2-10-2021

Librarian's Report 2-10-2021

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Georgia Southern University Faculty Senate

Librarian’s Report

February 10, 2021

**Standing Committees:**

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Submitted respectfully by Barbara King, Faculty Senate Librarian, in preparation for the February 25, 2021 meeting of the Georgia Southern Faculty Senate.
I. CALL TO ORDER
Scott: Called meeting to order at 1:02 PM.

II. APPROVAL OF AGENDA
Scott: Call for approval of agenda.
Kelly: Approved
Rosemary: Seconded

III. CHAIR’S UPDATE & OLD BUSINESS
A. Inclusive Excellence Action Plan for Faculty Senate Sub-Committee Plans/Progress
   1. Faculty Senate Communications
   2. https://docs.google.com/document/d/1jsD6f3X4Qu0jtpxcZVGaL0W6e_ncQXNAXc3bZjrpIFo/edit?ts=5fd8efac
   3. Senators as Individuals
   4. Faculty Senate Structures & Procedures

   • Scott: Asked for subcommittees to update progress re: Inclusive Excellence Action Plan
   • Structures & Procedures Subcommittee: Haven’t met yet. Stephanie will email subcommittee to schedule working time.
• Communications Subcommittee: Working draft in progress (see: https://docs.google.com/document/d/1jsD6f3X4Qu0jtpxcZVGaL0W6e_ncQXNAXc3bZjrplFo)
• Individuals Committee: Working draft in progress (see: https://docs.google.com/document/d/1E69QT62tIp1mBGGcS9s4T-9D6sST5uJ_8GzFa6HyhAg/)
• Scott: Tasked with assembling the documents of the subcommittee and writing an executive summary.

B. Inclusive Excellence Action Plan for our Academic Standards Committee
   1. Statistical analyses of past and future appeals decision data (taking into account points down) on the basis of diversities and identities.
   2. Acknowledgment of and training regarding past our biases as shown by said statistical analysis.
   3. Work to make appeals subcommittees as diverse as possible given our membership.
   4. Survey students on academic probation regarding supports needed in this area.

• David: The committee should be able to track past and future appeals based on number of points down, appeal status, gender, race, ethnicity, etc.
• Christy: Proposed limiting access to gender, race, ethnicity information. Committee agreed.
• Scott: Confirmed Christy’s proposal - One member of each subcommittee can access EAB to prevent accidental viewing of student gender, race, ethnicity, etc.
• Scott: Will collaborate with David on statistical analysis of prior appeals.
• Stephanie: Proposed committee members completing module on bias (inside Building a Better U).
• Addie: Has completed bias training module as part of senate committee. Module is approximately 30 minutes long.
• Scott: Will send training module information to committee.

C. Future scheduling of Appeal Deadline & Pre-Semester Committee Meetings:
   1. Mondays (& Tuesdays?) @ 1pm the week before classes begin for Monday & Wednesday starts?
   2. OR: Wednesdays (& Thursdays?) @ 1pm the week before classes begin for Wednesday starts?

• Scott: Proposed meeting one week before class as to not impede student scheduling.
• Rosemary: Has had conflicts with college and/or departmental meetings in the past.

D. Tomorrow’s Scheduled Meeting: 5 January 2021 @ 1 PM – Will it be necessary?
   • Scott: Yes

IV. NEW BUSINESS
A. REVIEW OF APPEALS (possibly continued during tomorrow’s tentative meeting)

1. Terri Saylor introduces the new Academic Standing Appeal Dashboard interface (you must be signed into MyGS):

2. https://myforms.georgiasouthern.edu/h/?PageId=dc5b023d-04c7-11eb-b83b-005056938e87&RAF=null

3. Split into Review Sub-Committees
   o Split Pile of Appeals
   o Move to Zoom Breakout Rooms

4. Questions to Scott & Others

5. When finished, report to Scott

- Cassie: Introduced committee to overview and workflow of Academic Standing Appeal Dashboard.
  The “Stipulation(s)/Note(s) are not visible to the student.
  If you check “Restrict Hours” you will be prompted to add how many hours the student should be limited to. You will only be able to restrict hours if you are approving the form.
  If you check “Contact Provost Office” you will be promoted to add a note that will be automatically emailed to provost@georgiasouthern.edu. You can check this box if you are approving or denying the form.
  If you check “Contact Dean of Students” you will be promoted to add a note that will be automatically emailed to deanofstudents@georgiasouthern.edu. You can check this box if you are approving or denying the form.
  If the committee approves the form the student and their last academic advisor are notified.
  If the committee denies the form the student will be notified that the form was denied by the committee and that if they want to further appeal they must contact their dean. Their dean information is provided on the email.

- Jenna: FYI - Transfer coursework is in a separate section.

- Christy: Inquired if file name of documents uploaded by student can consist of nonidentifying information (e.g., Eagle ID). Jenna will try to clarify instructions to student and/or add examples.

- Scott: The committee has not historically had the ability to recommend a student taking a reduced number of hours.

- Wayne: Committee recommendations re: course load has been looked at in the past.

- Cassie: Committee should consider that student financial aid may be impacted by course load (full-time status is 12 credit hours).

- Chris: Deans may elect to limit credit hours to 12 but no lower than full-time status.

- Lisa: Asked for a refresher on points down. Scott provided an overview and ran through a document with various cases.

- Solomon: Does not believe committee should advise to limit course load – Dean’s may already make this decision. If the committee does decide to limit – a justification should be provided and tracked.
• Christy: The committee may want to contact Dean rather than committee deciding (this can be done in the optional notes/stipulations section).

COMMITTEE RECONVENED 5 JANUARY TO COMPLETE THE APPEALS THAT CAME IN OVERNIGHT

V. RESULTS OF REVIEW OF APPEALS

Total Number of Appeals Submitted to and Reviewed by Committee: 80

Appeals Denied by Committee: 62
Appeals Approved by Committee: 18 (22.5%)

Report from Terri Saylor, Registrar’s Office

<table>
<thead>
<tr>
<th>Academic Standing Appeals for January 4-5, 2021</th>
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<td>TALLY</td>
</tr>
</tbody>
</table>

**E1 Students**

| *E1 - Automatic (10 pts down or less or 2.0 or better for past two terms) | 32 | E1 - Approved by Dean | 24 |
| E1 - Approved by Committee | 18 | E1 - Denied by Dean | 38 |
| E1 - Denied by the Committee | 62 |                         |    |
| Total E1 Appeals | 112 | E1 - Approved by Provost | 0 |

*E1 - Auto - this number represents the number of students who submitted the appeal form*

**E2 Students**

| E2 - Automatic (10 pts down or less or 2.0 or better for past two terms) | 0 | E2 - Approved by Dean | 0 |
| E2 - Approved by Committee | 0 | E2 - Denied by Dean |    |
| E2 - Denied by Committee | 0 |                         |    |
| Total E2 Appeals | 0 | E2 - Approved by Provost | 0 |

Total Approved Appeals | 74

Grand Total Appeals | 112

VI. Adjournment
FACULTY DEVELOPMENT COMMITTEE
Meeting Minutes
January 19, 2021
Via Zoom 11:00am-12:35pm

Voting Members Present: Patsy Kraeger, Chair (CBSS), Diana Botnaru (WCHP), Kristen Dickens (COE), Lauren McMillan (LIB), Joanna Schreiber (CAH), Hongjun Su (COE), Rob Terry (CAH), Jian Zhang (JPHCOPH), Shijun Zheng (COSM)

Non-Voting Members Present: Deborah Walker (CTE)

Guests: Patricia Hendrix (CTE)

Absent: Mariana Saenz (PCOB)

I. CALL TO ORDER-
Dr. Patsy Kraeger called the meeting to order at 11:00am.

II. APPROVAL OF AGENDA
Dr. McMillan made a motion to approve Dr. Terry made a second, all in favor approved with one member absent. No objections; agenda was approved.

III. CHAIR’S UPDATE: No update.

IV. OLD BUSINESS
A. Georgia System Awards, CTE Director, Deborah Walker advised the group on the discussion that she and Dr. Patsy Kraeger had on 1-14-2021 with Dr. Helen Bland and Ms. Ava Purcell on the University Award committee.
   1. Other system awards are now on Dr. Bland and Ms. Purcell’s radar, and they will determine how to move forward.
   2. Review Results
      a. Discussion of what clarifying language to add for updating the instructions for nominees and rubrics.
      b. Discussion of establishing technical review procedures for future reviews.
      c. Teaching Excellence Award
         i. Dr. Kraeger made a motion to approve the Teaching Excellence Award scores as is. Dr. McMillan made a motion to approve Dr. Terry made a second. Discussion: Dr. Su made a comment about one item on the rubric. Dr. Botnaru made a motion to accept the scored review results for the Teaching Excellence Award, noting comments for adjustments to awards for an updated rubric. Dr.
McMillan made a motion to approve Dr. Terry made a second, all in favor approved with one member absent. The motion passed.

4. Academic Excellence Award
   a. Dr. Kraeger made a motion to accept the scored review results for Academic Excellence Award, noting comments about making adjustments/updated to future rubrics. Dr. McMillan made a motion to approve Dr. Terry made a second, all in favor approved with one member absent. The motion passed.
   b. The committee will provide feedback to applicants who were not identified as the award recipient.

5. Dr. Terry made a motion to have next year’s committee participate in a rubric norming session and film it in an effort to be transparent. Dr. McMillan made a second, all in favor approved with one member absent. The motion passed.

6. Dr. Kraeger made a motion to nominate the award recipient for the Teaching Excellence Award for the Felton Jenkins Jr. USG Award. Dr. McMillan made a motion to approve, Dr. Terry made a second, all in favor approved with one member absent. The motion passed.

B. Faculty Senate Inclusive Excellence Initiative and DEI Report
   1. Dr. Dickens will attend the 1/21 meeting as proxy for Dr. Kraeger. Dr. Terry and Dr. Schreiber will also be attending the FS IE Discussion Meeting on 1/22.
   2. Concerns noted about Martin Luther King, Jr. Day listed as one of the possible meeting times in the Doodle poll. Dr. Botnaru noted Dr. Holt had previously been notified of the issue.

C. FDC Fund Proposals
   1. Dr. Kraeger made a motion to accept the rubric with four levels of criterion on a three tiered likert scale for the review of FDC 2021 scoring awards. Dr. McMillan made a motion to approve Dr. Terry made a second, all in favor approved with one member absent. Motion passed.
   2. Discussion of timeline for opening awards, submission of nomination materials, and reviewing nominations.
      a. Add item to New Business for February meeting.

V. NEW BUSINESS
   No new business.

VI. OTHER:
   A. Dr. Kraeger made a motion that in the FDC’s advisory capacity we support the CTE in its current offerings to faculty for the remaining academic year 2020-2021 with no further dedicated faculty development training day this semester. Dr. McMillan made a motion to approve; Dr. Schrieber made a second. All in favor approved with three members absent (Dr. Terry and Dr. Zheng had to leave prior to the vote). The motion passed.
   B. For next meeting’s agenda:
      1. Discussion of how FDC can help support CTE staff as they reorganize after the departure of recent staff members.
VII. ANNOUNCEMENTS
Dr. Arpita Saha from Georgia Southern University (Chemistry) won the Felton Jenkins USG Award from last year.

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

There being no further business, the meeting was adjourned on 1-19-2021 at 12:35 p.m.

Minutes were approved on January 29, 2021 by electronic vote of Committee Members.

Voting Record:
Motion to approve by Dr. Lauren McMillan
Seconded by Dr. Robert Terry
All voting in favor: All
All opposed: None
Abstentions: None

Respectfully submitted,

Dr. Patsy Kraeger, Committee Chair
Dr. Kristen Dickens, Committee Scribe
FACULTY DEVELOPMENT COMMITTEE
SPECIAL MEETING ON INCLUSIVE EXCELLENCE PLAN
Meeting Minutes
February 4, 2020
Via Zoom 11:00am- 12:00pm

Voting Members Present: Patsy Kraeger , Chair (CBSS), Diana Botnaru (WCHP), Kristen Dickens (COE), Lauren McMillan (LIB), Joanna Schreiber (CAH), Rob Terry (CAH)

Non-Voting Members Present: Deborah Walker (CTE)

Guests:

Absent: Mariana Saenz (PCOB), Hongjun Su (COE), Jian Zhang (JPHCOPH), Shijun Zheng (COSM)

I. CALL TO ORDER
The special meeting was called to consider recommendations from the Faculty Development Committee to the Senate Executive Committee on the Inclusive Excellence Plan. The meeting order by Dr. Kraeger at 11:01 am.

II. APPROVAL OF AGENDA
Dr. Kraeger called for a motion to approve the Agenda. Dr. Terry made the motion. Dr. Schreiber seconded the motions. All members present affirmed the motion. Doctors Saenz, Zhang, Zheng, and Su did not vote as they were not present.

III. CHAIR’S UPDATE: No Update.

IV. NEW BUSINESS
Inclusive Excellence Plan and Recommendations on Strategy four were presented by Doctors Dickens, Schreiber and Terry. Details are in Appendix One below.
Discussion: members discussed adjusting language for clarity and conciseness . Vote to adopt the recommendations. A quorum was present for the vote. The motion to vote to adopt the recommendations was made by Dr. Terry. Dr. Kraeger seconded the motion. All voted in favor with four abstaining.

V. OTHER:
There was no other business
The committee would like to recognize and thank the DEI subcommittee, Dr. Dickens, Dr Schreiber and Dr. Terry for their time and efforts on the document to help promote diversity and inclusion.

VI. ADJOURNMENT.
There being no further business, the meeting was adjourned on 2-4-2020 at 11:44pm. There was no formal motion to adjourn.

Minutes were approved on February 9, 2021 by vote of Committee Members.

Vote Record Note:
Motion to approve by Dr. Dickens
Seconded by; Dr. Saenz
Voting in favor: Yes
Against: None
Abstentions: none

Respectfully submitted,
February 9, 2021
Patsy Kraeger, Committee Chair
Kristen Dickens, Committee Secretary

APPENDIX ONE: DEI SUBCOMMITTEE ADOPTED RECOMMENDATIONS - STRATEGY FOUR

<table>
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<tr>
<th>Action</th>
<th>Target Measure of Success</th>
<th>Lead personnel and titles</th>
<th>Financial and other resources that will be deployed for this task</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 2 - B.2 Establish employee resource groups focused on the interests of underrepresented faculty and staff. | Creation recommendation report of faculty resource groups through partnership with CTE, HR, DEI and other appropriate resources | CTE personnel and members of faculty development committee as well as representatives of other resources | CTE will need financial support and/or the addition of staff to support maintaining these resources | By end of Spring 2021: Identify continuing members of FDC to form subcommittee
By end of September 2021: Call for volunteers issued in partnership with CTE to form resource groups
By end of fall                                                              |
| 2 - B.3 | Conduct 'stay interviews' with underrepresented faculty to identify engagement influencers, stay factors, and exit triggers. Use the findings in concern with exit data and the higher education literature to prioritize and address 'push and pull' factors affecting retention. | FDC will collaborate with CTE, HR and appropriate teams to create protocol and questions for faculty stay interviews. Collaborate with CTE, HR and other offices that conduct interviews to prepare a report on results. | CTE personnel and members of faculty development committee as well as representatives of other resources | By end of spring 2021: Identify continuing FDC members to work with CTE to develop protocol in Fall 2021. Unknown time for completion of interviews depending on resources allocated. |
| 2 - B.4 | Develop key metrics to assess faculty retention, turnover, and advancement across all regular faculty tracks; share metrics, profiles, and trends with colleges on an annual basis. | Beyond the scope of the FDC's mission. | N/A | N/A | N/A |
| 2 - B.5 | Enhance retention of historically underrepresented tenured faculty by conducting focus groups to reflect on factors that enhance their | FDC may contribute findings from 2 B.3; however, the ultimate application will depend on the office of DEI. | N/A | N/A | N/A |
experiences of inclusion and productivity, as well as those that hinder their achievements. Implement suggested strategies to enhance their departmental, campus, and community experiences.

| 2 - B.6 | Establish professional mentoring programs that acclimate staff to their departments, divisions, and the institution while providing appropriate professional development and growth opportunities. | Develop recommendations for the formation of college-based mentor groups through partnership with CTE and with existing college-based faculty DEI committees and other appropriate resources. | CTE personnel and members of faculty development committee as well as representatives of other resources. | By end of Spring 2021: Identify continuing members of FDC to form subcommittee. By end of September 2021: Call for volunteers issued in partnership with CTE to identify mentor pools by college. By end of fall 2021: Deliver recommendation report. |
| 2 - B.7 | Establish professional mentoring programs that acclimate staff **(check this)** to their departments, divisions, and the institution, and provide tutelage. | Develop recommendations for the formation of college-based mentor groups through partnership with CTE and with existing college-based faculty DEI committees and other appropriate resources. | CTE will need financial support and/or the addition of staff to support maintaining these resources. | By end of Spring 2021: Identify continuing members of FDC to form subcommittee. By end of September 2021: Call for volunteers issued in partnership with CTE to identify mentor pools by college. By end of fall 2021: Deliver recommendation report. |
for conducting research and making appropriate progress toward tenure and promotion.

<table>
<thead>
<tr>
<th>2 - C.7 Develop a Comprehensive Strategic Diversity Recruitment and Retention Plan</th>
<th>Beyond the scope of the FDC</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - C.8 Require annual training for enrollment management staff and all others involved in the recruitment process on how to recruit and retain students from diverse populations.</td>
<td>Not applicable to faculty development (we do not train/develop staff members)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4 - A.1 Develop Inclusive Excellence training for all students, faculty, and staff to be completed on an annual basis.</td>
<td>Collaboration with DEI, CTE, and with third-party groups (Western States Center and Southern Poverty Law Center, for example) and other appropriate resources.</td>
<td>CTE personnel, DEI personnel, and members of faculty development committee as well as representatives of other resources.</td>
<td>CTE and DEI will need financial support and/or the addition of staff to support maintaining these resources. Course releases may be necessary for faculty to contribute.</td>
</tr>
<tr>
<td>4 - A.2</td>
<td>Develop a university-wide system to track and assess Inclusive Excellence related training.</td>
<td>Beyond the scope of the FDC.</td>
<td>N/A</td>
</tr>
<tr>
<td>4 - A.3</td>
<td>Support all functional areas by equipping the staff to discuss implicit bias with students and their colleagues.</td>
<td>As a result of efforts in 4 -A.1, materials will be developed and shared with CTE, DEI, and other organizations. FDC, however, will not organize training events.</td>
<td>No FDC personnel beyond those involved in 4 A-1.</td>
</tr>
<tr>
<td>4 - A.4</td>
<td>Investigate and explore the capacity needed to ensure that all faculty members have training on inclusive classroom skills.</td>
<td>As a result of efforts in 4 -A.1, materials will be developed and shared with CTE, DEI, and other organizations. FDC, however, will not organize training events.</td>
<td>No FDC personnel beyond those involved in 4 A-1.</td>
</tr>
<tr>
<td>4 - A.5</td>
<td>Develop and require annual Inclusive Excellence training for all supervisors.</td>
<td>As a result of efforts in 4-A.1, materials will be developed and shared with CTE, DEI, and other organizations. FDC, however, will not organize training events.</td>
<td>No FDC personnel beyond those involved in 4-A-1.</td>
</tr>
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</tr>
<tr>
<td>4 - A.6</td>
<td>Train faculty and staff on how to lead students in productive discussions around anti-discriminatory behavior, allyship and bystander intervention.</td>
<td>As a result of efforts in 4 -A.1, materials will be developed and shared with CTE, DEI, and other organizations. FDC, however, will not organize training events.</td>
<td>No FDC personnel beyond those involved in 4 A-1.</td>
</tr>
<tr>
<td>4 - A.7</td>
<td>Require that each College and Central Unit spearhead training and initiatives geared toward inclusive education.</td>
<td>Beyond the scope of the FDC.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Faculty Research Committee  
Meeting Minutes  
January 14, 2021  
Via Zoom: 12:00 pm - 2:00 pm  

Voting Members Present: David Sikora, Chair (PCOB), Asli Aslan (JPHCOPH), John Carroll (COSM), Brett Curry (CBSS), Antonio Gutierrez de Blume (COE), Caroline Hopkinson (LIB), Li Li (WCPH), Marcel Marghiar (PCEC), Mary Villaponteaux (CAH)  

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

Absent: Jeff Klibert (CBSS)  

Guests present: None  

I. CALL TO ORDER  
Meeting was called to order at 12:00 PM by Chair, Dr. David Sikora.  

II. APPROVAL OF MINUTES OF 11/20/20  
Committee approved the minutes by unanimous email on 11/24/20 and submitted to the Senate Librarians Report on 12/2/20.  

III. NEW BUSINESS  
A. GS Excellence Award Candidate Scoring  
   1. Discussion: Committee members reviewed 9 completed applications. Applications received both rubric scores and overall rank. The compiled data set was provided to the full committee for review.  
   2. The committee selected one award winner for each category and one runner up for each category.  
   3. Observations: Peer letters of support were a key indicator of excellence; Consistency of funding was more instructive than dollar value of the funding across disciplines; Completion of the application where instructions were not followed was a general detractor in scoring.  
   4. The committee agreed that the quality of the applicant work was exceptional and impressive.  

Motion: The candidates that scored in the bottom 4 slots of both the committee scoring and the ranking should be dropped from consideration.  
Moved: Li Li;  
Second: Antonio P. Gutierrez de Blume
Unanimous Acceptance

Motion: The Innovation award will be awarded to the candidate that received the top score and rank in the numeric rankings as supported by committee discussion. A runner up was identified in the event that the candidate is unable to accept the award.
Moved: Antonio P. Gutierrez de Blume
Second: John Carroll
Unanimous Acceptance

Motion: The Research award will be awarded to the candidate that received the top score and rank in the numeric rankings as supported by committee discussion. A runner up was identified in the event that the candidate is unable to accept the award.
Moved: Antonio P. Gutierrez de Blume
Second: John Carroll
Unanimous Acceptance

IV. OLD BUSINESS
A. Inclusive Excellence Survey Data Collection Plan
   1. Discussion:
      a. Diversity of Research areas - the committee discussed the value of collecting investigator college and the project research focus as a single or separate data points.
      b. There is merit to the data collected as either granular or categorical. Granular provides specificity while categorical would generate more valid volumes of data.
      c. Data elements for research areas should be expanded to include more descriptors from the humanities.
      d. The committee discussed the value of including both quantitative as well as qualitative data.
      e. The value of the data can inform both progress toward inclusion in research promotion as well as identifying future direction for the committee efforts.
      f. Potential impact of research on under-researched groups is the last category. The term under-researched should be more clearly defined. Is this the same as underserved? Suggested language - impact of research on under-represented minority (URM) or under-researched participants or groups.
      g. An implementation subcommittee for data collection implementation may be an effective way to proceed. Dr. Antonio P. Gutierrez de Blume volunteered to participate in that effort.

Motion: The committee chair will provide the amended list of inclusion data points to Dr. Wilson for review and comment, to include committee suggestions for feedback to be brought back to the next meeting following response.
Moved: Antonio P. Gutierrez de Blume
Second: Li Li
Unanimous Acceptance

Motion: The committee chair will amend the objective to build and finalize the data collection instruments this year, pilot the instrument in 2021 and implement the data collection in 2022.
Moved: Antonio P. Gutierrez de Blume
Second: Li Li
Unanimous Acceptance

B. Excellence Award Process and Rubric
   1. Discussion: The committee will maintain the action item to review the award guidelines and rubric to better fit the intent of the current Innovation and Research award for FY22 (Academic 21-22).

C. Funding Awards
   1. Application Deadline - 1/25/20
   2. Discussion: Each funding application will be reviewed by 3 committee members assigned at random (Funding applications are required by guideline to be written to a general audience.)
   3. The committee will meet to narrow the field and the remainder of the committee will review the top candidates for final funding decisions in the second round of reviews.
   4. The research award budget is anticipated to be the same as last year; contracted awards will be dependent on the final budget process.

V. ANNOUNCEMENTS and OTHER BUSINESS
   A. Good of the order
   B. Future action items:
      1. January 15- Feb 4 - Inclusive Excellence Plan Survey format
      2. January 25 - Internal Funding Application deadline
      3. Revamping of the Excellence Award guidelines and rubric
   C. Spring meeting schedule
      1. February 5 - Inclusive Excellence plan feedback and Award application review assignments
      2. Feb 19 - Award application discussion
      3. March 5
      4. March 19
      5. April 2
      6. April 16

VI. ADJOURNMENT
    Committee adjourned at <1:32 pm> on a motion by <Dr. Li Li> and second by <Dr. Antonio P. Gutierrez de Blume> <Minutes will be sent to committee for review via email and approved at the next stated meeting of the committee. Minutes will be sent to the Senate Librarian upon email approval.>
Faculty Research Committee
Meeting Minutes
February 5, 2021
Via Zoom: 12:00 pm - 2:00 pm

Voting Members Present: David Sikora, Chair (PCOB), Asli Aslan (JPHCOPH), John Carroll (COSM), Brett Curry (CBSS), Antonio Gutierrez de Blume (COE), Caroline Hopkinson (LIB), Jeff Klibert (CBSS), Li Li (WCPH), Marcel Marghiar (PCEC), Mary Villaponteaux (CAH)

Non-Voting Members Present: Ele Haynes (Provost)

Absent: Lance McBrayer (Provost)

Guests present: None

I. CALL TO ORDER
Meeting was called to order at 12:00 PM by Chair, Dr. David Sikora.

II. APPROVAL OF MINUTES OF 1/15/21
Committee approved the minutes by unanimous email on 1/20/21 and submitted to the Senate Librarians Report on 1/20/21.

III. NEW BUSINESS
A. Research Internal Funding Review - Process and Timing
   1. Discussion:
      a. Each received application will be reviewed by a team of 3 committee members assigned by random assignment to narrow the applicant pool for funding discussion.
      b. Each applicant has an individual folder in the committee workspace. Each reviewer has an individual review sheet with review criteria and assigned reviews built in. Numeric review scores will auto-populate the committee score sheet upon completion of faculty review.
      c. Committee members are provided with access to the internal funding history report to view funding history and return on investment.

IV. OLD BUSINESS
A. Inclusive Excellence Survey Data Collection Plan Feedback
   1. Discussion:
      a. The committee chair contacted Dr. Wilson for confirmation and clarification of the University goal for our Inclusive Excellence Plan. Dr. Wilson responded with valuable insight that greatly simplifies the efforts planned. The updated suggested plan would seek qualitative data through a single open ended question. Describe your research
area, relevant background, the specific problem/need your research addresses and the impact of your research on society and diverse populations.

b. The results of the pilot will inform revision of the Excellence award rubrics scheduled for this spring.

c. There was some concern that this pilot would not collect much data about individual applicants or projects.

d. The committee discussed altering the language to include “related demographic background” This language was rejected as it reintroduced potential errors pointed out by Dr. Wilson.

e. The proposed language allows the applicants to provide the information they feel is relevant.

f. We may want to include language like the data requested in the faculty search plan.

g. Dr. Sikora shared a proposed plan for how this could be implemented in the Research Symposium and mirrored for the Excellence Award and Internal Funding applications for the spring pilot of the data.

h. The data request will provide a transparency statement with the question. “Your voluntary response will be used by the FRC and Symposium committees for the purpose of improving our administrative processes and enhancing efforts to encourage diversity in research. The narratives will also be shared with the Office of Inclusive Excellence to inform future University efforts improve its service and encourage diversity in research.”

i. The request for the plan is coming from the Faculty Senate to implement Office of Inclusive Excellence requests. It might be prudent to seek external review from the Faculty Senate leadership to determine if we are meeting that goal. Restricted timing may limit our ability to gain the additional feedback.

Motion: In addition to seeking feedback on the committee Inclusive Excellence revised plan, the committee chair will seek feedback from the faculty senate prior to proceeding.

Moved: David Sikora
Second: Antonio Gutierrez de Blume
Outcome: Motion fails 9 for: 1 against. The committee has completed adequate due diligence in review by Dr. Wilson and will submit the requested IE plan as designed by the committee. The committee can reassess based upon results of the pilot.

Motion: The committee will utilize the language suggested by Dr. Wilson for this year’s inclusive excellence pilot data collection and reassess upon pilot completion. Describe your research area, relevant background, the specific problem/need your research addresses and the impact of your research on society and diverse populations.

Moved: David Sikora
Second: Antonio Gutierrez de Blume
Outcome: Motion passed unanimously
V. ANNOUNCEMENTS and OTHER BUSINESS
A. The chair reminded the committee members of the upcoming meeting dates and assignments (listed below). The committee will be dismissed for the last hour of the scheduled meeting time to allow members time to begin committee review assignments.
B. Future action items:
   1. Inclusive Excellence Plan Survey format and delivery
   2. Revamping of the Excellence Award guidelines and rubric
C. Spring meeting schedule
   1. February 5 - Inclusive Excellence plan feedback and Award application review assignments
   2. Feb 17 - 8AM - Review entries due in Google workspace individual sheets
   3. Feb 19 - Award application discussion
   4. March 5 - Internal funding award decisions
   5. March 19 - Program Review and update
   6. April 2
   7. April 16 - Election FY22 FRC Chair

VI. ADJOURNMENT
Committee adjourned at <1:00 pm> on a motion by <Dr.Sikora> and second by <Dr. Curry>
<Minutes will be sent to committee for review via email and approved at the next stated meeting of the committee. Minutes will be sent to the Senate Librarian upon email approval.>
Faculty Senate Welfare Committee
Meeting Minutes
January 13, 2021
Via Zoom: 1:00 pm - 3:30 pm

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

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

Absent: Candice Bodkin (CBSS), Lei Chen (PCEC)

I. Call to Order
Called to order at 1 PM by Chair Leti McGrath.

II. Approval of Agenda
A. Nancy Remler asked about Nikki Canon-Rech no longer being a member of this committee. It was explained that Nikki was replaced by LiLi Li.
B. Motion to approve ... seconded by LiLi Li.

III. Updates from the Chair/Co-Secretaries
A. Member Nikki Cannon-Rech (Library) will be replaced by LiLi Li.

IV. Faculty Welfare New Business
A. Annual Faculty Evaluation Form Revision
   1. 2021-01-11 Email from Trish to Leti re Faculty Evaluation Form.pdf
      a. Leti McGrath provided email threads that have been sent to her regarding complaints that have been voiced about the annual faculty evaluation form. The FWC has been charged with creating the new form. Nancy Remler asks about how many complaints there have been regarding the faculty evaluation form. She also asks why there should be consistency across colleges/departments. Each college and department does many things differently. Also, Is there any data to support the need for consistency? Diana Cone mentions that some faculty have stated previously that they were not doing faculty forms in their departments, meaning that they were not getting credit for their accomplishments. She also mentions that promotion and tenure is done differently throughout the institution, giving different methods of ranking and qualifications. Due to this there is a need for consistency by the Provost’s office. Departments will still determine teaching practices, but there needs to be a standard for ranking work/ability. Diana Cone
said she had no information on the exact number of complaints. There was confusion by some as to whether the current evaluation form is up on the Provost’s website. After some discussion and a little time, it was determined that the form is up on the website. Leti McGrath read an email from an anonymous colleague on their feelings of the evaluation form. Leti McGrath asks the committee what our feelings are on the creation of a form for which we are tasked. Samuel Opoku states that he has seen similar issues like this and with student evaluations on a previous time serving on this committee and stated that this seems to be a continuous issue that comes up every few years. Nancy Remler agrees with Samuel Opoku and states that strong voices don’t necessarily represent all voices. She feels we need more information on more people’s thoughts. Diana Cone mentions, regarding Samuel Opoku’s comments, that the issue with student ratings deals with the two instruments that were being used due to consolidation and that a quick fix was originally created for SRIs and that a permanent form has not been created as of yet, which is why this topic continues to come up. Cary Christian asks if all committee members could send in the form they have been given for evaluations in order for us to see what we’re all using and the variety of forms. Mark Hanna mentions that the forms aren’t the issue, but that the issue is that some faculty feel they aren’t being given a fair chance at a good evaluation form. That chairs need to be held accountable for their practices and what they present to their faculty. Evaluations should not be seen as an afterthought by chairs. Several on the committee feel that one form will not make everyone happy, that there will always be complaints in some way. The suggestion is made that we could come up with 3 or 4 items that could be sent to the colleges to determine which works best for them. Nancy Remler states that the form being used by her department is not the form on the Provost’s website. Rebecca Hunnicutt mentions that the issue that seems the largest is that a form is provided by the Provost’s office, but that chairs are choosing not to use that form, and questions if it is able to be stopped and changed. Ellen Hamilton stated it is able to be stopped and changed by holding chairs accountable through proper evaluations. Leti McGrath mentions to Dawn Tysinger that this topic be added to the chair evaluations subcommittee, for discussion. Leti McGrath mentions creating a way for members of this committee to upload the forms that are being used by each college to demonstrate what is being currently done with evaluations, allowing this committee to have a better discussion. Faculty Senate has discussed this previously, but it may be prudent for them to discuss this again to hear concerns again. Leti McGrath asks if we all agree that a compilation of the forms being used should be made. Several members agreed that that would be a good idea. Also what is the thought on having another discussion in Faculty Senate? Mark Hanna wonders how that could be a productive conversation instead of just a venting session. Nancy Remler asks if we could narrow down the question that would be presented to the Faculty Senate. Karelle Aiken asked if this was a question for the
Senate or the Chairs. Rebecca Hunnicutt asked if there was a way to receive written responses to feelings on this form, taking away the possibility of a venting session at Faculty Senate. Cary Christian mentions that we as a committee could ask our colleges for their thoughts on the evaluation form and not take anything to the Faculty Senate again. Mark Hanna mentions the use of Qualtrics for creating a survey that could be sent out to the faculty. Diana Cone mentions that the survey could be sent to Trina Smith who could send it out to all faculty. Jeff Jones volunteers to create the survey. Discussion of what questions to ask on the form began. Questions suggested: Are you aware of the Provost form? Have you used the Provost form? What things would you like to see that are not already on the form? College identification? Basic demographic of position/rank? Department and college? John Barkoulas mentions the need for a step by step process in this evaluations process. Leti McGrath will be sending information to us for compiling forms from the committee after this meeting. Jeff Jones will create the Qualtrics survey.

V. Faculty Welfare Unfinished Business
   A. Chair Evaluation (Subcommittee Report)
      1. Chair Evaluation Process - Email from Provost Reiber
         a. Dawn Tysinger discusses a meeting that occurred with the Provost that clarified the committee’s charge. The committee is to do research and put forth a recommendation for possibly a new process and procedure for evaluating chairs. The Provost provided examples from other universities. The ability to properly evaluate chairs and create a rotation of chairs was mentioned. The Provost mentioned that there are other priorities than this one though, meaning we have time to work on this and it’s not a pressing matter. Currently we need to get an understanding of what is done elsewhere and options that could be used. Members mentioned that not every college is doing an annual evaluation of chairs. We will review/revise/edit the Chair Evaluation process. The “Chair for life” is a mindset that may need to re-evaluated. A “renewable chair” is one option. Will survey what our peer and aspiring universities are doing in this regard. Annual review of chair is different and may not be happening across colleges. This is not the most pressing issue for FWC per Provost Reiber. The “list of duties” was already created and is in final review and will be sent to the subcommittee by the Provost when it’s complete.

   B. Student Ratings of Instruction - SRIs
      1. Folder with all compiled material regarding SRIs, including those linked here.
      2. 2020-11-12 Email from Leti to FWC about SRIs
      3. 2020-11-25 Email fwd from Patricia Holt to Leti about SRI charge
      4. 2020-11-25 SRI Trail - compiled by Susan Hendrix
      5. From November 11, 2020 FWC Meeting: Volunteers for subcommittee so far, should we choose to form one: Susan Hendrix, Ria Ramoutar, Cary Christian, and Laura Valeri.
a. Leti McGrath explains the SRI issues of the past in general and with this committee. We are still awaiting a specific charge. Miscommunication has occurred regarding this topic and clarity is needed, and will hopefully be received at a meeting that Leti McGrath has been invited to, occurring this week. Susan Hendrix feels that our charge is to create an SRI instrument. Susan also feels that we should not accept the charge of creating the instrument, that it needs more expertise in its creation than the members of this committee have. Several members of the committee agree. Leti McGrath explained that the current form was created quickly after consolidation, and there have been a lot of complaints regarding its format. Ellen Hamilton asks if it would be helpful and possible to have someone available who has worked on this matter previously. Former members who worked on this issue have already mentioned not wanting to help with it now because they would be duplicating their work that wasn’t used when offered originally and wouldn’t want to waste their time in that way. Diana Cone mentions these previous members might have documentation that could be shared though. Samuel Opoku states we need to figure out what exactly is wrong with the tool to make sure adjustments aren’t possible instead of starting from the beginning. Laura Valeri asks if this is a task that is actually a Faculty Welfare Committee task. Leti McGrath states that based on the description of this committee, the task of evaluations is under our purview and the SRI issue falls under evaluations. Leti McGrath shares that she will follow up with the committee after the SEC meeting that she will be attending this Friday that should give more information and clarity.

C. Update: COVID-19 FWC Subcommittee (Subcommittee Report)
   1. Karelle Aiken shares that the report was taken to the Senate, but nothing as of yet to really update.

D. Update: Inclusive Excellence Measurable Plan (Subcommittee Report)
   1. Ellen Hamilton said that the Senate Chair is putting together a meeting for clarification of what the inclusive plan needs to include and look like. After more information is given then revisions, or a restart, of a plan for the committee will be presented for approval.

E. Update: Pathway for NTT Faculty
   1. The form for this topic was submitted. The Provost had questions and a meeting was set up. The meeting was cancelled abruptly and has not been rescheduled. The Provost’s concerns were discovered during a different meeting where Leti McGrath was able to quickly speak with him and they are centered on the clinical faculty title. The Provost is trying to reconvene the meeting that had been cancelled and will email the subcommittee his exact concerns. The SEC also had minor edits.

F. Update: Suggestion for Bylaws - Member Representation on FWC
   1. Held up due to the Holidays by the SEC and will not be going forward in the next meeting
G. Update: COVID-19 Policy on Faculty Evaluation
   1. Held up due to the Holidays by the SEC and will not be going forward in the next meeting

VI. Faculty Welfare Concerns
   A. Spreadsheet to Report Faculty Welfare Concerns
      Please reach out to your colleagues in each of your colleges to request that they submit concerns that we should address in future meetings. Report them in the spreadsheet linked here, and include any supplementary information as needed.
   B. New Concerns
      1. 2021-01-11 FWC Concern - Telework options for Parents with School-Aged Children
         a. Leti McGrath has heard from several colleges that teleworking options are not being held up universally. Leti has been told by HR that the ability to telework comes to the chairs to make the decision as to what will be allowed. Diana Cone states there is a telework flextime form and faculty members can get that form and fill it out, which can then be agreed to by their supervisor and then sent to the Provost’s office. There should be no behind the scenes deals that have not been approved through the Provost’s office. Faculty can receive flextime, but cannot use telework or flextime in lieu of childcare. What has not been allowed is faculty converting their classes from face to face to virtual. Karelle Aiken asks if the chair has the ability to turn down a request, and Diana Cone states that that is correct. Susan Hendrix mentions that the answer that we can give back to those that have an issue with this matter is just what Diana Cone described.
      2. 2021-01-13 New Mothers - 1 yr Extension to P/T Clock
         a. John Barkoulas states that it makes sense that when a mother has a baby that there needs to be a pause put on the tenure clock and that mother’s should not have to choose between their family and their career. Other universities have guidelines that take new mothers’ situations into consideration. Leti McGrath mentions that this is a big issue and that it should not be limited just to women giving birth, but to those who adopt etc...Diana Cone mentions there is a form that requests a tenure extension, but John Barkoulas states that the idea is for an automatic extension. Nancy Remler mentions that having an automatic extension could be detrimental to the individual because there would be no documentation of the extension. Diana Cone mentions that not everyone wants the extension and that it should be an individual choice. Laura Valeri says that the idea that you have to apply for something means there is a chance of denial and could be a sticking point in the understanding of the matter regarding applying for the extension mentioned by Diana Cone. So she suggests maybe the university could adopt the use of a statement saying that they won’t be denied for this maternity leave. Discussion of adding options to existing forms to create pre-emptive measures that state preferences to ensure time is given to those who are interested.
3. 2021-01-07 Spring Semester Concerns/Questions regarding Covid on campus
   a. Vaccinations are a big concern. Jeff Jones describes the current plan for getting vaccinations.

C. Ongoing Faculty Welfare Concerns --not addressed d/t time constraints
   1. Salary disparity between Lecturers and the new Non-tenure track Assistant Professor lines
   2. Parental Leave (Candice Bodkin)
   3. Online Class Size Information (John Barkoulas)
   4. Health Insurance Premiums
   5. 10 months vs. 12 months pay

VII. Adjourn
    Rebecca Hunnicutt gives a motion to adjourn and Nancy Remler seconded.
    Adjourned at 3:01 pm.
GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE
Meeting Minutes
January 29, 2021
Via Zoom: 1:06pm- 2:58pm

Present: Bill Wells, chair (PCOB), Cheryl Aasheim (PCEC), Rocio Alba-Flores (PCEC), Mary (Estelle) Bester (WCHP), Michelle Cawthorn (COSM), Michael Cuellar (PCOB), Finbarr Curtis (CAH), Amanda Hedrick (CAH), Linda Kimsey (JPHCOPH), Barb King (CBSS), Dawn (Nikki) Cannon-Rech (LIB), Kristi Smith as proxy for Jeffrey Mortimore (LIB), James Thomas (JPHCOPH)

Non-Voting Members: Donna Brooks (Provost), Delena Gatch (IAA)

Guests: Jaime O’Connor, Institutional Assessment and Accreditation; Kyle Ingram, Institutional Assessment and Accreditation

Absent: Amy Ballagh (Enrollment Management), Chris Ludowise (Provost), Matthew Flynn (CBSS), Catherine Howerter (COE), Kari Mau (WCHP), Taylor Norman (COE), Jennifer Zettler (COSM)

I. CALL TO ORDER
Chair Bill Wells called the meeting to order on Friday, January 29 at 1:06 p.m.

II. APPROVAL OF AGENDA
Finbarr Curtis motioned to approve the agenda. Barb King seconded. Agenda passed unanimously.

III. CHAIR’S UPDATE
Bill Wells welcomed Nikki Cannon-Rech, the new representative for University Libraries. Bill explained that Parker College of Business is still working on selecting a replacement member for GECC.

IV. IAA UPDATE
A. Peer Review Results Summary
   • Jaime O’Connor showed an overview of the scoring for all of the core courses, combing scores from all courses to show rubric levels on all traits. IAA uses this information to identify opportunities for faculty development and resources targeted to areas of weakness. The overview also included some questions that were internal to the committee such as whether previous feedback was applied and whether reviewers would feel confident sharing the document as an example for SACSCOC.
   • Bill Wells stated that on the courses he reviewed, that many were early in their process and had not applied previous feedback yet. It seems that many scores fall into “developing” and “acceptable” with very few making it to “exemplary.” Bill asked if
sufficient progress is being made. Delena Gatch stated that IAA is still in the process of comparing scores from previous years to this year. The office is a bit behind on producing this data because results from previous years have to be added to the new Smartsheet system and the office is understaffed. Delena did review the scores informally, and mentioned that a natural part of the assessment cycle is that there is a year delay in applying feedback since courses do not typically get feedback until January, after courses are already set and in progress. Delena mentioned that we looked at committee recommendations for follow up consultations, and there is a group and IAA plans to follow up with them as soon as possible, but this will be delayed due to staffing issues. Cheryl Aasheim noted that the highest percentage of “developing” scores fell in the results, discussion, and action plan sections, which take years to refine.

- Delena Gatch mentioned that this summary of scores will be shared as part of our SACSOC reaffirmation documentation, because this academic year is historically within the three year time frame when reviewers most closely examine assessment data. She added that next year’s peer review results will be particularly important. She also mentioned that we have seen improvement on traits such as course alignments, teaching strategies, and measurement tools and assignments. Until those elements are solid, the following stages of the process cannot be improved.

- Bill Wells noted that there seemed to be some inconsistencies in collection of assessment data across faculty teaching the same course. He noted that it must be very challenging for the person responsible for compiling all of this information and summarizing it in this report, especially when this responsibility often falls on new or untenured faculty who are trying to get information from full professors.

- Michelle Cawthorn added that many who are responsible for writing the reports have not thought about it in advance, they have lost the email with the previous feedback, they are up against a deadline, and they resort to copy/paste from the previous year’s document, sometimes putting in updated data and sometimes not. James Thomas added that there can be conflicts between what the rubric specifies and what department leadership might be asking for.

- Bill Wells asked about workshops for those who are writing the assessment documents. Jaime O'Connor responded that there is an Assessment Document Writers Group taking place this semester, with workshops every other Friday and additional materials for reference in Folio. Writers can also submit portions of their assessment documents for review throughout the semester. There are plans to offer it again in the summer, perhaps twice and hopefully at some point in person. Bill asked about the quality of participation, and Jaime responded that participants are asking questions that show that they are thinking strategically about the structure of curriculum and how assessment is connected to curriculum. Delena Gatch added that the workshops were offered for the first time in the summer and she compared scores for those who participated for this year to last year, and noted a considerable degree of growth. We anticipate that we will see even greater growth for this group in the next year. This approach seems to be a better model than ones we have previously used for offering faculty development.
Bill Wells asked if there were any common frustrations or difficulties that were expressed by those who participate in the Assessment Document Writers Group. Jaime O’Connor responded that the timeline is challenging. They get feedback after the start of spring semester, and the changes that are requested require the collaboration of the department and require time to do correctly. Changes cannot be implemented in time for the next assessment document deadline, so they continue to show weak scores in an area that they may be working on. Many are not confident in data analysis skills, which is another area where we are trying to offer additional resources and suggestions to help make the process manageable for those who are responsible. For core courses in particular, when there are large enrollment courses with multiple sections, it is challenging even to collect all of the data with enough time to analyze and interpret it thoroughly in the document.

Cheryl Aasheim asked about how the turnover in the committee membership might affect scoring from year to year. She mentioned that continuity in committee membership might provide deeper insights through the review process. Delena Gatch responded the Comprehensive Program Review encountered some of the issues mentioned and that a decision was made to establish a permanent standing committee, the Academic Program Review Steering Committee, with membership terms of 5 years. Jaime O’Connor added that the inter-rater reliability based on adjacent agreement for the GECC was in the mid 90s%, which is considered very high and was higher than the inter-rater reliability for the Academic Assessment Steering Committee.

Bill Wells also noted that some scores in the previous year were higher than they should have been. Finbarr Curtis stated that standards seem to have become more rigorous as documents are improving in quality, particularly on the early traits. Something that might have been “acceptable” two years ago might not meet the committee’s expectations now. In cases where we gave a lower score than the previous year even if the contents were the same, we provided an explanation for that. He suggested a change to the rubric that would ask if previous suggestions for improvement were incorporated be added to each rubric trait. Michelle Cawthorn pointed out that many faculty do not refer to the rubric. Finbarr responded that it would at least justify the GECC’s ratings.

Bill Wells asked about the prevalence of COVID being noted as an obstacle in assessment. Cheryl Aasheim mentioned that for some courses she reviewed, scores were inflated due to presumed cheating with the shift to online assessment tools.

Jaime O’Connor asked for volunteers to help review FYE 1220 and CORE 2000 assessment documents, which will be submitted next week. Finbarr Curtis stated that no one will need to review CORE 2000 since there are some larger questions that need to be addressed for that course.

B. Student Survey for Gen Ed Redesign

Jaime O’Connor reminded the committee that in fall 2020 IAA conducted a university-wide survey of students regarding the current and proposed revision of General Education. Over 2,000 students responded to the survey. There was good representation from all student demographics – year, college, campus, gender, race/ethnicity. Questions were similar to those used in the Gen Ed Town Hall meetings. Courses were ranked by most useful/least
useful, with some overlap in the top 10 on both lists. If it would be useful to the committee, IAA can do a more detailed analysis of these responses to identify how particular groups of students responded to these items. Students were also asked to select thematic journey topics that were of interest and the factors that influence their choices of core courses. Knowing the factors that influence their choice of core courses could help inform the development of new courses through the redesign.

- Bill Wells noted that “life skills” and “career management” were rated highly as potential thematic journeys. Bill wondered about the reason behind the high level of interest in “life skills.” Jaime O’Connor replied that there are questions about what students may mean by “life skills.” In the Town Hall sessions, many students mentioned things like learning how to write a professional email, but that may be too narrow an interpretation of what students might think of as “life skills.” Bill Wells added that students are taught these skills in some courses and students are directed to career services by faculty. Finbarr Curtis noted that FYE 1220 does address life skills and career preparation, which seems to be a discrepancy with students rating FYE 1220 as not useful. He pointed out that surveys are indirect data. Amanda Hedrick noted that first year students are very concerned about how what they are learning is connected to their actual life, which seems to connect to “life skills” and “career management.” Barb King recommended additional follow up to the “life skills” question, to ask students to specify the life skills that would be most beneficial for them.

- Bill Wells noted that the second highest response for reasons for selecting a core course was “interesting topic,” which seemed to show that students do care about the content of core courses they are selecting.

C. Update on Gen Ed Redesign Student Working Group

- Jaime O’Connor stated that IAA has a graduate student intern this semester, Kyle Ingram, who is working closely with the Gen Ed Redesign Student Working Group. IAA has provided the working group with a document describing their responsibilities. Over 20 students volunteered in the Gen Ed Student Survey, and IAA has surveyed them regarding their specific interests and assigned them to subcommittees. These students will provide a student perspective to the work of the subcommittees throughout the redesign process. It is up to the subcommittees how they would like to interact with the students. They can be invited to attend subcommittee meetings, or they can be sent materials for review and comment. Jaime and Kyle will be holding an initial meeting with the Student Working Group on Thursday, February 4 to go over their responsibilities and provide some guidelines for developing student learning outcomes.

V. NEW BUSINESS

A. Core course proposals

- Bill Wells questioned the timing of making changes to the core while the redesign process is in progress. Finbarr Curtis stated that the DATA 1501 seems to fit both the current and future core and that it could be helpful to add courses like this and have them taught for a couple of years going into the new core. Bill Wells summarized that if a course seems like
it will be a good fit for the new core, the GECC should move forward with considering it. If it is unclear how a course might fit in the new core, GECC would consider delaying it and this would be a decision made on a course by course basis. If we later decide something does not fit in the new core and we have already approved the proposal that could create issues later. Finbarr replied that courses are aware that the redesign will be taking place, so if they want to propose a course it must be with the understanding that approval at this time would only stand for the current core. The GECC can review and approve this as usual.

1. **DATA 1501 Introduction to Data Science**
   - Jaime O’Connor presented the proposal for DATA 1501 Introduction to Data Science. The proposed course would be an addition to Area D and is part of the USG initiative to create a statistics pathway.
   - Cheryl Aasheim asked who is going to teach the course. Jaime O’Connor replied that it appears to be the math department.
   - Michelle Cawthorn asked if the USG pathways are different from the core. Jaime O’Connor stated that there was no information about the pathway included in the course proposal and as far as we know these are separate initiatives from the core redesign. Michelle asked if there are other pathway initiatives, and Jaime replied that IAA is unaware of other initiatives.
   - Cheryl Aasheim mentioned that she was part of the group to help develop this course as the representative of Georgia Southern. Her understanding of the course is also not very clear. The group wants to propose this course as the data/digital fluency course in the new core. She thinks it fits in area D, but it does not seem to fit data/digital fluency. Finbarr Curtis asked if data/digital fluency has more to do with knowing how to navigate data and information literacy or if it is closer to data science. Cheryl responded that this course is a statistics course with some SQL and data mining added.
   - Michelle Cawthorn asked how this course is different from the existing statistics course. Cheryl replied that she sees no difference. It took content identical to statistics and added some other topics. Bill Wells mentioned that we already have a minor in big data and analytics, and he anticipates there could be some objections to this course from that group.
   - Cheryl Aasheim stated that data science is not statistics, and this course is being presented as an introduction to data science even though the content is statistics. Finbarr Curtis clarified that data science seems to have more to do with application to analyzing statistics in different contexts as opposed to pure statistics, and questioned if this course is a better fit for Area D than it would potentially be for data/digital fluency.
   - Finbarr Curtis pointed out that since we already have STAT 1404 in the core, students could potentially take both courses which would be redundant. Cheryl Aasheim agreed that there is a lot of overlap between the two courses, perhaps a 60% or
higher overlap.

- Michelle Cawthorn asked if the course is targeted at a specific group of students. The proposal specifies “non-stem majors,” but the current statistics course is for all students. Finbarr Curtis stated that core courses are for everyone. Michelle stated that there are already courses in the core that are not meant for all students. Cheryl Aasheim added that the specificity and level of difficulty of this course seems unrealistic without some kind of pre-requisite. The content seems more appropriate to an upper-level course as opposed to a general education course. Bill Wells agreed that the course would need to be greatly simplified to be appropriate for students who did not already have significant math background. Jaime O’Connor that there are no pre-requisites for this course.

- Bill Wells asked if we have faculty qualified to teach this course. Michelle Cawthorn and Cheryl Aasheim stated that statistics faculty would have knowledge of Python and R to be able to teach those skills as well.

- Finbarr Curtis stated that this is supposed to be an introduction to data science, not a course for students advanced in statistics, so it would need to be re-imagined for students not already familiar with statistics and data science. Barb King raised the supposition that perhaps they are trying to repackage statistics into something that would be less intimidating to students. Cheryl Aasheim clarified that the original intent of the group developing the course was that this could be offered throughout the system as the data/digital fluency course.

- Michelle Cawthorn asked if the learning outcomes were coming from the system or from our math department. Cheryl Aasheim stated that this course is based on a course that is already being offered at another institution. She believes the learning outcomes come from the system. Rocio Alba-Flores pointed out that those who developed the course do not seem to be considering that students majoring in other areas may not be successful in this course.

- Michelle Cawthorn noted that some of the learning outcomes do seem appropriate for an introductory level course. She pointed out that there are 13 learning outcomes for a 15 week course. Rocio Alba-Flores agreed that there are too many outcomes. Bill Wells suggested that if they removed all of the statistics and treated the course as an introductory survey of data analysis, it could serve to help students develop an interest in pursuing statistics. Finbarr Curtis added that the legal, ethical, and social aspects should be more emphasized than the math concepts.

- Finbarr Curtis stated that as we consider the new data/digital fluency requirement, we need to be open to different types of courses that could meet that requirement. It would not be realistic to limit that option to a single course.

MOTION: Finbarr Curtis motioned for the proposal for DATA 1501 Introduction to Data Science to be sent back to the department to be reconsidered as an introductory-level course appropriate for students without a strong statistics background.
Barb King seconded the motion.
The motion carried unanimously.

2. **GEOL 1122 General Historical Geology**
   - Jaime O’Connor explained that there is a proposed change to the prerequisite for the course. Previously, concurrent enrollment in GEOL 1121 was accepted, but this change would require completion of GEOL 1121 with a grade of “D.” The proposal also mentions an update to course student learning outcomes to improve assessment procedures.
   - Delena Gatch commented that IAA has been reviewing student learning outcomes for both undergraduate and graduate committees for consistency with reporting in annual assessment documents. She pointed out that in this proposal there are only six student learning outcomes but in the assessment document for 2019-2020 there were twelve student learning outcomes. There was no mention of a revision of student learning outcomes in the assessment document, so we would like clarification on this change.
   - Michelle Cawthorn asked if the student learning outcome discrepancy would be caught by the undergraduate committee. Delena responded that she would point it out there again, but it would look like GECC did not care.
   - Finbarr Curtis questioned the circumstances in which a student would take both courses and how those would fulfill core requirements. Delena Gatch raised a question about the positioning of GEOL 1121 in core area D1 and GEOL 1122 in core area D2. This could be considered a two course series if it followed the standard naming prescribed by the system, but they use an alternate naming. Perhaps the courses should be in the same section of core area D to show that there is a sequence to the courses.
   - Delena Gatch pointed out that the documentation required by the BOR is incomplete. It is missing course student learning outcomes, instructional strategies, and recommended texts. If this information is not complete it will delay the submission and approval of this proposal at the system level. Cheryl Asheim stated that we need those clarifications before the course is approved. She had no objection to the changes, but felt the clarifications are needed.
   - Bill Wells asked how the distinctions between D1 and D2 were defined. Delena Gatch said she saw no reason that both courses could not be in core area D1.
   - Bill Wells said that the intention seemed to be for the courses to be taken in a sequence, but they had allowed students in some cases to take them concurrently and posited that this has created some logistical issues for the department that could be resolved with this change to the prerequisite. Bill suggested the committee could approve it pending the additional clarification. The committee debated this option, asking about implications for catalog and registration timing, as well as advising.
MOTION: Barb King motioned for the proposal for GEOL 1122 General Historical Geography to be approved pending additional clarification to be verified by IAA. Finbarr Curtis seconded the motion. The motion carried unanimously.

B. Gen Ed Redesign Subcommittees – proposed new members
   - Delena Gatch mentioned that there were some additional nominations to serve on the Gen Ed Redesign subcommittees at the beginning of the semester. She shared a list of the nominations with the committee. The committee raised concerns about the timing of adding members when many subcommittees had already convened, and scheduling was challenging due to the large size of some subcommittees. They also expressed concerns about how these additions might affect the distribution of representation on the committees and questioned whether these nominations originated from administration or from the faculty themselves. Since many subcommittee chairs were absent from this part of the discussion, the committee decided to pass the nominations along to the subcommittee chairs and leave any action up to their discretion depending on the needs of their specific subcommittee. Further discussion of the subcommittee structure and membership was tabled.

C. Gen Ed Redesign Subcommittee Chair Reports
   - It was not possible for subcommittee chairs to report on their progress because most members had left the meeting due to other obligations. Jaime O’Connor offered to follow up with all subcommittee chairs within the week via email.

VI. ANNOUNCEMENTS
A. Library resource guide overview session, Friday, February 5 at 1 p.m.
   - Nikki Cannon-Rech will be offering a library resource guide overview session via Zoom for any interested GECC members. Jaime O’Connor will follow up with an email to those members who were not present for the announcements.

B. Spring semester meeting dates (Zoom links will be provided soon)
   - Friday, February 19
   - Friday, March 26
   - Friday, April 23
   - Friday, May 7 (tentative)

VII. ADJOURNMENT
    Cheryl Aasheim motioned to adjourn the meeting. Amanda Hedrick seconded the motion. Motion to adjourn approved at 2:58 p.m.

Respectfully submitted, Jaime O’Connor, Recording Coordinator
Minutes were approved 2/4/2021 by electronic vote of Committee Members
GRADUATE COMMITTEE
Meeting Minutes
January 21, 2021
Via Zoom: 9:00am- 10:44am

Voting Members Present: Shelli Casler-Failing, chair (COE), Christine Bedore (COSM), Timothy Cairney (PCOB), Ann Fuller (LIB), Laurie Gould (CBSS), Andrew Hansen (JPHCOPH), Felix Hamza-Lup (PCEC), Ming Fang He (COE), Amanda Graham (CBSS), Amanda Konkle (CAH), Michele McGibony (COSM), Jessica Rigg (LIB), Greg Ryan (WCHP), Jessica Schwind (JPHCOPH), Caren Town (CAH), Linda Tuck (WCHP), Li Yu [Alternate] (JPHCOPH)

Non-Voting Members Present: Donna Brooks (Provost), Cindy Groover (Provost), Delena Gatch (IAA), Ashley Walker (COGS)

Guests: Brenda Blackwell (CBSS), Ty Boyer (CBSS), Andrew Bulla (CBSS), Steve Carden (COSM), John Carroll (COSM), Joanne Chopak-Foss (JPHCOPH), Maya Clark (WCHP), Checo Colón Gaud (COGS), Audie Graham (COGS), Tiffany Hedrick (REG), Jolyon Hughes (CAH), Linda Kimsey (JPHCOPH), Brian Koehler (COSM), Doris Mack (REG), Nandi Marshall (JPHCOPH), Lance McBrayer (COSM), Andi Beth Mincer (JPHCOPH), Norton Pease (CAH), Rand Ressler (PCOB), Stephen Rossi (WCHP), Christina Samuel (GSO Representative), Wendy Sikora, (COGS), Daniel Skidmore-Hess (CBSS), Karen Spears (WCHP), Wayne Smith (REG), Randi Sykora (COGS), Deborah Thomas (COE), Dina Walker-DeVose (CBSS), David Williams (PCEC), Josh Williams (CBSS), Naronda Wright (COGS)

Absent: William Amponsah (PCOB), Dr. Xiaoming Yang (PCEC)

I. CALL TO ORDER
Dr. Shelli Casler-Failing called the meeting to order on Thursday, January 21, 2021 at 9:00 AM.

II. APPROVAL OF AGENDA
Dr. Casler-Failing explained there was a request to make an amendment to the order of the agenda and to add a deleted program to the Waters College of Health Professions agenda items. Dr. Ming Fang He made a motion to move the College of Behavioral and Social Sciences to the beginning of the New Business items and to include the additional curriculum item. A second was made by Dr. Felix Hamza-Lup and the motion to amend the agenda was passed.

III. CHAIR’S UPDATE
A. Plan for Inclusive Excellence Statement
Dr. Casler-Failing stated a meeting is being held tomorrow between the Faculty Senate Chairs, Dr. Patricia Holt, and Dr. TaJuan Wilson. They will receive clarification of what is expected of them to do in their respective committees. She should have more information for the committee at the next meeting.
IV. **DEAN’S UPDATE**

Dr. Ashley Walker shared the following updates:

- Monday will be the first Graduate Executive Council (GEC) meeting this semester. The GEC will be submitting proposed policy changes in the February or March Graduate Committee meeting. Advertising for the Free Days in February promotion will begin Sunday, January 31st. The application fee for most graduate programs will be waived from February 1–15. This does not include programs that use an external CAS system. Dr. Walker encouraged people to share this information with their prospective students.
- COGS has hired three graduate assistants to serve as peer mentors this semester. They have been assigned to various colleges to try to get some professional development planned for graduate students, and they are getting in contact with new students who will be starting in the fall.
- COGS will be sending a call for Averitt Award nominations for Excellence in Research and Excellence in Instruction out during the first week of February. Additional information will be provided at a later date. Emails will be sent to Program Directors.
- There will be two COGS Social Hour webinar series this semester. One will be held in February and another in April. COGS will send emails to students with event details.
- The spring deadlines for graduate students to submit travel and research grant proposals to the GSO are February 17th and April 1st. COGS will be sending email reminders to students. Please encourage your students to apply.
- The Statesboro GSO will continue to host virtual Graduate Writer’s Boot Camp sessions this semester. Detailed information will be provided to students as plans are finalized.

V. **NEW BUSINESS**

A. **College of Behavioral and Social Sciences**

Dr. Daniel Skidmore-Hess, Dr. Josh Williams, and Dr. Andrew Bulla presented the agenda items for College of Behavioral and Social Sciences.

**Department of Criminal Justice and Criminology**

**New Courses:**

- **CRJU 5101G: Global Cybersecurity**
  
  **JUSTIFICATION:** The course will be an option for graduate students pursuing a Master’s degree in Criminal Justice and Criminology with an emphasis in cybercrime as well as students pursuing graduate certificate in cybercrime. It will also benefit students in POLS. Both the CJ and POINTS Chairs are supportive of the course.

- **CRJU 5105G: Homeland Security**
  
  **JUSTIFICATION:** The course will be an option for graduate students pursuing a Master’s degree in Criminal Justice and Criminology with an emphasis in cybercrime as well as students
pursuing graduate certificate in cybercrime. It will also benefit students in POLS. Both the CJ and POINTS Chairs are supportive of the course.

- Dr. Casler-Failing had questions regarding the cross listed courses. Dr. Skidmore-Hess stated a CIM correction needs to be made on the forms.

MOTION: Ms. Ann Fuller made a motion to approve the agenda items submitted by the Department of Criminal Justice and Criminology. A second was made by Dr. Hamza-Lup, and the motion to approve the New Courses was passed.

**Department of Political Science and International Studies**

**New Courses:**

**POLS 5101G: Global Cybersecurity**
JUSTIFICATION: The course will be a part of the Political Science major and will also benefit our students in CJ. The CJ Chair is supportive of the course as well as the Political Science & International Studies Chair. This course will also benefit our ROTC cadets as well as the two garrisons located in Savannah (Hunter Army Airfield and Hinesville 3ID)

**POLS 5105G: Homeland Security**
JUSTIFICATION: Part of a new proposed concentration in Global Security Studies. This course will introduce students to the key players in defense of the homeland such as FEMA Director, Attorney General, Secretary of Defense, Secretary of State, National Military Command Center (NMCC), the National Security Council, and the Joint Operations Center (JOC).

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of Political Science and International Studies. A second was made by Dr. Caren Town, and the motion to approve the New Courses was passed.

**Department of Psychology**

**New Courses:**

**PSYC 5700G: Practicum in Behavior Analysis**
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

**PSYC 6400: Concepts and Principles of Behavior Analysis**
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.
PSYC 6405: Concepts and Principles of Behavior Analysis LAB
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6410: Measurement in Behavior Analysis
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6420: Research Methods in Applied Behavior Analysis
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6430: Assessment and Treatment of Challenging Behavior
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6440: Establishing and Strengthening Behavior
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6450: Ethics for the Behavior Analyst
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6460: Instructional Design
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6480: Behaviorism as a Philosophy of Science
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6490: Designing, Implementing, and Supervising Behavioral Programs
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

PSYC 6500: Independent Research in Behavior Analysis
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.
PSYC 6600: Seminar in Behavior Analysis Research

JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.

New Program:

Psychology M.S. (Concentration in Behavior Analysis)

JUSTIFICATION:

• Statewide Need: Currently there are only two universities (i.e., University of Georgia, and Georgia State University) that offer coursework to sit for the master’s level credential of the Board Certified Behavior Analyst (BCBA). Both Universities are located in the greater Atlanta area of the state, creating a need for programs in other parts of Georgia. In particular, programs that produce clinicians that can serve in both rural and more populated areas of the state. Currently, insurance companies in the state of Georgia (e.g., Tricare, Blue Cross Blue Shield, Medicaid) reimburse for ABA services for individuals with Autism Spectrum Disorder. The prevalence of autism in the state of Georgia is 1 in 64 children, higher than the national average (i.e., 1 in 68). Given the higher number of individuals diagnosed with autism, a need for well-trained individuals to provide behavior analytics services presents itself for the state. According to the 2020 Us Demand for Behavior Analysts Report (BACB, 2020) there were 783 job posting for Master’s-level BCBA in the year 2019, and 81 job postings for Bachelor’s-level Board Certified Assistant Behavior Analyst (BCaBAs). Given that we currently offer a competitive undergraduate program for the BCaBA, there is a need to create offers to allows students to obtain the BCBA credential.

• USG Regional Strategy for Southeast Georgia. The current Master’s proposal fits aligns with the core principles of the regional strategy proposed by the University System of Georgia. Increasing the number of BCBA will help address the workforce need in Savannah, GA. As of January 7, 2019, Indeed.com posted 25 jobs for BCBA and Simplyhired.com posted 55 positions within the past 30 days in the greater Savannah area. An internet search revealed eleven ABA companies currently in operation in the city of Savannah. Given these numbers, it appears that the Savannah area has an immediate need for BCBA. Without a graduate program in the area, companies report having to search for clinicians from neighboring states (personal communication, Jim Taylor, BCBA and Director of Chancelight Behavioral Health). Additionally, the credential of BCBA offers professionals a competitive salary. The average salary for a BCBA in the state of Georgia is $86,000 a year, with a median salary for entry-level BCBA with a range of $47,342 - 63,000 (https://www.appliedbehavioranalysisedu.org/georgia/georgia-salary/). Thus, the creation of a Master’s program that allows students to obtain the BCBA credential would help address the needs of both the community, as well as students in Southeastern Georgia.

• Opportunity for Current Students. Given the emphasis on pragmatic applications of behavioral science, the current Master’s program has the potential to further the
education of several undergraduate majors across various colleges. For example, students in recreational science, communication sciences and disorders, education, and special education currently have taken our undergraduate courses in behavior analysis. The applications of behavior analysis directly relates to these areas, thus it offers opportunities to recruit and students from different educational backgrounds. Similarly, with the creation of the birth through kindergarten (B-K) program at Georgia Southern there stands a potential for unique collaboration. Given that the only treatment recommended for Autism by the U.S. Surgeon General is applied behavior analysis, it seems like a logical collaboration for students in the B-K program to further their education in applied behavior analysis.

MOTION: Dr. Amanda Konkle made a motion to approve the agenda items submitted by the Department of Psychology. A second was made by Dr. Greg Ryan.

- Dr. Casler-Failing stated on the new program page in CIM the courses PSYC 6470 and PSYC 5900G are listed in the program of study, but they are not on the agenda for approval. She asks if this was an error. Dr. Andrew Bulla explained that the courses had to be renumbered and became misaligned. Dr. Bulla said the course listings should be revised to change PSYC 6470 to PSYC 6600 and PSYC 5900G to 5700G.
- Dr. Casler-Failing said the course description provided in the new course PSYC 6600 is the same as the one provided for PSYC 6480. Dr. Bulla said that was a mistake and there is a different course description for the PSYC 6600 course.
- Dr. Casler-Failing received additional comments from the Office of Institutional Assessment and Accreditation (IAA) regarding PSYC 5700G. Dr. Cindy Groover told her there should be clearly defined assignments and assessments that separate them apart from the PSYC 5700 course. Dr. Bulla agreed to add this information on the CIM form. Dr. Delena Gatch added that there were some discrepancies in the program student learning outcomes (SLOs) that are on file in IAA and what is listed in CIM, specifically SLO #2.
- There was a brief discussion regarding the GRE admissions requirement for the program.
- Dr. Casler-Failing will roll the following items back and Dr. Bulla will make the suggested revisions. • In the new program proposal revise course listings of PSYC 6470 to PSYC 6600 and PSYC 5900G to PSYC 5700G, and ensure program SLOs correspond with those on file in IAA office. • Revise the course description for the new course PSYC 6600.
- Add graduate work to the new course PSYC 5700G proposal.

AMENDED MOTION: Dr. He made an amended motion to approve the agenda items submitted by the Department of Psychology, with the understanding that the suggested revisions be made to the new program and the PSYC 6600 and PSYC 5700G new courses. A second was made by Dr. Timothy Cairney, and the motion to approve the New Courses and New Program was passed.
B. **College of Science and Mathematics**

Dr. John Carroll and Dr. Steve Carden presented the agenda items for the College of Science and Mathematics.

**Department of Biology**

**Revised Programs:**

**MS-BIOL: Biology M.S. (Thesis)**

JUSTIFICATION: The graduate faculty in Biology have decided to remove the admission requirement for the MS Biology program. This is a growing trend (over 350 biology programs have removed this requirement). Furthermore, multiple studies have shown no link between the GRE and student success. The cost of the GRE incurs a significant financial burden, and there is also evidence that GRE requirements disproportionately filter out Black, Indigenous, and other People of Color from admission to graduate program. This change is necessary to remove admissions criteria that might prevent our program from being truly representative of students interested and eager in pursuing Biology graduate degrees.

We also updated the campus boxes (where it used to be just written in the justification). No change in campuses was made. The program already exists on the Statesboro and Armstrong campuses.

**MS-BIOL-NT: Biology M.S. (Non-Thesis)**

JUSTIFICATION: The graduate faculty in Biology have decided to remove the admission requirement for the MS Biology program. This is a growing trend (over 350 biology programs have removed this requirement). Furthermore, multiple studies have shown no link between the GRE and student success. The cost of the GRE incurs a significant financial burden, and there is also evidence that GRE requirements disproportionately filter out Black, Indigenous, and other People of Color from admission to graduate program. This change is necessary to remove admissions criteria that might prevent our program from being truly representative of students interested and eager in pursuing Biology graduate degrees.

The final admissions criteria was also adjusted to encourage students to seek "an advisor" (instead of a Thesis advisor, as this is the Non-Thesis degree option)

Finally, the campus boxes were also updated (where it used to be just written in the justification). No change in campuses was made as this program already exists on the Statesboro and Armstrong campuses.

**MOTION:** Ms. Fuller made a motion to approve the agenda items submitted by the Department of Biology. A second was made by Dr. He, and the motion to approve the Revised Programs was passed.
Department of Mathematical Sciences

New Course:

**MATH 5441G: Financial Mathematics**
JUSTIFICATION: This course, as part of the Actuarial Sciences Certificate revision, will help students continue the credentialing pathways with the Society of Actuaries and Casualty Actuary Society. Specifically, it will prepare them to take Exam FM (Financial Mathematics).

Deleted Course:

**STAT 5330G: Introduction to Mathematical Statistics**
JUSTIFICATION: The undergraduate version of this course duplicates STAT 3338, and the graduate version duplicates STAT 7332. It is being deactivated as part of a revision to separate the content into dedicated undergraduate and graduate classes.

MOTION: Dr. He made a motion to approve the agenda items submitted by the Department of Mathematical Sciences. A second was made by Dr. Town, and the motion to approve the New and Deleted Courses was passed.

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

Department of Communication Arts

Revised Program:

**MA-PROMLD: Professional Communication and Leadership M.A.**
JUSTIFICATION: The expansion of this existing program to include a fully online option is at the request of Georgia Southern University’s Director of Military and Veteran Services and the (now retired) Dean of the College of Arts and Humanities. Adding an online option will accommodate military who are seeking graduate education as they prepare to leave military service and seek civilian employment. The communication and leadership elements of this program align with the communication and leadership experience of these military personnel.
Course list also revised to reflect change of COMM 5030G to COMM 5035G
This program is offered on the following campus(es): Statesboro and Armstrong. The program will also be offered online. This program will not be offered on the following campus(es): Liberty.

MOTION: Dr. Ryan made a motion to approve the agenda item submitted by the Department of Communication Arts. A second was made by Dr. He.
Dr. Gatch stated the program SLOs in CIM do not correspond with those in the IAA office. Dr. Walker asked for clarification of how the fully online option would be handled. Mr. Pease explained that there will be three options for students: hybrid at Statesboro or Armstrong campuses, or the fully online option. Dr. Walker stated if a program is not designated as fully online (i.e. AOL) it may impact how the tuition and fees are assessed. Dr. Walker said they may want to propose this as a new program with the AOL designation. After a brief discussion Mr. Pease stated the department will need to reevaluate this item.

AMENDED MOTION: Dr. Konkle made an amended motion to table the agenda item submitted by the Department of Communication Arts. A second was made by Dr. He, and the motion to table the Revised Program was passed.

Department of History

New Courses:

HIST 7640: Introduction to the Study of War and Society
JUSTIFICATION: This course will serve as the cornerstone of the History Department’s proposed online MA concentration in War and Society.

HIST 7642: Explorations in War and Society
JUSTIFICATION: This course will be a requirement for the completion of the History Department’s proposed online MA concentration in War and Society.

HIST 7644: Case Studies in War & Society
JUSTIFICATION: This course will serve as a requirement for the History Department’s proposed online MA concentration in War & Society

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of History. A second was made by Dr. He.

• Dr. Casler-Failing stated prior to the meeting she informed Mr. Pease that the course description listed in HIST 7644 is repetitive. She said Mr. Pease provided her with the correct language and agreed for Dr. Casler-Failing to make the revision in CIM.

AMENDED MOTION: Dr. He made an amended motion to approve the agenda item submitted by the Department of History, with the understanding that the course description be revised for HIST 7644. A second was made by Dr. Konkle, and the motion to approve the New Courses was passed.
Department of Writing and Linguistics

Revised Courses:

**LING 5340G: History of the English Language**

JUSTIFICATION: Course Title: I added "the" to the catalog course title to make the course name match the name of the cross listed variants.
Course Number: The course numbers for the cross listed graduate and undergraduate courses were changed, but the graduate LING section was missed. We need to change the course number to align the course with the other courses that are in its sequence.
Cross listing: I have updated the cross listing to include the undergraduate section of LING 5340. Students should not be able to register for both the U and the G sections. I have also added the appropriate ENGL equivalents for this course. These courses are equivalents and taught by the same faculty.
Corrections: I have corrected the course data. The course is not repeatable. I have also updated the course description, which had some information left from copying the undergraduate course description during consolidation. Finally, I updated the SLOs which were blank and the other information required for CIM entry.

**WRIT 5340G: History of the English Language**

JUSTIFICATION: Cross listing: I have updated the cross listing to include the undergraduate section of LING 5340, the currently being added LING 5340G, and the appropriate ENGL equivalents for this course. These courses are equivalents and taught by the same faculty.
Course Title: I have added a "the" to the catalog title so that the course has the same name across all of its cross listed variants.
Corrections: I have corrected the course CIM data. The course is not repeatable. I assume this was an error from consolidation. I have added the missing SLOs and other information required for CIM entry.

MOTION: Dr. He made a motion to approve the agenda items submitted by the Department of Writing and Linguistic. A second was made by Ms. Fuller.

- Dr. Gatch stated the SLOs were not quite as measureable and could be stronger. She requested the items be rolled back so that the department can adjust the SLOs. Mr. Pease agreed to share this information with the department and to revise the SLOs for LING 5340G and WRIT 5340G.

AMENDED MOTION: Dr. He made an amended motion to approve the agenda items submitted by the Department of Writing and Linguistic, with the understanding that the SLOs be revised. A second was made by Dr. Town, and the motion to approve the Revised Courses was passed.

D. **College of Education**

Dr. Deborah Thomas presented the agenda items for the College of Education.
Department of Leadership, Technology, and Human Development

Deleted Course:

**ESPY 8839: Action Research in School Psychology**
JUSTIFICATION: The course is being removed from the program of study and substituted with a course that better meets the needs of the students and the graduate training standards of the National Association of School Psychologists. We are removing ESPY 8839 and replacing it with a new course - ESPY 8330 Program Evaluation for School Psychologists. The content of this course is more closely related to the role and function of school psychologists and aligns with the training standards of the National Association of School Psychologists.

New Course:

**ESPY 8330: Program Evaluation for School Psychologists**
JUSTIFICATION: The proposed course meets the graduate training standards of the National Association of School Psychologists. It is more directly applicable to the current role and function of school psychologists than the previous Action Research course that was required. Students will gain necessary skills to evaluate school-based interventions relevant to roles and functions.

Revised Courses:

**COUN 7231: Foundations of Clinical Mental Health Counseling**
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course. Banner title was revised from Foundations of cmhc to Foundations of CMHC.

**COUN 7232: Addictions Counseling**
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course content.

**COUN 7233: Family Counseling**
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course content.

**COUN 7234: Counseling Psychodiagnosis**
JUSTIFICATION: Course changes are being submitted to add SLOs.

**COUN 7235: Short Term Counseling Strategies**
JUSTIFICATION: Course changes are being submitted to add SLOs, and to modify the course description wording to align with the course title.
COUN 7236: Counseling and Sexuality  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7332: Theories of Counseling  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7333: Counseling Skills and Techniques  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7334: Group Counseling and Group Work  
JUSTIFICATION: Course changes are being submitted to add SLOs. Banner title was changed to more accurately reflect course content.

COUN 7335: Counseling Assessment and Appraisal  
JUSTIFICATION: Course changes are being submitted to add SLOs. The Banner title has also been revised to reflect course content.

COUN 7336: Career Counseling  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7337: Multicultural Counseling  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7338: Lifespan Development  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7437: School Counseling Program Coordination and Curriculum  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7445: Foundations of School Counseling  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7448: Leadership, Consultation and Intervention in the Schools  
JUSTIFICATION: Course changes are being submitted to add SLOs.

COUN 7737: Counseling Practicum  
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course content.
COUN 7738: Counseling Internship I
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course content.

COUN 7739: Counseling Internship II
JUSTIFICATION: Course changes are being submitted to add SLOs. The course description has also been revised to more accurately reflect the course content.

COUN 8533: Professional Practice and Ethics
JUSTIFICATION: Course changes are being submitted to modify the course description, and add SLOs. The course has also been marked as not repeatable. Previously there was an error and the course was marked as repeatable.

Deleted Programs:

CERG-LEAD/II: Educational Leadership Tier II Certificate Program (Online)
JUSTIFICATION: The most recent iterations of the department’s Educational Leadership (EDLD) Educational Specialist (EdS) and Tier II Educational Leadership Certificate-Only* programs were instituted in 2018. This was in alignment with 2018 Georgia Professional Standards Commission directives to switch initial preparation programs from the master’s to the educational specialist level (GaPSC Educational Leadership Preparation rule [Rule 505-3-.77]). Educational Leadership programs in Georgia expected that a pool of Tier II students would then matriculate under these new guidelines within two years. Unfortunately, however, Tier II program enrollment did not materialize in force across the state. To date, EdS/Tier II programs in Georgia continue to face hardships. These include small cohorts and continuing issues with performance-based opportunities and assessments. The incentive to move into a Tier II Educational Leadership Certificate-Only program is also stymied, particularly since it is not necessary to acquire an advanced certificate unless desired by one’s local system. Additionally, institutions are encountering increasing competition from outside entities delivering similar advanced instruction. Moreover, students are encountering difficulties meeting performance-based Supervised Field Experience hours because of changes and uncertainties in course delivery modes brought on by the COVID-19 health pandemic. The Georgia Southern EDLD EdS and Tier II Educational Leadership Certificate-Only programs have not been immune to these challenges. Since 2018, no students have entered Georgia Southern’s EdS or Tier II Certificate-Only programs.
Following Chair consultation with EDLD P-12 faculty members, the COE Interim Dean, Associate Dean, Curriculum, Instruction and Initial Educator Preparation, and the Office of Institutional Assessment and Accreditation (IAA) representatives, it is believed that deactivating and redesigning these programs would better serve the needs of students and the broader institution. This process will take two years. EDLD P-12 faculty will work together on plans to reactivate the program in Fall 2023, while adhering to the timeline below:
Fall 2020 – Submit deactivation request in CIM
Fall 2021 – Deactivation takes effect
Fall 2021-2022 – Program redesign
Fall 2022-2023 - Program redesign
Fall 2023 - Reactivate the EDLD EdS and Tier II EDLD Certificate-Only programs

*The Tier II Educational Leadership Certificate-Only program is embedded within the EdS Degree program; however, the Tier II Certificate-Only program may be taken independently.

**EDS-EDLD:** Educational Leadership Ed.S.

JUSTIFICATION: The most recent iterations of the department’s Educational Leadership (EDLD) Educational Specialist (EdS) and Tier II Educational Leadership Certificate-Only programs were instituted in 2018. This was in alignment with 2018 Georgia Professional Standards Commission directives to switch initial preparation programs from the master’s to the educational specialist level (GaPSC Educational Leadership Preparation rule [Rule 505-3-.77]). Educational Leadership programs in Georgia expected that a pool of Tier II students would then matriculate under these new guidelines within two years. Unfortunately, however, Tier II program enrollment did not materialize in force across the state. To date, EdS/Tier II programs in Georgia continue to face hardships. These include small cohorts and continuing issues with performance-based opportunities and assessments. The incentive to move into a Tier II Educational Leadership Certificate-Only program is also stymied, particularly since it is not necessary to acquire an advanced certificate unless desired by one’s local system. Additionally, institutions are encountering increasing competition from outside entities delivering similar advanced instruction. Moreover, students are encountering difficulties meeting performance-based Supervised Field Experience hours because of changes and uncertainties in course delivery modes brought on by the COVID-19 health pandemic. The Georgia Southern EDLD EdS and Tier II Educational Leadership Certificate-Only programs have not been immune to these challenges. Since 2018, no students have entered Georgia Southern’s EdS or Tier II Certificate-Only programs.

Following Chair consultation with EDLD P-12 faculty members, the COE Interim Dean, Associate Dean, Curriculum, Instruction and Initial Educator Preparation, and the Office of Institutional Assessment and Accreditation (IAA) representatives, it is believed that deactivating and redesigning these programs would better serve the needs of students and the broader institution. This process will take two years. EDLD P-12 faculty will work together on plans to reactivate the program in Fall 2023, while adhering to the timeline below:

Fall 2020 – Submit deactivation request in CIM
Fall 2021 – Deactivation takes effect
Fall 2021-2022 – Program redesign
Fall 2022-2023 - Program redesign
Fall 2023 - Reactivate the EDLD EdS and Tier II EDLD Certificate-Only programs

*The Tier II Educational Leadership Certificate-Only program is embedded within the EdS Degree program; however, the Tier II Certificate-Only program may be taken independently.
Revised Programs:

**EDS-INSTECH: Instructional Technology Ed.S. (Online)**
JUSTIFICATION: Changed "certification" to "concentration" in Admissions Criteria #3. We are removing the EDUR 8434 (replacing with EDUR 8231) and the action research project requirement from our EDS program. We will be proposing another curriculum revision regarding the contents of ITEC 8839, as it no longer will be a field-based research course. With the change, we can use only one POS, so removed SLM POS and added footnote to 8839 indicating that coursework needs to be concentration-specific.

**EDS-SCHPSY: School Psychology Ed.S.**
JUSTIFICATION: Update of Program Learning Outcomes only
Program Learning outcomes provided by and approved by Dr. D. Tysinger for insertion into CIM. 11/12/19
The current changes to the program of study will better meet the needs of students in the role and function of school psychologists. It also offers greater alignment to the training standards of the National Association of School Psychologists.

MOTION: Dr. Konkle made a motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. He.

- Dr. Casler-Failing stated there was a typographical error in COUN 7236. She said the college has approved her to make this edit in CIM.
- Dr. Gatch made the following recommendations:
  - Revise the following COUN course revision SLOs: 7232, 7234, 7235, 7332, 7333, 7334, 7335, 7338, 7437, 7445, 7448, and 7737. She explained that some of the SLOs were a rehash of the course description, a listing of activities that students will engage in rather than SLOs, or they were written very vaguely.
  - Revise the following program revision SLOs so they align with what is on file in the IAA office: Ed.S. Instructional Technology and Ed.S. School Psychology.
- Dr. Gatch will send her comments to Dr. Deborah Thomas and Dr. Thomas will share them with the department. Dr. Casler-Failing will roll the items Dr. Gatch referenced back to the department so the appropriate revisions can be made.

AMENDED MOTION: Dr. He made an amended motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development, with the understanding that the suggested revisions be made. A second was made by Dr. Konkle, and the motion to approve the Deleted Course, New Course, Revised Courses, Deleted Programs, and Revised Programs was passed.
Department of Middle Grades and Secondary Education

Revised Course:

**TCLD 6235: Methods for Teaching ESOL/TCLD**
JUSTIFICATION: The course prerequisite is being revised to eliminate the teacher education program admission and teaching certification requirement. The M.Ed. TCLD and the TCLD certificate will not require teacher certification for admission effective fall 2021.

MOTION: Dr. Ryan made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. Town, and the motion to approve the Revised Course was passed.

E. **Jiann-Ping Hsu College of Public Health**
Dr. Nandi Marshall, Dr. Linda Kimsey, and Dr. Joanne Chopak-Foss presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

New Course:

**PUBH 7133: One Health**
JUSTIFICATION: This course has been offered a few times as a special topics course and has increased in popularity without students. As such, we are creating a proposal for the course to be added as a permanent elective option. Also, this graduate level course is online and adds an additional elective option for our online graduate programs.

Revised Courses:

**ENVH 7231: Air Quality**
JUSTIFICATION: Updating all public health related 7000 level course to S2 & S4 to ensure we have enough electives for all graduate degrees.

**EPID 8130: Field Methods in Epidemiology**
JUSTIFICATION: Prerequisite change necessary to ensure adequate academic preparation. Also, EPID 7134 needs to be listed as a pre-requisite and not a co-requisite. This was causing scheduling issues.

**EPID 9231: Chronic Disease Epidemiology**
JUSTIFICATION: Prerequisite change necessary to ensure adequate academic preparation. Also, EPID 7134 needs to be listed as a pre-requisite and not a co-requisite. This was causing scheduling issues.
Revised Programs:

**DPH-BIOST: Public Health Dr.P.H. (Concentration in Biostatistics)**
JUSTIFICATION: The updates focused on including the list of directed electives.

**DPH-EPID: Public Health Dr.P.H. (Concentration in Epidemiology)**
JUSTIFICATION: The updates focused on including the list of directed electives.

**MPH-EHS: Public Health M.P.H. (Concentration in Environmental Health Sciences)**
JUSTIFICATION: In 2016, CEPH recommended competencies for all MPH graduates. In order to meet these competencies, the JPHCOPH has developed a course in Folio that all MPH students must complete to meet their graduation requirements. Upon completion, students will have a toolkit filled with valuable resources to be successful in the public health workforce. The course will have four modules (networking, career services, interprofessional education, and cultural competence).

**MPH-EPI: Public Health M.P.H. (Concentration in Epidemiology)**
JUSTIFICATION: In 2016, CEPH recommended competencies for all MPH graduates. In order to meet these competencies, the JPHCOPH has developed a course in Folio that all MPH students must complete to meet their graduation requirements. Upon completion, students will have a toolkit filled with valuable resources to be successful in the public health workforce. The course will have four modules (networking, career services, interprofessional education, and cultural competence).

**MPH-PH/BIOST: Public Health M.P.H. (Concentration in Biostatistics)**
JUSTIFICATION: In 2016, CEPH recommended competencies for all MPH graduates. In order to meet these competencies, the JPHCOPH has developed a course in Folio that all MPH students must complete to meet their graduation requirements. Upon completion, students will have a toolkit filled with valuable resources to be successful in the public health workforce. The course will have four modules (networking, career services, interprofessional education, and cultural competence).

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of Biostatistics, Epidemiology, and Environmental Health Sciences. A second was made by Dr. He.

- Dr. Gatch said the program SLOs listed for the DPH programs do not correspond with what is on file in the IAA office. Dr. Casler-Failing will roll the DPH revised programs back and the department will revise the program SLOs so that they align with the IAA office records.

AMENDED MOTION: Ms. Fuller made an amended motion to approve the agenda items submitted by the Department of Biostatistics, Epidemiology, and Environmental Health Sciences, with the understanding that the revisions be made to the DPH program SLOs. A second was made by Dr.
Town, and the motion to approve the New Course, Revised Courses, and Revised Programs was passed.

**Department of Health Policy and Community Health**

**New Courses:**

**APPH 7135: Cultural Competency for Public Health**

**JUSTIFICATION:** This course is being added as a required course for the fully online Applied Public Health MPH program. This course will also be available as an elective for all JPHCOPH graduate students. The intent and content of the course align with the college's mission & vision and fill a needed gap. Additionally, students in the applied public health program will be able to apply cultural competency principles in the workforce.

**HSPM 7138: Managerial Epidemiology**

**JUSTIFICATION:** This course has been offered a few times as a special topics course and has increased in popularity without students. As such, we are creating a proposal for the course to be added as a permanent elective option. Also, this graduate level course is online and adds an additional elective option for our online graduate programs.

**Revised Courses:**

**APPH 7131: Applied Planning and Evaluation Methods for Public Health Promotion**

**JUSTIFICATION:** Prefix has changed from GEPH to APPH. All GEPH courses are being updated to APPH as this degree is no longer in the general PH department. It is now in Health policy and community health.

**APPH 7132: Public Health Preparedness**

**JUSTIFICATION:** Prefix has changed from GEPH to APPH. All GEPH courses are being updated to APPH as this degree is no longer in the general PH department. It is now in Health policy and community health.

**APPH 7134: Social Marketing for Health Communication**

**JUSTIFICATION:** Prefix has changed from GEPH to APPH. All GEPH courses are being updated to APPH as this degree is no longer in the general PH department. It is now in Health policy and community health.

**APPH 7530: Capstone in PH Leadership**

**JUSTIFICATION:** Prefix has changed from GEPH to APPH. All GEPH courses are being updated to APPH as this degree is no longer in the general PH department. It is now in Health policy and community health.
COHE 6130: Research Methods in Community Health
JUSTIFICATION: The course title is being updated to align with the concentration focus of community health.

HSPM 7333: Healthcare Governance
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7334: Human Resources Healthcare
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7335: Healthcare Operations Management
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7336: Healthcare Supply Chain Management
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7337: Integrative Health Enterprise Analytics and Decision Making
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7338: Contemporary Issues in Healthcare
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

HSPM 7431: Public Health Practice Trends
JUSTIFICATION: Updating all 7000 level courses associated with public health to S2 & S4 to ensure we have enough electives for all graduate students.

Revised Programs:

DPH-CHBED: Public Health Dr.P.H. (Concentration in Community Health Behavior and Education)
JUSTIFICATION: The updates focused on including the list of directed electives.

DPH-PH/HPM: Public Health Dr.P.H. (Concentration in Health Policy and Management)
JUSTIFICATION: The updates focused providing information into the new cells.
DPH-PHLEAD: Public Health Dr.P.H. (Concentration in Public Health Leadership) (Online)
JUSTIFICATION: In 2016, CEPH recommended competencies for all DrPH graduates. In order to meet these competencies, DrPH students will work with CTE and the Provost’s office to successfully complete training and teach at least one course [FYE 1200 or CORE 2000].

MPH-HSPM: Public Health M.P.H. (Concentration in Health Policy and Management)
JUSTIFICATION: In 2016, CEPH recommended competencies for all MPH graduates. In order to meet these competencies, the JPHCOPH has developed a course in Folio that all MPH students must complete to meet their graduation requirements. Upon completion, students will have a toolkit filled with valuable resources to be successful in the public health workforce. The course will have four modules (networking, career services, interprofessional education, and cultural competence).

MPH-PH/APH: Public Health M.P.H. (Concentration in Applied Public Health)
JUSTIFICATION: This program needs to be moved to the department of health policy and community health. The one guided elective will be replaced with a new course (Cultural Competency for Public Health). I have also submitted a request for the prefix APPH to be created to replace GEPH since this program will no longer be in the general public health department. Once that is done, I can create the new course and add it to the program of study and this document. This will be effective for the Fall of 2021, so I am not submitting any specific electives for this program.

MPH-PH/CHEDU: Public Health M.P.H. (Concentration in Community Health)
JUSTIFICATION: In 2016, CEPH recommended competencies for all MPH graduates. In order to meet these competencies, the JPHCOPH has developed a course in Folio that all MPH students must complete to meet their graduation requirements. Upon completion, students will have a toolkit filled with valuable resources to be successful in the public health workforce. The course will have four modules (networking, career services, interprofessional education, and cultural competence).

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of Health Policy and Community Health. A second was made by Dr. He.

- Dr. Casler-Failing said prior to the meeting she contacted Dr. Nandi Marshall to share concerns she had regarding two agenda items. There was a typographical error in HSPM 7138, and GEPH 7130 was listed as a prerequisite for APPH 7530. She said Dr. Marshall explained that GEPH 7130 is no longer a required class in the applied concentration and stated the course should be deleted from the list of prerequisites. Dr. Casler-Failing said the college has given her permission to make these edits in CIM.
- Dr. Gatch made the following recommendations:
  - Correct typographical errors in the HSPM 7138 new course proposal.
Revise the following revised course SLOs, primarily because they are not measureable: APPH 7132, APPH 7134, HSPM 7333, HSPM 7337, and HSPM 7431.

Revise the following program SLOs so that they align with what is on file in the IAA office: DPH with Concentration in Community Health Behavior and Education and the MPH with Concentration in Public Health Leadership (Online).

- Dr. Casler-Failing will roll the items Dr. Gatch referenced back to the department so the appropriate revisions can be made.

AMENDED MOTION: Dr. Konkle made an amended motion to approve the agenda items submitted by the Department of Health Policy and Community Health, with the understanding that the suggested revisions be made. A second was made by Dr. He, and the motion to approve the New Courses, Revised Courses, and Revised Programs was passed.

F. Waters College of Health Professions

Dr. Stephen Rossi, Dr. Karen Spears, Dr. Maya Clark, and Dr. Andi Beth Mincer presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

New Course:

**KINS 6137: Research Writing**

JUSTIFICATION: This course has been a required course listed as a special topics (KINS 7099) course in the MS in Kinesiology concentration in Athletic Training and has garnered attention within other concentrations in Kinesiology. This request is to make this course a permanent course with appropriate course name and number.

Revised Program:

**CERG-DICP: Dietetic Internship Certificate Program**

JUSTIFICATION: Change admission requirement to assure students have a graduate degree prior to entering supervised practice learning experience to meet ACEND (Accreditation Standards for Nutrition and Dietetics). Align DI Certificate program required courses with the Masters of Nutrition and Foods curriculum schedule.

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. He.

- Dr. Casler-Failing asked the department to confirm the effective date for the program revision. Dr. Karen Spears confirmed the item will be entered in the 2022-2023 catalog.
- Dr. Gatch stated the SLOs for the new course KINS 6137 are difficult to measure and should be stronger, primarily because of the frequent use of “will understand”, “gain
experience”, or “learn how”. She said the program SLOs for the certificate program do not match what is on file in the IAA office. Dr. Spears confirmed the program SLOs listed in the proposal will be the outcomes moving forward once their master’s program is approved.

- Dr. Casler-Failing will rollback the KINS 6137 new course item to allow the department to strengthen the SLOs so they are measureable.

AMENDED MOTION: Dr. He made an amended motion to approve the agenda items submitted by the Department of Health Sciences and Kinesiology, with the understanding that the KINS 6137 course SLOs be revised. A second was made by Dr. Town, and the motion to approve the New Courses and Revised Program was passed.

**Department of Rehabilitation Sciences**

**Deleted Course:**

**CSDS 7147: Language and Literacy**
JUSTIFICATION: The literacy content currently taught in CSDS 7147 will be moved into CSDS 7143: Language Disorders in School-age Children as CSDS 7147 is deactivated to make room for additional content necessary to prepare students for changes in industry trends. The shared framework of language disorders and literacy is a common offering within the discipline and will be duplicated within our program.

**New Courses:**

**CSDS 7164: Comprehensive Synthesis and Analysis in CSD**
JUSTIFICATION: This course formalizes the longstanding comprehensive student assessment process for the program. The creation of the course will allow students to receive transcript credit for a significant amount of effort dedicated for this requirement. In addition, allows faculty members to be assigned as the responsibility of overseeing the comprehensive assessment process and formulating the data for program assessment. Due to credit hour reallocation, this creation does not cause an increase of credit hours/tuition for students.

**CSDS 7166: Fluency and Fluency Disorders**
JUSTIFICATION: The fluency content in this course has been separated from the previously offered CSDS 7156 (Voice and Fluency). Several iterations of the course over several years has indicated that the content is best delivered separately due to the distinct nature of the content as well as the ability of instructors to successfully cover both disordered populations.

**PHTH 9001: Special Topics in Physical Therapy**
JUSTIFICATION: This course allows needed flexibility for students to pursue research or other areas of special interest and is an important tool for competitive student recruiting.
**PHTH 9500: Leadership & Management in Physical Therapy 1**
JUSTIFICATION: This course moves part of the leadership content earlier in the curriculum to give students time to implement principles learned into leadership opportunities available while still a student.

**PHTH 9501: Leadership and Management in Physical Therapy 2**
JUSTIFICATION: Three-credit course (PHTH 9900) split into a new 2 ch course (PHTH 9500) and this new 1 ch course as a result of curricular analysis and updating. PHTH 9900 will be deactivated once students on the old (current) program of study have completed it.

**PHTH 9551: Therapeutic Exercise 1**
JUSTIFICATION: This course is the first-half of a sequence in the second year of the curriculum designed to better prepare students to apply principles of therapeutic exercise learned during the first year.

**PHTH 9562: Therapeutic Exercise 2**
JUSTIFICATION: This course is the second-half of a sequence in the second year of the curriculum designed to better prepare students to apply principles of therapeutic exercise learned during the first year.

**Revised Courses:**

**CSDS 7136: Introduction to Clinical Practicum in Communication Disorders**
JUSTIFICATION: Credit hour adjusts are being made to co-requisites 7136/7136L to adequately reflect the learning expectations of students and the contact hour expectations of instructors. Revised CIP code and added SLOs and general course description.

**CSDS 7137: Clinical Practicum in Communication Disorders**
JUSTIFICATION: Credit hour adjusts are being made to co-requisites 7137/7137L to adequately reflect the learning expectations of students and the contact hour expectations of instructors. Revised CIP code and added SLOs and general course description.

**CSDS 7143: Language and Literacy Disorders in School-Age Children**
JUSTIFICATION: The literacy content previously taught in CSDS 7147 will be moved into this course as CSDS 7147 is deactivated to make room for additional content necessary to prepare students for changes in industry trends. The shared framework of language disorders and literacy is a common offering within the discipline and will be duplicated within our program. Revised CIP code, course title, catalog description, and added SLOs and general course description.
CSDS 7148: Oral & Motor Speech Disorders
JUSTIFICATION: Credit hour adjustment has been made to focus on a narrower disordered population focus. Added SLOs and general course description.

CSDS 7154: Advanced Practicum in Communication Disorders I
JUSTIFICATION: The prerequisite is being deactivated. CIP code updated. General course description and SLOs added.

CSDS 7156: Voice and Velopharyngeal Disorders
JUSTIFICATION: The CSDS 7156 course was originally created to deliver content in the area of voice and fluency. However, several iterations of the course over several years has indicated that the content is best delivered separately due to the distinct nature of the content as well as the ability of instructors to successfully cover both disordered populations. Revised CIP code, course title, catalog description, and added SLOs and general course description.

CSDS 7163: Research Methodology
JUSTIFICATION: Element of this course related to discipline-specific content is being moved to correlated course. This course will serve as an orientation/survey of research methods. This course will also build upon the research course all students entering the program are required to have. Revised CIP code and credit hour and added SLOs and general course description.

PHTH 7101: Functional Anatomy of the Cardiopulmonary System
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7131: Basic Cardiopulmonary Patient Care
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7202: Functional Anatomy of Axial and Appendicular Regions
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7232: Basic Orthopedic Patient Care
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7232L: Basic Orthopedic Patient Care Lab
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.
PHTH 7262: Evidence-based Practice 1
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7282: Clinical Practicum 2
JUSTIFICATION: Updating description following curricular analysis and to match current course focus.

PHTH 7303: Functional Anatomy of the Nervous System
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7333: Basic Neurologic and Integumentary Patient Care
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 7363: Evidence-based Practice 2
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 8400: Evidence-based Practice 3
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 8491: Patient Care Synthesis 1
JUSTIFICATION: More accurately describe the nature of the course and minimize confusion with clinical education courses.

PHTH 8531: Advanced Patient Care 1: Geriatrics
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 8632: Advanced Patient Care 2: Adults
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study.

PHTH 9733: Advanced Patient Care 3: Pediatrics
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study. This has always been a combination lab/lecture course but was mislabeled so schedule type was also changed.
PHTH 9834: Advanced Patient Care 4: Complex Patients
JUSTIFICATION: Updating name and description to meet needs identified during recent self-assessment of Program of Study. This has always been a combination lecture/lab course so the schedule type was corrected to reflect this.

PHTH 9992: Patient Care Synthesis 2
JUSTIFICATION: More accurately describe the nature of the course and minimize confusion with clinical education courses.

Revised Program:

DPT-PT: Physical Therapy D.P.T.
JUSTIFICATION: Recent curricular review led to creation of new courses, adjustment of some course titles and credit hour distribution, and inactivation of some courses, resulting in no net change in overall degree credit hours.

MOTION: Ms. Fuller made a motion to approve the agenda items submitted by the Department of Rehabilitation Sciences. A second was made by Dr. He.

- Dr. Rand Ressler raised a concern for the use of the word management in course titles. He explained that his college’s accreditation agency regards this term as a business discipline. He also mentioned how documentation for new hires includes CIP codes of a person's credentials, which will align with
- the courses the faculty will teach. Dr. Ressler suggested replacing the work management with administration. Dr. Andi Beth Mincer stated the terminology comes out of their college’s accreditation requirements. After further discussion it was decided that Dr. Donna Brooks and Dr. Gatch would meet to examine the requirements of the various accreditation agencies and identify impacts on academic units.
- Dr. Casler-Failing said prior to the meeting she contacted Dr. Stephen Rossi to share concerns she had regarding two agenda items. There were typographical errors in the new course CSDS 7164 proposal. She said the justification in revised course CSDS 7136 referred to incorrect courses, and the courses should be listed as 7136 and 7136L. Dr. Casler-Failing said the college has given her permission to make these edits in CIM.
- Dr. Gatch made the following recommendations:
  o Revise the following new courses SLOs: PHTH 9001, PHTH 9500, PHTH 9501, PHTH 9551, and PHTH 9562. The SLOs listed are vague and could be more specific and more measurable.  • The DPT revised program did not provide a mission statement or assessments in the CIM proposal. The program SLOs do not match what is on file in the IAA office.
- Dr. Casler-Failing will roll the items Dr. Gatch referenced back to the department so the appropriate revisions can be made.

AMENDED MOTION: Dr. Ryan made an amended motion to approve the agenda items submitted by the Department of Rehabilitation Sciences, with the understanding that the requested revisions be
made. A second was made by Dr. He, and the motion to approve the Deleted Course, New Courses, Revised Courses, Revised Program, and Deleted Program was passed.

Dr. Delena Gatch presented the deleted program agenda item.

**Deleted Program:**

*CERG-CSD: Communication Sciences and Disorders Certificate*

JUSTIFICATION: The program would like to deactivate due to low or no enrollment.

MOTION: Ms. Fuller made a motion to approve the additional agenda item from the Department of Rehabilitation Sciences. A second was made by Dr. He, and the motion to approve the Deleted Program was passed.

VI. OLD BUSINESS

A. Registrar’s Update

Mr. Wayne Smith thanked the committee for being flexible regarding the SLOs and PLOs revisions. He reminded everyone that the deadline to submit curriculum items for the February graduate meeting is today, and February 2nd is the deadline to submit for the undergraduate meeting. He said the February meeting is the priority meeting to submit curriculum items to be included in Banner before early registration begins in March. Departments will still be able to submit items in the March and April meetings, but the information will not be in Banner when students begin to register. SARC registration for Fall 2021 will begin March 8th, and early registration will be March 22nd.

VII. ANNOUNCEMENTS

Dr. Casler-Failing thanked everyone and asked colleges who have rollback items to notify her when they have resubmitted their revisions in the system.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on January 21, 2021 at 10:44 AM.

Respectfully submitted, Audie Graham, Recording Coordinator

Minutes were approved February 4, 2021 by electronic vote of Committee Members
FACULTY SENATE LIBRARIES COMMITTEE
Meeting Minutes
November 20, 2020
Via Zoom: 3:30 pm

Attending: Ruth Whitworth, chair (JPHCOPH), Julia Griffin (CAH), Christian Hanna (WCHP), Barbara Hendry (CBSS), Stephanie Jones (COE), Shainaz Landge (COSM), John O’Malley (PCEC), Jessica Rigg (LIB), Hyunju Shin (PCOB), Maliece Whatley (PCOB)

Non-Voting Members: Lisandra R. Carmichael, Dean of the GS University Libraries

Absent:

I. CALL TO ORDER

II. NEW BUSINESS
A. Faculty Senate Charge: Commitment to Diversity & Inclusion
   1. Brainstorm and develop plan to accomplish Strategy 1 and 2:

   Strategy 1-A Identify and address historical and current institutional barriers, including potentials for marginalization.
   
   Research Histories

   Strategy 1-A Identify and address historical and current institutional barriers, including potentials for marginalization.
   
   Strategy 1-A.3 Designate the Office of Inclusive Excellence as the central repository for current and former diversity, equity- and inclusion (DEI)-related reports. Use the repository to generate documentation of the efforts to date, to learn from past efforts, and introduce the campus to inclusive efforts and traditions.
   Designate/Doc

   Strategy 2-E Develop, assess, and strengthen both external community partnerships and campus collaborative partnerships that further the goals of the Inclusive Excellence Action Plan.

   Strategy 2-E.4 Develop a Community Resource Guide that serves as a repository of businesses and organizations who demonstrate a commitment to diversity, equity, and inclusion by completing our annual Inclusive Excellence training.
Develop Comm Resource Guide

III. ANNOUNCEMENTS

IV. ADJOURNMENT
SENATE EXECUTIVE COMMITTEE
Meeting Minutes
January 15 2021,
Via Zoom: 1:00p.m. – 3:00p.m.

Voting Members Present: Lisa Abbott (CAH), Cheryl Aasheim (PCEC), Diana Botnaru (WCHP), Cary Christian (CBSS), Bill Mase (JPHCOPH), Jessica Garner (LIB), Dee Liston (COE), Bill Wells (PCOB)

Non-Voting Members: Trish Holt (COE), President, Amanda Konkle (CAH), Secretary, Barbara King (CBSS), Librarian, Helen Bland (JPHCOPH), Parliamentarian

Guests present: Dustin Anderson (Provost), Leticia McGrath (CAH), Chair of Faculty Welfare Committee, Megan Small, Graduate Assistant

Absent: Jeffery Secrest (COSM)

I. CALL TO ORDER
Trish Holt called the meeting to order at 1:00pm

II. APPROVAL OF AGENDA
Agenda was unanimously approved

III. CHAIR’S UPDATE
A. Welcome (Holt) and introduction of guests
B. Faculty Welfare Committee Charges Discussion (Leticia McGrath)
Leti McGrath, chair of the Faculty Welfare Committee, was present for the first hour of the meeting to discuss the charges to the FWC including the revision of the Annual Faculty Evaluation. Dustin Anderson shared some history: a December 2019 motion to reject the common form out of CAH; it was not taken up for immediate discussion because it was an issue considered to apply to one college only. The Senate voted for this to go to FWC for revision. Leti stated that the FWC has had the form on its agenda for many months. Spring 2020 discussion in FWC around whether this was under the purview of the FWC; the bylaws state that the FWC is to review evaluation procedures. There has been pushback from members of the committee regarding how it would be possible for them to create a universal form. The item remained on the FWC agenda for Fall 2020; the committee asked if they should still address it, and they were told yes, but to prioritize other things over it. The FWC met on Wednesday, January 13 and began compiling all the different types of faculty evaluations being used by different departments. The FWC has a folder of the various forms currently in use. Trish Holt reported that Dr. Reiber told Diana Botnaru and Leti that his top priority is the NTT document. The major focus needs to be the timeline, the different levels,
and giving colleges latitude to evaluate based on the individual’s hiring document listing their duties. The committee currently has 4 charges: the NTT policy, the SRIs, faculty evaluation, and chair evaluation. Leti clarified that the charges have been implied but not clearly stated. She stated that the committee completed and submitted the NTT policy, but the meeting with the Provost regarding it had to be cancelled and the committee is waiting to reschedule. Leti understands that the Provost wants some revisions to that policy and suggested that an email stating those changes rather than a meeting might be more expeditious. Leti also met with the Provost and a subcommittee on the chair’s evaluation on Monday. Different subcommittees are working on these various policies. The FWC has been discussing SRIs but also remains confused regarding what they need to do to move forward with that; they are discussing with people who worked on that last year. Leti noted that the Faculty Handbook states that the department makes a final decision about evaluation structure and format, and so there is concern about the FWC working on a universal form. The objection was that the form shouldn’t be dictating criteria or procedure, and Diana Cone said that the universal form does neither. Dustin stated that they might want to begin by clarifying definitions of criteria, procedure, and form. Cary Christian voiced the FWC’s concern that they do not have the expertise to revise the SRIs. Trent Maurer led an earlier charge to recreate the SRIs and it could be helpful to pull in others with expertise in this area, as the charge went to FWC because the committee had previously suggested that this should come from them. Bill Wells suggested that an ad hoc committee to address SRIs makes more sense because this has been on FWC’s plate for years. He also suggested that creating an evaluation form should be the work of chairs, deans, and the provost since many will choose to ignore it. Dustin stated that the current new form was sent to Senate as an informational item created by Deans and Provost, but then Senate didn’t like it, so it was sent to FWC to come up with something better. Bill was concerned that faculty evaluations and SRIs seem to appear on the FWC’s agenda every year.

Motion to create an ad hoc committee to work on the SRI, with one member on the committee from the Faculty Welfare Committee. Dustin reminded that the ad hoc committee needs to report to the Senate; Cary clarified that the Senate Executive Committee needs to form this ad hoc committee.

Returned to discussion on faculty evaluation form. Jessica Garner raised the question for the Library, because they were told that they had to use the form from the Provost’s office this year. She stated that the messaging was inconsistent about who was requiring the form. Dustin stated that different colleges are complaining about new forms. Bill Mase asked if the annual evaluation went through Human Resources because it had at previous institutions he worked at. Leti added that faculty still feel that the forms they are filling out are not giving them the proper venue to describe how they are performing. Bill Wells added that complaints about inconsistency in the form brings the Provost into play. Amanda Konkle reminded us that the Provost had previously stated an intention to move toward an online form. Leti stated that the university previously had an online form that was a nightmare. Bill Wells concurred
that this was a nightmare because the university bought the cheapest plan and had no support for running the system. He stated that those programs can work if adequate resources are put into them. Lisa Abbott also spoke to previous negative experience with a universal system. Dustin clarified that the post-tenure review process being undertaken by the university system would be relevant in this discussion.

C. Librarian’s Report (Barbara King)
Barbara King summarized the Librarian’s Report. Some committees did not send minutes, but minutes from the GECC, graduate, and undergraduate committees are present. Trish noticed that many committees had questions about the Inclusive Excellence report and that some committees did not feel that preparing an IE plan was an appropriate charge for their committee.

IV. OLD BUSINESS
A. SGA Committee Member Selection for remainder of this year (Holt)
Trish stated that the SGA is currently functioning and the SEC needs to select a committee member for that committee for the remainder of this year. Helen stated that the SGA selects someone to send as the student rep to Senate. Lisa clarified that we also need to send a call to the Senate for someone to serve as the Senate representative to the SGA. Diana suggested issuing a call on the Faculty Senate listserve. Cheryl Aasheim stated that in the past there have been co-representatives, which makes it more palatable to faculty senators to be able to divide the work. Trish said she would add a request for volunteers to the Senate agenda.

B. Bylaws Review AdHoc Committee Update (Botnaru)
Diana Botnaru spoke for the Bylaws Review committee, which will be co-chaired by Lisa Abbott and Diana. They are meeting next week for the first time and hope to meet bimonthly to have something for the Senate to approve by the end of the term. Diana stated that they do not need to be on the Senate agenda.

V. NEW BUSINESS
A. Discussion Item on Faculty Evaluation Form (Submitted by Christopher Hendricks)
SEC voted to leave the Discussion Item submitted on the Faculty Evaluation form on the agenda for discussion.

B. Guest Speakers (Holt)
1. Vaccine Pods (DeLoach)
   Trish stated that Brian DeLoach will give a presentation on vaccination pods at Senate if everyone is ok with it.

2. Mental Health (Carroll and Reiber)
   Trish stated that Rebecca Carroll and Provost Reiber would like to do a presentation on mental health resources available for faculty.

C. NCAA Chair Selection (Botnaru)
NCAA Chair Selection. Chris Geyerman currently serves in this position. Jessica Garner stated that it is time for him to come up for either re-election or for someone new to take this position. Jessica also stated that there needs to be time to transition to a new person so that
he can train them. Lisa suggested that someone check and see how long he wants to serve in this position. Jessica will do this and report back. Cheryl had previously asked him and he stated that he thinks his term expires in 2021. Cheryl will ask him for definite date of end of his term and if he wants to serve in this capacity again.

VI. ANNOUNCEMENTS AND UPDATES

A. SEC Inclusive Excellence Plan
   Trish Holt is scheduling a meeting to discuss work on this plan.

B. Journal Articles on Shared Governance
   1. Shared Governance: Changing with the Times
   2. The Perfect Storm: Universities, Governance, And The Politics Of Polarization (forbes.com)
   Trish forwarded articles on shared governance to discuss with SEC. Diana stated that she does not think faculty and administration define shared governance the same way. She stated that she thinks President Marrero aims for transparency but that faculty have been under stress for a number of years and so the trust piece is difficult. Diana stated that the pieces talk about less formal channels of communication between faculty and administration, and that faculty at Georgia Southern are often told to go through the official and appropriate channels for communication. Trish stated that there are various groups who provide training for Faculty Senates to participate in training. Jessica applied some aspects to the Board of Regents as well.

   Dee Liston proposed that we review the January Faculty Senate Agenda and vote on it. The Faculty Senate Agenda was drafted, reviewed, and approved.

VII. CAMPUS CHATTER

VIII. ADJOURNMENT
   The meeting was adjourned at 3:00 PM.

Respectfully submitted, Amanda Konkle, Faculty Senate Secretary
I. Call to Order

Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, January 19, 2021 at 3:32 p.m.

II. APPROVAL OF AGENDA

Dr. Joanne Chopak-Foss announced there are some courses and programs that need to be removed from the agenda because they were rolled back due to incomplete SLO’s and/or PLO’s. The following items were removed for revision and resubmission for the next meeting:

College of Arts and Humanities
Department of Communication Arts:
Revised Course(s):

THEA 3030: Selected Topics in Theatre
THEA 3131: Stage Makeup
THEA 3230: Voice for the Stage
THEA 3330: Acting Scene Study
THEA 3332: African American Theatre
THEA 3333: Irish Theatre
THEA 4330: Theatre History I: Origins to 1700
THEA 4331: Theatre History II: 1700 to Contemporary
THEA 4335: Scenic and Production Design
THEA 4336: Lighting Design
THEA 4337: Costume Design
THEA 4338: Seminar: World Theatre
Revised Program(s):
BA-THEA: Theatre B.A.
College of Behavioral and Social Sciences
School of Human Ecology
Revised Courses:
INDS 2436: Interior Materials and Systems
INDS 3327: Computer-Aided Design I
INDS 3434: Lighting
INDS 3435: Design Studio II
INDS 3436: Design Studio III
INDS 3438: Professional Practice
Department of Psychology
Revised Course(s):
PSYC 2231: Research and Analysis I
College of Public Health
Department of General Public Health
New Course(s):
PUBH 2135: Introduction to Statistical Packages
PUBH 3110: Public Health Writing
PUBH 3215: Statistical Concepts in Epidemiology
PUBH 3216: Data Collection and Analysis for Public Health
PUBH 3314: Introduction to Public Health
PUBH 4114: Data Management and Visualization for Public Health
PUBH 4115: Epidemiologic Study Design and Analysis
Revised Courses:
PUBH 4798: Internship in Public Health
New Program(s):
Public Health B.S.P.H. (Emphasis in Epidemiology)

Dr. Cheryl Aasheim made a motion to approve the amended agenda. A second was made by Dr. Beverly Miller and the motion to approve the amended agenda was passed.

III. NEW BUSINESS
A. College of Arts and Humanities
   Presented by Mr. Norton Pease.
New Course(s):

**GFA 3040: Introduction to Editing with Avid Media Composer 100**
JUSTIFICATION: This course is offered through the Georgia Film Academy.

**GFA 3140: Introduction to Sound Design with Avid ProTools 100**
JUSTIFICATION: This is one of the courses offered through the Georgia Film Academy.

**GFA 4000: Film & Television Apprenticeship**
JUSTIFICATION: This is a course offered through the Georgia Film Academy.

**GFA 4010: Production Design II**
JUSTIFICATION: This is a course offered through the Georgia Film Academy.

**GFA 4020: Motion Picture Set Lighting II**
JUSTIFICATION: This is a course offered through the Georgia Film Academy.

- Dr. Cynthia Groover noted that Georgia Film Academy is not SACS accredited and that it needs to be verified that this would not be considered a substantive change by forming an agreement with a non-accredited body which would have SACS implications. Mr. Norton Pease stated they are getting certified by GFA, and they are just introducing the courses at this time. Dr. Cynthia Groover stated that it still needs to be verified that there is not going to be a subchange issue.

- Dr. Joanne Chopak-Foss asked for clarification on what a subchange issue means and Dr. Cynthia Groover stated that academic arrangements with other accredited institutions are fine, but when arrangements are made with other institutions that are not SACS SOC accredited there can be a subchange issue. Mr. Norton Pease stated they are mirroring the Nexus partnerships happening at other universities and hopefully the Nexus piece will negate all of the concerns.

- Mr. Wayne Smith asked if students were able to receive financial aid for these courses. Mr. Pease stated that he believes they should be but he is not sure if the courses are eligible until they are embedded within a program. Right now they are being treated as electives and substituted for other courses until the Minor is established that the courses will become a part of.

Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the Department of Communication Arts. A second was made by Dr. Beverly Miller and the motion to approve the new course(s) was passed.
Inactivated Course(s):

**THEA 3338: Rehearsal and Performance**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3501: Musical Theatre Voice II**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3503: Creative Dramatics**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3505: Theatre Dance Techniques**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3506: Theatre Management II: Marketing the Arts**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3509: Play Production**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 3760: Scene Painting**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4030: Childrens Theatre Tour**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4040: Stagecraft II**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4430: Acting for the Screen II: Advanced Techniques**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4500: Advanced Lighting Design**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4501: Stagecraft II**  
JUSTIFICATION: The course no long fits within our 4 year rotations.

**THEA 4503: Stage Managers and Designers Lab**  
JUSTIFICATION: The course no long fits within our 4 year rotations.
THEA 4505: Acting IV: Shakespearean Styles
JUSTIFICATION: It is being replaced with Performance Styles

THEA 4980: Directing Lab
JUSTIFICATION: The course no longer fits within our 4 year rotations.

THEA 5530: Playwriting
JUSTIFICATION: We had it listed twice at consolidation and we are deleting this version.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of Communication Arts. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

Department of Music

Revised Program(s):

BM-MUSIC: Music B.M. (Concentration in Composition)
JUSTIFICATION: We are specifying the campuses on which this program can be fully offered. This program is offered on the following campus: Statesboro. This program is not offered on the following campuses: Armstrong, Liberty. We are also using only upper-division numbers for Applied Music. This necessitates moving Applied Music out of Area F and other courses in the degree into Area F. The requirements themselves are not changing (only the organization).

• Dr. Delena Gatch stated that the PLOs in CIM do not reflect the ones on file in the documents submitted to the Office of Institutional Assessment and Accreditation in October of 2020.

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

Department of History

Revised Course(s):

HIST 3233: The Christian Church in the Roman Empire
JUSTIFICATION: The existing title, The Early Church, is vague and provides students with no sense of geographical context. The new proposed title provides clarity and gives students a more precise understanding of the material that will be covered in the course.

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the
Department of History. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

Department of Philosophy & Religious Studies

New Course(s):

RELS 3435: Religion, Sports, and Society
JUSTIFICATION: Will be added to the electives in RELS, expanding the selection of offerings.

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

Department of Writing & Linguistics

Revised Course(s):

LING 4790: Internship in Writing and Linguistics
JUSTIFICATION: We changed the required introductory course for professional and technical writing in the major's core body of knowledge (CBK) from WRIT 3220 to WRIT 3230 last year, but the prerequisite for the internship was not changed. We are updating this course to reflect the change in the CBK. I have also updated the course to include SLOs and required CIM information.

LING 5340: History of the English Language
JUSTIFICATION: Course Title: I added "the" to the catalog course title to make the course name match the name of the cross listed variants. Cross listing: The cross listings need to be updated to reflect the change of LING 5330G to LING 5340G, and the listings were missing the ENGL courses that are equivalents; the ENGL versions already have the cross listing in place. Corrections: I have corrected the course data to update the SLOs which were blank and the other information required for CIM entry.

WRIT 4790: Internship in Writing and Linguistics
JUSTIFICATION: Prerequisite: We changed the required introductory course for professional and technical writing in the major's core body of knowledge (CBK) from WRIT 3220 to WRIT 3230 last year, but the prerequisite for the internship was not changed. We are updating this course to reflect the change in the CBK. Cross list: LING 4790 needs to be cross listed with this class as majors can take either to fulfill the internship requirement. The other course already had the cross list already listed. Course description: the course description tool tip said that cross listing information should not be included in the course description. I have removed it. While the cross listing was mentioned in the course description, the change was
never made to the actual cross list during consolidation. I have also updated the course to include SLOs and required CIM information.

**WRIT 5340: History of the English Language**

**JUSTIFICATION:** Course Title: I added "the" to the catalog course title to make the course name match the name of the cross listed variants. Cross listing: The cross listings need to be updated to reflect the change of LING 5330G to LING 5340G, and to add the missing LING and ENGL courses that are equivalent to this one. Corrections: I have corrected the course data to update the SLOs which were blank and the other information required for CIM entry.

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

**Inactivated Course(s):**

**WRIT 5930: Technical Writing**

**JUSTIFICATION:** This course has been replaced by WRIT 5250: Advanced Technical Writing. The graduate section was deactivated, but the undergraduate section was not. This course is not being offered and will not be offered as WRIT 5930 in the future.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

**Revised Program(s):**

**BA-WRLG: Writing and Linguistics B.A.**

**JUSTIFICATION:** This program will be offered on the Statesboro and Armstrong campuses. This program will not be offered on the Liberty campus. We have included the following program changes and their rationales: WRIT 2250 Queer Rhetorics was added to area F. This course was changed and renamed last semester, but could not be added to the program list until that change was complete. We have cross listed the LING and WRIT sections of courses that were equivalents to indicate that students could take the course under either prefix, and it will count toward its degree. These courses include WRIT/LING 2430, LING/WRIT 5130, LING/WRIT 4790, LING/WRIT 5340, and LING/WRIT 5530. Along with all the changes we made to the Writing and Linguistics BA last year, a few items ended up moved into the wrong categories to align with our existing program sheet. To correct the discrepancies, we've done the following: -Moved the WRIT/LING 4790 Internship back to "capstone courses" instead of being listed as upper division requirements. -Moved WRIT 5250 Advanced Technical Writing and WRIT 5231 Advanced Screenwriting from upper division requirements to Capstone Courses since these courses are each a culmination of a sequence
in their respective areas. We have added WRIT 5550 Publication Design to the capstone courses list to provide a second capstone option for students pursuing professional and technical writing. This gives that area representation in the capstone that is better aligned with the other three emphasis areas. We have added WRIT 5570 Advanced Writing, Rhetoric, and Culture to the capstone list because the course name/number was changed last year, and we could not add it to the program list until the change took place in the system. We added WRIT 4131 Teaching Writing to the Rhetoric and Composition area because the course name/number was changed last year, and we could not add it to the program list until the change took place in the system. We added LING 3430 Linguistics and Grammar for Teachers to the Linguistics area because the course name/number was changed last year, and we could not add it to the program list until the change took place in the system. This program is offered only on the Armstrong and Statesboro campuses. It is NOT offered at Liberty.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

Presented by Ms. Laura Valeri.

Inactivated Program(s):

**126C: Applied Linguistics Concentration**
JUSTIFICATION: The concentration does not have any active students and has not had students in the last six years. Financial aid cannot be used to support the concentration. There is a minor in this same area that students can complete instead.

Dr. Cheryl Aasheim made a motion to approve the program inactivation(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Beverly Miller and the motion to approve the program inactivation(s) was passed.

**Department of the Dean, Arts & Humanities**
Presented by Mr. Norton Pease.

Inactivated Course(s):

**HUMN 2321: Humanities I**
JUSTIFICATION: Course was developed to be co-instructed by faculty from multiple departments, as a result, creating uncertainty in offerings, among other issues. This course has not been offered for years.
**HUMN 2322: Humanities II**
JUSTIFICATION: Course was developed to be co-instructed by faculty from multiple departments, as a result, creating uncertainty in offerings, among other issues.

**HUMN 2433: Classicism**
JUSTIFICATION: Course was developed and instructed by a faculty who is no longer employed at GSU. This course has not been offered for years.

**HUMN 2434: Myth in Arts and Humanities**
JUSTIFICATION: Course was developed and instructed by a faculty who is no longer employed at GSU. This course has not been offered for years.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of the Dean, Arts & Humanities. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

**B. College of Behavioral and Social Sciences**

**Department of Criminal Justice & Criminology**
Presented by Dr. Daniel Skidmore-Hess.

**New Course(s):**

**CRJU 5101: Global Cybersecurity**
JUSTIFICATION: The course will be an option for CRJU students interested in cybercrime. It also will benefit POLS students. The CJ Chair is supportive of the course as well as the Political Science & International Studies Chair. This course will also benefit our ROTC cadets as well as the two garrisons located in Savannah (Hunter Army Airfield and Hinesville 3ID).

**CRJU 5105: Homeland Security**
JUSTIFICATION: The course will be an option for CRJU students interested in cybercrime. It also will benefit POLS students. The CJ Chair is supportive of the course as well as the Political Science & International Studies Chair. This course will also benefit our ROTC cadets as well as the two garrisons located in Savannah (Hunter Army Airfield and Hinesville 3ID).

- Dr. David Williams asked if there was any conversation with IT since they do offer a cyber security certificate. Dr. Daniel Skidmore-Hess said they have been collaborating with some individuals in that department. Dr. Joanne Chopak-Foss read the course description to help show the differences between how this Cyber Security course is different from what is offered from CEC.

Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the Department of Criminal Justice & Criminology. A second was made by Dr. Beverly Miller and the motion to
 approve the new course(s) was passed.

**School of Human Ecology**  
Presented by Dr. Beth Myers.

**New Course(s):**

**FMAD 2330: Fashion Styling**  
JUSTIFICATION: The addition of this course will enhance our curriculum to give students an opportunity to learn about the styling segment of the fashion industry. With the growth of ecommerce, fashion styling is playing an increasingly important role in the field.

**FMAD 3440: Sustainable Fashion Entrepreneurship**  
JUSTIFICATION: Many students both in fashion merchandising and design express a desire to eventually become an entrepreneur and this course would give them the tools for their future in this particular field, which heavily emphasizes sustainability in the fashion industry.

Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the School of Human Ecology. A second was made by Dr. Beverly Miller and the motion to approve the new course(s) was passed.

Presented by Dr. Beth Myers.

**Revised Course(s):**

**FMAD 3235: History of Costume**  
JUSTIFICATION: We are revising the course description to include the influences of history, literature, politics, media, psychology, and culture.

Dr. Cheryl Aasheim made a motion to approve the revised FMAD course(s) submitted by the School of Human Ecology. A second was made by Dr. Beverly Miller and the motion to approve the revised FMAD course(s) was passed.

Presented by Dr. Beth McGee.

**Revised Course(s):**

**INDS 2327: Digital Communication**  
JUSTIFICATION: Currently the listed Catalog Prerequisites: INDS 3327 : Computer-Aided Design I; INDS 3435 : Design Studio II; INDS 3436 : Design Studio III; INDS 4327 : Computer-Aided Design II; This needs to be updated to remove this as a prerequisite for INDS 3435 : Design Studio II. Some students take this concurrently depending on entry into the program. This
course was changed in the sequence of the curriculum recently and the pre-requisites were not completely updated.

**INDS 2435: Design Studio I**
JUSTIFICATION: This is updating the overall course to be correct in CIM, especially the prerequisite description, course outcomes from our updated new accreditation standards, and correct contact hours. We would also like to update the Banner and Catalog prerequisites: FACS 2437 : Interior Design Cad I should be removed since it has been deleted. INDS 2327 : Digital Communication should be removed as having this course as a prerequisite since it is a co-requisite for some students on a Spring acceptance plan. INDS 2437 : Interior Design CAD I should be removed since it has been deleted. INDS 3435H : Design Studio II Honors should be removed since it has been deleted. Banner and the Catalog should include INDS 3327, INDS 3434 and INDS 3435 as having this course as a pre-requisite.

**INDS 4327: Computer-Aided Design II**
JUSTIFICATION: This request is for general data entry clean up and updating the prerequisite of INDS 3436 to be expanded to also a co-requisite, as students may take them at the same time depending on admission to the program/the program map that they are on. We are removing co-requisites to make the program more flexible for students who get out of sequence.

**INDS 4427: Interior Design Portfolio**
JUSTIFICATION: WE are updating the contact hours so the lecture and lab times are correct. We are updating the learning outcomes to the updated CIDA standards and general data entry clean up. We are requesting a modification to the Current Catalog and Banner prerequisite: INDS 4446H : Design Studio V Honors. This needs to be removed since it has been deleted.

**INDS 4435: Design Studio IV**
JUSTIFICATION: This change is for general data entry cleanup and for updating the course contact hours that were incorrectly listed on CIM. We are also requesting changing prerequisites: We changed the ART sequence required for entry into the program to be a choice of two of these three classes and all of these need to be taken prior to Studio IV. INDS 2436 needs to be taken for content knowledge required in this class. INDS 3438 is taught prior to this class so it needed to be listed as a pre not co-requisite. INDS 3434 is removed since we moved it later in the curriculum to ensure students have taken the required technology courses. INDS 4327 could be taken concurrently, so that as a prerequisite needs to be removed. TCM 3333 was moved from co-requisite to prerequisite since the content is required for this course. We would like the FACS 3427 Banner co-requisite removed since that course has been deleted. We would like the INDS 4446H Catalog prerequisite removed since it has been deleted. We would like the FACS 3427 Catalog description removed since it has been deleted. We would like the INDS 4446H Banner prerequisite removed since it has been deleted. We would like the INDS 4436 Banner prerequisite removed since it has been deleted. Only
INDS 4446 should be listed as a Banner and Catalog prerequisite.

**INDS 4446: Design Studio V**

JUSTIFICATION: We are generally updating this course to reflect the most recent accreditation standards and correct information including contact hours. This is a 6 contact hour course with a lecture/lab type. We removed INDS 4427 as a prerequisite because some of our students take INDS 4427 when they are in Studio V depending on which semester they started our program. INDS 4435 Studio IV should be a prerequisite without concurrency for Studio V. The listed Banner equivalents are: INDS 4436 : Design Studio V; INDS 4446H : Design Studio V Honors; As A Banner Prerequisite: INDS 4437 : Interior Design Portfolio. These are all old deleted courses that can be removed.

Dr. Cheryl Aasheim made a motion to approve the revised INDS course(s) submitted by the School of Human Ecology. A second was made by Dr. Beverly Miller and the motion to approve the revised INDS course(s) was passed.

Presented by Dr. Beth Myers.

**Revised Program(s):**

**046A: Fashion Merchandising and Apparel Design Minor**

JUSTIFICATION: We are including our two newly proposed courses in the list of course options for students minoring in Fashion Merchandising and Apparel Design. FMAD 2330 will give students the opportunity to learn about the growing field of styling. FMAD 3440 will give students the opportunity to learn about starting a business in fashion, with an emphasis on sustainability, an important topic in the field.

**BS-FMADN: Fashion Merchandising and Apparel Design B.S.**

JUSTIFICATION: We are adding two electives to the program for students in the merchandising and design emphasis areas to be able to take. These courses are being proposed this year. FMAD 2330 will allow students to learn about the area of fashion styling, a growing area in the field. FMAD 3440 will allow students to learn about starting a business in the fashion industry, specifically one with an emphasis on sustainability, a significant topic in the fashion industry. This program will be offered on the following campus(es): Statesboro

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the School of Human Ecology. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.
Presented by Dr. Beth McGee.

Revised Program(s):

**BS-INTDS: Interior Design B.S.**

**JUSTIFICATION:** This is a general program update to represent the current needs of the program. We are updating to a new program mission and SLOs. The updated mission is guided by our recent program changes and future visioning as well as aligning with the University and College mission statements. We are updating the admittance policy to clarify the requirement for INDS 2430 midterm cards and have an updated midterm card link. We are reverting to our historical 2.25 GPA requirement. The minimum credits required for applicants was reduced to 24 to be consistent with full time students as they follow the program map. We are adding TCM 3333 having a "C" grade requirement as it is a key course required in the major and fundamental to student success in the program. This program will be offered on the following campus(es) Statesboro. This program will not be offered at the following campus(es): Armstrong or Liberty Campuses.

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

**Department of Political Science & International Studies**
Presented by Dr. Daniel Skidmore-Hess

**New Course(s):**

**POLS 5101: Global Cybersecurity**

**JUSTIFICATION:** I have taught this course several times as a special topics. It was well received by the students. The course will be a part of the Political Science major and will also benefit our students in CJ. The CJ Chair is supportive of the course as well as the Political Science & International Studies Chair. This course will also benefit our ROTC cadets as well as the two garrisons located in Savannah (Hunter Army Airfield and Hinesville 3ID).

**POLS 5105: Homeland Security**

**JUSTIFICATION:** Part of a new proposed concentration in Global Security Studies. This course will introduce students to the key players in defense of the homeland such as FEMA Director, Attorney General, Secretary of Defense, Secretary of State, National Military Command Center (NMCC), the National Security Council, and the Joint Operations Center (JOC).

Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the Department of Political Science & International Studies. A second was made by Dr. Beverly Miller and the motion to approve the new course(s) was passed.
Revised Course(s):

**POLS 4550: Insurgency & Counterinsurgency**
JUSTIFICATION: Changing title to reflect more accurately the nature of the course and concepts/ideas/theories covered in the course.

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

New Program(s):

**Paralegal Certificate Program**
JUSTIFICATION: Will facilitate Pillar 1 (Student Success) and Pillar 2 (Teaching and Research) of the University's Strategic Plan. The program will promote the professional development of students by providing them with skills that will make them competitive for entry-level positions as paralegals and for graduate or law school programs. They will have skill sets for use in legal research and writing, substantive knowledge of the major areas of the law, and an in-depth understanding of the judicial process. The program will also support faculty development as teacher-scholars. Faculty will draw on their areas of expertise to provide experiential learning in legal research, the judicial process, and substantive areas of the law that will enable students to participate in data collection for studies of the law in various disciplines. The creation of the Paralegal Certificate Program is responsive to student demand and better positions students to meet the demands of the relevant job market. According to the U.S. Bureau of Labor Statistics, employment of paralegals and legal assistants is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations. This program will be offered online, available to students on all of Georgia Southern University’s campuses.

Dr. Cheryl Aasheim made a motion to approve the new program(s) submitted by the Department of Political Science & International Studies. A second was made by Dr. Beverly Miller and the motion to approve the new program(s) was passed.

Department of Psychology
Presented by Dr. Ty Boyer

New Course(s):

**PSYC 5700: Practicum in Behavior Analysis**
JUSTIFICATION: This course will serve as a core course in a newly proposed MS concentration in the already existing MS in experimental psychology.
Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the Department of Psychology. A second was made by Dr. Beverly Miller and the motion to approve the new course(s) was passed.

Revised Program(s):

**BS-PSYC: Psychology B.S.**
JUSTIFICATION: On October 9, 2020, members of the Department of Psychology Undergraduate Curriculum Committee voted unanimously to revise the list of courses that will fulfill Degree Requirements (adding, removing, and revising the list of courses within Area F). All other changes included with this request were in fulfillment of the necessity of additional required information.
- Dr. Delena Gatch stated that the PLOs did not match the ones on file for the Office of Institutional Assessment and Accreditation. Dr. Ty Boyer stated the CIM form has the accurate PLOs and Dr. Delena Gatch stated she would make that note in her records.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Psychology. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

**Department of Sociology**
Presented by Dr. Daniel Skidmore-Hess

Revised Program(s):

**BS-SOCIO: Sociology B.S.**
JUSTIFICATION: This request is to add a 100% online program to the existing face-to-face program. As students seek increased flexibility in attaining their educations, an online program will assist students in meeting their goals.
- Dr. David Williams asked if Board of Regents approval was needed to make this change. Dr. Cynthia Groover stated that it only needs USG notification and not approval.

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

**C. College of Business**
Presented by Dr. Britton McKay
Department of Finance

Revised Program(s):

**BBA-FINC: Finance B.B.A.**
JUSTIFICATION: In a previous change, language from a previous catalog made it into print. Personal Financial Planning (FINC 4231) has been part of the 12 credits of major requirements for years and should not have been moved down to major electives.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Finance. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

D. College of Public Health

Presented by Dr. Nandi Marshall

Department of General Public Health

Revised Course(s):

**PUBH 3131: Introduction to Chronic Diseases**
JUSTIFICATION: KINS 2531/2511 are no longer required courses in area F. Current Pre-Reqs are from the old area F and they are no longer required for all students.

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the Department of General Public Health. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

Inactivated Course(s):

**PUBH 3531: Consumer Health**
JUSTIFICATION: This course hasn't been taught in over five years and isn't a required course.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of General Public Health. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

Revised Program(s):

**BSPH-PH/EH: Public Health B.S.P.H. (Emphasis in Environmental Health)**
JUSTIFICATION: Consumer Health was inactivated. This change is to remove this course from the list of available electives.
JUSTIFICATION: Consumer Health and Multi-Social Determinants were inactivated. This change is to remove them from the list of available electives.

**BSPH-PH/HEP: Public Health B.S.P.H. (Emphasis in Health Education and Promotion)**  
JUSTIFICATION: Consumer Health and Multi-Social Determinants were inactivated. This change is to remove them from the list of available electives.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of General Public Health. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

**Department of Community Health Behavior & Education**

**Inactivated Program(s):**

**217A: Health Education and Promotion Minor**  
JUSTIFICATION: The college decided to add the broader Public Health minor and remove the health education and promotion minor. This will leave the college with three emphasis areas for majors and two minor options for non-majors.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of General Public Health. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

**E. College of Science and Mathematics**  
Presented by Dr. Brian Koehler

**Department of Chemistry & Biochemistry**

**Inactivated Course(s):**

**CHEM 3901: Chemical Research**

JUSTIFICATION: This course should have been deactivated following the consolidation, because CHEM 4900 (Chemical Research Experience) replaced the CHEM 3910 course.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.
Revised Program(s):

**BA-CHEM: Chemistry B.A.**
JUSTIFICATION: 1) Correction of a typo under the Major Specific Requirements section of the course list. The catalog read "Carry over from CHEM 2211K/2212K Principles of Chemistry I/II in Area F". However, it should read "Carry over from CHEM 1211K/1212K Principles of Chemistry I/II in Area F".

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

Department of Mathematical Sciences

New Course(s):

**MATH 5441: Financial Mathematics**
JUSTIFICATION: This course, as part of the Actuarial Sciences Certificate revision, will help students continue the credentialing pathways with the Society of Actuaries and Casualty Actuary Society. Specifically, it will prepare them to take Exam FM (Financial Mathematics).

Dr. Cheryl Aasheim made a motion to approve the new course(s) submitted by the Department of Mathematical Sciences. A second was made by Dr. Beverly Miller and the motion to approve the new course(s) was passed.

Revised Course(s):

**MATH 3337: Probability**
JUSTIFICATION: This course is replacing an inactive course listed on the Actuarial Sciences Certificate program page, so we are adding a statement to the catalog description about which certification exam the topics cover, as well as including SLOs, removing a deleted prerequisite, and allowing the possibility of synchronous instruction.

**MATH 4200: Actuarial Science Seminar**
JUSTIFICATION: This course is being revised with an expanded catalog description and SLOs as part of a broader effort to update the Actuarial Sciences Certificate. The contact hours are changed to show that it is a fixed 3 credit hour course, and the prerequisites were also adjusted to remove a course that is being deactivated and add a new course (MATH 5441) specifically developed to prepare students for the Society of Actuaries Exam.

**STAT 3338: Statistical Inference**
JUSTIFICATION: Most institutions offer a two-course sequence in probability and statistical
inference at the undergraduate level. It is common for a single textbook to be structured around such a sequence. Georgia Southern is unconventional in having probability at the 3000 level but inference at the 5000 level. Also, there is already a graduate level course (STAT 7332) covering this material at that level. Therefore this course is being moved to the 3000 level to form a MATH 3337/STAT 3338 sequence in line with discipline norms. Also, the course will support the Statistics minor by offering a dedicated undergraduate offering in inference, as well as offer students pursuing an actuarial career an undergraduate course satisfying the Mathematical Statistics VEE (Validation by Educational Experience) for the Society of Actuaries. While the course is being revised, we are adding SLOs and a new schedule type, changing to a more fitting title, including references to actuarial certification in the catalog description, and removing cross-listing for the inactivated graduate version.

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the Department of Mathematical Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

**Inactivated Course(s):**

**STAT 3211: Probability & Statistics App I**
JUSTIFICATION: This course duplicates MATH 3337 and was intended for deactivation during consolidation.

**STAT 3222: Probability & Statistics Ap II**
JUSTIFICATION: This course duplicates STAT 5532 and was intended for deactivation during consolidation.

**STAT 3231: Mathematical Statistics I**
JUSTIFICATION: This course duplicates MATH 3337 and was intended for deactivation during consolidation.

**STAT 3232: Mathematical Statistics II**
JUSTIFICATION: This course duplicates STAT 3338 and was intended for deactivation during consolidation.

**STAT 3240: Experimental Design**
JUSTIFICATION: The prerequisite courses were duplicated during consolidation, and are being inactivated. As this course has not been offered in many years, even prior to consolidation, it is also being inactivated.

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of Mathematical Sciences. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.
Revised Program(s):

**170G: Statistics Minor**
JUSTIFICATION: As part of a broader effort to revise curriculum to better support the Actuarial Sciences Certificate, STAT 5330 is being inactivated in favor of an undergraduate only STAT 3338. This edit replaces mentions of STAT 5330 with STAT 3338. The new course form for STAT 3338 (Statistical Inference) is also submitted along with this revision.

**CERO-ACTSCI: Actuarial Sciences Certificate**
JUSTIFICATION: This certificate was not properly revised during consolidation to reflect the courses that are actively offered. Furthermore, the Society of Actuaries updated their course requirements in 2018, which this revision addresses.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Mathematical Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

Department of Geology & Geography

**Inactivated Course(s):**

**OCEA 3100: Introduction to Oceanography**
JUSTIFICATION: This course is redundant with GEOL 5231 (a holdover from consolidation).

Dr. Cheryl Aasheim made a motion to approve the course inactivation(s) submitted by the Department of Geology & Geography. A second was made by Dr. Beverly Miller and the motion to approve the course inactivation(s) was passed.

Department of Physics & Astronomy

**Revised Course(s):**

**PHYS 3542: Analog Electronics**
JUSTIFICATION: The number of contact hours has been adjusted to ensure that students have sufficient lecture time to achieve course SLOs as well as maintain a laboratory experience. No program page is submitted with this revision as it does not change the credit hours or title of the course (no change would be reflected on the program page).

**PHYS 3543: Digital Electronics**
JUSTIFICATION: The number of contact hours has been adjusted to ensure that students have sufficient lecture time to achieve course SLOs as well as maintain a laboratory experience. No Program forms is attached since this revision does not affect credit hours or course title (there
is no changes to anything listed on the Program page).

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

F. College of Health Professions

Department of Diagnostic and Therapeutic Sciences
Presented by Dr. Stephen Rossi

Revised Program(s):

**BS-RESP: Respiratory Therapy B.S.**
JUSTIFICATION: Added Honors requirements, program mission, PLO assessment methods for SLOs, and added BIOL 2081L and 2082L to area F.

**BS-RESP/LAD: Respiratory Therapy B.S. (Online)**
JUSTIFICATION: Added Honors requirements and revise Area F and major requirement course listing.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

Presented by Dr. Lauri Adams

Revised Program(s):

**BSRS-RS/BR: Radiologic Sciences B.S.R.S. (Bridge Program)**
JUSTIFICATION: Added Honors requirements, PLOs, and program statement.

**BSRS-RS/CVIS: Radiologic Sciences B.S.R.S. (Concentration in Cardiovascular/Interventional Science)**
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and BIOL labs to Area F.

**BSRS-RS/NM: Radiologic Sciences B.S.R.S. (Concentration in Nuclear Medicine)**
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and added BIOL labs to Area F.
BSRS-RS/RG: Radiologic Sciences B.S.R.S. (Concentration in Radiography)
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and BIOL 2081L and 2082L to area F.

BSRS-RS/RT: Radiologic Sciences B.S.R.S. (Concentration in Radiation Therapy)
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and add BIOL 2081L and 2082L to area F.

BSRS-RS/SON: Radiologic Sciences B.S.R.S. (Concentration in Diagnostic Medical Sonography)
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and added BIOL 2081L and 2082L.

BSRS-RS/SOP: Radiologic Sciences B.S.R.S. (Special Options Program)
JUSTIFICATION: Added Honors requirements, PLOs, program statement, and added BIOL 2081L and 2082L to area F.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

Presented by Dr. Stephen Rossi

Inactivated Course(s):

MEDT 3001L: Intro to Medical Lab Meth Lab
JUSTIFICATION: This course was used prior to the merger. It is no longer used.

MEDT 4810: Special Topics Practicum
JUSTIFICATION: This course is no longer used.

Dr. Cheryl Aasheim made a motion to approve the MEDT course inactivation(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Beverly Miller and the motion to approve the MEDT course inactivation(s) was passed.

Presented by Dr. Stephen Rossi

Inactivated Course(s):

DDTS 4020L: Management and Leadership Lab
JUSTIFICATION: Lab is being discontinued
Dr. Cheryl Aasheim made a motion to approve the DDTS course inactivation(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Beverly Miller and the motion to approve the DDTS course inactivation(s) was passed.

Presented by Dr. Stephen Rossi

Revised Course(s):

**DDTS 4020: Management and Leadership**
JUSTIFICATION: Lab is being discontinued and change in schedule type.

Dr. Cheryl Aasheim made a motion to approve the revised course(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised course(s) was passed.

**Department of Health Sciences and Kinesiology**
Presented by Dr. Stephen Rossi

Revised Program(s):

**BHS-HSIN: Health Science B.H.S. (Concentration in Health Informatics)**
JUSTIFICATION: HSCC 4020-added because it is now required for all BHS concentrations for program assessment. IT 3234-course deleted due to new pre-reqs that students will not take in the HI POS. WRIT 3220-removed as it is a pre-req for IT 3234 (now deleted from POS) IT 3230-replacement course for IT 3234. IT 4136-replacement course for WRIT 3220. 11/18/20 - removed ITW

- Dr. Delena Gatch noted that the PLOs did not match what was on file for Institutional Assessment and Accreditation. Dr. Rossi stated they were being submitted February 1, 2021.

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

**Department of Rehabilitation Sciences**
Presented by Dr. Stephen Rossi

Revised Program(s):

**BS-CSDS: Communication Sciences and Disorders B.S.**
JUSTIFICATION: Specifying acceptable coursework for increased clarity; adding updated mission, updated SLOs, assessment methods, additional requirements (related to program
assessment); general "clean-up". Added footnote for CHEM 1151K in Area F.

Dr. Cheryl Aasheim made a motion to approve the revised program(s) submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Beverly Miller and the motion to approve the revised program(s) was passed.

**Inactivated Programs:**

**CERG-CSD: Communication Sciences and Disorders Certificate**
JUSTIFICATION: The program would like to deactivate due to low or no enrollment.

Dr. Cheryl Aasheim made a motion to approve the program inactivation(s) submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Beverly Miller and the motion to approve the program inactivation(s) was passed.

IV. OTHER BUSINESS

A. Office of the Registrar

Presented by Mr. Wayne Smith

- Mr. Wayne Smith reminded the committee that the February meeting is the priority deadline to have curriculum in for early registration. Submissions made in the March and April meetings would still make the Catalog and be available for fall, but would be delayed based on the time it takes to get the information into Banner. The early registration dates are March 8th for SARC, Spring Break is March 15th - 20th, and everyone else begins registration on Monday, March 22nd.

- Ms. Doris Mack gave an update on the Banner Bridge, which will change the way course information is entered into Banner from manual to automatic. We are currently in the testing stage and waiting on updates from the vendor to move forward.

- Dr. Donna Brooks noted there is not a Department of Radiology or Medical Lab Science, and that they are just programs. Dr. Joanne Chopak-Foss stated it would be corrected in the minutes. Mr. Wayne Smith asked when that change took place. Dr. Lauri Adams stated that it was well before consolidation that the change was made. Dr. Stephen Rossi commented that it had to do with the way courses and programs move through CIM and the selection on the CIM form. Dr. Donna Brooks said we would look into the CIM form glitch.

- Notes from the Office of the Registrar: The minutes are updated to reflect the removal of the inactive departments and the courses and programs are now listed under the correct departments. Additionally, It has been verified that the CIM workflow will route the courses and programs to the correct approval workflows when the accurate departments are selected and there is no need to select the program instead.

V. ADJOURNMENT
Dr. Chopak-Foss called for a motion to adjourn. Dr. Cheryl Aasheim made a motion to adjourn the meeting. A second was made by Dr. Beverly Miller and the motion to adjourn the meeting passed at 5:10 p.m.