rubrics are used as a guide to each reviewer who then ranks the applicants. The rankings were used in committee to determine the next level of reviews and finally the winner of each award through discussion.

ii) **Discovery and Innovation Award**

(1) **Defined:** This award recognizes those individuals that promote creative scholarly activities, technologies and/ or environments that encourage innovative and problem-solving research collaboratives.

(2) **Discussion:** The Discovery and Innovation award is a new award this year. The candidate field contained examples of work that ranged from innovative applications of ideas to novel inventions.

(3) **Motion:** The committee voted unanimously to recommend its top candidate for the Discovery and Innovation Award.

iii) **Research Award**

(1) **Defined:** The faculty award for Research recognizes a faculty member for excellence in research and/ or creative scholarly activity. The staff award for Research recognizes one staff member for outstanding support in the conduct of research or who have advanced processes, methods and systems through research.

(2) **Discussion:** The field of candidates for this award was particularly difficult. The field contained individuals who are internationally known in their discipline/field of study. The quality and volume of work displayed was impressive. The committee had a very difficult time narrowing the candidate field but came to consensus to choose one awardee.

(3) **Motion:** The committee voted unanimously to recommend its top candidate for the Research and/or Creative Scholarly Pursuit Award.

b) **Meeting Assignment/Schedule**
   i) **Assignment**
      (1) Internal funding application window will close on February 28, 2020.
      (2) Internal funding applications will be distributed for committee review. First round review will be conducted by a subcommittee of 3 reviewers. Review assignments will be by random assignment. First round reviews are due
   ii) Schedule
      (1) March 6 – Cancelled for review time
      (2) March 13 – Initial application review for round 1.
      (3) March 20 – Cancelled for Spring Break
      (4) March 27 – Second round funding discussion
   iii) **Task list**
      (1) **Publication fund structure – fact finding**
         (a) Progress report

7) **ANNOUNCEMENTS**
   a) **Meeting Assignment/Schedule**
      i) Schedule
         (1) March 6 – Cancelled for review time
         (2) March 13 – Initial application review for round 1.
         (3) March 20 – Cancelled for Spring Break
         (4) March 27 – Second round funding discussion
      ii) **Task list**
         (1) **Publication fund structure – fact finding**
            (a) Progress report
   b) **None**

8) **ADJOURNMENT**-Committee adjourned at < 12:37 PM> on a motion by Li Li and second by Jamie Roberts . Minutes will be sent to committee for approval via email
   Minutes were sent to committee and approved by email on February 27, 2020.

*<<Faculty Research Committee>> meetings are not recorded.>>

FACULTY WELFARE COMMITTEE MINUTES

Faculty Welfare Committee February 12, 2020

Present: Wayne Johnson, COEP; Wendy Wolfe, CBSS; Alex Collier, COSM; Kristi Smith, LIB; Helen Bland, COPH; Laura Valeri, CAH; Leticia McGrath, CAH; John Barkoulas, COB; Jeff Jones, COPH; Mark Hanna, COB; Jim LoBue, COSM; Susan Hendrix, WCHP; Rebecca Hunnicutt, LIB; Jan Bradshaw, WCHP; Diana Cone, Provost's Office; Linda Ann McCall, COE

Guests: N/A

Absent: Clinton Martin, COEP; Glenda Ogletree, COE; P. Cary Christian, CBSS; Jeff Riley, CAH

I. CALL TO ORDER

Co-Chair Leticia McGrath called the meeting to order on Wednesday, February 12 at 1pm.

II. APPROVAL OF MINUTES

The committee met quorum and were approved via online review of January's minutes.

III. APPROVAL OF AGENDA

The meeting agenda was seconded and approved.

IV. FACULTY SENATE/CHAIR'S UPDATE

A. Jan Bradshaw updated the committee on the Faculty Senate discussion surrounding the RFI (Implementation of the Inclusive Excellence Study's Recommendations for Armstrong Campus); Jan reported that Bill Dawers had receptive feedback from the Senate, as well as Provost Reiber and the marketing administrators for current concerns and future actions. Helen Brand suggested that Bill Dawers develop the guidelines for an ad hoc committee that will further meet with Provost Reiber and President Marrero.

B. Update meeting with Diana Cone; Co-Chair Alex Collier noted that this topic will be further discussed in area VIII under each subcommittee.

V. UNADDRESSED ITEMS/FACULTY WELFARE CONCERNS

A. **Change of Meeting Length:** A discussion regarding the change of FWC meeting times was held, but Faculty Senate President Helen Bland noted that these are standing committee times that can not be altered (standing committees times are in the FS bylaws). Wendy Wolfe asked if the scheduled times will be current for the next academic year and if so, she suggested that the ballots note the meeting time so that faculty are informed. Helen agreed that it would be beneficial for elections.

B. **Increased Online Class Size:** Wendy Wolfe noted this is a concern for her colleagues in CBSS with Alex and Jan noting a significant increase of caps for online courses. Wendy sent an email discussing APA standards for class-size load for which GS is over the limit. She noted that she has asked Institutional Research for data regarding courses, caps sizes, and increases from the last five years. Kristi Smith asked if the administration had a response, and Alex suggested that it could be requested as an RFI or possibly a Senate discussion item. Helen said that since we have few FS meetings left, that it may be better to have as a discussion item in next month's FS agenda. Helen noted that one of the co-chairs could submit this information on behalf of FWC. Jim LoBue noted that the data from PCOB may not be the type of data that is needed to show the concern of increased class size. Data that showcase class size, number of classes, caps, etc. would be beneficial. Kylie Moore of Institutional Research could be the contact for requesting this data. Alex will reach out to Kylie Moore; possibly hold

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on making this topic a discussion item at the next Faculty Senate meeting.

C. Increased Insurance Costs/Health Care Coverage: Leti noted the concern, but wondered if this was in the FWC's purview. Kristi noted how the significant cost increase is very cost-prohibitive for GS staff with lower salaries. Kristi asked why GS can't have more health insurance carrier options besides BCBS of GA. Jeff Jones explained (as he teaches this topic in class) that many of the healthcare insurance rates are based on state regions, and regions that are more rural or with high medical caps will usually require higher fees from other areas to make up the financial difference. Diana suggested that the SEC of FS could meet with the Chancellor (USG Faculty Council meeting; happens with all USG schools) to discuss this concern. Helen noted that Senate President-Elect Tricia Holt would be there in her stead at the April meeting. Also, Diana noted that Rebecca Carroll, AVP for HR, may be of resource, as well. Kristi offered to contact Tricia Holt and Jim asked if we can relist this topic on the next FWC agenda. Alex offered to help Kristi reach out to Tricia.

D. 10 month vs 12 month paycheck: Leti was previously told that under the old payroll system, changing payroll to 12 months was not possible. However, since consolidation, GS is using a different payroll system and wonders if it could now be a possibility. Diana noted that GS has done this before some time ago, but recommended VP of Finance Rob Whitaker would have more knowledge. Also, the 12 month pay would not affect summer pay, as it would be considered an addition.

VI. FACULTY WELFARE ACTION ITEMS

A. **New Subcommittee**: Discuss possibly creating Annual Faculty Evaluation Form Subcommittee. It was said that the Provost worked with groups from colleges and the SEC of FS to initiate approval of form. Helen said that during a FS meeting, multiple faculty members had concerns about the validity of this form. As a result, this form was sent to FWC to discuss recommendations of changes that could be made. It seems that some colleges are "self-selecting if and how evaluations are sent" and Alex noted that he has heard the "one size does not fit all" concern. Wayne Johnson noted that he saw the value of creating a subcommittee to review this form. Laura Valeri noted that this is directly in opposition to Richard Flynn and other faculty senators' concerns: they did not want this top-down approach, but it should lay with the deans of each college. Helen suggested that we collect more data on this topic. Alex asked if Helen would send the documents to FWC for better understanding. Helen agreed to email the documentation.

VII. FACULTY WELFARE CURRENT BUSINESS

A. **Subcommittee Update:**
   1. **FWC Subcommittee - Chair Evaluations:** Wayne noted they reviewed a list of questions and concerns regarding the chair evaluation process. The committee collectively identified duties and characteristics that should be noted in the position of department chairs. Both Wayne and Leti spoke with Provost Reiber after the February FS meeting. Diana said that the Provost wanted a detailed, bulleted list of characteristics of what a department chair should be. Diana also noted that Provost Reiber has collegiate experience with three-year rotations and would be open to a discussion (at a later date), but he first wants that list. It was noted that deans are responsible for informing and evaluating department chairs. Diana agreed to provide the subcommittee with a list of when all GS department chairs have been or will be evaluated per the five-year frequency rule in the GS Faculty Handbook.
   2. **FWC Subcommittee - Non-Tenure Track Faculty:** Co-Chairs Alex and Leti met with Diana on January 28, 2020 to discuss the charges for FWC. For the NTT subcommittee, the charge was to create a pathway for NTT Assistant Professors and the progression to NT Associate and NT Full. Also to establish a distinction between roles, duties, research, teaching, service, professional development. Diana said that we did not have to have the specifics as the deans/departments would have a better understanding, but the provost

office would like general guidelines. For example, how will the five- year NTT review be used in this track? Or will they use the six-year tenure track timeline? Diana noted that 42 faculty members were converted to this track line. Of those 42 faculty, there were 12 workload groups that differed in teaching, research, service, administration, etc. Diana submitted this documentation to the co-chairs at a previous meeting. Laurai noted her concern when she could not find a policy or definition with Georgia Southern or BOR that related to this NTT-Assistant Professor and how are they different from limited two-year term faculty? Diana confirmed that NTT faculty are not held to the two-year limited term policy; they will be permitted on a year-to-year basis. She also noted that GS has traditionally required NTT faculty to have a terminal degree, although the BOR guidelines are not clear on this requirement.

3. **FWC Subcommittee - Lecturer Promotion/Review:** This committee would like further clarification on the charges relating to standardization of policy. Diana noted that questions about this came when faculty wanted to switch lines (from temporary to permanent); this is not possible, you have to stay in the line from which you were hired. A question that was asked was, "Do faculty have to go up for promotion (Lecturer to Senior Lecturer to Principal Lecturer)? If they choose not to, can they remain at their current level?" It appears that some colleges are upholding the guidelines of promotion while others are relaxed on the procedures.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned on February 12, 2020 at 2:54pm.

Respectfully submitted,
Kristi Smith, Co-Secretary
Jan Bradshaw, Co-Secretary

Minutes were approved February 20, 2020 by electronic vote of Committee Members

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE MINUTES

General Education and Core Curriculum Committee Meeting Date – Friday, January 31, 2020

Present: Cheryl Aasheim, Allen E. Paulson College of Engineering and Computing/Information Technology; Rocio Alba-Flores, Allen E. Paulson College of Engineering and Computing/Electrical and Computing Engineering; Mary (Estelle) Bester, Waters College of Health Professions/Nursing; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Daniel Chapman, College of Education/Curriculum, Foundations, and Reading; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Michael Cuellar, Parker College of Business/Enterprise Systems and Analytics; Autumn Johnson, University Libraries; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Jeffrey Mortimore, University Libraries; Dziyana Nazaruk, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Bill Wells, Parker College of Business/Finance

Guests: Jaime O'Connor, Institutional Effectiveness; Brad Sturz, Institutional Effectiveness

Absent: Amy Ballagh, Enrollment Management; Donna Brooks, Office of the Provost; Delena Gatch, Institutional Effectiveness; Chris Ludowise, Office of the Provost; Marla Morris, College of Education/Curriculum Foundations and Reading; Amy Smith, Enrollment Management; Student Government Association; Marian Tabi, Waters College of Health Professions/Nursing; James Thomas, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health

I. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, January 31 at 1:20.

II. APPROVAL OF AGENDA

Suzy Carpenter motioned to approve the agenda; passed unanimously.

III. CHAIR'S UPDATE

A. BOR proposed core revision update

- Finbarr Curtis reported that he participated in a conference call with the BOR regarding the pending core update. Nothing about the revision has been determined at this time, as those participating in the process are still contemplating the larger questions about the purpose and structure of this curriculum. He will continue to update the committee as more information becomes available.

B. FYE ad hoc committee

- Finbarr Curtis is serving on an ad hoc committee that has been established to address first year experience concerns. It will meet for the first time this afternoon. Finbarr has continued to collect information about the FYE course and is advocating for a shift to a one credit course to meet this requirement, but that has broader implications for the core curriculum requirements. Decision makers at higher levels have differing opinions about the success and appropriateness of the course and curriculum.

IV. NEW BUSINESS

A. STAT 1401 Introduction to Statistics

- Jaime O'Connor explained that this is a course revision proposal in response to BOR guidelines. In addition to the course number change which was completed during consolidation, this proposal is removing course pre-requisites to allow greater accessibility for students who need statistics knowledge early in their degree programs.
- Bill Wells asked how the new course number was already in the catalog. Jaime clarified that that change was made as part of consolidation.

- Bill Wells asked if the committee could vote against the proposal. Daniel Chapman raised concerns about changes that were proscribed by the BOR and questioned the role of the committee and faculty governance in this process. Suzy Carpenter pointed to SACSCOC guidelines which would recognize our curriculum process including GECC review as faculty governance. Amanda Konkle asked if there was an objection to the proposed changes. Finbarr Curtis stated that the proposal was submitted and approved by the department, so it was a change they wanted. Jeffrey Mortimore stated that if there were no objections to the presented change the committee was not giving up its procedural role.

MOTION: Finbarr Curtis made a motion for the committee to approve the revisions to the course as presented. Suzy Carpenter seconded the motion. Motion was approved unanimously.

B. WGSS 2100 Introduction to Women's, Gender, and Sexuality Studies
- Finbarr Curtis explained that this is a course revision proposal to reflect the online offering of the course, specifically adding the asynchronous descriptor.
- Bill Wells asked for clarification on the equivalent courses listed on the CIM form. Suzy Carpenter stated that these were courses prefixes previously used for this course. The courses listed are no longer offered at the institution. Bill argued that it is a poorly designed form and that a summary of the proposed change should be included at the top of the form for clarity. Jaime O'Connor mentioned that Delena Gatch has been working with the Office of the Registrar to make improvements to the forms and recommended that committee members could direct any specific suggestions to Delena.
- Barb King mentioned that the committee will be seeing more of these types of changes since more courses are now being offered online and they have to be designated as such.

MOTION: Suzy Carpenter made a motion for the committee to approve the revisions to the course as presented. Motion was approved unanimously.

V. Old Business

A. Update on core course assessment documents outstanding
- Jaime O'Connor reported that six courses still had outstanding core documents. OIE is following up on CORE 2000 Core Capstone and SABR 2960 Study Abroad since they do not currently fall under the leadership of specific colleges. Four HUMN courses remain outstanding, but the committee previously voted (September 27, 2019) to remove three of the courses from the core area C offerings and to revise the remaining course. OIE is following up with the Office of the Regsitrar to determine the appropriate process for this request.
- Finbarr Curtis raised a concern that there are not currently sufficient sections of CORE 2000 to accommodate all second-year students. This is a required Area B course for all students, but there are only about 550 students enrolled in the course this semester, predominantly in online sections of the course. He has discussed this with the advisors, who mentioned that the course may simply be waived for most students. This is a significant concern in terms of the integrity of the core curriculum.
- Finbarr Curtis suggested one possible solution could be to combine this course with the current FYE for a more robust three credit course. He stated that it would be more appropriate for advisors to teach CORE 2000 than FYE because of the focus of the course content. Amanda Konkle who previous taught the course said that the purpose was for students to reflect on the course courses they had taken so far and how that knowledge has been applied. Finbarr Curtis proposed that alternatively, the course should not be offered at all to prevent inequity for students meeting Area B requirements.
- Finbarr Curtis noted this issue requires further discussion and would like the committee to motion to take some action, but that the committee would refrain at this time since there was no representation from the Provost's office due to a conflicting meeting.

B. Core assessment document follow-up
- Jaime O'Connor shared an info graphic developed by OIE that showed an overview of the assessment document review results by rubric trait. She mentioned that courses had previously submitted plans which were reviewed and resubmitted as part of the complete assessment

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document, and scores indicated strengths in the three areas reviewed at the plan stage. This overview also indicated areas where greater support may be needed for the majority of core courses. This information will be used to guide OIE programming and interventions.

- Jaime O'Connor shared a list of approximately 30 core courses that had been identified for additional support in meeting the committees expectations based on the criteria of the assessment document review rubric. OIE has assigned Delena Gatch, Brad Sturz, and Jaime O'Connor to meet with representatives from each of these courses to address specific needs and provide additional guidance. These meetings will take place throughout the spring semester. Jaime invited committee members to join any of these meetings if they would like to participate and mentioned that OIE might be reaching out to specific committee members for assistance with interpreting specific comments or scores as necessary.

VI. Announcements

A. Meeting details for Spring 2020
- Jaime O'Connor reminded the committee that meetings would take place starting at 1:15 on February 21, March 13, and April 24; Statesboro will convene at Henderson Library 3rd floor Dean's Conference Room and Armstrong at University Hall 106.

B. Academic Assessment: Support for Next Steps roundtable discussions
- Jaime O'Connor mentioned that OIE is offering some round table discussion sessions for any assessment coordinators or department representatives to discuss the feedback provided on their assessment documents or ask other assessment related questions. Workshops will take place on Monday, February 3; Thursday, March 5; and Monday, April 6.

C. New OIE Assessment Services Request Form
- Jaime O'Connor reported that OIE has developed a new ticketing system similar to the systems used by IT and CTE for requests related to assessment. The form is now active on the OIE website and will be promoted across campus as a way to more efficiently address any questions or issues from faculty or staff.

D. AAC&U General Education, Pedagogy, and Assessment conference February 20-22, Jacksonville, FL
- Jaime O'Connor mentioned an upcoming conference specifically addressing general education pedagogy and assessment that may be of interest to committee members.

VI. ADJOURNMENT

The meeting was adjourned on January 31 at 2:08 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

Minutes were approved February 9, 2020 by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – January 23, 2020

Present: Dr. Chris Kadlec, CEC; Dr. Marcel Ilie, CEC; Dr. Richard Flynn, CAH; Dr. Nicholas Holtzman, CBSS; Dr. Chad Posick, CBSS; Dr. Chuck Harter, Parker COB; Dr. Constantin Ogloblin, Parker COB; Dr. Kristen Dickens, COE; Dr. Alma Stevenson, COE; Dr. Shijun Zheng, COSM; Dr. Sarah Zingales, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Jessica Schwind, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Linda Tuck, WCHP; Ms. Caroline Hopkinson, Univ. Libraries; Ms. Nikki Cannon-Rech, Univ. Libraries

Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Wendy Sikora, COGS; Mrs. Sara Emily Ridgway-Jones, COGS; Ms. Randi Sykora, COGS; Mrs. Kathryn Stewart, Registrar's Office; Ms. Tiffany Hedrick, Registrar's Office; Dr. Deborah Thomas, COE; Dr. Lance McBrayer, COSM; Dr. David Williams, CEC; Dr. Stephen Rossi, WCHP; Dr. Brian Koehler, COSM; Dr. Robert Vogel, JPHCOPH; Dr. Rand Ressler, Parker COB; Dr. Steve Stuart, Parker COB; Dr. Lowell Mooney, Parker COB; Dr. Thresa Yancey, CBSS; Dr. Marcela Ruiz-Funes, CAH; Dr. Checo Colon-Gaud, COSM; Dr. Rocio Alba-Flores, CEC

Absent: Dr. Jennifer Kowalewski, CAH

I. CALL TO ORDER

In Dr. Jennifer Kowalewski's absence, Dr. Andrew Hansen called the meeting to order on Thursday, January 23, 2020 at 9:00 AM.

II. APPROVAL OF AGENDA

There was a request to make an amendment to the order of the agenda. Dr. Hansen made a motion to move the Parker College of Business and the College of Science and Mathematics curriculum proposals to be listed as items C and D under New Business. A second was made by Dr. Kristen Dickens and the motion to amend the agenda was passed.

III. CHAIR'S UPDATE - There was no Chair's Update provided.

IV. DEAN'S UPDATE

Dr. Ashley Walker shared the following updates:
- The spring deadlines for graduate students to submit travel and research grant proposals to the Graduate Student Organization (GSO) are February 17 and April 1. The College of Graduate Studies (COGS) will be sending emails reminders to students. Please encourage your students to apply.
- COGS and the GSO on the Statesboro campus will continue to offer the Graduate Writer's Boot Camps during the spring semester. The events will be held on February 1, March 7, and April 4, from 9:30 am – 4:00 pm. COGS has sent emails out to students with details. Students will have to register in order to attend.
- COGS sent a call for Averitt Award nominations for Excellence in Research and Excellence in Instruction out last week. The deadline to submit nominations is Friday, January 31. Winners will be announced at the Annual Research Symposium on April 23. This year COGS will contact the nominees to request supplemental materials to support their nomination, such as a vita and two page narrative of their teaching philosophy and research activity.
- COGS will be hosting the Southern Grad for a Day event on Thursday, February 20, from 1-4 PM. Megan Murray will be reaching out to Program Directors regarding this event. When students register for this event they indicate a program of interest and COGS makes arrangements for individuals from those programs to attend to talk to the students. If Graduate Program Directors are unable to attend, please make sure you are speaking to your other faculty.
- Between February 2–16 the application fee for most graduate programs will be waived. In order for the fee to be waived applications must be submitted during the timeframe. Advertising for the Free Days in February promotion will start on Monday, January 27. Be sure to communicate this with your prospective applicants.

Mrs. Kathryn Stewart said the deadline to submit items for the February Graduate Committee meeting is today. Please submit items by 5 PM. Student Accessibility Resource Center (SARC) early registration for Fall 2020

begins March 9, and early registration for everyone else starts March 23. Contact the Registrar's Office if you have any questions. Mrs. Stewart introduced a new employee in their office, Tiffany Hedrick.

V. NEW BUSINESS

A. Comprehensive Program Reviews – Candace Griffith – Ms. Candace Griffith stated the Graduate Committee will be reviewing six program reviews this Spring. Ms. Griffith explained that she appointed six full members to serve as reviewers. One member was assigned based upon college affiliation with the program being reviewed and the other member was appointed at large. Each reviewer will review two programs. They will review them independently, score them, then they will work with their partner to review again and reconcile to produce one final report. In preparation, Norming Sessions will be held on February 12th and 26th. Review assignments and information on Norming Sessions are listed below.

Graduate Committee Program Review 2019-2020 Review Assignments

Graduate Committee Member	Assigned Program Review
Chad Posick	MBA and WebMBA track PsyD Clinical Psychology
Constantin Ogloblin	MBA and WebMBA track PsyD Clinical Psychology
Alma Stevenson	Master of Health Administration Master of Science in Applied Engineering
Gina Crabb	Master of Health Administration Master of Science in Applied Engineering
Linda Tuck	Master of Science in Kinesiology Doctor of Public Health
Andrew Hansen	Master of Science in Kinesiology Doctor of Public Health

Undergraduate and Graduate Committees
Comprehensive Program Review - Orientation/Norming Sessions

Orientation	Please review 2019-2020 CPR Orientation PowerPoint
February 3, 2020	1st practice program review released for scoring; scores due by noon on 2/10/2020
February 12, 2020, 1:30 to 3 p.m.	1st norming session (UC and GC combined); webex Armstrong: Science Center, Room 2603 Statesboro: Williams Center, Room 2067 2nd practice program review released for scoring; scores due by 5 p.m. on 2/19/2020
February 26, 2020, 1:30 to 3 p.m.	2nd norming session (UC and GC combined); webex Armstrong: Science Center, Room 2603 Statesboro: Library Dean's Conference, Room 3213
March 1, 2020	Assigned program reviews released to members for scoring; scores due by 9 a.m. on 3/30/2020 for inclusion in April UC and GC Agendas
April UC and GC Meetings	Final vote on 2019-2020 program reviews

Ms. Griffith said she does an orientation for all programs undergoing a program reviews. The complete orientation PowerPoint is included in the January agenda. Ms. Griffith briefly reviewed the following slides: What is academic program review; essential elements of program review process; what constitutes

a successful academic program review; and narrative sections. She stated when the assessment teams are reviewing the reports the key elements they should be looking for include: do they have the goals and objectives; have they used data to support whether or not they meet them; and do they have an action plan moving forward. If anyone has questions regarding the program reviews contact Ms. Griffith at candaceg@georgiasouthern.edu.

Dr. Hansen reiterated that assessment teams are grading on how the program is conveying the message. He reminded the teams to save their individual comments and include them in the combined comments of the final report that is submitted to Ms. Griffith. Ms. Griffith said the comments are very helpful for programs. She stated the rubric currently being used evaluates the quality of the program review report. The assessment teams are not judging the program, per se, they are judging the information the program is conveying.

B. **Jack N. Averitt College of Graduate Studies**
Dr. Ashley Walker presented the agenda items for the Jack N. Averitt College of Graduate Studies.
Miscellaneous Items:
Updated Language for Internal Credit Sharing & Transfer Credit Policy-Graduate Catalog
JUSTIFICATION:
Request to update language specific to the transfer credit and internal credit sharing policies for clarification purposes. See attached file for proposed changes – changes are in red.

Internal Credit Sharing Between Graduate Degrees

A graduate student is permitted to count **up to 9 credit hours** from one previously earned Master's degree or Education Specialist degree, toward the requirements of the second Master's or Education Specialist degree providing the courses are approved and recommended by the student's advisor for the second program. **Shared hours can only be shared one time.**

**Non-course based credit might not be transferable based on individual program requirements.
Transfer Credit

A graduate student may transfer graduate credit from a regionally accredited institution. Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification may be accepted for elective credit hour(s) in a Master's or Education Specialist's program of study. Up to nine (9)[1] transferred credit hours (unless otherwise noted by the program of study) may apply toward a Master's or Education Specialist's degree provided the following are met:
- The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University. (Not required for transfer of ACE transcript credit.)
- An official transcript is sent directly to the College of Graduate Studies from the institution in which the graduate work was taken.
- The credit earned should be no more **must be less** than seven (7) years prior to the date of completion of the graduate degree.
- The student's advisor or major professor has to approve the transfer credit as a part of the student's approved program of study.
- A student pursuing a graduate degree at Georgia Southern University who plans to take graduate courses at another institution as a transient student must complete a Graduate Student Transient Permission Form, which must be approved by the advisor or major professor and the College of Graduate Studies prior to enrolling in the transient courses. This procedure insures that courses taken as a transient student at another institution will constitute a part of the planned program of study. Students who take courses without prior approval are doing so with the possibility that the course may not count in the degree program.
- A degree candidate may not graduate at the end of a term in which he/she is enrolled as a transient student at another institution. The student, upon request, will be furnished a statement that all requirements for the degree have been completed when the said requirements have been satisfied.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer to count toward a graduate degree at Georgia Southern University.

[1] *Each College of Education program involved in a USG franchise program will allow for additional graduate course credit hours to be received from other USG institutions involved in the respective franchise. The maximum number of transfer credits allowed will be identified by the specific program, ranging from 9 to 27 credits, and will be published in program materials.*

MOTION: Dr. Chris Kadlec made a motion to approve the language changes to the Internal Credit Sharing and Transfer Credit policies in the graduate catalog that was submitted by the Jack N. Averitt College of

Graduate Studies. A second was made by Dr. Alma Stevenson, and the motion to approve the Miscellaneous Item was passed.

ETD Template Revision – Below is a section of the ETD Template. Dr. Walker explained that the ETD Template is not included in the graduate catalog but COGS is requesting approval to make two minor edits to the template. The suggested revisions are in red below.

THE TITLE OF YOUR DOCUMENT BELONGS HERE

by

FIRSTNAME LASTNAME

B.S., Georgia Southern University, 2001

M.Ed., Georgia Southern University, 2003

(Please note the degrees listed are general. Colleges and majors are not identified. * International students must include the name of the country between the school and the date the degree was received.) A Dissertation (or Thesis) Submitted to the Graduate Faculty of Georgia Southern University

in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

*Optional insert College Name

STATESBORO, GEORGIA Should we add other cities ie Savannah and Hinesville or take out completely?

(Please note the degrees listed are general. Colleges and majors are not identified)

After a brief discussion the committee agreed to add an optional College Name and remove the city from the template.

MOTION: Dr. Kadlec made a motion to approve the ETD Template Revisions submitted by the Jack N. Averitt College of Graduate Studies, with the understanding that the revisions would be to add an optional College Name and remove the city. A second was made by Dr. Dickens and the motion to approve the Miscellaneous Item was passed.

C. Parker College of Business
Dr. Steve Stewart presented the agenda items for the Parker College of Business.
Department of Economics
New Course:
ECON 7333: Economic Forecasting
JUSTIFICATION:
Forecasting is a vital part both in public policy and business management because all economic decisions are forward looking. We make decisions today for some type of return or improvement in the future. The returns depend on the future states-of-the- world which is uncertain. We always make our decisions under uncertainty. Forecasting can be considered as a process to reduce uncertainty so that our decisions will be better ones. This course covers the basics of forecasting as used in finance, economics and business and helps students to develop a skill set which is adequate for students' future career.

Revised Courses:
ECON 7332: Applied Econometrics II
JUSTIFICATION:
Course sequencing: this course should be taken after ECON 7331 is taken successfully.

ECON 7431: Regional Economic Development
JUSTIFICATION:
We are updating the course description to more accurately reflect the material that is covered in the course.

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.

UPDATE 10.28.2019 - Given the pre-requisites of successful completion of calculus, statistics, macroeconomics, and microeconomics with a minimum grade of "C" in each course and a minimum GPA of 3.00 on a 4.00 scale in these courses, the need for provisional admission is no longer necessary.

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.

UPDATE 10.28.2019 - Given the pre-requisites of successful completion of calculus, statistics, macroeconomics, and microeconomics with a minimum grade of "C" in each course and a minimum GPA of 3.00 on a 4.00 scale in these courses, the need for provisional admission is no longer necessary.

MOTION: Dr. Constantin Ogloblin made a motion to approve the Department of Economics agenda items submitted by the Parker College of Business. A second was made by Dr. Chuck Harter and the motion to approve the New Course, Revised Courses, and Revised Programs was passed.

School of Accountancy
Revised Course:
ACCT 7680: Professional Problems
JUSTIFICATION:
Grading mode changed to be consistent with practice and syllabus.

Revised Programs:
CERG-ACC/FOR: Graduate Certificate in Forensic Accounting
JUSTIFICATION:
Regarding this re-submission: identify the meeting date as January.
Delete GMAT admissions requirement, eliminate course no longer offered, and to add elective choices, per faculty vote.
This program will be offered at the following campus: Statesboro.

CERG-TAX: Graduate Certificate in Taxation
JUSTIFICATION:
To eliminate the GMAT requirement, to cancel a course no longer offered, and to add additional courses as voted on by faculty.
This program will be offered at the following campus: Statesboro.

MACC-ACT: Accounting M.Acc.
JUSTIFICATION:
Re-submission: Meeting changed to January.

Elimination of standardized test admission requirement, addition of Accelerated Bachelors to Masters Program description, and cleaning up progression policy, per faculty votes.
This program will be offered at the following campus: Statesboro.

MACC-WEB: Accounting WebM.Acc. (The Web-Based Master of Accounting)
JUSTIFICATION:
Re-submission: Meeting month changed to January.
Deletion of standardized test requirements and changes to progression requirements per faculty vote.

Dr. Ashley Walker asked if the School of Accountancy submitted revisions for the BA in Accounting since they are adding the ABM option to the MACC program. She stated this would impact both programs and changes would need to be submitted to the Undergraduate Committee. Dr. Stewart said he would confirm with the Undergraduate Committee to ensure they will accommodate the changes.

MOTION: Dr. Kadlec made a motion to approve the School of Accountancy agenda items submitted by the Parker College of Business, with the understanding that the Undergraduate Committee will be informed of the ABM changes to the BA in Accounting program. A second was made by Dr. Harter, and the motion to approve the Revised Course and Revised Programs was passed.

MBA Curriculum Items
New Courses:
MBA 7610: Effective Managerial Communications
JUSTIFICATION:
Required for MBA degree

MBA 7611: Leadership: Motivating, Inspiring, and Team Building
JUSTIFICATION:
Required for MBA degree

MBA 7620: Negotiation and Conflict Resolution
JUSTIFICATION:
Required for MBA degree

MBA 7632: Economic Analysis for Business Decisions
JUSTIFICATION:
Required for MBA degree.

Revised Courses:
CISM 7330: Managing Information Technology
JUSTIFICATION:
Required for MBA degree.

MBA 7230: Accounting: The Framework for Decision-Making
JUSTIFICATION:
Faculty voted to not allow M.Acc or WebM.Acc credit for this course.

Amending course to align with MBA Program objectives, and is required for the MBA degree

MBA 7231: Financial Analysis
JUSTIFICATION:
Required for MBA degree.
Change in course prefix and number from FINC 7231 to MBA 7634

MBA 7330: Leadership: Coaching, Driving Results, and Managing Change
JUSTIFICATION:
Required course for the MBA degree

MBA 7331: Managerial Business Analytics
JUSTIFICATION:
Required for MBA degree.

MBA 7430: Managing Operations for Competitive Advantage
JUSTIFICATION:
Required for MBA degree

MBA 7431: Marketing Decision Making
JUSTIFICATION:
Required course for MBA degree

MBA 7530: Strategy and Competitive Advantage
JUSTIFICATION:
Required for MBA degree

Revised Program:
MBA-BA: Master of Business Administration (MBA)
JUSTIFICATION:
Consolidation related changes. Approved November 9, 2017.

UPDATE: Updating MBA program to reflect the current needs of the marketplace.
Because this is a hybrid program, this will be offered on the Georgia Southern University-Armstrong campus in Savannah, and not other campuses.

MOTION: Dr. Ogloblin made a motion to approve the MBA agenda items submitted by the Parker College of Business. A second was made by Dr. Harter, and the motion to approve the New Courses, Revised Courses and Revised Program was passed.

D. College of Science and Mathematics
Dr. Lance McBrayer and Dr. Checo Colon-Gaud presented the agenda items for the Dean's Office and the Department of Biology.
Dr. Brian Koehler presented the agenda item for the Department of Physics and Astronomy.
Dean's Office
New Programs:
: Environmental Science Ph.D.
JUSTIFICATION:
This Proposal is part of a new BS, MS, PhD initiative to address the growing statewide demand for professions trained in interdisciplinary STEM fields; produce graduates who are qualified to manage and protect the natural resources that fuel Georgia's industrial, agricultural and business economies; and support the institution's focus on environmental sustainability.

This program will be offered on Statesboro and Armstrong campuses.
This program will not be offered on the Liberty campus.

MOTION: Dr. Kadlec made a motion to approve the Ph.D. agenda item submitted by the College of Science and Mathematics Dean's Office. A second was made by Dr. Harter and the motion to approve the New Program was passed.

Dean's Office
New Program:
: Environmental Science M.S. (Non-Thesis)
JUSTIFICATION:
This Proposal is part of a new BS, MS, PhD initiative to address the growing statewide demand for professions trained in interdisciplinary STEM fields; produce graduates who are qualified to manage and protect the natural resources that fuel Georgia's industrial, agricultural and business economies; and support the institution's focus on environmental sustainability.

This program will be offered on Statesboro and Armstrong campuses.

This program will not be offered on the Liberty campus.

Department of Biology
<u>New Courses:</u>
ENVS 7110: Integrative Environmental Science
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7120: Genes Organisms and Ecosystems
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7130: Biogeochemical Cycles
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7140: Applied Statistics
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7150: Geospatial Data
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7160: Computational Sciences
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7170: Applied Environmental Chemistry
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7180: Environmental Modeling
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7610: Graduate Seminar
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 7730: Internship
JUSTIFICATION:
This course is needed as part of the new MS in Environmental Science program proposal.

ENVS 7830: Non-Thesis Capstone
JUSTIFICATION:
This course is needed as part of the new MS in Environmental Science program proposal.

ENVS 7900: Research
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

ENVS 9999: Dissertation
JUSTIFICATION:
This course is needed as part of the new PhD in Environmental Science program proposal.

Dr. Walker stated the Applied Physical Science language is included in the ABM section of the Environmental Science program submission in CIM. Dr. Walker said this information will need to be corrected before it is entered in the catalog. Dr. McBrayer agreed to have the language corrected.

Dr. Jessica Schwind asked if the program was primarily on the Statesboro campus, because she noticed there are a lot of coastal courses. Dr. McBrayer said yes, but student on either campus would be able to take courses. He said currently they do not have a viable option for how courses will be taught to students on the Armstrong campus, it would depend upon enrollment. Dr. McBrayer said the intent is not to exclude any students or faculty from participation on the Armstrong campus, it is a matter of critical mass in order to be able to deal with the coursework.

Ms. Nikki Cannon-Rech reminded the College to make sure the Library has the subscriptions to adequately support the students doing that level of research. Dr. McBrayer said yes.

MOTION: Dr. Dickens made a motion to approve the master's program and agenda items submitted by the Department of Biology, with the understanding that the ABM language would be corrected in the program submission. A second was made by Dr. Stevenson and the motion to approve the New Courses was passed.

> **Department of Physics and Astronomy**
> Revised Course:
> PHYS 7330: Principles and Practice of Pre-clinical Drug Development
> *JUSTIFICATION:*
> The prerequisite was removed since the CHEM 5333 doesn't exist anymore

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Physics and Astronomy. A second was made by Dr. Harter, and the motion to approve the Revised Course was passed.

> E. **College of Engineering and Computing**
> *Dr. David Williams presented the agenda items for the College of Engineering and Computing.*
> **Department of Information Technology**
> Revised Course:
> IT 5235G: Advanced Web Interfaces
> *JUSTIFICATION:*
> Added course outcomes. Corrected prerequisites.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the College of Engineering and Computing. A second was made by Dr. Harter, and the motion to approve the Revised Course was passed.

> F. **College of Behavioral and Social Sciences**
> *Dr. Chad Posick presented the agenda item for the Department of Criminal Justice and Criminology.*
> *Dr. Thresa Yancey presented the agenda item for the Department of Psychology.*
> **Department of Criminal Justice and Criminology**
> Revised Course:
> CRJU 7436: Qualitative Research Design
> *JUSTIFICATION:*
> This course can be taught asynchronously. It should have been coded to be asynchronous already during consolidation because of our online MSCJ program.

MOTION: Dr. Nicholas Holtzman made a motion to approve the agenda item submitted by the Department of Criminal Justice and Criminology. A second was made by Dr. Kadlec and the motion to approve the Revised Course was passed.

> **Department of Psychology**
> Revised Program:
> DPSYCP-PSYC: Doctor of Psychology Psy.D.
> *JUSTIFICATION:*

APA (the American Psychological Association) is the accrediting body for our program. It requires our program specific competency to be listed separately from APA required competencies.

It also corrects the web address for program information (from the CLASS to CBSS web address).

The application date is being changed from 12/31 to 12/15. The university does not accept credit card payments at the end of the calendar year, so having the due date on 12/31 does not allow applicants to pay for the application. The past 3 years, this has caused significant issues with applicants actually being able to apply.

Finally, we are changing the required personal therapy experience from 15 sessions to 10 sessions. This change was requested by the current students to better align with student needs, reduce student burden (related to cost of therapy), and better align with research on the average number of treatment sessions attended by those in therapy.

This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty, Online.

MOTION: Dr. Dickens made a motion to approve the agenda item submitted by the Department of Psychology. A second was made by Dr. Posick and the motion to approve the Revised Program was passed.

G. College of Arts and Humanities

Dr. Kristen Dickens presented the agenda items for the Department of Communication Arts.
Dr. Marcela Ruiz-Funes presented the agenda item for the Department of Foreign Languages.
Department of Communication Arts
Revised Programs:
CERG-PCLC: Professional Communication and Leadership Certificate
JUSTIFICATION:
COMM 5333G Theories of Mass Communication was left off the list of electives. This program is offered on the following campus(es): Statesboro and Armstrong. This program is not be offered on the following campus(es): Liberty.

MA-PROMLD: Professional Communication and Leadership M.A.
JUSTIFICATION:
COMM 5333G Theories of Mass Communication was left off the list of electives.

This program is offered on the following campus(es): Statesboro and Armstrong. This program will not be offered on the following campus(es): Liberty.

MOTION: Dr. Richard Flynn made a motion to approve the agenda items submitted by the Department of Communication Arts. A second was made by Dr. Dickens, and the motion to approve the Revised Programs was passed.

Department of Foreign Languages
Revised Program:
MA-SPAN: Spanish M.A.
JUSTIFICATION:
The number of credit hours were changed for the dual program from 45 to 42, since the MAT changed the required hours for the Student Teaching/Supervised Internship from 9 to 6. This program is only offered on both the Armstrong and Statesboro campuses.

MOTION: Dr. Stevenson made a motion to approve the agenda item submitted by the Department of Foreign Languages. A second was made by Dr. Flynn, and the motion to approve the Revised Program was passed.

H. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogel presented the agenda items for the Jiann-Ping Hsu College of Public Health.
Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Course:
BIOS 7544: Data Management for Biostatistics
JUSTIFICATION:
The reason for these changes is to expand utility in order to offer to multiple MPH and DrPH concentrations.

Revised Programs:
DPH-BIOST: Public Health Dr.P.H. (Concentration in Biostatistics)
JUSTIFICATION:
Consolidation related changes. Approved October 26th.
Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.:

DPH-EPID: Public Health Dr.P.H. (Concentration in Epidemiology)
JUSTIFICATION:
Consolidation related changes. Approved October 26th.
Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

Department of Health Policy and Community Health
Revised Programs:
DPH-CHBED: Public Health Dr.P.H. (Concentration in Community Health Behavior and Education)
JUSTIFICATION:
Consolidation related changed. Approved October 26th.
Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

DPH-PH/HPM: Public Health Dr.P.H. (Concentration in Health Policy and Management)
JUSTIFICATION:
At present, the College of Public Health offers DrPH Concentrations in Biostatistics, Health Behavior, Epidemiology, and Leadership. While the DrPH Leadership concentration resides in the Department of Health Policy and Community Health, this concentration was designed to be multi-disciplinary taught by faculty across departments. As such, faculty trained in health policy feel as if they do not have a unique doctoral program in which to participate. Faculty in the College of Public Health feel a concentration in Health Policy & Management will have broad appeal to prospective students, particularly among international students. The issue related to student enrollment is critical because decisions made during the consolidation process resulted in our college losing the Master of Healthcare Administration (MHA) degree, one of our most productive programs (25 new full-time students each year). Although we were

able close the gap in student enrollment across our other programs, we cannot depend on this trend holding in the future. Many of our faculty the Department of Health Policy and Community Health taught in the MHA program. As such, a new concentration in Health Policy & Management will allow these faculty the opportunity to continue teaching to capacity in areas congruent with their research.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

DPH-PHLEAD: Public Health Dr.P.H. (Concentration in Public Health Leadership) (Online)
JUSTIFICATION:
Consolidation related changes. Approved October 26th.
Program revision is in response to changing accreditation standards.

We are proposing to offer this DrPH concentration in a fully online platform. The demand for a completely online public health concentration at the doctoral level has continued to grow over the years. Most of the students currently enrolled in the DrPH Public Health Leadership program reside in either the Metro Atlanta area or out of state. Moving this concentration to a fully online platform is expected to attract more students to the university. Further, the ability to offer an online leadership concentration targeting the working professional will serve to fill a growing public health workforce need in the State of Georgia.

In addition, we are modifying the program to add a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Dickens, and the motion to approve the Revised Course and Revised Programs was passed.

I. **Waters College of Health Professions**
   Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.
   Department of Health Sciences and Kinesiology
   New Courses:
   NTFS 7331: Applied Food Science
   JUSTIFICATION:
   Graduate level course in Program of Study for Masters in Nutrition and Foods.

   NTFS 7333: Research Methods in Nutrition and Foods
   JUSTIFICATION:
   Graduate level course in Program of Study for Masters in Nutrition and Foods.

   NTFS 7337: Macronutrient Metabolism
   JUSTIFICATION:
   This course supports the new Masters in Nutrition and Foods degree.

   NTFS 7431: Nutrition Education
   JUSTIFICATION:
   Elective course for new Masters in Nutrition and Foods degree.

   NTFS 7611: Graduate Seminar
   JUSTIFICATION:
   Course within the Program of Study for new Masters in Nutrition and Foods.

NTFS 7612: Professional Development
JUSTIFICATION:
In this course, students take a comprehensive examination. The comprehensive examination allows students to demonstrate their ability to synthesize and apply knowledge learned during the nutrition and foods course of study.

NTFS 7613: Dietetic Internship Orientation
JUSTIFICATION:
The course provides students with opportunities for skill development for completing supervised practice experience in accordance with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

Revised Course*:*
NTFS 7790: Practicum in Nutrition and Dietetics
JUSTIFICATION:
Provide credit hours for required practicum.
Nov 2019 - Extend the possible credit hours per semester.

School of Nursing
Revised Courses*:*
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.

These courses are offered online so the schedule type is being updated to include Asynchronous Instruction.

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.

These courses are offered online so the schedule type is being updated to include Asynchronous Instruction.

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.

These courses are offered online so the schedule type is being updated to include Asynchronous Instruction.

Dr. Schwind asked what new program is being created for all of the new courses. Dr. Rossi said they are proposing a new master's program in nutrition, because right now they only have a certificate. Dr. Rossi explained that for accreditation the new standard requires students to have a master's degree before they can sit for their dietetic certification. He confirmed the new program proposal will come later.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Waters College of Health Professions. A second was made by Dr. Harter, and the motion to approve the New Courses and Revised Courses was passed.

    J. **College of Education**
        Dr. Deborah Thomas presented the agenda items for the College of Education.
        Department of Curriculum, Foundations, and Reading
        New Courses:

EDUF 5201G: Understanding the Context of Urban Education
JUSTIFICATION:
This is the first of three courses that comprise the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

EDUF 5202G: Culturally Relevant Curriculum and Pedagogy in Urban Schools
JUSTIFICATION:
This is the second required course in the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

EDUF 5203G: The City as Curriculum: Partnerships and Community Engagement in Urban Schools
JUSTIFICATION:
This is the third of three required courses for the Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

New Program:
: Urban Education Graduate Endorsement (Online)
JUSTIFICATION:
This program was designed to meet the educational needs of growing numbers of individuals seeking an Urban Education endorsement. It was based on GaPSC/ InTASC standards for the Urban Education endorsement for implementation in Fall 2020. This program is offered online.

Revised Program:
CERG-CPSJ: Curriculum and Pedagogy for Social Justice Certificate (Online)
JUSTIFICATION:
Changes were required to the course rotation for this certificate program to better align the course with the EdD in Curriculum Studies program and enhance the recruitment and retention of students for both programs. The revised course rotation has been approved by the Curriculum Studies program committee, the CPSJ Advisory committee, and the CFR department.

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

Department of Leadership, Technology and Human Development
Deleted Courses:
ADED 7010: Special Topics In Adult Educ
JUSTIFICATION:
This course is included in the Adult Education Certificate program, which is being inactivated.

ADED 7100: History and Theory of Adult Education and Literacy
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7110: Psychology of The Adult Learner
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7120: Program Planning and Evaluation
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7170: Research and Grant Writing in Adult Learning
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7180: Cultural Diversity and Community Development
JUSTIFICATION:
This course is included in the MEd Adult Education program, which is being inactivated.

ADED 7250: Training Development In the Workplace
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7260: Issues and Strategies
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7310: Online Learning Environment
JUSTIFICATION:
This course is included in the MEd Adult Education program and the Adult Education Certificate program, which are both being inactivated.

ADED 7500: Workplace Application
JUSTIFICATION:
This course is included in the MEd Adult Education program, which is being inactivated.

Deleted Programs:
CERG-ADULTED: Adult Education Certificate Program
JUSTIFICATION:
The Adult Education (ADED) Certificate program is nested within the MEd Adult Education (ADED) program, which joined the Department of Leadership, Technology, and Human Development following the consolidation of Armstrong State University and Georgia Southern University in January 2018. As the MEd ADED program was not considered duplicative, it was not reviewed during, but after the Operational Working Group (OWG) process. The review that followed took place over a period of one year and involved considerations by the Dean, Associate Dean of Research and Graduate Studies, Department Chairs of LTHD and Curriculum, Foundations, and Reading (CFR), and faculty in the Educational Leadership Higher Education (EDLD HED) and Instructional Technology (ITEC) programs, alongside the ADED program, ADED Advisory Board, and related stakeholders. Given the COE and program resources available, the decision was made in Spring 2019 to inactivate the MEd ADED program, thereby doing the same for the Certificate program. There are no students enrolled in the Certificate program. ADED will be restructured, with a view toward affiliating with the EDLD HED program.

MED-AEHRD: Adult Education M.Ed.
JUSTIFICATION:
The MEd Adult Education (ADED) program joined the Department of Leadership, Technology, and Human Development following the consolidation of Armstrong State University and Georgia Southern University in January 2018. As the program was not considered duplicative, it was not reviewed during, but after the Operational Working Group (OWG) process. The program review that followed took place over a period of one year and involved considerations by the Dean, Associate Dean of Research and Graduate Studies, Department Chairs of LTHD and Curriculum, Foundations, and Reading (CFR), and faculty in the Educational Leadership Higher Education (EDLD HED) and Instructional Technology (ITEC) programs, alongside the ADED program, ADED Advisory Board, and related stakeholders. Given the COE and program resources available, the decision was made in Spring 2019 to inactivate the program. ADED will be restructured, with a view toward affiliating with the EDLD HED program.

The ADED Program Director has reviewed teach out plans with the program's 12 MEd students. ADED 7500 Workplace Application remains the sole ADED course in the program's 10-course sequence to be taught through Fall 2020. Five teach-out plans require course substitutions. Four students are expected to graduate each long semester beginning Fall 2019 and ending Fall 2020.

Dr. Hansen asked if the deletions will affect any of the other programs, and Dr. Thomas said no.

MOTION: Dr. Dickens made a motion to approve the agenda items submitted by the Department of Leadership, Technology and Human Development. A second was made by Dr. Stevenson, and the motion to approve the Deleted Courses and Deleted Programs was passed.

Department of Middle Grades and Secondary Education
Revised Courses:
MSED 6120: Introduction to the Middle and Secondary School
JUSTIFICATION:
Schedule type: The MAT program is moving to a fully online program. Update catalog description

MSED 6122: Curriculum and Instruction I
JUSTIFICATION:
Schedule type: The MGSE MAT Program is moving to a fully online program. Update catalog description; Correct course title.

MSED 6123: Middle and Secondary School Practicum
JUSTIFICATION:
The MGSE MAT program is moving to fully online. Update catalog description

MSED 6131: Curriculum and Instruction II
JUSTIFICATION:
Schedule type: The MGSE MAT program is moving to a fully online program. Update catalog description

Prerequisite: The "minimum grade of C" is a checkpoint for students who should not move into Curriculum 2 without acceptable progress in the two introductory courses in the program.

MSED 6237: Science Methods
JUSTIFICATION:
Schedule type: The MGSE MAT program is moving to a fully online program. Update catalog description

Prerequisites: The "minimum grade of C" is a checkpoint for students who should not move into Science Methods without acceptable progress in the two introductory courses in the program. In addition, "admission into the teacher education program" is a second checkpoint, as students sometimes are admitted provisionally until their GACE content scores are received. However, passing scores must be received, and the students must apply for a status change to full admission prior to starting the second semester in the program.

MSED 6330: Instructional Assessment for Diverse Learners
JUSTIFICATION:
The MGSE MAT program is moving to fully online. Update catalog description

MSED 6337: Language Arts Methods
JUSTIFICATION:
Schedule type: The MGSE MAT program is moving fully online. Update catalog description

Prerequisites: The "minimum grade of C" is a checkpoint for students who should not move into Language Arts Methods without acceptable progress in the two introductory courses in the program. In addition, "admission into the teacher education program" is a second checkpoint, as students sometimes are admitted provisionally until their GACE content scores are received. However, passing scores must be received, and the students must apply for a status change to full admission prior to starting the second semester in the program.

[MSED 6437: Social Science Methods](#)
JUSTIFICATION:
Schedule type: The MGSE MAT program is moving to fully online. Update catalog description

Prerequisites: The "minimum grade of C" is a checkpoint for students who should not move into Social Studies Methods without acceptable progress in the two introductory courses in the program. In addition, "admission into the teacher education program" is a second checkpoint, as students sometimes are admitted provisionally until their GACE content scores are received. However, passing scores must be received, and the students must apply for a status change to full admission prior to starting the second semester in the program.

[MSED 6537: Mathematics Methods](#)
JUSTIFICATION:
Schedule type: The MGSE MAT program is moving to fully online.

Prerequisite: The "minimum grade of C" is a checkpoint for students who should not move into Math Methods without acceptable progress in the two introductory courses in the program. In addition, "admission into the teacher education program" is a second checkpoint, as students sometimes are admitted provisionally until their GACE content scores are received. However, passing scores must be received, and the students must apply for a status change to full admission prior to starting the second semester in the program.

[MSED 7130: Middle and Secondary School Colloquium](#)
JUSTIFICATION:
The MGSE MAT Program is moving to a fully online program. Update catalog description

[MSED 7635: MAT Seminar in Middle Grades and Secondary Education](#)
JUSTIFICATION:
Schedule type: The MGSE MAT is moving to a fully online program. Update catalog description

Prerequisite: The "minimum grade of C" is a checkpoint for students who should not move into the student teaching semester without acceptable progress in Curriculum 2 and a content Methods course. MSED 6799 is the student teaching field experience that is a blocked course with MSED 7635.

New Courses:
[MSED 6738: Supervised Practicum in Secondary Education](#)
JUSTIFICATION:
This practicum course prefix is being changed from SCED and MGED for ease in scheduling across middle grades and secondary MAT students and to facilitate the process of assigning clinical supervisors for students.

[MSED 6799: Student Teaching Internship in Middle Grades and Secondary Education](#)
JUSTIFICATION:
Yes, To align with other MAT programs, the credit hours for the final clinical practice course SCED 6799 and MGED 6799 changed from 9 hours to 6 hours resulting in the need to modify the course number, so it is no longer cross-listed with these courses. In addition, this will eliminate the confusion for the field office with the student teaching courses in the BSED.
The course fees were updated to include edTPA fees.
The MGSE MAT is moving to a fully online program.

Revised Programs:
[MAT-MGED: Teaching M.A.T. (Concentration in Middle Grades Education Grades 4-8) (Online)](#)
JUSTIFICATION:
The MGSE MAT program is moving fully online in Fall 2020.

The MGSE MAT program total credit hour requirements will be reduced by 3 credit hours. The Professional Standards of Georgia has reduced the content requirements for Middle Grades teacher

certification and as a result, students enrolled in the MGSE MAT program will only be required to complete one content area methods course instead of two. This change will reduce the total credit hours for the program to 42 credit hours total.

Transitioning the MGSE MAT program to a fully online program means that international applicants will not be accepted into the program. International students are required to complete a minimum of three (3) credit hours in a face to face course each semester.

The Field Experience courses MSED 6738 and MSED 6799 were created to decrease confusion with field placements in other programs that previously shared the same course name. Also, the section for teachers of record and non-teachers of record were combined for scheduling ease in the new online format.

The program requirement for a minimum grade of "B" in SPED 6130 was added to meet the Georgia Professional Standards Commission new requirement.

MAT-SCED: Teaching M.A.T. (Concentration in Secondary Education Grades 6-12) (Online)
JUSTIFICATION:
The MGSE MAT program is moving fully online in Fall 2020.

Transitioning the MGSE MAT program to a fully online program means that international applicants will not be accepted into the program. International students are required to complete a minimum of three (3) credit hours in a face to face course each semester.

The business certification strand has been removed. The MGSE MAT program does not have a business methods instructor nor are we able to secure content appropriate placements for students seeking business certification.

The Field Experience courses MSED 6738 and MSED 6799 were created to decrease confusion with field placements in other programs that previously shared the same course name. Also, the section for teachers of record and non-teachers of record were combined for scheduling ease in the new online format.

The program requirement for earning a minimum grade of "B" was added to meet a new Georgia Professional Standards Commission requirement.

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

VI. **OLD BUSINESS**

    A. **Sub-Committee for SLOs/Course Objectives** – Dr. Dickens stated all Graduate Program Directors and Coordinators were notified of the sub-committee's task. The sub-committee will be working on that throughout the course of the semester. Dr. Dickens said Program Directors and Coordinators do not have to do anything at this time, but if questions come up please direct them to members of the sub-committee.

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

VIII. **ADJOURNMENT**

    There being no further business, the meeting was adjourned on January 23, 2020 at 10:07 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved February 12, 2020 by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES
Graduate Committee Meeting Date – February 13, 2020

Present: Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Nicholas Holtzman, CBSS; Dr. Chad Posick, CBSS; Dr. Chuck Harter, Parker COB; Dr. Kristen Dickens, COE; Dr. Alma Stevenson, COE; Dr. Sarah Zingales, COSM; Dr. Jessica Schwind, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Linda Tuck, WCHP; Ms. Caroline Hopkinson, Univ. Libraries; Ms. Nikki Cannon-Rech, Univ. Libraries; Dr. Hsiang-Jui Kung, [Alternate] Parker COB; Dr. Bill Mase, [Alternate] JPHCOPH

Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Mrs. Naronda Wright, COGS; Ms. Randi Sykora, COGS; Mrs. Kathryn Stewart, Registrar's Office; Ms. Tiffany Hedrick, Registrar's Office; Mrs. Alicia Bechtel, Registrar's Office; Ms. Maggie Kuhn, GSO Representative; Dr. Deborah Thomas, COE; Dr. Lance McBrayer, COSM; Dr. David Williams, CEC; Dr. Stephen Rossi, WCHP; Dr. Rand Ressler, Parker COB; Dr. John Kraft, CBSS

Absent: Dr. Chris Kadlec, CEC; Dr. Marcel Ilie, CEC; Dr. Constantin Ogloblin, Parker COB; Dr. Shijun Zheng, COSM; Dr. Andrew Hansen, JPHCOPH

IX. CALL TO ORDER

Dr. Jennifer Kowalewski called the meeting to order on Thursday, February 13, 2020 at 9:02 AM.

X. APPROVAL OF AGENDA

Dr. Kristen Dickens made a motion to approve the agenda as written. A second was made by Dr. Richard Flynn and the motion to approve the agenda was passed.

XI. CHAIR'S UPDATE – Dr. Kowalewski stated there was a meeting to discuss the Undergraduate Committee and the Graduate Committee's definition of major, emphasis, concentrations, minors, and certificates. The Undergraduate Committee would like to use some of the graduate language, so they are in the process of approving some terminology for their undergraduate degree programs. Dr. Kowalewski said there is nothing the Graduate Committee needs to do, she only wanted to bring this to the committee's attention.

XII. DEAN'S UPDATE

Dr. Ashley Walker shared the following updates:
- Reminder that Monday, February 17 is the deadline for students to submit travel/research grant proposals to the Graduate Student Organization. There will be another grant cycle later in the semester, and that deadline will be April 1. Please encourage your students to apply.
- The next Graduate Writer's Boot Camp will be held on Saturday, March 7, from 9:30 am – 4:00 pm. COGS will be sending emails to students with information on how to register for the event. There is a limited amount of seating, so please encourage your students to register.
- Free Days in February started on February 2 and will continue through February 16. During this time there is a fee waiver applicants can enter so that their application fee is waived. This is only in the ApplyYourself application system. It does not apply to the external CAS systems. As of yesterday afternoon we have received approximately 410 applications since the 2nd. Typically there are about 330 applications submitted in one month. Dr. Walker stated the increase of applications will put extra work on the graduate admissions staff and she said the posting of decisions may be behind some. If students contact the programs please let them know their paperwork is being processed and be sure to provide whatever resources are needed at the program level to allow the Program Directors time to review the increase of applications.

XIII. NEW BUSINESS

A. College of Science and Mathematics
Dr. Lance McBrayer presented the agenda item for the College of Science and Mathematics.
Department of Physics and Astronomy
Revised Course:
PHYS 5530G: Thermal Physics

JUSTIFICATION:
The prerequisite was changed to change redundant pre-requisites (MATH2243) for more appropriate one (MATH2242). The topics included in MATH2243 are not necessary to achieve the learning outcomes of PHYS5530G.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the College of Science and Mathematics. A second was made by Dr. Alma Stevenson, and the motion to approve the Revised Course was passed.

   B. **Waters College of Health Professions**
      Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.
      Department of Health Sciences and Kinesiology
      New Course:
      SMED 6100: Statistics for Sports Science and Medicine
      JUSTIFICATION:
      MSSM students would take "PUBH 6000 Biostatistics" for their core statistics course, but this course no longer exists after consolidation. Therefore, we would like to create "SMED 6010 Statistics for Sports Science and Medicine" to replace "PUBH 6000 Biostatistics".

      Registrar's Note: course number has been changed to 6100 and is now correctly reflected in the schedule type.

Dr. Walker asked Dr. Rossi what he meant when he said the course is no longer available, because the biostatistics class does exist. Dr. Rossi stated he is not familiar with the JPHCOPH course. Dr. Jessica Schwind stated the course is offered online. Dr. Rossi stated the department may have wanted their own statistics course geared towards science and medicine and offer it face-to-face.

MOTION: Dr. Chad Posick made a motion to approve the New Course agenda item submitted by the Waters College of Health Professions. A second was made by Dr. Dr. Dickens, and the motion to approve the New Course was passed.

      New Program:
      : Masters of Science Nutrition and Foods - Dietetic Internship Program (MSNF-DI)
      JUSTIFICATION:
      Effective January 1, 2024, a graduate degree and 1200 hours supervised practice experience will be required to be eligible to take the Commission on Dietetic Registration examination. The number of students seeking a Dietetic Internship Certificate Program will substantially decline with the requirement for a graduate degree to take the examination. The Dietetic Internship Certificate Program will be retained to offer student with prior graduate degree to complete the supervised practice requirement to be eligible to take the Commission on Dietetic Registration examination.

      This program will be offered on the following campus: Statesboro. This program will not be offered on the Armstrong or Liberty Campuses.

MOTION: Dr. Chuck Harter made a motion to approve the New Program agenda item submitted by the Waters College of Health Professions. A second was made by Dr. Stevenson, and the motion to approve the New Program was passed.

      Revised Programs:
      MSSM-SMHM: Sports Medicine M.S.S.M (Emphasis in Human Movement Science)
      JUSTIFICATION:
      This program will be offered on the following campus: Armstrong. This program will not be offered on the following campuses: Statesboro and Hinesville.

      The MSSM-ABM previously existed in the 2017/2018 Armstrong State University Graduate Catalog (Page 179 of attached supporting document). However, it was not carried over to the Georgia Southern University Graduate Catalog following consolidation.

      MSSM-SMSC: Sports Medicine M.S.S.M. (Emphasis in Strength Conditioning)

JUSTIFICATION:
This program will be offered on the following campus: Armstrong. This program will not be offered on the following campuses: Statesboro and Hinesville.

The MSSM-ABM previously existed in the 2017/2018 Armstrong State University Graduate Catalog (Page 179 of attached supporting document). However, it was not carried over to the Georgia Southern University Graduate Catalog following consolidation.

Dr. Rossi stated the department will be submitting the ABM procedures to the Undergraduate Committee for the concentration area that it is targeting.

MOTION: Dr. Flynn made a motion to approve the Revised Program agenda items submitted by the Waters College of Health Professions. A second was made by Dr. Harter, and the motion to approve the Revised Programs was passed.

C. **College of Behavior and Social Sciences**
   Dr. Nicholas Holtzman presented the agenda items for the College of Behavioral and Social Sciences.
   Department of Psychology
   Revised Courses:
   PSYC 7130: Statistics for Psychology
   JUSTIFICATION:
   I am taking this opportunity to add some details to the CIM form concerning this course. No changes to the course are being made at this time.

   Registrar's note: After review, course changes box updated to reflect CIP code update submission.

   PSYC 7131: Research Design
   JUSTIFICATION:
   No changes to the course are being made at this time; I am expanding on the information available in CIM.

   Registrar's note: After review, course changes box updated to reflect CIP code and prerequisite updated submission.

   PSYC 7132: Advanced Learning
   JUSTIFICATION:
   We are not making changes to the course at this time other than slightly altering the catalog description to be grammatically correct. The remaining changes merely include more information about the course (e.g., SLO added).
   Registrar's note: After review, course changes box updated to reflect CIP code and catalog description updated submission.

   PSYC 7133: Affective and Cognitive Psychology
   JUSTIFICATION:
   We are not making edits to the course itself at this time; our attempt currently is to update information in CIM.

   Registrar's note: After review, course changes box updated to reflect CIP code updated submission.

   PSYC 7134: Physiological Psychology
   JUSTIFICATION:
   I made minor changes to the wording of the catalog description to make it grammatically correct. No substantive changes were made; we are merely updating information in CIM.

   PSYC 7331: Advanced Developmental Psychology
   JUSTIFICATION:
   At this time, we are merely adding existing course details into CIM.

Registrar's note: After review, course changes box updated to reflect CIP code and abbreviated title updated submission.

PSYC 7332: Advanced Social Psychology
JUSTIFICATION:
No changes to the course itself are being made at this time. We are entering information into CIM as an update to existing records.

Registrar's note: After review, course changes box updated to reflect CIP code updated submission.

PSYC 7390: Development of Original Research
JUSTIFICATION:
Other than revising the catalog description to make it grammatically correct, no other changes are suggested for this course. We are merely entering existing data into CIM.

Registrar's note: After review, course changes box updated to reflect CIP code and abbreviated title updated submission.

PSYC 7490: Advanced Directed Study
JUSTIFICATION:
Changes include slightly revising the catalog description to improve the grammar as well as entering course information into the CIM system.

Registrar's note: After review, course changes box updated to reflect CIP code updated submission.

PSYC 7631: Seminar in Teaching Psychology
JUSTIFICATION:
No changes to the course are being suggested; we are updating information in CIM.

Registrar's note: After review, course changes box updated to reflect CIP code updated submission.

PSYC 7810: Research Experience
JUSTIFICATION:
No changes to the program are suggested other than slight wording adjustments to the catalog description to make it grammatically correct. We are also updating information available in CIM at this time.

Registrar's note: After review, course changes box updated to reflect CIP code updated submission.

PSYC 7999: Thesis
JUSTIFICATION:
The course will not be changed at this time. We are entering data into CIM for a more complete record.

Registrar's note: After review, course changes box updated to reflect CIP code and grade mode updated submission.

MOTION: Dr. Posick made a motion to approve the Revised Course agenda items submitted by the College of Behavioral and Social Sciences. A second was made by Dr. Dickens, and the motion to approve the Revised Courses was passed.

Deleted Course:
PSYC 7610: Research Seminar
JUSTIFICATION:
This course provides 1 credit hour in the MS Psychology Program curriculum. The presence of this "additional" hour is considered a fall-through course because it brings the total program hours to 37, and we are set at 36. As such, students must pay out of pocket for this extra hour. The department provides the information that was once covered in this course in a twice-monthly seminar series with no credit hour associated.

MOTION: Dr. Flynn made a motion to approve the Deleted Course agenda item submitted by the College of Behavioral and Social Sciences. A second was made by Dr. Posick, and the motion to approve the Deleted Course was passed.

> Revised Program:
> MS-PSYCH: Psychology M.S.
> *JUSTIFICATION:*
> Consolidation related changes. Approved November 9, 2017.
>
> This program will be offered on the following campus(es): Statesboro Campus. This program will not be offered on the following campus(es): Armstrong or Liberty Campus

Dr. Dickens asked Dr. Holtzman if the elective can be in any master's program, and Dr. Holtzman said yes. Dr. Walker stated the wording in the CIM form states any MS level but she knows the program will accept M.Ed. courses, so the MS language will cancel those other courses out. Dr. Walker explained if more parameters are not provided then the Program Director will have to let COGS know where the elective course will be placed in the DegreeWorks audits for each student. Dr. Walker suggested changing the language on the CIM form to read any masters level course (6000-8000), and Dr. Holtzman agreed to make the revision.

MOTION: Dr. Flynn made a motion to approve the Revised Program agenda item submitted by the College of Behavioral and Social Sciences, pending the change in the language to allow any masters level course to be applied to the program. A second was made by Dr. Dickens, and the motion to approve the Revised Program was passed.

XIV. OLD BUSINESS

A. Sub-Committee for SLOs/Course Objectives – Dr. Dickens said the sub-committee does not have any updates at this time.

Dr. Deborah Thomas asked if a deadline has been set to finalize the SLOs in CIM. Dr. Dickens said the sub-committee has discussed that departments and programs should set their own deadlines. They are only providing the programs the information if they are missing the SLOs/course objectives. Ms. Candace Griffith agreed with Dr. Dickens and said a firm deadline has not been established for these edits. Ms. Griffith stated programs should be cognizant that the SACSCOC review will be coming up soon and the revisions should be in the system by 2022. Dr. Walker said the idea of forming a sub-committee to review this information was to be helpful to the programs. The sub-committee is not evaluated the quality of the outcomes, they are only looking to see if they are included in CIM.

B. Registrar's Office Update – CIM Form Modifications – Mrs. Kathryn Stewart said the Registrar's Office is expecting the vendor to complete modifications to the CIM forms in April. They will let the committee know if the timeframe changes.

XV. ANNOUNCEMENTS
– Dr. Deborah Thomas asked if there is a tentative date for catalog review and revisions. Mrs. Stewart said emails will be going out in the next couple of weeks. Mrs. Stewart said areas will be given 2-3 weeks for review and later the Registrar's Office hopes to open it back up in the summer to give colleges and departments longer periods of time to edit as they need.

XVI. ADJOURNMENT

There being no further business, the meeting was adjourned on February 13, 2020 at 9:23 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

> Minutes were approved February 25, 2020 by electronic vote of Committee Members

UNDERGRADUATE COMMITTEE
MINUTES
January 21, 2020
3:30pm

I. CALL TO ORDER

Voting Members Present: Dr. Christopher Barnhill, Mr. Chris Cartright, Dr. Joanne Chopak-Foss, Ms. Jamie Cromley, Dr. Laurie Gould, Dr. Barbara Hendry, Ms. Autumn Johnson, Dr. Jin Liu, Dr. Nancy McCarley, Ms. Donna Mullenax, Dr. Dziyana Nazaruk, Dr. Hyunju Shin, Dr. Amy Potter, Dr. Lina Soares, Dr. Marian Tabi, Dr. TimMarie Williams.

Non-Voting Members Present: Ms. Linda Covino, Ms. Tiffany Hedrick, Dr. Delena Bell Gatch, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart.

Guests: Dr. Brian Koehler, Mr. Norton Pease, Dr. Sara Plaspohl, Dr. Jonathan Roberts, Dr. Deborah Thomas, Dr. Robert Vogel, Dr. David Williams.

Absent: Dr. Maria Adamos, Ms. Kay Coates, Dr. Nedra Cossa, Dr. Anoop Desai, Ms. Barbara King, Mr. Felix Hamza-Lup.

Dr. Lina Soares and Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, January 21, 2020 at 3:38 p.m.

II. APPROVAL OF AGENDA

Dr. Joanne Chopak-Foss made a motion to approve the agenda. A second was made by Dr. Barbara Hendry and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. Comprehensive Program Review Assignments and Dates
Ms. Candace Griffith offered a brief training for reviewers regarding the program review process. Comprehensive or academic program review should be a meaningful review of the academic program in terms of the program faculty. This is a self-evaluation process and an honest assessment of the program. The goal is to identify broad goals and specific measurable objectives.

Undergraduate Committee Program Review 2019-2020 Review Assignments

Undergraduate Committee Member	Assigned Program Review
Anoop Desai	BS Computer Science
	BA Art
Chris Cartright	BS Computer Science
	BA Art
Barbara Hendry	BFA Art
	BSCE (Civil Engineering)
Felix Hamza-Lup	BFA Art

	BSCE (Civil Engineering)
Hyunju Shin	BSEE (Electrical Engineering)
	BS Art Education
Nedra Cossa	BSEE (Electrical Engineering)
	BS Art Education
Donna Mullenax	BA Chemistry
	BIS (Interdisciplinary Studies)
Kay Coates	BA Chemistry
	BIS (Interdisciplinary Studies)
Dziyana Nazaruk	BSPH (Public Health)
	BA Women, Gender, and Sexuality Studies
TimMarie Williams	BSPH (Public Health)
	BA Women, Gender, and Sexuality Studies
Maria Adamos	BS Biochemistry
	BSCons (Construction)
Chris Barnhill	BS Biochemistry
	BSCons (Construction)
Jun Liu	BS Chemistry
	BSIT (Information Technology)
Barbara King	BS Chemistry
	BSIT (Information Technology)
Amy Potter	Cyber Security Certificate
	BSME (Mechanical Engineering)
Autumn Johnson	Cyber Security Certificate
	BSME (Mechanical Engineering)

B. List of Programs Due for Program Review Spring 2020
Ms. Candace Griffith assigned two reviewers per program, one reviewer from the college the program is associated with and the second reviewer is a reviewer at large. Each reviewer will read their assigned program reviews and score independently. Once each reviewer has scored the item, they meet as a team to discuss, reconcile and agree upon a reconciled rubric. This will be on the agenda for the April Undergraduate Committee meeting.

Georgia Southern University 2019-2020 Schedule of Programs Due Comprehensive Program Review

College	Department	Degree & (Acronym)	Major	Total Hours	CIP Code
College of Arts & Humanities	Art	Bachelor of Arts (BA)	Art	124	50.070101
		Bachelor of Fine Arts (BFA)	Art	124	50.070101
		Bachelor of Science (BS)	Art Education	133	13.130201
	Interdisciplinary Studies	Bachelor of Interdisciplinary Studies (BIS)		124	30
		Bachelor of Arts (BA)	Women's, Gender, and Sexuality Studies	124	5.020701
College of Behavioral & Social Sciences	Psychology	Doctor of Psychology (PsyD)	Clinical Psychology	114-124	42.2801
Parker College of Business	Interdisciplinary	Master of Business Administration (MBA)		30-36	52.0201
			WebMBA Track	30	
College of Engineering & Computing	Civil Engineering & Construction	Bachelor of Science in Civil Engineering (BSCE)		130	14.080101
		Bachelor of Science in Construction (BSCons)		129	52.200101
	Computer Science	Bachelor of Science (BS)	Computer Science	124	11.070101
	Electrical and Computing Engineering	Bachelor of Science in Electrical Engineering (BSEE)		130	14.100101

	Information Technology	Bachelor of Science in Information Technology (BSIT)		124	11.010301
		Cyber Security Certificate (CER0)		18	11.100301
	Manufacturing Engineering	Master of Science in Applied Engineering (MSAE)		30	14.999901
	Mechanical Engineering	Bachelor of Science in Mechanical Engineering (BSME)		130	14.190101
Waters College of Health Professions	Health Sciences and Kinesiology	Master of Health Administration (MHA)		53	51.070102
		Master of Science (MS)	Kinesiology	36	31.050501
Jiann-Ping Hsu College of Public Health	Public Health	Doctor of Public Health (DrPH)		60	51.220101
		Bachelor of Science in Public Health (BSPH)	Health Education & Promotion	124	51.220701
College of Science and Mathematics	Chemistry & Biochemistry	Bachelor of Arts (BA)	Chemistry	124	40.050101
		Bachelor of Science (BS)	Biochemistry	124	26.020201
		Bachelor of Science (BS)	Chemistry	124	40.050101
					22
Certificate Programs:			Undergraduate Programs		16
CER0 - Undergraduate; fewer than 30 semester credit hours (less than one year)			Graduate Programs		6

Orientation   Please review 2019-2020 CPR Orientation PowerPoint

February 3, 2020   1st practice program review released for scoring; scores due by noon on 2/10/2020

February 12, 2020, 1:30 to 3 p.m.   1st norming session (UC and GC combined); webex
Armstrong: Science Center, Room 2603
Statesboro: Williams Center, Room 2067

2nd practice program review released for scoring; scores due by 5 p.m. on 2/19/2020

February 26, 2020, 1:30 to 3 p.m.   2nd norming session (UC and GC combined); webex
Armstrong: Science Center, Room 2603
Statesboro: Library Dean's Conference, Room 3213

March 1, 2020   Assigned program reviews released to members for scoring; scores due by 9 a.m. on 3/30/2020 for inclusion in April UC and GC Agendas

April UC and GC Meetings Final vote on 2019-2020 program reviews

Comprehensive Program Review Evaluative Rubric				
Name: (Program)	Degree Acronym/Major			
Date of Review:	Date		Meets expectations	52-14
			Meets w/Recommendations	37-51
			Below expectations	22-36
Category	Meets Expectations	Meets Expectations with Recommendations*	Below Expectations - Revisions Required*	Reviewer's Comment - Rubric
Analysis of Student Quality	3	2	1	From "How to Write a Peer Review" (http://reviewers.plos.org/resources/how-to-write-a-peer-review/), justify your comments with concrete evidence and specific examples; be specific so the program knows what they need to

				do to improve; be thorough; be professional and respectful; include what you liked about their response.
	A.	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.	*Take-aways from this evaluative row:* *The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the quality of students entering the program <u>and</u> goals and objectives related to the quality of students exiting the program. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the quality of students exiting the program might be to have all students achieve licensure in the field. The related specific, measurable objective might be to achieve a 100% first-time, pass-rate on the national licensure exam (program should name what the exam is).* *The program should have data and discuss the findings and <u>analysis</u> (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example pulling from their discussion?*
	B.	The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust	If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure	Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality. Program fails to provide	*Take-aways form this evaluative row:* *The template necessitates that programs administer surveys to collect qualitative data which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an <u>action plan</u> for gathering any missing data from the template tables to ensure that they will have multiple years of data collection for*

		understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes <u>comparative data</u> against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives. *Supplemental data could be met by providing the data noted in the template table with a "*(from departmental surveys)*" notation.	these data are collected and <u>multi-year</u> data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	comparative data with which to place their findings into context.	*the next program review. If they need to develop a senior exit survey, who will be responsible for doing so and when? When would the survey be administered? Who will be responsible for survey analysis and how will the results be used?* *The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For instance, what does an average entering SAT score of 1040 mean in terms the quality of entering students if not placed into context to show how it compares against other entities?*
C.	Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.	The program's findings address <u>some</u> measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.	*Take-aways from this evaluative row:* *The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the quality of the students entering the program? What do the data tell them about the quality of students exiting the program? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?*

		3	2	1	
	D.	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.	*Take-aways from this evaluative row:* *Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the quality of students entering and exiting the program. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?*
	E.	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.	*Take-aways from this evaluative row:* *Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the quality of students both entering and exiting the program. If they do not, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.*
Analysis of Faculty Quality and Productivity		**3**	**2**	**1**	
	F.	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation)	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.	*Take-aways from this evaluative row:* *The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the quality <u>and</u> productivity of faculty for (1) teaching and learning; (2) scholarship/creative activity; and (3) service. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the quality of faculty scholarship might be to have faculty publish in top-tier journals in the field (what constitutes a top-tier journal would need to be defined by the program). The related objective might be to have faculty publish 3 peer-reviewed journal articles in a top-tier journal in the field every five years. Another might be to*

	and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.		*have faculty publish 1 peer-reviewed journal article annually in a journal with an acceptance rate of 25% or lower.* *The program should have data and discuss the findings and analysis (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example? For instance, if the program lists each program faculty member's scholarship, what does that mean in terms of their goals and objectives? It is difficult to assess data provided in such an individual format; data should be aggregated and placed into context.*
G.	The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.	*Take-aways form this evaluative row:* *The narrative necessitates that programs supplement the discussion with qualitative and quantitative data on the quality and productivity of faculty in terms of teaching and learning, scholarship and creative activity, and service which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an action plan for gathering any missing data from the template tables to ensure that they will have multiple years of data collection for the next program review.* *The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For example, the program may discuss the quality of teaching, in part, by discussing average Student Ratings of Instruction scores, providing an aggregate of 4.5 on a scale of 1-5 where 5 is the highest. How does 4.5 compate against other non-program faculty in the department; other faculty in the college; etc.?*

		rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	goals and objectives.		
	H.	Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.	The program's findings address <u>some</u> measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.	*Take-aways from this evaluative row:* *The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the quality and productivity of their faculty? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?*
	I.	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.	*Take-aways from this evaluative row:* *Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the quality and productivity of faculty. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?*
	J.	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.	*Take-aways from this evaluative row:* *Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the quality and productivity of faculty. Think in terms of the "value added" to the program in having a high quality faculty who are productive in the discipline (e.g., national and international visibility). If they have not addressed future plans, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.*

Curricular Alignment and Currency to the Discipline		3	2	1	
	K.	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	*Take-aways from this evaluative row:* *The program should have clearly articulated student learning outcomes and discussed where each is measured/assessed in the curriculum (e.g., what course(s)). They should discuss the findings of their annual academic assessments in terms of the measurement methods for each student learning outcome. If they have not, have you noted that in your comment?*
	L.	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.	*Take-aways from this evaluative row:* *At this point, all programs should have a curriculum map which outlines the student learning outcomes and shows the courses where each outcome is assessed <u>and at what level (e.q., introductory, reinforced, mastery)</u>. The program should also provide a program of study and discuss how the curriculum is structured and sequenced to ensure that students are exposed to the learning they need to develop the skills, abilities, knowledge, and dispositions sought. If the program has not provided either of these artifacts and has not included a discussion of them in the narrative, have you noted that in your comments?*

		(documentation includes a curriculum map and program of study).		
	M.	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.	*Take-aways from this evaluative row:* *Programs need to make sure that their curriculum maintains relevance in today's society. If they have not done so, have you noted this in your comments? Does the discipline organization offer some guidance on curriculum? Does the program hold specialized, programmatic accreditation that may have standards to which the program must adhere? What about peer/aspirational peer programs, what are they doing? How does the program know that its curriculum maintain relevancy?*
	N.	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.	*Take-aways from this evaluative row:* *The discussion should include not only what the student learning outcomes are, but how well the program meets each of those outcomes (e.g., met expectations of targets, partially met expectations of targets, or did not meet expectations of targets) and how they have improved the curriculum as a direct result of the findings and analysis of the academic annual assessment reports. If they have not, have you noted this in your comments and provided an example?*
	O.	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the curriculum and/or student learning.	*Take-aways from this evaluative row:* *Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the curriculum and student learning. If they do not, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you*

Analysis of Program Viability Based upon Internal Demand		**3**	**2**	**1**	*measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.*
	P.	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and <u>document</u> (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.	*Take-aways from this evaluative row:* *The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the viability of the program. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the viability of the program might be to increase the number of majors. The specific, measurable objective for that goal might be to increase the number of majors by five students each year.* *The program should have data and discuss the findings and <u>analysis</u> (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example from their discussion?*
	Q.	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and <u>multi-year</u> data	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide	*Take-aways form this evaluative row:* *Program should supplement the data provided in the template with qualitative and/or quantitative data it collects related to program viability (e.g., market demand for graduates) which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an <u>action plan</u> for gathering any missing data from the template tables to ensure that*

		of the program. Additionally, the analysis includes <u>comparative data</u> against department (as a whole), college, University, and with other peer/aspiration al peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	comparative data with which to place their findings into context.	*they will have multiple years of data collection for the next program review.* *The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For instance, what does a student-faculty ratio of 30:1 mean without evidence of how that compares to other programs?*
R.	Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.	The program's findings address <u>some</u> measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.	*Take-aways from this evaluative row:* *The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the viability of the program? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?*
S.	Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.	*Take-aways from this evaluative row:* *Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the viability of the program. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?*
T.	Analysis includes a description (e.g., detailed action plan) of how the	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently	Analysis does not address future plans for improving/enhanci ng program viability.	*Take-aways from this evaluative row:* *Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the viability of the program. If they do not, have you*

	program plans to enhance program viability moving forward.	developed upon which one might act.		*noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.*

Contextual Closing Narrative- Executive Summary		6	3	1	
	U.	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.	*Take-aways from this evaluative row:* *The program needs to clearly indicate whether it meets expectations, meets with recommendations, or fall below expectations and provide supporting evidence. If they have not done this, have you noted it in your comment?*
	V.	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the	*Take-aways from this evaluative row:* *This section is where the program takes the findings and analysis from each of the prior sections, summarizes the program's strengths (including identified niche areas) and weaknesses, and develops an action plan for moving forward to address any remaining challenges. Where do they want to be at their next program review? What were the program's achievements from this review? The program should not be copying and pasting text from the prior sections, but making an attempt to synthesize the findings and analysis resulting from the review. The program should also include a discussion of shifting trends and market forces and how the program plans to respond to ensure continued relevancy. If they have not, have you included a comment to that effect? Have you suggested that they include action plan(s)*

		might impact program demand and notes how the program will respond.	might impact program demand but fails to note how the program will respond.	program will respond.	outlining how they will move forward, including goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.

2019-2020 Academic Program Review

GEORGIA SOUTHERN UNIVERSITY

What is academic program review?

Academic program review is an ongoing PROCESS at the program and department levels that examines and assesses the quality, viability, and productivity of the program and, based upon those findings, develops an action plan for improvement.

QUALITY: discusses attributes of the program's students, faculty, teaching and learning, research/scholarship and/or creative activity, and service within a comparative framework.

VIABILITY: addresses the program's ability to thrive and grow in teaching and learning, research/scholarship and/or creative activity, and service. (Student demand for the program; market demand for graduates.)

PRODUCTIVITY: considers the program's success in enrolling, retaining, and graduating its students as well as the output and contributions of the faculty and students.

Essential elements of program review process

- What is the program's self-identified purpose: MISSION?
- What are the program's GOALS related to quality, viability, and productivity?
- How does each goal translate into a specific, measurable OBJECTIVE?
  - What are the program's IMPLEMENTATION STRATEGIES for achieving each objective?
  - How and when is each objective MEASURED?
  - What are the program's TARGETS for each objective?
  - What is the DATA COLLECTION process for each objective?
  - What are the FINDINGS AND ANALYSIS for each objective measured?
  - Based upon the findings and analysis, what is the ACTION PLAN that will be put in place to improve?

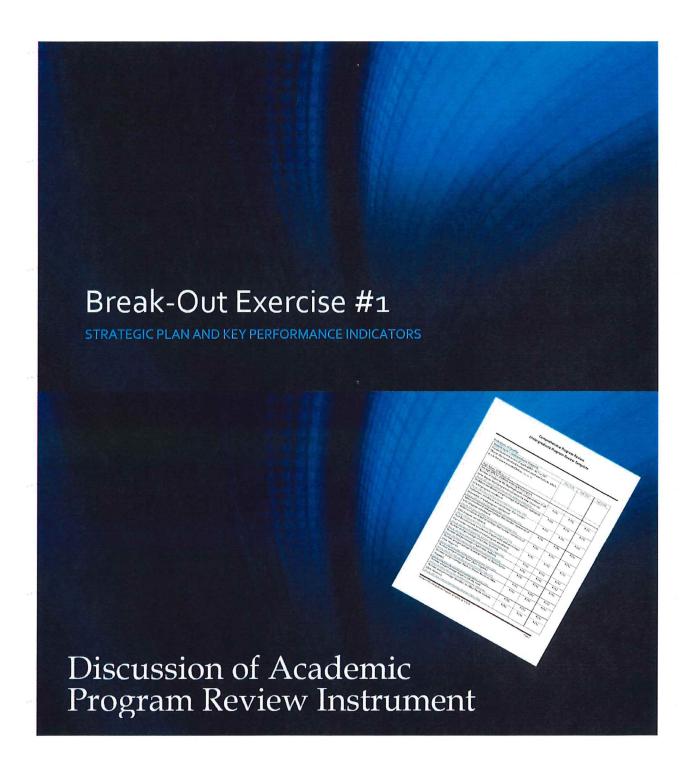## What constitutes a successful academic program review?

The program has…

(1) identified broad goals and specific and measurable objectives related to the quality of students entering and exiting the program, the quality and productivity of faculty, student learning, the viability and productivity of the program;

(2) examined and analyzed longitudinal, quantitative, and qualitative data from which a conclusion can be made about the level of achievement of each of the program's goals and objectives; and

(3) documented the level of achievement of each of its goals and objectives with supporting evidence to convince the reader that the program's conclusions are correct.

Relationship of process to programmatic improvement

- For example, if analysis of the evidence has revealed a weakness (failure to meet the target specified for the objective), the program should develop and include in their program review an action plan to specifically address the identified weakness. The action plan would include an objective, implementation strategies (who will do what and when), measurements, and targets for the objective.

  As the evidence shows, first-time pass rates on the national certification exam averaged 60% for the past three years compared to an average of 75% for all test-takers. Consequently, the program has developed a new program objective: Increase the first-time pass rates on the national certification exam by 15 percentage points within the next three years.

Break-Out Exercise #1
STRATEGIC PLAN AND KEY PERFORMANCE INDICATORS

Discussion of Academic Program Review Instrument

Template

- Template was originally developed by the University System of Georgia (one for undergraduate programs and one for graduate programs), but has been "tweaked" each year for greater clarity and effectiveness.

- The instrument includes the following sections:
  - A summary of the results of the last program review, keeping in mind that the ultimate purpose is to assess the degree of programmatic improvement since the last review and map a course for the next few years to ensure continued improvement.
  - Indicators of Quality (student and faculty)
  - Curricular Alignment and Currency to the Discipline
  - Indicators of Viability
  - Indicators of Productivity
  - Contextual Closing

WHERE WAS THE PROGRAM (RELATED TO THE PROGRAM'S GOALS AND OBJECTIVES), WHERE IS THE PROGRAM NOW, AND WHERE DOES THE PROGRAM WISH TO BE?

Template (cont.)

- Each section has numerous metrics designed to provide programs with multiple measures of qualitative and quantitative data for their analysis.

- Much of the data is pulled from the Office of Institutional Research's website at:
  - https://em.georgiasouthern.edu/ir/cpr/
  - Data not found can be requested at: https://em.georgiasouthern.edu/ir/rf/.

- Departments will have collected other data such as senior exit surveys, employer surveys, annual academic assessment reports, aggregated annual faculty evaluation reports, and departmental annual reports.

- If the program uses other metrics to determine quality, productivity, and viability, they should include those metrics in the narrative discussion relevant to that section.

Narrative Sections

Begin each narrative section with a discussion of the program's goals and objectives related to that particular section, recognizing that PROGRAM OBJECTIVES are different than STUDENT LEARNING OBJECTIVES or DEPARTMENTAL OBJECTIVES. This framework helps the program "to add meaning" to its data interpretation.

EXEMPLAR:

Goal: Prepare program graduates to be successful entry-level registered dietitians in the fields of community nutrition or school nutrition.

Objectives:
- Over a five-year period, 80% or more of interns enrolled in the dietetic internship program will complete all program requirements within 150% of the time planned for completion (12 months x 150% = 18 months).
- Over a five-year period, the first-time pass rates for program graduates taking the registration examination (for dietitians) will be at least 80%.
- Over a five-year period, 80% or more of program graduates who sought dietetics employment will be employed within 12 months of program completion.
- Over a five-year period, 80% or more of program graduates will be rated as satisfactory by employers.

Narrative Sections (cont.)

Consider: for each narrative section you are essentially "writing an argument" to convince the reader that the conclusions you have drawn are correct.

- Your argument begins by discussing what your program goals and objectives are for that section of the template.

- Your argument indicates whether your program objective was met, partially met, or not met and provides evidence (findings and analysis) to support your conclusion.
  What was the initial target for the objective? What were the findings?

- Your argument discusses any changes the program has made as a result of the findings to improve the program's goals and objectives – "closing the loop" and/or future action plans for ensuring continued improvements or to address identified weaknesses.

Analysis of Student Quality

For the student quality section, discuss in terms of the quality of students entering the program <u>and</u> the quality of students exiting the program, framing your discussion within the context of the program's goals and objectives related to student quality. What is the value added?

What are examples of program goals and objectives for the quality of students entering and exiting the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
Incoming: Increase the diversity of majors to be more representative of the clientele ultimately served by professionals in the this field.	*Increase the percentage of freshman self-identifying as Hispanic from .7% of the freshman population in fall 2018 to 2% by fall 2023.*	*Institutional Research report on diversity of freshman by program for fall 2018, fall 2019, fall 2020, fall 2021, fall 2022, and fall 2023.*	*2% of freshman majors will self-identify as Hispanic by fall 2025.*	
Exiting: Increase employer satisfaction with program graduates' soft skills.	*Eighty percent of employers will agree or strongly agree with the statement on the employer satisfaction survey that program graduates were adequately prepared in soft skills by spring 2023.*	*Question #X on the employer satisfaction survey.*	*80% of respondents to employer satisfaction survey will agree or strongly agree with soft skills assessment question.*	
Other examples?	*Other examples?*			

Analysis of Student Quality

	Incoming Students	Exiting Students
Measures of Student Quality	Average SAT or ACT score compared to the average national, university, college, department and/or peer/aspirational peer programs' SAT or ACT score(s)	First-time pass rates on national/state exams for licensure
	Average high school GPA compared to the average university, college, department high school GPA	Average graduating GPA for majors compared to average graduating GPA for university, college, and department
	Number and percentage of underrepresented populations compared to university, college, department, and in discipline and/or field in general	In-field employment rates (within six months of graduation) compared to college and department average
	Other qualitative measures such as student backgrounds and/or experiences relevant to program goals (e.g., prospective journalism majors entering with experience serving on high school newspaper)	Employer satisfaction rates compared to college and department average
		Alumni satisfaction in regards to adequacy of program preparation for employment

Break-Out Exercise #2

Analysis of Faculty Quality, Viability, and Productivity

For the analysis of faculty quality and productivity, frame your discussion in terms of the program's goals and objectives related to faculty quality <u>and</u> faculty productivity.

What are examples of program goals and objectives related to the quality of faculty in the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
Quality of teaching: Increase program faculty teaching effectiveness.	Increase the percentage of program faculty who score 8 or higher (on a scale of 1 to 10 with 10 being the highest rating) from the department chair's annual evaluation of teaching effectiveness.	Department chair's rating of faculty members' teaching on annual evaluations conducted each spring.	90% of program faculty will score 8 or higher on the teaching effectiveness portion of the department chair's annual evaluation by spring 2023.	
Quality of scholarship: Increase the quality of faculty scholarship.	Increase the percentage of program faculty who publish peer-reviewed articles in journals with an acceptance rate of 25% or lower by 2025.	Percentage of peer-reviewed articles in journals with an acceptance rate of 25% or lower each year.	Increase the percentage of faculty meeting this threshold from 25% in fall 2018 to 50% by fall 2025.	
Quality of service: Increase the quality of service.	Eighty percent of clients responding to the client satisfaction survey will agree or strongly agree with the question relating to overall satisfaction of services provided, by spring 2022.	Percentage of clients responding to question #X on the clinic client satisfaction survey.	80% of clients will agree or strongly agree with question #X on client satisfaction survey by spring 2022.	
Other examples of faculty quality?	Other examples?			

Analysis of Faculty Quality, Viability, and Productivity

What are examples of program goals and objectives related to the productivity of faculty in the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
Productivity of teaching: Increase the percentage of faculty who are trained to teach online.	Increase the percentage of program faculty who successfully complete the University's Quality Matters training for teaching courses online by spring 2022.	Percentage of program faculty annually who complete Quality Matters training for online courses.	40% of program faculty will successfully complete the University's Quality Matters training for online courses by spring 2022.	
Productivity of scholarship: Increase external support for program.	Increase the percentage of external grant proposals submitted by program faculty by 2 percentage points by spring 2025.	Percentage of external grant proposals submitted each year by program faculty.	Increase the percentage of submitted grant proposals by 2 percentage points by spring 2025.	
Productivity of service: Increase the number of clients served.	Increase the number of clients served in the program's outreach center by 100 each year by spring 2022.	Number of clients served annually in the program's outreach center.	Increase clients served by 100 annually by spring 2022.	
Other examples of faculty productivity?	Other examples?			

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Teaching & Learning	Peer evaluations of teaching Chair evaluations of teaching Aggregated annual faculty evaluation results Aggregated results of faculty major reviews Aggregated SRIs Exit scores of students on national & state licensure and/or certification exams First-time pass rates Completer satisfaction Employer satisfaction Number of graduates who obtain employment in the field within 6 months of graduation	Curriculum map showing how the curriculum is sequenced to effect achievement of SLOs Currency of curriculum to disciplinary trends External accreditations	Completed professional development activities related to teaching effectiveness Time to degree for majors illustrating a course rotation schedule that allows students to complete the program in 4 years Retention and graduation rates showing that students progress through the program Attrition rates

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Scholarship & Creative Activity	Number and percentage of faculty publications in top-tier journals in the discipline (aggregated for all program faculty) Number and percentage of faculty publications in journals with low acceptance rates (aggregated for all program faculty) National/international awards/recognition (aggregated for all program faculty) Average citation rates (aggregated for all program faculty)	What is the value the faculty members' scholarship/creative activity brings to the program? (e.g., recruitment, niche, external funding, visibility...?)	Number and percentage of faculty publications by type (e.g., refereed/juried, ...) (aggregated for all program faculty) Number and percentage of performances/exhibitions (aggregated for all program faculty) Number and percentage of external grant submissions

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Service	Number and percentage of faculty serving in leadership positions on institutional committees and/or in professional organizations and committee/organization accomplishments that may be attributed to that leadership (aggregated for all program faculty) For professional programs, client satisfaction	What is the value the service brings to the program? (e.g., external funding, visibility...?) What is the need met through the service that might not otherwise be provided?	Number of clients served Size of audience

Break-Out Exercise #3

Curricular Alignment and Currency to the Discipline

- What are your *student learning objectives* and what are the findings?

- Use a curriculum map to demonstrate how the curriculum is sequenced to support attainment of student learning objectives.

- Consider discipline trends and how these may factor into your analysis.

- What changes to the curriculum have been made as a result of your findings?

- What do your curriculum findings tell you about the quality, productivity, and viability of the program?

Analysis of Program Viability

For the analysis of program viability, frame your discussion in terms of the program's goals and objectives related to program viability.

What are examples of program goals and objectives for the viability of the program?

Viability

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
The program will enhance its competitiveness with other comparable programs in the field.	The program will improve its selectivity rate by 5 percentage points over the next three years.	Number and percentage of applicants who are accepted into the program	Enhance selectivity rate by 5 percentage points over next three years.	
Other examples?	Other examples?			

Analysis of Program Viability

Viability	
	Student demand: number of majors and the percentage that number represents of all university same-degree level program enrollments
	Selectivity of program: acceptance rates (*e.g., are you accepting virtually all of your applicants?*)
	Market demand: placement rates within 6 months of graduation in a career in field
	Total number of student credit hours compared to departmental total and college total
	Student-faculty ratio and how that compares to University and college ratio

Break-Out Exercise #4

Analysis of Program Productivity

For the analysis of program productivity, frame your discussion in terms of the program's goals and objectives related to program productivity.

What are examples of program goals and objectives for the productivity of the program?

Productivity

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
Increase program enrollment.	The program will improve its conversion rate of accepted to enrolled by 5 percentage points over the next three years.	Percentage of students accepted into the program who actually enroll	Increase percentage of applicants converted to matriculated students by 5 percentage points over the next three years.	
Other examples?	Other examples?			

Analysis of Program Productivity

Productivity	
	4-year, 5-year, and 6-year graduation rates compared to the 4-year, 5-year, and 6-year graduation rates of the University, college, and department as a whole
	Contributions of graduates (alumni) of the academic program
	Retention rates compared to University, college, department rates
	Enrollment (majors) numbers and percentage that number represents of the total University enrollment (for same degree level) and college enrollment for (same degree level)
	Student credit hours produced through service courses offered by the program

Break-Out Exercise #5
GOAL SETTING (OBJECTIVES/MEASURES) – PROGRAM PRODUCTIVITY

Break-Out Exercise #6

DEVELOPING PROGRAM PEER/ASPIRATIONAL PEER PROGRAMS

Contextual Closing Narrative

- Provides a summary of the conclusions reached as a consequence of having undertaken the *analysis* required in writing the self-study document.

- Be sure to include a determination of whether the program:
  ### Meets Expectations

  1. Program is critical to the institutional mission and will be retained; OR
  2. Program is critical to the institutional mission and is in a growing or a high demand field and thus will be enhanced.

  ### Does Not Meet Expectations

  1. Program will be placed on monitoring; OR
  2. Program will undergo substantive curricular revisions; OR
  3. Program will be deactivated; OR
  4. Program will be voluntarily terminated; OR
  5. Other (identify)

Comments on Academic Program Review Process

Levels of Review

- Comprehensive Program Review begins at the program level. After gathering the data, program faculty should meet to discuss what the data reveal about the quality, productivity, and viability of their program and what new efforts are needed to move the program in the desired direction.

- Following these conversations, an editor is assigned to write the narrative sections of the Comprehensive Program Review template, keeping in mind that the document will be read at multiple levels and by individuals not familiar with the discipline.

- The final document is presented and discussed to the full departmental faculty – especially if the program is one of many in the department.

- After review by the departmental faculty, the document is reviewed by the department chair who writes a separate assessment of the program.

Levels of Review (cont.)

- The template along with the department chair's assessment is conveyed to the dean, or his/her designee, for review. The dean, or his/her designee, also writes a separate assessment of the program. *Note*: **the dean's level is the last level at which assessment of quality, productivity, and viability is based on the actual program versus the program's report.**

- The template along with the department chair's and the dean's assessments are forwarded to the Provost's Office electronically (no later than February 1st).

- Beginning at the university-level of review, all further assessments are made on the quality of the program review report as opposed to the actual program, based upon the completed template – the rationale being that the reviewers are not familiar with the actual program and therefore are relying entirely upon the program's report. **A well-documented and well-written report will generally mean that the program's assessment accurately reflects the reality of the program.**

Levels of Review (cont.)

- The Undergraduate and Graduate Committees convey their findings to the Provost's Office through the completion of the evaluative rubric in Chalk and Wire (April meetings).

- Through the minutes of the Undergraduate and Graduate Committees, results are also conveyed to Faculty Senate for endorsement (at their May meeting).

- Faculty Senate endorsements are reviewed by the Provost and then the President, which constitutes the final level of institutional review and approval.

- The Provost's Office communicates the results of the university-level review back to the programs through the department chair, copying the dean's office.

- Results are also communicated to the University System of Georgia to comply with Board of Regents policy.

Timeline

- Programs should begin the review process as early in the fall semester as possible.

- The completed template along with the department chair's and dean's separate assessments must be sent to the Provost's Office electronically no later than February 1, 2020.

- The Undergraduate and Graduate Committees will finalize their review at their April meetings, using the evaluative rubric in Chalk and Wire.

- Feedback based upon these committees' review will be communicated back to the programs shortly thereafter and forwarded to the University System Office.

- Programs that score below expectations on the evaluative rubric will be asked to submit a revised report by August 1, 2020 to the Provost's Office.

C. Final Recommendations for Definitions of Majors/Minors/Concentrations

Dr. Delena Bell Gatch worked with Ms. Candace Griffith, Dr. Amy Potter, Mr. Chris Cartright, Ms. Donna Mullenax and Ms. Barbara King to review the manuals from the Board of Regents, the current Georgia Southern catalog as well as the pre-consolidation Statesboro catalog. This group provided their recommendations to the Undergraduate Committee in hopes of approval. The next step is to take these recommendations to the Graduate Committee as well. The definition of the major and the definition of the minor are directly from the Board of Regents that comes from the University System of Georgia Academic and Student Affairs Handbook. This subcommittee would like these definitions to be included in the Undergraduate catalog under Academic Resources- Requirements for All Degrees- where the current section titled "Definition of a Major" is located. Dr. Joanne Chopak-Foss moved to add an asterisk to the first mention of upper division in the major paragraph, remove the parenthesis and put the explanation of what the asterisk is at the end of the document before moving this item to the Graduate Committee.

Dr. Joanne Chopak-Foss made a motion to accept the minor change in terms of how we will display the 3000 level and above coursework before moving this item forward to the Graduate Committee. A second was made by Dr. Barbara Hendry and the motion to accept the minor change in terms of how we will display the 3000 level and above coursework before moving this item forward to the Graduate Committee was passed.

Recommendations for Definitions of Majors / Minors / Concentrations from UG to GC

Major

A baccalaureate degree must contain at least 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). A baccalaureate degree program must require at least 21 credit hours of upper

division[*] courses in the major field and at least 39 semester hours of upper division work overall.

Emphasis

An emphasis within a degree program must contain between 9 and 17 semester hours of coursework with a minimum of ⅔ of the credit hours at the upper division[*] level.

Concentrations

A concentration within a degree program must contain at least 18 hours of semester hours of coursework with a minimum of ⅔ of the credit hours at the upper division[*] level.

Minor

A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper division[*] courses. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor.

Stand-Alone Concentration

A stand-alone concentration must contain 18 or more semester hours of coursework with at least ⅔ of the credit hours at the upper division[*] level..

Certificates

9-59 hours, no degree needed

[*]Upper division is defined as 3000 level or above courses.

D. College of Science and Mathematics

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

Department of Chemistry & Biochemistry

Revised Course(s):

BCHM 2910: Introduction to Biochemical Research

JUSTIFICATION:

Students need to have finished CHEM 1212K (not concurrent) and also truly need to earn a "C" or better prior to taking BCHM 2910 in order to have a fundamental understanding of general chemistry principles and how they apply to biochemistry. Additionally, these prerequisites directly align with CHEM 2900 (the analogous CHEM version of this course for BA/BS chemistry majors).

BCHM 3310: Bioinorganic Chemistry

JUSTIFICATION:

ACS certification of the biochemistry majors requires BCHM 3310 with a laboratory component. Students will need CHEM 2100 in order to have obtained the appropriate laboratory skill needed for success in BCHM 3310. Additionally, these prerequisites directly align with well-established CHEM 3300 course.

CHEM 5110: Environmental Chemistry

JUSTIFICATION:

CHEM 3402 is not a prerequisite for this course. Student only need CHEM 3401 and CHEM

2100.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Biology
Revised Course(s):
BIOL 2081: Human Anatomy and Physiology I
JUSTIFICATION:
These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

BIOL 2081L: Human Anatomy and Physiology I Laboratory
JUSTIFICATION:
These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

BIOL 2082: Human Anatomy and Physiology II
JUSTIFICATION:
These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

BIOL 2082L: Human Anatomy and Physiology II Laboratory
JUSTIFICATION:
These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.
Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Biology. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Addendum:
Dr. Koehler requested an addendum to the agenda to include updating the minimum prerequisite from a "D" to a "C" for upper division courses referencing BIOL 3131, BIOL 3133 and BIOL 3134. The following courses will have their minimum grade of "D" changed to a "C" for BIOL 3131, 3133 and 3134.

Consolidation Fix of Upper-Division BIOL Prerequisites

During Consolidation, it was the decision of the faculty in the Department of Biology to require that all of their 4000-level and 5000-level BIOL courses increase their minimum required grades in BIOL 3131, 3133, and 3134 from a "D" to a "C" in order to serve as a prerequisite to higher-level BIOL courses.
-- which was listed in the Course Descriptions for these three prerequisite courses and on the catalog requirements for the BA and BS Biology programs.

This was overlooked (since it had not been entered individually into every upper-division course) but has been handled through COSM Advisors, who were aware of the original intent of the Biology Department they advise for. To correct this in BANNER, the courses

below will have their minimum grade of "D" changed to a "C" for BIOL 3131, 3133, and 3134.

Note: some courses below may have additional prerequisite requirements, and those additional requirements will remain as they are currently listed (only the "C" in BIOL 3131, 3133, and 3134 will be updated).

BIOL 4130 Genetics
BIOL 4150 Horticulture
BIOL 4230 Introduction to Immunology
BIOL 4240 Biology of Microorganisms
BIOL 4310 Applied Microbiology
BIOL 4320 Environmental Microbiology
BIOL 4450 Human Embryology
BIOL 4470 Sea Turtle Biology
BIOL 4520 Medical Microbiology
BIOL 4530 Natural History of the Vertebrates
BIOL 4532 Evolution
BIOL 4535 Vertebrate Zoology
BIOL 4540 Principles of Ecology
BIOL 4541 Invertebrate Zoology
BIOL 4550 Biology of Marine Organisms
BIOL 4620 Undergraduate Seminar
BIOL 4635 Biological Basis of Animal Behavior
BIOL 4730 Internship in Biology
BIOL 4890 Research
BIOL 4895 Honors Research
BIOL 4999 Honors Thesis
BIOL 5099 Selected Topics/Biology
BIOL 5100 Cell and Molecular Biology Lab
BIOL 5110 Sensory Physiology
BIOL 5120 Reproductive Biology
BIOL 5131 Cell Biology
BIOL 5132 Molecular Genetics
BIOL 5141 Forensic Biology
BIOL 5142 Molecular Biotechniques
BIOL 5148 Human Genetics
BIOL 5150 Cancer Biology
BIOL 5160 Plant Physiology
BIOL 5200 Mammalian Physiology
BIOL 5230 Comparative Animal Physiology
BIOL 5237 Physiological Ecology
BIOL 5239 Neurobiology
BIOL 5240 Histology
BIOL 5241 Comparative Vertebrate Anatomy
BIOL 5242 Developmental Biology
BIOL 5243 Toxicology
BIOL 5246 Human Pathophysiology

BIOL 5247 Endocrinology
BIOL 5248 Immunology
BIOL 5250 Limnology
BIOL 5260 Invasive Species
BIOL 5333 Emerging Diseases
BIOL 5340 Plant Pathology
BIOL 5341 Parasitology
BIOL 5343 Medical-Veterinary Entomology
BIOL 5345 Systematic Biology
BIOL 5346 Agroecology
BIOL 5347 Fisheries Biology
BIOL 5400 Barrier Island Ecology
BIOL 5431 Virology
BIOL 5432 Deep Sea Environments
BIOL 5441 Mycology
BIOL 5442 Entomology
BIOL 5443 Plant Taxonomy
BIOL 5444 Ichthyology
BIOL 5445 Herpetology
BIOL 5446 Ornithology
BIOL 5448 Mammalogy
BIOL 5460 Phycology
BIOL 5470 Marine Pollution
BIOL 5500 Bioinformatics and Biotechnology
BIOL 5520 Epigenetics
BIOL 5530 Wildlife Management
BIOL 5534 Conservation Biology
BIOL 5537 Biogeography
BIOL 5541 Tropical Marine Biology
BIOL 5542 Aquatic Ecology
BIOL 5543 Biological Field Experience
BIOL 5546 Plant Ecology
BIOL 5547 Marine Ecology
BIOL 5570 Stream Ecology
BIOL 5644 Insect Ecology
BIOL 5645 Behavioral Ecology

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) and changes to BIOL 3131, BIOL 3133 and BIOL 3134 submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) and changes to BIOL 3131, BIOL 3133 and BIOL 3134 was passed.

Department of Physics & Astronomy
New Course(s):
PHYS 1210: Survey of Physics
JUSTIFICATION:
The main goal of PHYS 1201 is to engage the physics majors in the physics topics early (in their first semester), cultivate their interest in physics, introduces to the faculty members research, strengthen their math skills and introduce them to the programming.

PHYS 3630: Undergraduate Seminar
JUSTIFICATION:
The main goal of PHYS 3630 is to broaden the knowledge of physics majors to the expected levels, expose them to a variety of topics, and stimulate their involvement in undergraduate research.
Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

Revised Course(s):
PHYS 4421: Advanced Physics Lab I
JUSTIFICATION:
The prerequisite was changed from PHYS 2212 to PHYS 3536 to ensure that students are more prepared for PHYS4421 course.
Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):
BA-PHYS: Physics B.A.
JUSTIFICATION:
The revision to existing program intend to improve the program, introduce the emphasis and include the two new courses PHYS 1210 and PHYS 3630.
This program will be offered on the following campuses: Statesboro, Armstrong.
This program will not be offered on the following campus: Liberty.
Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Dean, Science & Mathematics
New Course(s):
SUST 3500: Sustainability Research Methods
JUSTIFICATION:
This course is needed as part of the new B.S. in Sustainability degree program.

SUST 4900: Sustainability Research
JUSTIFICATION:
This course is needed as part of the new B.S. in Sustainability Science. A written abstract and an oral presentation of the results by the student must be presented at the end of the semester.
Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Dean, Science & Mathematics. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

New Program(s):
: Sustainability Science B.S.
JUSTIFICATION:

This proposal is part of a new BS, MS, PhD initiative to address the growing statewide demand for professions trained in interdisciplinary STEM fields; produce graduates who are qualified to manage and protect the natural resources that fuel Georgia's industrial, agricultural and business economies; and support the institution's focus on environmental sustainability.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Dean, Science & Mathematics. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

E. **Parker College of Business**

   Dr. Jun Liu presented the agenda items for the Parker College of Business.

   Department of Enterprise Systems & Analytics
   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: Advanced Business 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.

   Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Department of Enterprise System & Analytics. A second was made by Dr. Joanne Chopak-Foss and the motion to approve the revised courses(s) was passed.

   New Course(s):
   CISM 4530: Big Data Tools and Techniques
   JUSTIFICATION:
   Part of the revision of the BBA/IS curriculum, Big Data tools supports the analytics emphasis area.

   Mr. Chris Cartright made a motion to approve the new courses(s) submitted by the Department of Enterprise System & Analytics. A second was made by Dr. Joanne Chopak-Foss and the motion to approve the new course(s) was passed.

   Revised Program(s):
   BBA-INFOBI: Information Systems B.B.A. (Emphasis in Business Analytics)
   JUSTIFICATION:
   Revision of program for new BBA/IS Business Analytics Emphasis. The restructuring of this program is intended to meet the needs of employers seeking to hire analytics professionals at the BBA level.
   This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.
   The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics Emphases.
   The following courses were deleted:

CISM 2030 - taken in area Specific Requirements beyond Area A-F

CISM 3134 - Enterprise Infrastructure and Security - Industry indicates this course is not necessary for Business Analytics professionals.

CISM 3135 - Enterprise Systems Analysis and Design - This course is appropriate for systems analysts but not for business analytics professionals

CISM 4135 - General Project Management - This course is a general project management course, a specific course was needed to be tailored to analytics professionals

CISM 4237 - Business Intelligence. This course has been superseded by the BUSA 4133/4134/4135 course sequence

CISM 4239 - Advanced. Business Analytics using SAP HANA. This course has been superseded by the BUSA 4133/4134/4135 course sequence

The following courses were added:

CISM 4137- Project Management for Analytics - A new course going through the approval process. Specialized project management course for Analytics professionals

The following 2 course sequence provides the knowledge of predictive and prescriptive analytical analysis.

BUSA 4133 - Predictive Analytics

BUSA 4134 - Advanced Decision Theory

CISM 4530 - Big Data Tools and Techniques -A new course going through the approval process. Covers the techniques to handle big data analysis.

BBA-INFOERPS: Information Systems B.B.A. (Emphasis in Enterprise Systems)
JUSTIFICATION:

This is a modification to reflect and change in content of the program.

This program will be offered on the following campus(es): Statesboro This program will not be offered on the following campus(es): Armstrong and Liberty.

The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics emphases.

The following courses were removed as electives:

CISM 4336 - ERP and Enterprise Performance - No longer offered

CISM 4435 - ERP WEb Portal Customization and Collaboration using SAP NetWeaver - No longer offered

CISM 4436 - SAP TERP10 Review - No longer offered

CISM 4790 - Internship in Information Systems

The following course was added as a requirement

BUSA 4133 - Predictive Analytics - All students require some knowledge of Business Analytics

The following courses were added as electives:

CISM 4138 - Agile Software Development - This is a new course going through the approval process. Industry is increasingly adopting agile methodologies. This course will prepare students to work in that environment

CISM 4239 - Advanced Business Analytics with SAP HANA - A second analytics course based on SAP HANA

Mr. Chris Cartright made a motion to roll back the revised program(s) submitted by the Department of Enterprise System & Analytics so they may clean up the program page and identify which courses are required to obtain each emphasis. A second was made by Dr. Joanne Chopak-Foss and the motion to roll back the revised program(s) was passed.

Department of Economics

Revised Program(s):

232A: Economics Minor

JUSTIFICATION:

Editing the course hours from 3 to 0-3 for ECON 2105 as this course does not count in the minor if it is taken to meet a core requirement (per registrar's request).

The Program will be offered on the following campuses: Statesboro and Armstrong .The program will not be offered on the following campus: Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Economics. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Finance

Revised Course(s):

FINC 4170: Financial Derivatives

JUSTIFICATION:

The course covers advanced topics in finance and, as such, basic finance knowledge, terminology, and skills acquired in FINC 3131 (Principles of Corporate Finance) will be necessary for student success.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

BBA-FINC: Finance B.B.A.

JUSTIFICATION:

Data Correction: Parker College of Business.

FINC 4170 - Financial Derivatives is a course that originated on the Armstrong campus and was folded into the finance curriculum during the consolidation process. As such, it is being added as a possible finance elective.

FINC 4536 - Financial Certifications is a new (proposed) course currently in the process of obtaining approval. It has been taught for the past two semesters as a Special Topics course and is intended to be offered as a Finance elective and also as part of the FinTech Certification program. This broadens the curriculum for finance majors and teaches important practical skills using financial data computer software.

The Georgia FinTech Academy is a collaboration between Georgia's financial technology industry and the 26 public institutions of the USG. It has developed five online courses (prefix FTA) which are available for credit to students enrolled within the USG. The proposed change will allow finance students at GSU to use up to 3 credit hours of FTA courses to count as major elective credits. The purpose is to expand curriculum offerings to GSU students to include a variety of financial technology courses while also encouraging them to pursue the FinTech certification.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

New Course(s):
FINC 4536: Financial Certifications
JUSTIFICATION:
This course has been taught as a Special Topics course (FINC 4830) for two semesters. It will now be offered on a regular basis as an elective for both the BBA Finance program and the Financial Technology (FinTech) Certification program. This broadens the curriculum for finance majors while encouraging students to pursue certifications in the use of financial data computer software.
Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

School of Accountancy
Course Inactivation:
ACCT 3530: Tax Aspects of Business Decisions
JUSTIFICATION:
This course was created as an elective course for Management majors. It has not been taught for over 10 years, and it is no longer included in elective list for Management majors.
Dr. Joanne Chopak-Foss made a motion to approve the inactivated course(s) submitted by the School of Accountancy. A second was made by Dr. Barbara Hendry and the motion to approve the inactivated course(s) was passed.

Department of Management
Revised Program(s):
247N: 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.
The program will be offered on the following campus: Statesboro. The program will not be offered on the following campuses: Armstrong and Liberty.
Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Management. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

New Program(s):
: Interdisciplinary Certificate in Hospitality and Tourism Management
JUSTIFICATION:
The Interdisciplinary Certificate in Hospitality and Tourism Management at Georgia Southern University focuses on the knowledge and skills that students will need for careers in private, governmental, and not-for-profit organizations in the Hospitality and Tourism industries. Students will receive a solid, applied educational experience, and will exit the program with a realistic overview of Hospitality and Tourism and their potential careers in those areas. Universities that enable undergraduate students to gain comparable levels of industry knowledge from the managerial perspective are few and far between. This means that Georgia Southern's Interdisciplinary Certificate in Hospitality and Tourism

Management will provide tangible value to our students, and given them an advantage when applying for jobs post-graduation.

The program will be offered on the following campus: Statesboro. The program will not be offered on the following campuses: Armstrong and Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Management. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

F. College of Engineering and Computing

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

Department of Information Technology

Revised Course(s):

IT 1430: Web Page Development

JUSTIFICATION:

Fixing "out of sync" error in CIM. Adding course outcomes as requested.

IT 3132: Web Programming

JUSTIFICATION:

Added alternative programming prerequisite. Added course outcomes.

IT 3233: Database Design and Implementation

JUSTIFICATION:

Added Computer Science programming course as an alternative prerequisite. Added course outcomes.

IT 3432: Analytics Programming

JUSTIFICATION:

Course title changed to better reflect the level of material covered. Added course outcomes. Added alternative programming prerequisite.

IT 4130: IT Issues and Management

JUSTIFICATION:

Typo in course title. Added course outcomes as requested.

IT 4137: Data Science and Big Data Analytics Capstone Project

JUSTIFICATION:

Added course outcomes. Removed OSCM 3430 as a prerequisite because it is no longer required for this class.

IT 5235: Advanced Web Interfaces

JUSTIFICATION:

Added alternative programming prerequisite
Added course outcomes.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Information Technology. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Manufacturing Engineering
Revised Course(s):
MFGE 3131: Design for Manufacturability, Assembly, Sustainability
JUSTIFICATION:
MFGE 2421 can be taken earlier or in the same semester with MFGE 3131. MFGE 2142 is the prerequisite of MFGE 2421. So it is unnecessary to be listed as the prerequisite of MFGE 3131.
MFGE 3421: Industrial Controls and Networking Studio
JUSTIFICATION:
MFGE 2534 is removed from the prerequisite list. It is not required to be the prerequisite of MFGE 3421.

MFGE 4614: Senior Seminar: Professional Skills and Leadership
JUSTIFICATION:
Change to variable credit 0,1 and change the seminar contact hours from 2 to 0,2 to enable more flexible scheduling options.
Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Manufacturing Engineering. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

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

Department of Curriculum Foundations & Reading
New Course(s):
EDUF 5201: Understanding the Context of Urban Education
JUSTIFICATION:
This is the first of three courses that comprise the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

EDUF 5202: Culturally Relevant Curriculum and Pedagogy in Urban Schools
JUSTIFICATION:
This is the second required course in the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

EDUF 5203: The City as Curriculum: Partnerships and Community Engagement in Urban Schools
JUSTIFICATION:
This is the third of three required courses for the Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.
Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Curriculum Foundations & Reading. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

New Program(s):
: Urban Education Undergraduate Endorsement
JUSTIFICATION:
This program was designed to meet the educational needs of growing numbers of individuals seeking an Urban Education endorsement. It was based on GaPSC/ InTASC standards for the Urban Education endorsement for implementation in Fall 2020. This program will be offered online.
Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Curriculum Foundations & Reading. A second was made by Dr. Barbara Hendry and the motion to approve the new program (s) was passed.

H. Waters College of Health Professions
Dr. Christopher Barnhill presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology
New Program(s):
:Health Informatics Minor
JUSTIFICATION:
This minor existed prior to the consolidation. However, it was not moved over into the new catalog. This request is simply to reinstate the existing program per request of students. This minor addresses the need to offer health informatics education to students in complimentary majors.
Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department Health Sciences and Kinesiology. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

Revised Program(s):
041A: Exercise Science Minor
JUSTIFICATION:
The Exercise Science Minor currently includes two emphasis areas. The first is the Exercise Behavior Emphasis and the second is the Coaching Behavior Emphasis. The Coaching Behavior emphasis (i.e., minor) was initially listed as part the Exercise Science Minor because the conventional wisdom had been that a minor had to be linked to a major (i.e., Exercise Science). Coaching and exercise science are actually two very different types of programs, and the problem is that the current arrangement prevents Exercise Science majors from completing the Coaching minor. Therefore, we would like to remove the Coaching Behavior Emphasis from the Exercise Science Minor and have it be a stand alone minor that Exercise Science majors can complete. This program will continue to be offered on the Statesboro campus, and we would like to offer it on the Armstrong campus (which does not have Exercise Science).
Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department Health Sciences and Kinesiology. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

School of Nursing
Revised Program(s)
BSN-NURS: Nursing B.S.N.

JUSTIFICATION:
Current policies updated in The Undergraduate Student Handbook reflected here.
This program will be offered at the following campus(es): Statesboro and Armstrong.
This program will not be offered at the following campus(es): Liberty.
Description of requirements for graduating from the University Honors Program in nursing is being added to the program page.
Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the School of Nursing. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

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

Department of Communication Arts
Revised Course(s):
COMM 3030: Selected Topics In Communication Arts
JUSTIFICATION:
1. Adding "Asyncronous Instruction" option for schedule type to allow possible on-line offerings in the future.
2. Changing to variable credit hours to allow for align offered credit hours to align more equitably with the coursework, to allow greater flexibility for offering professional practitioner & guest artist for-credit workshops, which will also align with student degree programs, and to allow the ability to offer very focused work within students interests in varied Communication programs.

COMS 4791: Communication Studies Internship
JUSTIFICATION:
Addition of 24 hours of upper division COMS coursework to the course description clarifies that the Internship course should only be taken by "a student trained in communication studies." The Internship course should not be taken prior to completing the bulk of the COMS coursework required for the major; to effectively and appropriately complete an internship, a student should be near the completion of the course requirements for the major.

MMFP 4432: Senior Project
JUSTIFICATION:
The previous prerequisite for this course, MMFP 4431 Senior Project I - as part of a two-semester sequence, is being changed to a junior level course with a new course number. There will no longer be a two-semester sequence.
Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Communication Arts. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):
BS-MMFP: Multimedia Film and Production B.S.
JUSTIFICATION:
MMFP 3533 –(Narrative Film Production) – Changed the number from a junior level, 3533, to a senior level, MMFP 4233, number. Added MMFP 3532 – Producing and Production

Management, (formerly MMFP 4431 Senior Project I), as a Prerequisite.

MMFP 4135 – (Lighting and Cinematography) Changed the number from a senior level, 4135, to a junior level, MMFP 3335, as this course prepares students for senior level production courses.

MMFP 4337 – (Digital Media Post Production) – Changed the number from a senior level, 4337, to a junior level, MMFP 3437, as this course prepares students for senior level production courses.

MMFP 4431 – (Senior Project I) – Changed the name, Senior Project I, and number, 4431, of this course to Producing and Project Management, MMFP 3532. Assessment indicates that this course, as it is a planning course, would better serve students in other senior courses, such as Narrative and Documentary, if the course is taken earlier in the student's academic career.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty.

BS-PRCA: Public Relations B.S.
JUSTIFICATION:

1. In Area F, we previously listed the incorrect course number for Stagecraft. We listed THEA 2333. This corrects that mistake to list THEA 2332 Stagecraft.

2. MMJ 3332 Feature Writing is being replaced with MMJ 4336 Digital Journalism as an option for the Media Elective course. MMJ 3332 is being moved to the Related Area Course electives detailed in the next point.

3. Marketing changed the pre-requisite for MKTG 3131 in the 2019 catalog. The pre-requisite was changed from ECON 2105 (which was in the Core) to ECON 2106. Thus, for PRCA majors to now take MKTG 3131, they must also take ECON 2106 as a general elective. The Related Courses area for the PRCA major requirements is thus being amended to offer PRCA majors another alternative. They may take MKTG 3131 and MKTG 3132 as previously required (and take ECON 2106 as a general elective) or they may take Option B which consists of MMJ 3332 Feature Writing and a second MMJ 3000+ level writing course as approved by the advisor.

4. In the "Other Program Information" section we have added language about double majoring or minoring in the related course/program area of Multimedia Journalism, that directs students to consult with the advisor to ensure no double-dipping of program course requirements.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong or Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs (s) submitted by the Department of Communication Arts. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of History
New Course(s):
HIST 2400: The American Military Experience
JUSTIFICATION:

2000-level courses are less demanding than 3000-5000-level courses. As a 2000-level course, the material, assessments, and overall student expectations are consistent with any history offering for non-history majors.

Meets demand for ROTC military history requirement – cadets do not need a course for history majors;

Popularity of military history as a recruiting for history majors – this course offers an introduction to the subject and discipline.

Mr. S. Norton Pease requested to table HIST 2400 and revisit this new course during the February 2020 meeting.

Revised Course(s):
HIST 3536: Modern Russia
JUSTIFICATION:
The change will allow the course to be taught to reflect the continuities in modern Russian history -- Russia/Soviet Union/Russia as a major military power that grapples with the modernization of its political, economic, and social structures.

HIST 5210: Advanced Topics in Public History
JUSTIFICATION:
Crosslisting will make it easier for faculty to teach capstone courses in the Digital Humanities and for students to fulfill the final requirement for the minor. The original course that the capstone was modeled on was the 5000 level digital history course. Introduction to Public History is also required for the minor and the advanced public history course involves digital projects and continues the public history theme.

HIST 5260: History in the Digital Age
JUSTIFICATION:
Crosslisting will make it easier for faculty to teach capstone courses in the Digital Humanities and for students to fulfill the final requirement for the minor. The original course that the capstone was modeled on was the 5000 level digital history course. Introduction to Public History is also required for the minor and the advanced public history course involves digital projects and continues the public history theme.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of History. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Philosophy & Religious Studies
Revised Program(s):
BA-PHIL: Philosophy B.A.
JUSTIFICATION:
RELS 3138 is added as a possibility for an elective in the B.A. Philosophy major. The content of the course is sufficiently philosophical and it gives students an additional option to explore philosophical themes from Asia. The rest of the courses concern Western Philosophy and this broadens the diversity of curriculum that we offer.

This program will be offered on the following campus(es): Statesboro and Armstrong.
This program will not be offered on the following campus(es): Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs(s) submitted by the Department of Philosophy & Religious Studies. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Writing & Linguistics

Revised Course(s):

LING 2230: Introduction to Language

JUSTIFICATION:

This schedule change is requested so the department can make more linguistics courses available across all campuses. Faculty need the ability to offer this course online or hybrid to give students more opportunities to complete this course. Since this 2000-level course is meant to introduce students to linguistics and draw them to the Writing and Linguistics major, we'd like to be able to offer it in more formats to fit student needs.

WRIT 2350: Freelance Writing

JUSTIFICATION:

We request two changes to this course: a prerequisite change and a schedule type change. Prerequisite change: This course was adapted from a 3000-level Armstrong course during consolidation and the prerequisite was accidentally not revised to reflect the course's new lower division position, new department affiliation (Writing rather than Literature/English) and its place in the Area F curriculum for the Writing and Linguistics department. This oversight means that it is difficult for students within the writing and linguistics major to sign up for the course because the listed prerequisite is another option in Area F; this issue creates a course sequencing error. Changing the prerequisite to ENGL 1102 ensures students have the necessary writing skills to take the freelance course while staying within the Writing and Linguistics department. The ENGL 1102 prerequisite will also make this course's prerequisite similar to most other Writing and Linguistics courses.

Schedule type change: To offer this course to students on all three campuses, we need the ability to offer it as a hybrid and/or online course. By adding asynchronous as a possibility, we will be able to serve more students and strategically use our faculty expertise to serve all our campuses.

WRIT 3460: Travel and Tourism Writing

JUSTIFICATION:

Administrative change to correct data (including capitalization in title of class) and course schedule type as a result of consolidation.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

114A: Linguistics Interdisciplinary Minor

JUSTIFICATION:

The ENGL 5450 Chaucer class was meant to be included as an option among the 12 hours before consolidation. Through a simple oversight, it was not included. We just need to add ENGL 5450 as an option among the 12 hours, with the footnote indicating that class option this is for Armstrong only.

This program will be offered on the following campuses: Statesboro, Armstrong. This program will not be offered at the following campus: Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Center for Women & Gender Studies
Course Inactivation:
WGSS 5600: Sociology of Gender
JUSTIFICATION:
Dr. Joanne Chopak-Foss made a motion to approve the inactivated course(s) submitted by the Center for Women & Gender Studies. A second was made by Dr. Barbara Hendry and the motion to approve the inactivated course(s) was passed.

J. **Jiann-Ping Hsu College of Public Health**
Dr. Joanne Chopak-Foss presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Department of Public Health
Revised Program(s):
BSPH-PH/EH: 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.
Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus. This program will not be offered on the following campus(es): Armstrong campus and Liberty campus.

[BSPH-PH/GH: Public Health B.S.P.H. (Emphasis in Global Health)](#)
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.
Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus. This program will not be offered on the following campus(es): Armstrong campus and Liberty campus.

[BSPH-PH/HEP: 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 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.
Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus and Armstrong campus. This program will not be offered on the following campus(es): Liberty campus.
Dr. Chris Barnhill made a motion to approve the revised programs(s) submitted by the Department of Public Health. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

III.   OTHER BUSINESS

IV.   ADJOURNMENT

Mr. Smith introduced Tiffany Hedrick, new employee to the Registrar's Office. Mr. Smith also reminded everyone of the priority deadline for the February Undergraduate and Graduate Committee meetings, since registration begins on March 9th.

There being no further business to come before the committee, a Cartright/Hendry motion to adjourn the meeting at 5:04pm.