

2-7-2017

Librarian's Report 2-7-2017

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

This report includes:

Undergraduate Committee Minutes – Jan 24, 2017

General Education and Core Curriculum Comm. report to the Faculty Senate – Nov 2016.

NCAA Faculty Athletic Representative Report to the Faculty Senate - Feb 2017.

Graduate Committee minutes – January 2017

Ad Hoc Committee on SRIs report – January 2017.

Undergraduate Committee Minutes – Nov 15, 2016

UNDERGRADUATE COMMITTEE

MINUTES

JANUARY 24, 2017

3:30 P.M.

IT BUILDING, RM 1005

I. CALL TO ORDER

Voting Members Present: Dr. Dragos Amarie, Dr. Bettye Apenteng, Miss Ruth Baker, Dr. Joanne Chopak-Foss, Dr. Anoop Desai, Dr. Larisa Elisha, Dr. Adrian Gardiner, Mrs. Lori Gwinett, Dr. Ron MacKinnon, Dr. Ed Mondor, Dr. Sabrina Ross.

Non-Voting Members Present: Miss Tori Brannen, Mrs. Jade Brooks, Mr. Luca Castresana, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith

Guests: Dr. Dan Bauer, Dr. Brenda Blackwell, Dr. Velma Burden, Dr. Finbarr Curtis, Mrs. Cynthia Groover, Dr. Eric Kartchner, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Jonathan O'Neill, Mrs. Cindy Randall, Dr. Stephen Rossi, Dr. Kathlyn Smith, Dr. Deborah Thomas, Dr. Patrick Wheaton, Dr. David Williams, Dr. Marieke Van Willigen, Dr. Robert Yarborough

Absent: Dr. Ellen Hamilton, Dr. Marian Tabi

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

I. APPROVAL OF AGENDA

A Chopak-Foss/Elisha motion to approve the agenda was passed unanimously.

III. CHAIR'S UPDATE A. Discussion of the Approval Process for the Minutes

Dr. Ron MacKinnon proposed a new process for the approval of the meeting minutes. Moving forward, all minutes will have a standing approval from Dr. Adrian Gardiner and Dr. Ed Mondor. The minutes will be distributed to committee members by e-mail and any changes will be classified as friendly amendments.

IV. NEW BUSINESS A. College of Liberal Arts and Social Sciences

Department of Communication Arts

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

Revised Courses

COMM 1100: Human Communication

JUSTIFICATION:

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

COMM 1100S: Human Communication

JUSTIFICATION:

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

COMM 1110H: Public Speaking

JUSTIFICATION:

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

COMM 1110S: Public Speaking

JUSTIFICATION:

The Board of Regents Regents Advisory Committee on Communications has directed all USG institutions to standardize the name of the course to simplify recognition of courses for transfer credit. Thus the course title is being changed to simply "Public Speaking."

COMM 2332: Media and Society

JUSTIFICATION:

The pre-requisite of ENGL 1101 or WRIT 1101 is being removed. The pre-requisite was in place at a time that class sizes were 25-30 and students were required to write a research paper. The course is now typically taught as a large lecture course (140-150 students) and the research paper assignment is no longer part of the course; thus, the pre-requisite is no longer necessary.

COMM 2332S: Media and Society

JUSTIFICATION:

The pre-requisite of ENGL 1101 or WRIT 1101 is being removed. The pre-requisite was in place at a time that class sizes were 25-30 and students were required to write a research paper. The course is now typically taught as a large lecture course (140-150 students) and the research paper assignment is no longer part of the course; thus, the pre-requisite is no longer necessary.

COMS 1711: Communication Studies Practicum

JUSTIFICATION:

The CIP Code was incorrect in CIM.

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COMS 2330: Introduction to Communication Research

JUSTIFICATION:

Two revisions are being made. 1. The CIP Code was incorrect. 2. We are adding the Asynchronous Instruction option for on-line course offerings.

COMS 2711: Communication Studies Practicum

JUSTIFICATION:

This is simply to correct the CIP Code.

COMS 3030: Selected Topics in Communication Studies

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (Asynchronous)

COMS 3030S: Selected Topics in Communication Studies

JUSTIFICATION:

This is simply to correct the CIP Code.

COMS 3331: Argumentation

JUSTIFICATION:

1. Corrects the CIP Code. 2. adds the option for online instruction (asynchronous)

COMS 3332: Small Group Communication

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 3333: Communication and Gender

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (Asynchronous)

COMS 3334: Communicating in the Workplace

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 3334S: Communicating in the Workplace

JUSTIFICATION:

Corrects the CIP Code

COMS 3335: Interpersonal Communication

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 3336: Introduction to Performance Studies

JUSTIFICATION:

Corrects the CIP Code

COMS 3337: Persuasion

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)
COMS 3337S: Persuasion

JUSTIFICATION:

Corrects the CIP Code
COMS 3338: Rhetorical Criticism

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)
COMS 3339: Intercultural Communications

JUSTIFICATION:

Corrects the CIP Code
COMS 3339S: Intercultural Communications

JUSTIFICATION:

Corrects the CIP Code
COMS 3711: Communication Studies Practicum

JUSTIFICATION:

Corrects the CIP Code
COMS 4330: Rhetoric of International Relations

JUSTIFICATION:

1. Corrects the CIP Code. 2. Adds the option for online instruction (asynchronous)
COMS 4331: Communication and Conflict

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)
COMS 4332: Political Communication

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)
COMS 4333: General Semantics

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)
COMS 4334: Communication Theory

JUSTIFICATION:

COMS 2330 Introduction to Communication Research is being added as a pre-requisite. COMS 2330, a required Area F course for majors, teaches students to read and critically analyze academic research in the discipline, to distinguish between different methods of research, and to write a literature review of disciplinary research. In this course, COMS 4334, students are required to write a research prospectus that requires these foundational skills taught in COMS 2330.

The BS in Public Relations offers COMS 4334 as a theory course option in its degree program, but COMS 2330 is not a required course for PR majors. Therefore, so that PR majors will still have the option of taking this course, PRCA 4330 Public Relations Research is also being added as an alternative prerequisite. We are also adding the "asynchronous instruction" option in the event that we want to offer this course on-line. Also we are correcting the CIP Code.

COMS 4336: Performance, Culture, Communication

JUSTIFICATION:

Corrects the CIP Code

COMS 4337: Rhetoric of Social Movements

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 4338: Organizational Communication

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 4339: Philosophy of Communication

JUSTIFICATION:

1. Corrects the CIP Code 2. Adds the option for online instruction (asynchronous)

COMS 4711: Communication Studies Practicum

JUSTIFICATION:

Corrects the CIP Code

COMS 4791: Communication Studies Internship

JUSTIFICATION:

1. CIP Code is being corrected. 2. In 2015, effective Fall 2016 (see January 2016 UGC minutes), the course was changed from 3 credit hours to be variable 1 to 3 hours; however, the current catalog lists it as only 1 credit hour. This is being corrected to show the correct variable hours 1 to 3. 3. The catalog description is being changed to reflect that only 3, rather than 6, credit hours may count toward completion of the degree program. 4. At some point the pre-requisites have been changed and are incorrect. The pre-requisites are being restored to the 2014 pre-requisites with a slight modification - that the number of upper division COMS/COMM hours completed prior to interning is being reduced from 20 to 15.

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COMS 4831: Directed Study in Communication Studies

JUSTIFICATION:

Corrects the CIP Code

MMFP 3030: Selected Multimedia Topics

JUSTIFICATION:

Asynchronous has been added as a schedule type option to permit on-line offerings

MMJ 3030: Selected Topics in Multimedia Journalism

JUSTIFICATION:

Two changes have been made. 1. The CIP Code has been corrected. 2. Asynchronous has been added as a schedule option to permit on-line offerings

MMJ 3335: Copy Editing

JUSTIFICATION:

Adds "asynchronous Instruction" to allow for offering of on-line version of the course. Corrects the CIP code on the course.

MMJ 4791: Multimedia Journalism Internship

JUSTIFICATION:

1) The CIP code has been corrected. 2) The description changes make explicit in the course description the policies that have governed the internship program and the role of the internship in the degree program for more than 10 years. Students are limited to applying three hours of internship credit toward their degree.

MMJ 4792: Multimedia Journalism Internship

JUSTIFICATION:

1) The CIP code has been corrected. 2) The description changes make explicit in the course description the policies that have governed the internship program and the role of the internship in the degree program for more than 10 years. Students are limited to applying three hours of internship credit toward their degree.

PRCA 3333: International Public Relations

JUSTIFICATION:

Adds asynchronous to schedule type options to permit on-line offerings

THEA 3131: Stage Makeup

JUSTIFICATION:

When we changed the course number we forgot to add THEA 1250 Intro to Production Concepts as a prerequisite. THEA 1250 provides the basis of script analysis, and the bearing it has on a variety of design concepts, including stage makeup.

THEA 3233: Audition and the Business of Acting

JUSTIFICATION:

The wrong Prerequisite was listed before

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THEA 3332: African American Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 3333: Irish Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 3333S: Irish Theatre

JUSTIFICATION:

Ability to teach the course online.

THEA 4330: Theatre History I: Origins to 1700

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4331: Theatre History II: 1700 to Contemporary

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4331S: Theatre History II: 1700 to Contemporary

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4336: Lighting Design

JUSTIFICATION:

Catalog description was incorrect.

THEA 4338: Seminar: World Theatre

JUSTIFICATION:

We are adding the ability to teach the course online.

THEA 4338S: Seminar: World Theatre

JUSTIFICATION:

The course should be repeatable for credit. The course content will focus on one area of World Theatre and the content areas will differ from semester to semester.

Inactivated Programs

185A: Multimedia Communication Second Discipline Concentration

JUSTIFICATION:

Second Discipline Concentrations were for majors in the College of Engineering and Information Technology. CEIT has eliminated such concentrations for their majors. This formally deletes this program related to Multimedia Communication in the Department of Communication Arts.

IT25: Multimedia for Information Second Discipline Concentration

JUSTIFICATION:

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Second Discipline Concentrations were for majors in the College of Engineering and Information Technology. CEIT has eliminated such concentrations for their majors. This formally deletes this program related to Multimedia Communication in the Department of Communication Arts.

Revised Programs

019A: Theatre Minor

JUSTIFICATION:

We are adding THEA 1250 Introduction to Production Concepts since the course is the prerequisite for most of our upper division classes.

153B: Communication Studies Minor

JUSTIFICATION:

Three changes are proposed. 1. The CIP Code is being corrected. It is currently listed as 231304 which is a Writing program, not a Communication program. 2. COMS 2330 is a foundational course required for majors and should also be required of minors. 3. COMM 3331 and COMM 4331 are cross-disciplinary courses within the Department of Communication Arts which are traditionally taught by Communication Studies faculty. These courses were previously added as options for the Communication Studies BS degree program and should also be options for the Minor.

504A: Multimedia Journalism Minor

JUSTIFICATION:

This is a name change only to reflect a name change with the B.S. in Journalism degree changing to B.S. in Multimedia Journalism, and to more accurately reflect what is being taught as part of the minor curriculum/course offerings. No curriculum/course changes are part of the name change.

BA-THEA: Theatre B.A.

JUSTIFICATION:

We are just cleaning up the wording in the catalog.

BS-CMST: Communication Studies B.S.

JUSTIFICATION:

Two revisions have been made. 1. The CIP Code in CIM is incorrect. The Current code 231304 is a Writing program code. The Correct Code 090101 is for Communication programs. 2. We are changing the hours of internship that may count toward the degree from 6 hours to 3 hours. This is in line with other departmental degree programs with internships.

BS-JOUR: Multimedia Journalism B.S.

JUSTIFICATION:

The current program name is Journalism (Multimedia Journalism Emphasis). For clearer communication and to more accurately reflect the curriculum offered, we are proposing a name change to Multimedia Journalism. In 2013, the B.S. in Journalism merged with the B.S. in Multimedia Communication (information emphasis). The

term "emphasis" implies that the degree program contains more than one track or emphasis area, but the journalism degree only has one area. The program name change reflects these past changes and recognizes there is only one track/emphasis in the degree program. This name change also reflects the current practice and focus of the degree and the converged nature of the journalism industry. Our current course prefix is MMJ so the name change also would help us align the program name better with the course offerings.

Department of Foreign Languages

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

Inactivated Course

SPAN 4335S: Spanish Am Civ Culture

JUSTIFICATION:

This course is no longer offered and has not been for years. It reappeared in the catalog as a result of the implementation of the new Course Management System.

Revised Courses

SPAN 4095: Study Abroad Selected Topics

JUSTIFICATION:

The course had not previously had a course description. The new course management system requires that we input additional information. Also had to change the variable credits from 3-12 to 1-12, since the Course Inventory Management System would not accept the change, otherwise.

SPAN 4131: Critical Reading Writing II

JUSTIFICATION:

This course will be the third in our series of QEP courses.

SPAN 4131H: Critical Reading Writing II

JUSTIFICATION:

This course will be the third in our series of QEP courses. .

SPAN 4131S: Critical Reading and Writing II

JUSTIFICATION:

This course will be the third in our series of QEP courses.

SPAN 4132: Introduction to Hispanic Linguistics

JUSTIFICATION:

Change in the Prerequisites

SPAN 4132S: Introduction to Hispanic Linguistics

JUSTIFICATION:

In the 2016-2017 catalog, the prerequisite for the course is listed as SPAN 3630. The correct prerequisite for the course should be "A minimum grade of "C" in SPAN

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3131 & SPAN 3132." This proposal seeks to correct the prerequisite course as listed in the catalog.

SPAN 4195: Studies Abroad: Advanced Language

JUSTIFICATION:

Change in the Prerequisites

SPAN 4231: Spanish American Life, Literature, and Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4231S: Spanish American Life, Literature, and Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4233: Peninsular Life, Literature, and Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4233H: Peninsular Life, Lit., Thought

JUSTIFICATION:

Change in the Prerequisites

SPAN 4530: Advanced Spanish for the Professions

JUSTIFICATION:

Change in the Prerequisites

SPAN 4530S: Advanced Spanish for the Professions

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532H: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 4532S: Foundations of Translation

JUSTIFICATION:

Change in the Prerequisites

SPAN 5234: Studies in Hispanic Literature

JUSTIFICATION:

Change in the Prerequisites

SPAN 5332: Studies in Hispanic Film

JUSTIFICATION:

Change in the Prerequisites

Department of History

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

Inactivated Courses

HIST 3111H: History Honors Thesis Seminar I

JUSTIFICATION:

The Department has changed its Honors sequence and this course is no longer taught.

HIST 3112H: History Honors Thesis Seminar II

JUSTIFICATION:

The Department has changed its Honors sequence and this course is no longer taught.

HIST 3337: Europe, 1914-1945

JUSTIFICATION:

The material in this course is now covered by a course on Contemporary Europe.

HIST 3337S: Europe, 1914-1945

JUSTIFICATION:

The material in this course is now covered by a course on Contemporary Europe.

HIST 4111H: History Honors Thesis Seminar III

JUSTIFICATION:

The Department has changed its Honors sequence and this course is no longer taught.

HIST 4112H: History Honors Thesis Seminar IV

JUSTIFICATION:

The Department has changed its Honors sequence and this course is no longer taught.

HIST 4334: Colonial Experience: Response

JUSTIFICATION:

The sequence on colonial and revolutionary America as been revised and the material covered in this course is now part of the revised sequence.

HIST 4690: Senior Thesis

JUSTIFICATION:

BA History students do not do a thesis in the current curriculum and instead take the Senior Seminar.

HIST 5136: Recent America: U.S. Since 1945

JUSTIFICATION:

This course duplicates HIST 4132 and now will be taught only at the 4000 level
Revised Program

472A: Digital Humanities Interdisciplinary Minor

JUSTIFICATION:

The Art Department can no longer support the teaching of ART 3330 in the Digital Humanities
Minor.

Department of Sociology and Anthropology

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

New Courses

ANTH 4134: Archaeological Curation

JUSTIFICATION:

Training in curation is a significant gap in many anthropology programs, including our own. We recently hired a new faculty member who specializes in archaeological curation and we have constructed an archaeological repository. This course will provide students with both the knowledge and hands-on training to prepare them for careers in curation.

ANTH 4434: Life Cycle of Language

JUSTIFICATION:

Restructured program and new faculty make room in the curriculum for new courses. Please number this course ANTH 4434 if possible.

ANTH 3092: Selected Topics in Archaeology

JUSTIFICATION:

We have arranged our program into tracks that feature cultural anthropology and archaeology. This course allows students to take archaeologically focused selected topics courses without conflicting with culturally focused special topics courses. THIS COURSE SHOULD BE NUMBER ANTH 3092 if possible. Thanks.

ANTH 3092S: Selected Topics in Archaeology

JUSTIFICATION:

This is to create a Study Abroad section of Special Topics in Archaeology. This course should be number ANTH 3092S if possible. Course hours are variable (1-3).

Department of Criminal Justice and Criminology

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

Revised Courses

CRJU 3432S: Gangs and Society

JUSTIFICATION:

This course was input with two different titles, with this course number 3432S (study abroad) receiving a name that was not appropriately designated. This change brings the study abroad course in line with CRJU 3432.

CRJU 4532: Organized Crime in a Global Society

JUSTIFICATION:

Last year, we changed the name and course number to better reflect the appropriate content area of the course as taught. Unfortunately, students were not making the connection with Transnational Crime creating confusion and hindering enrollment. After discussion the issue with advisors, we decided the best approach would be to combine the previous two titles into Organized Crime in a Global Society. This change will signify to students the content area, while still acknowledging the integral context of globalization.

Inactivated Program

IT10: Information Technology and the Administration of Justice Second Discipline Concentration

JUSTIFICATION:

The Department of Information Technology no longer requires a second discipline as of the 2016-17 school year. Current students will be allowed to complete the concentration, but no additional students will be accepted. In response to this change, we are updating our program and catalog to reflect the removal of the concentration, now that the second discipline requirement is no longer part of the IT program.

Department of Writing and Linguistics

Special Topics Announcements- Information Only

10: Assessing Writing in Theory and Practice

JUSTIFICATION:

This special topics course in writing assessment is an elective course that provides students with a crucial understanding of how to evaluate and provide meaningful feedback on writing of all kinds, including digital texts. The theoretical foundation for and practical application of formative and summative writing assessment prepares students for a variety of career paths, from teaching to publishing and editing to professional and technical communication to non-profit and corporate communication. By the end of this course, students will be able to apply theories of writing assessment and best practices to their own writing and the writing of others through critical reflection on their own experiences as a writer and the evaluation of their own writing and others; these student learning outcomes will be measured through readings, class discussions, small group work, and critical reflective writing and self-assessment with an explicit focus on developing metacognitive awareness, culminating in a formal statement of a personal philosophy of writing assessment consistent with their career goals.

11: Rhetorics of Health and Medicine

JUSTIFICATION:

This elective course examines how rhetoric shapes thinking (and decision-making) about health and medicine, with particular emphasis on how rhetorical theories can inform the design of effective communication in these contexts. Students will be introduced to theories and methods for exploring how things like disease, risk, and scientific authority are discursively constructed; how discourses about health and medicine are inextricably intertwined with those surrounding gender, race, and class; and the role of writing (both "technical" and "creative") in maintaining and/or disrupting these discourses. Students will apply these theories and methods in the critique and/or creation of texts including health-related education materials, marketing, advocacy, news coverage, narratives, and policy documents.

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

Inactivated Program

IT19: Technical Writing Second Discipline Concentration

JUSTIFICATION:

The Information Technology B.S.I.T. no longer requires any second discipline concentrations, so the Technical Writing Second Discipline Concentration should be deleted from the catalog.

Department of Literature and Philosophy

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

New Course

RELS 3234: Asian Religious Philosophy

JUSTIFICATION:

This course will be an elective that can be used to complete the Religious Studies Interdisciplinary Minor. It will also be a course that is particularly well-suited to the proposed Religious Studies Concentration within the Philosophy major.

New Program

: Philosophy B.A. (Religious Studies Concentration)

JUSTIFICATION:

A number of students have expressed interest in further education in Religious Studies beyond the Religious Studies Interdisciplinary Minor. A Philosophy, B.A. with a Religious Studies concentration would allow for students to pursue a philosophy and religious studies degree.

B. College of Business Administration

School of Accountancy

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

Revised Courses

ACCT 4633: Forensic Interviews and Interrogation

JUSTIFICATION:

Minor changes to update prerequisites.

LSTD 3630: White Collar Crime

JUSTIFICATION:

Minor change to update prerequisites.

Revised Program

BBA-ACCT: Accounting B.B.A.

JUSTIFICATION:

Boilerplate information for honors students added. This is being done for all College of Business programs.

Dr. Adrian Gardiner mentioned a typo in the Accounting B.B.A program requirements. The Honors information incorrectly labeled the program as Information Systems instead of Accounting. The committee approved the program with the condition that the typo will be corrected. The error has been corrected by the Registrar's Office.

Department of Marketing

An Gardiner/Mondor motion to approve the revised programs was passed unanimously.

Revised Programs

BBA-MKTF: Marketing B.B.A. (Emphasis in Fashion Merchandising)

JUSTIFICATION:

To update program in Honors.

BBA-MKTG: Marketing B.B.A.

JUSTIFICATION:

Just to update college's requirements for Honors program.

BBA-MKTR: Marketing B.B.A. (Emphasis in Retailing Management)

JUSTIFICATION:

To update honors classes

BBA-MKTS: Marketing B.B.A. (Emphasis in Sales and Sales Management)

JUSTIFICATION:

To update Honors program.

Department of Finance and Economics

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

Revised Courses

ECON 4131: Applied Econometrics

JUSTIFICATION:

The title change and catalog update give a more accurate representation of what is being taught in the course and eliminates references to the portions of the course that once existed to support the Regional Economic Development program that was eliminated from the curriculum several years ago. The addition of senior standing (90 hours) signals that this is a more advanced course which is more appropriately taken toward the end of a student's academic career. A paper is typically involved in the course and students with greater economic knowledge will get more out of the process than those who are just beginning their economics studies. It will also allow the department to use this course for assessment in ways that are not available if students are allowed to take the course at any time upon completing the course pre-requisites. The crosslisting is being deleted since the Regional Economic Development program was eliminated from the curriculum several years ago.

FINC 3231: Investments

JUSTIFICATION:

This prerequisite is being added because it has been found that students need to have an intermediate level understanding of Financial Management in order to be successful in the course.

Revised Programs

BA-ECON/INTL: Economics B.A. (International Economics Emphasis)

JUSTIFICATION:

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

BA-ECONOM: Economics B.A.

JUSTIFICATION:

Econometrics is an important skill in the economist's tool kit. Requiring this course will not only convey this importance to our students, but will ensure that they have these highly marketable empirical skills. Replacing ECON 3132 International Trade with ECON 4131 as required does not reduce flexibility (allows the same number of electives) within the major. Students interested in international trade will still be able to take the course as an elective within the major. More of the schools that the College of Business has identified as peers or aspirants require an econometrics course in their major than do an international economics course in their major. Boilerplate information for honors students is being added. This is being done across all College of Business majors.

BBA-ECOI: Economics B.B.A. (International Business Emphasis)

JUSTIFICATION:

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

BBA-ECON: Economics B.B.A.

JUSTIFICATION:

Econometrics is an important skill in the economist's tool kit. Requiring this course will not only convey this importance to our students, but will ensure that they have these highly marketable empirical skills. Replacing ECON 3132 International Trade with ECON 4131 as required does not reduce flexibility (allows the same number of electives) within the major. Students interested in international trade will still be able to take the course as an elective within the major. More of the schools that the College of Business has identified as peers or aspirants require an econometrics course in their major than do an international economics course in their major. Boilerplate information for honors students is being added. This is being done across all College of Business majors.

BBA-FINC: Finance B.B.A.

JUSTIFICATION:

Moving FINC 3331 from "major requirements" to "select four" allows students more flexibility in the courses they may choose to take to meet the requirements of the finance degree. Boilerplate information for honors students is being added. This is being done across all College of Business majors.

Department of Management

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

Revised Programs

BBA-MGHR: Management B.B.A. (Emphasis in Human Resource Management)

JUSTIFICATION:

voted and passed in the College of Business faculty meeting, Fall 2016.

BBA-MGME: Management B.B.A. (Emphasis in Entrepreneurship/Small Business)

JUSTIFICATION:

voted and passed in the College of Business faculty meeting, Fall 2016.

BBA-MGMT: Management B.B.A.

JUSTIFICATION:

voted and passed in the College of Business faculty meeting, Fall 2016.

BBA-MGOM: Management B.B.A. (Emphasis in Operations Management)

JUSTIFICATION:

voted and passed in the College of Business faculty meeting, Fall 2016.

C. College of Education**Department of Teaching and Learning**

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

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New Course

SPED 4632: Special Education Student Teaching Seminar

JUSTIFICATION:

With the new requirements of edTPA, a seminar course to discuss and reflect on deeper issues faced in the school systems during student teaching is needed. This seminar course will allow the faculty to meet with the entire cohort during the student teaching semester and assist with connecting theory to practice.

Inactivated Courses

MGED 3712: Middle School Practicum III

JUSTIFICATION:

MGED 3712 is no longer needed. Middle Grades Teacher Candidates may take MGED 3731 - Middle School Practicum I.

MGED 3722: Middle School Practicum II

JUSTIFICATION:

MGED 3722 is no longer needed. Middle Grades Teacher Candidates will take MGED 3732 - Middle School Practicum II.

Revised Courses

MGED 3232: Methods of Teaching Science in the Middle Grades

JUSTIFICATION:

Middle Grades teacher candidates are only required to take methods and field experiences in their two areas of concentration.

MGED 3332: Methods of Teaching Language Arts/Reading in the Middle Grades

JUSTIFICATION:

Middle Grades teacher candidates are only required to take methods and field experiences in their two areas of concentration.

MGED 3432: Methods of Teaching Social Studies in the Middle Grades

JUSTIFICATION:

Middle Grades teacher candidates are only required to take methods and field experiences in their two areas of concentration.

MGED 3532: Methods of Teaching Mathematics in the Middle Grades

JUSTIFICATION:

Middle Grades teacher candidates are only required to take methods and field experiences in their two areas of concentration.

MGED 3731: Middle School Practicum I

JUSTIFICATION:

Middle Grades teacher candidates are only required to take methods and field experiences in their two areas of concentration.

MGED 3732: Middle School Practicum II

JUSTIFICATION:

MGED 3732 needs to be reactivated to replace: MGED 3712 Practicum III and MGED 3722 Practicum II. Middle grades teacher candidates are only required to take methods and field courses in two areas of concentration.

MSED 5333: Literature and Writing for the Middle and Secondary Schools

JUSTIFICATION:

The proposed revision is to change this course from a face-to-face format to an online format. An online format will allow the instructor to introduce students to more online and Web 2.0 tools and platforms to support literature and writing instruction. The course is part of the Online Course Development program through the Center for Online Learning to insure high-quality course design and accessibility. The corequisite is being added to reflect changes that are being made to the BSED Middle Grades four-year plan.

SPED 3130: Characteristics of Learners with Special Needs

JUSTIFICATION:

The program is wanting this course to absorb 10 hours of field work in order to complete a case-study which is a part of a program key assessment. Originally the hours were met through a non-supervised, non-teaching practicum (SPED 3711).

SPED 3131: Assessment in Special Education

JUSTIFICATION: A requirement of 10 hours of field work will be added to this course. With the program choosing to remove the unsupervised practicum from the program of study, field hours will be lost. The program decided that the 30 hour field placement is necessary to complete the case-study which is a program key assessment. The 30 hours is being split among the following courses: SPED 3130, SPED 3131, SPED 3134.

SPED 3134: Special Education Procedures

JUSTIFICATION:

A requirement of 10 hours of field work will be added to this course. With the program choosing to remove the unsupervised practicum from the program of study, field hours will be lost. The program decided that the 30 hour field placement is necessary to complete the case-study which is a program key assessment. The 30 hours is being split among the following courses: SPED 3130, SPED 3131, SPED 3134.

SPED 3231: Classroom Management

JUSTIFICATION:

The program changed the sequence of the courses. This changed made the prerequisites and co-requisites change. The new prerequisite needs to be SPED 4733.

SPED 4230: Instructional and Behavior Management Methods, P-5

JUSTIFICATION:

Because of the change in sequence of the courses in the program of study for the BSED in Special Education, the co requisites will change. The co requisites of SPED 4231 and SPED 3722 should be removed and the co requisite of SPED 4733 should be added.

SPED 4231: Instructional and Behavior Management Methods, 6-12

JUSTIFICATION: Due to the change in the program sequence the co-requisites will need to change. This course is now being offered semester three in the program along with the field experience course SPED 4734. The minimum grade requirement has also changed. The students need to be able to complete the SPED 4230 which is the sister course to this one except the focus is for P-5 learners and the field experience course of SPED 4733 with a minimum grade of a C before being allowed to move on into the program of study.

SPED 4733: SPED P-5 Practicum

JUSTIFICATION: This course is currently being offered semester three in the program of study for the BSED in Special Education. It is taken the same semester as SPED 4734. Therefore SPED 4734 is listed as a co-requisite. The program is going to change the course to be taken second semester of the program of study for the BSED in Special Education and SPED 4734 will no longer need to be a co-requisite.

SPED 5799: Student Teaching in Special Education

JUSTIFICATION:

The course SPED 4430 is removed from the program. A new course has been proposed. The new course is Special Education Student Teaching Seminar. The program would like it to be called SPED 4632.

Revised Programs

BSED-MGED: Middle Grades Education B.S.Ed.

JUSTIFICATION:

The Georgia Performance Standards Commission (GA PSC) only requires middle grade education majors to complete methods courses and field experiences in two areas of concentration. In an effort to provide more in-depth knowledge in the content areas, the middle grades program will now only require enrollment in two methods courses and the corresponding field experiences in order to provide more depth and breath in their concentration areas. Middle grades teacher candidates will choose two areas of concentration from the following content areas: language arts, social studies, science, and math.

BSED-SPED: Special Education B.S.Ed.

JUSTIFICATION: SPED 3711 was removed as a one hour course because the reason for the one hour course was to complete an assignment in the SPED 3130, 3131, 3134 block and the courses can absorb this field work since the grade is directly linked to each of these

courses. SPED 3722 was removed because there will be a change in the sequence of the courses. SPED 4733 will be taken during the semester that SPED 3722 was originally taken. By changing this sequence, it allows for more teaching time for the students before their student teaching experience. SPED 3722 was a two hour course that only allowed for an after school tutoring experience. SPED 3631 has objectives that are covered in the SPED 4733, 4734, 4730 and 4731. By removing this course from the program of study, it opens up for the the new ITEC course which is ITEC 4233 to be added to the program of study. During semester four of the program the students took SPED 4430 which is a course where objectives are also covered in the other course work such as SPED 3130, 3134, 4733, 4734, 4730, 4731 and 5799. Now with the new edTPA requirements, the SPED program feels a student teaching seminar is needed to discuss as a cohort challenges and issues related to diverse populations. The faculty will be able to assist the students with connecting special education theory to their practice of teaching. The new course, SPED 4632, will replace the SPED 4430 in the sequence of courses.

Department of Curriculum Foundations and Reading

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

Revised Course

EDUC 2090: PPB Practicum

JUSTIFICATION:

Most students enroll concurrently in EDUC 2110, 2120, 2130 and EDUC 2090, but Music Education majors' schedules do not allow concurrent enrollment. In order to complete the required 51 field hours, Music Education majors must have a field placement with each of the three PPB courses, which are taken in three sequential semesters. Currently, Music Education majors do not enroll in EDUC 2090 but this causes some administrative issues (e.g., no class roster for EDUC 2090; students must be manually added to Folio EDUC 2090 course). Requiring students to enroll in EDUC 2090 (0 credit hour course) for three semesters as a repeatable for credit course will solve the administrative problems and will not cost students.

Department of Leadership, Technology, and Human Development

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

Inactivated Courses

ITEC 3130: Instructional Technology for Early Childhood Education

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

ITEC 3530: Instructional Technology for Middle Grades Education

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

D. College of Science and Mathematics

Department of Biology

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

Inactivated Course

BIOL 5244: Insect Physiology

JUSTIFICATION:

The instructor that taught this course retired, and the course has not been offered in several years. Furthermore, the department has no long-term plans to offer a course in this relatively specialized area. We will offer broader courses in Physiology and Entomology.

Department of Geology and Geography

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

New Courses

GEOG 5435: Nature and Society

JUSTIFICATION:

Conservation currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course name, description, and number need to be updated in order to more accurately reflect the updated course content and to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017.

GEOG 5531: Environmental Impact and Remediation

JUSTIFICATION:

Environmental Impact Assessment (EIA) will fill a topical gap in the department and university level regarding formalized federally-regulated processes in the US for assessment, prediction, and mitigation of development projects' environmental consequences. Furthermore, most environmental scientist job opportunities seek graduates trained in EIA techniques as NEPA compliance is required for any federally-supported project in the United States, from timber harvesting and energy development to public housing.

GEOG 5545: Ecohydrology

JUSTIFICATION:

Ecohydrology will fill an existing topical gap in the Geography curriculum regarding specialist-synthesis geographic approaches to human-environmental issues at the intersection of ecosystem ecology and the water resources upon which ecological processes rely. This topic was chosen in direct response to: (1) the recent rise in job opportunities seeking to hire geoscientists capable of considering simultaneous

ecological and hydrological problems, (2) calls by the geosciences field to enhance education through teaching human-environmental issues via an ecohydrological lens (references can be provided by request), and (3) conversations with senior BA and BS Geography, Geology, and Biology students regarding advanced Geography courses.

GEOL 3220: Data Management for Geologists

JUSTIFICATION:

Data Management for Geologists will teach our undergraduate students how to work with data to produce professional-looking tables, graphs, and written and oral results sections. This elective fills a missing instructional gap in our department's curriculum, in which there is no course on the intricacies of working with quantitative data. Geology students on a B.S. thesis track are expected to conduct research and produce a written Senior Thesis, but experiences with students and discussions with faculty have revealed that most of our students have little to no experience analyzing data, graphically representing data, or using a spreadsheet program, prior to beginning their capstone research project. Currently, students acquire these skills from faculty research advisors in a quick and informal way during the process of conducting a senior thesis project, but the knowledge and skills that they acquire based on their individual projects can be narrow. Furthermore, there are no formal resources for non-thesis track students who would benefit from learning these skills as well. All geology students would benefit from Data Management for Geologists, as the knowledge and skills they will acquire in this course are those that they will use in their future academic and professional careers in geology.

Inactivated Courses

GEOG 3130: Conservation

JUSTIFICATION: To reflect changes to the course learning outcomes and to accommodate a graduate level section, Conservation (GEOG 3130) is being replaced by Nature and Society (GEOG 5630).

GEOG 3130S: Conservation

JUSTIFICATION:

To reflect changes to the course learning outcomes and to accommodate a graduate level section, Conservation (GEOG 3130) is being replaced by Nature and Society (GEOG 5630).

GEOL 1110: Earth Laboratory

JUSTIFICATION:

GEOL 1121 absorbed GEOL 1110, so GEOL 1121 now contains both the Introduction to Earth lecture and lab components. GEOL 1110 is no longer offered.

Revised Courses

GEOG 4130: Biogeography

JUSTIFICATION:

The course number for GEOG 4130 Biogeography needs to be changed to GEOG 5535 to accommodate a graduate section. The graduate level course will be an elective course in the new MS in Applied Geography program that commences in fall 2017. No other changes are being proposed to the undergraduate course.

GEOL 3520: Field Methods

JUSTIFICATION:

Department of Geology and Geography faculty have identified several prerequisite changes that will help ensure student preparation for and success in upper division Geology courses (many of which are included in the Geology minor).

GEOL 3541: Mineralogy

JUSTIFICATION:

Department of Geology and Geography faculty have identified several prerequisite changes that will help ensure student preparation for and success in upper division Geology courses (many of which are included in the Geology minor). Additionally, errors in this course listing in the variable credit hours field have been corrected.

GEOL 5130: Geochemistry

JUSTIFICATION:

Department of Geology and Geography faculty have identified several prerequisite changes that will help ensure student preparation for and success in upper division Geology courses (many of which are included in the Geology minor).

Revised Program

384A: Geology Minor

JUSTIFICATION:

Department of Geology and Geography faculty have identified several prerequisite changes that will help ensure student preparation for and success in upper division Geology courses (many of which are included in the Geology minor). In addition, Geology faculty unanimously agree that the changes outlined above will provide greater flexibility for students minoring in Geology, allowing them to design their minor program of study to match their interests and career goals.

Department of Mathematical Sciences

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

Revised Programs

BS-MATH: Mathematics B.S.

JUSTIFICATION:

The current list of electives does not include MATH 4825H, MATH 4929H, or MATH 5236, which is an oversight. To rectify this (and hopefully prevent similar future oversights) we are moving to exclusive language which gives a much shorter list of disallowed courses.

BSMAT-MATH: Mathematics B.S.Mat.

JUSTIFICATION:

The current list of electives does not include MATH 4825H, MATH 4929H, or MATH 5236, which is an oversight. To rectify this (and hopefully prevent similar future oversights) we are moving to exclusive language which gives a much shorter list of disallowed courses.

Special Topics Announcements

8: Applied Problems for Industry

JUSTIFICATION:

Separate section of course offered as part of the PIC Math program. Students will work in groups on problems provided by regional business and industrial contacts. This separate section offered for those students who took PIC Math in Spring 2016 and would like to work on another industrial problem.

9: Introduction to Data Analytics with R

JUSTIFICATION:

The course will employ techniques learned in different areas of mathematics to data analysis. Various topics such as image compression and recognition, clustering and classification, and data mining will be addressed in this course. Students will be introduced to SQL, and programming and visualization with R. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Department of Physics

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

Revised Programs

BA-PHYS: Physics and Astronomy B.A.

JUSTIFICATION:

To specify the requirements for Honors students

BSP-PHYS: Physics B.S.P.

JUSTIFICATION:

To specify the requirements for Honors students

E. College of Health and Human Sciences

School of Nursing

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

New Course

NURS 4343: Community Health Nursing

JUSTIFICATION:

Program credits are shifting so new course created to balance credit hours.

Inactivated Courses

NURS 3212: Pharmacologic and Integrative Therapeutics II

JUSTIFICATION: Structure of Pharmacology curriculum is changing so course needs deactivated.

NURS 3212H: Pharmacologic and Integrative Therapeutics II

JUSTIFICATION:

Structure of Pharmacology curriculum is changing so course needs deactivated.

NURS 4128: Nursing Leadership and Management

JUSTIFICATION:

Course credits are shifting across semesters so course needs deactivated.

NURS 4212: Pharmacologic and Integrative Therapeutics IV

JUSTIFICATION:

Structure of Pharmacology curriculum is changing so course needs deactivated.

Revised Course

NURS 4138: Nursing Leadership and Management: Health Promotion VIII

JUSTIFICATION:

Course credits are shifting across semesters so course needs reactivated.

Department of Health and Kinesiology

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

Revised Courses

KINS 2531: Human Anatomy and Physiology I

JUSTIFICATION:

To meet learning outcomes set forth by the Human Anatomy and Physiology Society for traditional undergraduate Human Anatomy and Physiology I courses, "chemical" principles were added to the course description; Additionally changes in the course description are being made for clarification such as specifying "somatic" nervous system in the course description or to evenly distribute course material being presented between Human Anatomy and Physiology I (KINS 2531) and Human Anatomy and Physiology II (KINS 2532) such as the movement of "Endocrine System": and "Autonomic Nervous System" from KINS 2531 to KINS 2532 and the course description.

KINS 2532: Human Anatomy and Physiology II

JUSTIFICATION:

To more evenly distribute the course material across the two sequences (KINS 2531

and KINS 2532), Endocrine System and Autonomic Nervous System course materials are going to be covered in KINS 2532 rather than as previously done, in KINS 2531.

Revised Programs

BSAT-KINA: Athletic Training B.S.A.T.

JUSTIFICATION:

To include the UHON course as athletic training elective

BSK-KINE: Exercise Science B.S.K.

JUSTIFICATION:

To include the UHON course as exercise science elective

BS-NTFS: Nutrition and Food Science B.S.

JUSTIFICATION:

The addition of NTFS 4195S - International Studies Abroad in Health and Kinesiology would allow students in the Community Nutrition and Food Science/Food Systems Administration emphases more selection of relevant guided electives. At this time, two annual study abroad programs are approved in the School of Health and Kinesiology which are conducted under this course number and which allow students to study the culture of food and its relationship to health abroad (1. Italy and the Mediterranean Diet (conducted for the last 11 years) and 2. Romania (new to the School in 2016).

BS-SMGT: Sport Management B.S.

JUSTIFICATION:

To include the UHON course as sport management elective

F. College of Engineering and Information Technology

Department of Computer Sciences

Special Topics Announcements-Information Only

18: Special Topics in Computer Science: Go4Algorithms

JUSTIFICATION:

Announcing a Special Topics course.

19: CSCI 5090: Special Topics in Computer Science -- AI-based problem-solving

JUSTIFICATION: A special topics course announcement. Course Description: There are many real-world problems such as web search, natural language processing, pattern recognition, automatic scheduling, autonomous driving, etc. that require advanced problem-solving techniques. A goal of artificial intelligence (AI) is to tackle such problems with rigorous mathematical tools. In this course, you will learn the fundamental principles of building software systems for these applications. Specific topics include search, game playing, constraint satisfaction, logic, knowledge representation and reasoning. The main goal of this special topics course is to familiarize you with the tools to tackle new AI problems.

Department of Information Technology

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

Revised Programs

121D: Information Technology Minor

JUSTIFICATION:

Eliminate tracks and provide flexibility.

BSIT-IT: Information Technology B.S.I.T.

JUSTIFICATION:

Currently, only 6 credit hours of electives can be taken from IT; change that to at least 6 credit hours outside IT providing flexibility.

Department of Civil Engineering and Construction Management

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

Revised Course

CENG 5336: Introduction to Finite Elements **JUSTIFICATION:**

1) Catalog Description Change: The wording in the catalog description was further improved and modified to better describe the course details. (2) Prerequisite Change: The structures faculty have concluded that a min. grade of C in both MATH 2331 (Elementary Linear Algebra) & CENG 3331 (Structural Analysis) can adequately serve as an acceptable prerequisite set for CENG 5336/5336G. (3) Lecture & Lab Hour Change: Since the course is heavily based on utilization of a commercial FEA software package, after careful consideration it was determined that it is best to have more lab hours rather than lecture hours in the course to allow for more hands-on exercises. For this reason, the lecture contact hours were changed from 3 to 1, and the supervised lab contact hours were modified from 1 to 4. This change will add one additional contact hour to the course without changing the total credit hours.

V. OTHER BUSINESS A. CIM Update

Item was presented by Mrs. Jade Brooks. Mrs. Brooks explained that while she is out of the office on maternity leave Miss Tori Brannen will be taking over the CIM e-mail account beginning Friday, January 27, 2017. For those who have questions specific to CIM, please direct them to the CIM e-mail account. Currently, the functionalities of CIM are limited and are requiring a complete review to re-evaluate the university curriculum process and the capabilities of the system. Mrs. Brooks asked that

departments continue to submit curriculum through the current process. The present mission of the Registrar's Office is to complete the 2017-2018 catalog which will require a great deal of manual labor. Because of the future consolidation with Armstrong State University, the future of the curriculum process is unknown at this point in time.

VI. ADJOURNMENT

There being no further business to come before the committee, a Gardiner/Mondor motion to adjourn the meeting at 4:09 p.m. passed unanimously.

Respectfully Submitted,

Jade Brooks

Recording Secretary

General Education and Core Curriculum Committee Meeting

Wednesday, November 30, 2016

Biological Sciences Building Room 1155

In attendance: Alba-Flores, Amponsah, Baker, Bodur, Cawthorn, Fung, Garlen, Hamilton, LoBue, Martin, Riggs-Deckard, Smith, Yin, Flateby, Borders, Ochieng, Ricker, Woodrum, Gatch
Not in attendance: Bielski, Simons

I. Call to Order

The meeting was called to order at 12:14.

II. Approval of Minutes from October 26, 2016

Michelle suggested an amendment to the minutes: BIOL 1331 (insects and people), 1333 (from neuron to brain), 1335 (plants and civilization) – *not taught since 2012*

Amendment: this class has been taught in the past two years and will be taught in the spring.

Michelle called for approval of the minutes. The minutes were approved assent.

III. New Core Course Review

Michelle distributed copies of the New Course Proposal for KINS TBD-1: Jogging and Fitness Walking. An issue with the Course Outcomes was discussed. The Assessment Methods are not aligned with the Course Outcomes in the Specific Course Learning Outcomes table. It is also not clear what Program Learning Outcomes are being referred to here. Explanation is needed. A clearer justification is needed for the course request. What is the rationale for combining two courses into one? We need to be able to compare the course outcomes from the other two classes and see the differences between this course and the other two courses. There is no course content outline provided. The course is currently being offered as a special topics course.

Ellen moved to send back the proposal with these recommendations. Yasar seconded. The motion passed by assent.

IV. Board of Regents Action regarding Comprehensive Learning Outcomes

The BOR is no longer requiring the Comprehensive Learning Outcomes, but we are using them. The committee discussed the intent of the BOR decision and its potential implications. The intent of the BOR in abandoning the CLOs is to eliminate problems with students transferring between USG institutions. The CLOs are not aligned uniformly across USG institutions. By eliminating the CLOs, we can increase opportunities for students to graduate. We can stay as we are, which puts a heavier burden on some core courses, particularly in Area E, where they are reporting on multiple outcomes.

Jim LoBue moved that we remove the CLOs. Yasar seconded. Terry Flateby noted her concern that critical thinking, which is emphasized in the CLOs, is not reflected in the AREA-specific SLOs. Yasar pointed out that the SLOs and the General Education Outcomes address the critical thinking CLO of interpreting, analyzing, and evaluating information and ideas. Ellen Hamilton called for the vote. Michelle revised the

motion to state that we would revisit the language of the General Education SLOs in the next assessment cycle. The motion passed.

V. Old Business

Jim asked about feedback on the rubric. Michelle reported that some comments were received but ultimately the decision was made to keep the current rubric for now.

VI. New Business

The only available day/time for a meeting that would work with everyone would be 8 a.m. on Tuesday morning. Amy Jo asked if we could go ahead and create a schedule of all the meetings for next semester. Michelle agreed to provide this.

VII. Adjourn

Michelle adjourned the meeting at 12:59 p.m.

**NCAA Faculty Athletic Representative Report to the Faculty Senate
Georgia Southern University
February, 2017**

Submitted by
Chris Geyerman, NCAA Faculty Athletic Representative

1. Below is the Fall 2016 grade report by team:

Male Sports

2016-17	Fall		
SPORT	Hours	Points	GPA
BA	519.00	1660.00	3.20
FB	1560.00	3586.00	2.30
MBK	215.00	566.00	2.63
MGO	124.00	422.00	3.40
MSO	356.00	1124.00	3.16
MTN	159.00	546.00	3.43
Total	2933.00	7904.00	2.69

Female Sports

2016-17	Fall		
SPORT	Hours	Points	GPA
SB	286.00	957.00	3.35
VB	276.00	853.00	3.09
WBK	213.00	692.00	3.25
RIF	97.00	266.00	2.74
WSO	355.00	1117.00	3.15
WTK	470.00	1405.00	2.99
WTN	149.00	550.00	3.69
WSW	369.00	1222.00	3.31
Golf	105.00	369.00	3.51
Total	2320.00	7431.00	3.20

2. GSR and Federal Graduation Rate (please click on links below):

[GSR Searchable Database](#)

[Trends in GSR and Federal Graduation Rates PowerPoint](#)

[GSR Report – Overall Division I Report](#)

[GSR Report – Football Bowl Subdivision](#)

[GSR Report – Football Championship Subdivision](#)

[GSR Report – Division I \(Nonfootball\)](#)

[Federal Graduation Rate Report – Overall Division I Report](#)

[Federal Graduation Rate Report – Football Bowl Subdivision](#)

[Federal Graduation Rate Report – Football Championship Subdivision](#)

[Federal Graduation Rate Report – Division I \(Nonfootball\)](#)

3. [Below is a link to the “Knight Commission on Intercollegiate Athletics,” the goal of which is “to ensure that intercollegiate athletics programs operate within the educational mission of their colleges and universities.”](#)
<http://www.knightcommission.org/>
4. [Below is a link to “The Drake Group,” whose mission “is to defend academic integrity in higher education from the corrosive aspects of commercialized college sports.”](#)
<http://thedrakegroup.org/>
5. Below is a link to a report entitled “The Student-Athlete, Academic Integrity and Intercollegiate Athletics,” published by the American Council on Education in 2016:
<http://www.acenet.edu/news-room/Documents/ACE-Academic-Integrity-Athletics.pdf>
6. Below is the text from a November 17 memo sent by Dr. Brian Hainline, Chief Medical Officer at the NCAA, regarding the association’s current mental health initiatives:

November 17, 2016

To: Director of Athletics.
Faculty Athletics Representatives.

Senior Woman Administrators.
Head Team Physicians.
Head Athletic Trainers.
Student-Athlete Affairs Administrators.
Head Coaches.
Conference Commissioners.

From: Brian Hainline, Chief Medical Officer

The NCAA Sport Science Institute announces the release of online [Mental Health Education Modules](#) to its member institutions and conference offices.

Student-athletes, coaches and faculty athletics representatives play a critical role in creating an environment that supports the mental health and well-being of college athletes. That's why the SSI developed web-based educational modules with these constituent groups in mind, to help normalize and destigmatize mental health help seeking for college athletes. These modules complement the education recommendations identified in the interassociation [Mental Health Best Practices](#) document.

Recipients of this memo are encouraged to share this resource with colleagues, SAAC representatives and coaching staff members on their campus so that all of the core constituent groups noted above may complete these important educational modules.

This resource can be accessed by [clicking here](#) or by visiting the Sport Science Institute website at www.ncaa.org/mentalhealth.

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – January 19, 2017

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

Guests: Ms. Candace Griffith, VPAA; Mrs. Naronda Wright, COGS; Mrs. Randi Sykora-McCurdy, COGS; Ms. Cindy Groover, Institutional Effectiveness; Dr. Velma Burden, Registrar's Office; Mr. Wayne Smith, Registrar's Office; Mrs. Jade Brooks, Registrar's Office; Dr. Tracy Linderholm, COE; Dr. Christine Ludowise, Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. David Williams, CEIT; Dr. Stephen Rossi, CHHS; Dr. Martha Abell, COSM; Dr. Robert Yarbrough, COSM; Dr. Katy Smith, COSM; Dr. Danny Gleason, COSM; Dr. Greg Evans, JPHCOPH; Dr. James Stephens, JPHCOPH; Dr. Robert Vogel, JPHCOPH; Dr. Eric Kartchner, CLASS; Dr. Timothy Teeter, CLASS; Dr. Steven Harper, CLASS; Dr. Brenda Blackwell, CLASS; Dr. Marieke Van Willigen, CLASS; Dr. Ursula Pritham, CHHS; Dr. Jim Jupp, COE; Dr. Scott Beck, COE

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

I. CALL TO ORDER

Dr. Dustin Anderson called the meeting to order on Thursday, January 19, 2017 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Anderson stated he received a request to change the format of the agenda to allow the Registrar's Office to present their update on the Curriculum Inventory Management system at the beginning of the meeting. Dr. Richard Flynn made a motion to move the CIM update to the beginning of the meeting. A second was made by Dr. Ming Fang He. With no objections, the motion was approved.

III. OLD BUSINESS

A. Curriculum Inventory Management Update – Mrs. Jade Brooks stated the curriculum items have now been moving throughout the system for the last couple of months. She said the items are going through the workflows and are receiving approvals. As a result of this, Mrs. Brooks stated the Registrar's Office has now identified that there are system functionalities that are significantly more limiting than they original expected. She said their mission is to get through April and ensure that the curriculum that has been submitted into BANNER and into the new catalog. The Registrar's Office will have an enormous amount of manual work to complete over the next few months. The Registrar's Office will have to reevaluate the process for submission of curriculum.

Dr. Anderson stated the committee was assured there would be no problems with the way items are submitted and reported for the agenda. He said that was not the case and we had items missing from the agenda. Dr. Anderson asked at what point in time will there be a procedure to show faculty where the items are in the system and a check system to ensure items are going from submission to the appropriate agenda. Dr. Velma Burden stated she cannot answer that question at this time. Dr. Burden said the system is not doing some of the things they thought it would do, and the Registrar's Office is having to go back to the drawing board. Dr. Burden said they are going to focus on manually inputting the information for the catalog and then they will assess if this is the best system for us.

Dr. Christine Ludowise stated she, Dr. Dick Diebolt, and Ms. Candace Griffith contacted other universities and this system has worked for them. She is concerned why it is not working for Georgia Southern.

Ms. Griffith asked the Registrar's Office to provide an example of what the system is not doing. Mrs. Brooks explained how a simple course number change will erase the ecosystem and there is no historical record of that course being listed on programs and in other courses. There are no alerts generated and the programs that reference the course and the courses that reference the course do not get updated.

Dr. Mujibur Khan asked is there is an alternate system. Dr. Burden said the alternate process would be to go back to the manual system.

Dr. Marieke Van Willigen asked what the timeframe is for getting the courses in the system so that they can begin registering students. Ms. Brooks said the timeframe would be 2 ½ weeks. Dr. Van Willigen said they have to get their schedules done before that.

Dr. Anderson requested that the Registrar's Office email them as soon as possible with the timeframe. Dr. Burden said they would, and that the intent is to not interrupt the current deadlines for curriculum.

Dr. Scott Beck asked what Armstrong is doing. Dr. Burden said they are going to be setting up a call with them to discuss their process. Mrs. Brooks said she spoke with other systems about issues and they told her they are also having to do a lot of manual work to get things inputted correctly.

Dr. Brian Koehler discussed how our BANNER system is unique from other institutions and said we do not have an index key.

Dr. Burden said their priority is to get the catalog done and then come up with a plan for the future. Mr. Wayne Smith said another priority is to get the courses into BANNER so that students can register for the courses.

IV. CHAIR'S UPDATE

- A. Senior Privilege** – Dr. Anderson stated the Undergraduate Committee did not want to move forward with the senior privilege item and Dr. Gordon Smith withdrew this submission.
- B. Comprehensive Program Review** – Dr. Anderson reminded everyone of the Comprehensive Training Sessions listed below. Ms. Griffith asked that everyone please attend these meetings.

CPR Training Sessions:

January 27, 2017 – 2:00 - 3:30 PM, IT Room 2206

February 10, 2017 - 2:00 – 3:00 PM, IT Room 2206

Dr. Anderson said he would be happy to discuss individual questions about the program reviews. Ms. Griffith said the self-study, Department Chair's assessment, Dean's assessment should be submitted to the Provost Office by February 1. Dr. Anderson said the reviews will then be sent to the committee.

V. NEW BUSINESS

A. College of Engineering and Information Technology

Dr. David Williams presented the agenda item for the College of Engineering and Information Technology.

Department of Civil Engineering and Construction Management

Course Revision:

CENG 5336G - Introduction to Finite Elements

JUSTIFICATION:

1) Catalog Description Change: The wording in the catalog description was further improved and modified to better describe the course details.

(2) Prerequisite Change: The structures faculty have concluded that a min. grade of C in both MATH 2331 (Elementary Linear Algebra) & CENG 3331 (Structural Analysis) can adequately serve as an alternate acceptable prerequisite set for CENG 5336/5336G.

(3) Lecture & Lab Hour Change: Since the course is heavily based on utilization of a commercial FEA software package, after careful consideration it was determined that it is best to have more lab hours rather than lecture hours in the course to allow for more hands-on exercises. For this reason, the lecture contact hours were changed from 3 to 1, and the supervised lab contact hours were modified from 1 to 4. This change will add one additional contact hour to the course without changing the total credit hours.

MOTION: Dr. Meca Williams-Johnson made a motion to approve the agenda item submitted by the College of Engineering and Information Technology. A second was made by Dr. Colton Magnant. The motion to approve the Course Revision was approved.

B. College of Health and Human Sciences

Dr. Stephen Rossi presented the agenda item for the College of Health and Human Sciences.

Department of Health and Human Sciences

New Course(s):

KINS 6133 - Programming for Optimal Performance

JUSTIFICATION:

Provide another elective for exercise science master students. This course has been taught as a special topics course.

NTFS 6110 - Culinary Skills

JUSTIFICATION:

This new course, Culinary Skills, will be required for the Georgia Southern Dietetic Internship Graduate Certificate Program. This course is designed to introduce students to food preparation concepts, terminology, and practices in the modern commercial kitchen. The content provides students the opportunity to acquire marketable knowledge and skills directly related those they will provide as Registered Dietitians in schools, the community, and other settings. This course will provide the knowledge for the direct application and experience in the culinary arts setting in the Georgia Southern Dietetic Internship.

Course Revision(s):

NTFS 7344 - Applied Medical Nutrition Therapy

JUSTIFICATION:

After 3 years of experience determining what would be best for interns in the dietetic internship - based in instructor expertise, preceptor feedback, and intern feedback - we have determined that 3 credit hours of Applied Medical Nutrition Therapy, rather than 4 credit hours, is sufficient to adequately prepare interns for the work in supervised practice experiences and to pass the Registration Exam for Dietitians.

Program Revision(s):

CERG-DICP - Dietetic Internship Certificate Program

JUSTIFICATION:

After 2+ years of experience determining what is best for interns in the dietetic internship - based in instructor expertise, preceptor feedback, and intern feedback - we have determined that 3 credit hours of Applied Medical Nutrition Therapy, rather than 4 credit hours, is sufficient to adequately prepare interns for the work in supervised practice experiences and to pass the Registration Exam for Dietitians. This then, frees up 1 credit hour, which we can then use to create a 1 credit hour Culinary Skills course. We believe the addition of a Culinary Skills course would be very helpful to better prepare the interns for the 240 - 480 hours they spend in Food Systems Administration supervised practice experiences, as well as other time

spent in the Community and Clinical Nutrition supervised practice experiences in which culinary skills are occasionally used.

Dr. Rossi stated prior to the meeting Dr. Anderson had a few questions related to the College's submission. Dr. Rossi explained that the Department of Health and Kinesiology has requested the following changes be made to the submission:

- 1) **Revise Item #2 of the admissions requirements for the Dietetic Internship Program to read as follows: Minimum cumulative grade point average (GPA) of 3.0 or higher (on a 4.0 scale), with a minimum of a 'C' in prerequisite DPD, math, and science coursework.**
- 2) **Change the effective semester from Fall 2018 to Fall 2017 for the following items: New Course NTFS 6110, Course Revision NTFS 7344, and the Dietetic Internship Certificate Program.**

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Health and Human Sciences, with the understanding that the revision to Item #2 of the Dietetic Internship Certificate Program admission requirements be made and to change the effective dates of the items to Fall 2017. A second was made by Dr. Constantin Ogloblin. The motion to approve the New Courses, Course Revision, and Program Revision was approved.

C. College of Liberal Arts and Social Sciences

Dr. Eric Kartchner presented the agenda items for the Department of Foreign Languages.

Department of Foreign Languages

Course Revision(s):

SPAN 5234G - Studies in Hispanic Literature

JUSTIFICATION:

Approve for asynchronous instruction.

SPAN 5332G - Studies in Hispanic Film

JUSTIFICATION:

Remove prerequisite; add asynchronous instruction as a schedule type.

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

Dr. Timothy Teeter presented the agenda items for the Department of History.

Department of History

Course Inactivation:

HIST 5136G - Recent America: U.S. Since 1945

JUSTIFICATION:

This course duplicates HIST 4132 and now will be taught only at the 4000 level.

MOTION: Dr. Magnant made a motion to approve the agenda item submitted by the Department of History. A second was made by Dr. He. The motion to approve the Course Inactivation was approved.

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

Department of Music

Program Revision:

MM-MUSC Music M.M.

JUSTIFICATION:

Errors in credit hours for repeatable courses MUSA 7192 (Conducting Concentration) and MUSC 7630/MUSA 7199 (Conducting Concentration) occurred in transfer to new system, making the credits not add up to 33, and these have been corrected to how they were approved for earlier (pre-CIMS) catalogs. Some explanatory comments and reordering of the

course lists were also made for clarification; these include listing the concentration-specific courses first and the general courses later rather than strictly by course number. No changes have been made in required courses, credit, or content from how the program was approved for prior catalogs.

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

ADDENDUM: Following the meeting Dr. Steven Harper contacted Dr. Anderson to request that the Music M.M. Program Revision be removed from the agenda, because the submission that was approved by the committee was not the correct version.

Dr. Brenda Blackwell presented the agenda items for the Department of Criminal Justice and Criminology.

Department of Criminal Justice and Criminology

Preliminary Program Proposal:

Master of Science (MS) degree with a major in Criminal Justice and Criminology

JUSTIFICATION:

Georgia Southern University proposes a Master of Science (MS) degree with a major in Criminal Justice and Criminology. The Department of Criminal Justice and Criminology offers a criminal justice concentration under the Master of Arts degree with a major in Social Science that has proved quite popular with students. Implemented in Fall 2013, the criminal justice concentration originally drew four students, representing 38% of the total enrollment in the Master of Arts degree with a major in Social Science. By Fall 2016, concentration enrollments grew to 20 students (approximately 50% of the total program enrollment); to date 12 students have graduated with the criminal justice concentration. This growth reflects student-driven interest in obtaining a master's degree in criminal justice/criminology. However, students graduating with a criminal justice concentration are at a disadvantage in the marketplace, because the degree major is in Social Science. Numerous students have expressed the desire that their degree reflect their criminal justice training. While the Department has succeeded in placing students in important and prominent jobs, including cyber security, victim services, and law enforcement, along with PhD programs, students seeking positions have often noted the need to describe their expertise and degree to prospective employers. Converting the current concentration into a MS degree with a major in Criminal Justice and Criminology will enhance students' visibility and attractiveness on the job market.

Ten institutions in Georgia currently offer master's degrees in criminal justice and/or criminology; however, four of them are at institutions located within 50 miles from the urban center of Atlanta. On average, these programs are over 150 miles away from Georgia Southern University. The closest program, at Armstrong State University, is still over 62 miles away.

Moreover, Georgia Southern's Bachelor of Science in Justice Studies (BSJS) degree yields a steady stream of graduates interested in pursuing graduate study at Georgia Southern. Fall enrollments in the BSJS average 430 students with an additional 100-150 enrolled in the justice studies concentration in the Interdisciplinary Studies program offered by Georgia Southern.

Dr. Williams-Johnson asked if this program duplicates something that is present at Armstrong State University. Dr. Blackwell stated there is an online master's degree at Armstrong. She stated the Department put this forward before they knew about the merger, and they want to continue to move forward so that the program will be allowed in person. Dr. Blackwell said they have different CIP codes. She stated Armstrong concentrates more on policing and the Georgia Southern program has more criminology and criminal justice. Dr. Ludowise stated the CLASS Dean's office

spoke to the Provost Office and they were told to continue moving curriculum forward until we know more about what the consolidation looks like.

Dr. Khan asked if the program is just course based. Dr. Blackwell stated there will be an option of practicum or thesis.

MOTION: Dr. Flynn made a motion to approve the agenda item submitted by the Department of Criminal Justice and Criminology to go to the next stage. A second was made by Dr. Williams-Johnson. The motion to approve the Preliminary Program Proposal was approved.

D. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogel presented the new course, courses revision and DPH program revision agenda items for the Jiann-Ping Hsu College of Public Health. Dr. James Stephens presented the MHA program revision for the Department of Health Policy and Management.

New Course(s):

PUBH 7132 - Scientific Basis of Public Health

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) published recommendations for comprehensive core training in the area of public health biology. Although these recommendations were released in the context of Master of Public Health (MPH) programs, faculty in the Jiann-Ping Hsu College of Public Health recognize systematic training in this area is lacking for all of our graduate students. The proposed course will address this gap by highlighting the role of biological and molecular mechanisms in a public health practice context. In addition to focusing on underlying biological/molecular factors that influence risk in populations, the proposed course will link an understanding of these factors to practice-based intervention strategies. Although the course is proposed as a required experience for our Doctor of Public Health (DrPH) program, faculty would like to offer this course at the 7000 level, thereby allowing all graduate students in the college an opportunity to be exposed to these concepts.

PUBH 9134 - Professionalism and Ethics in Public Health Practice

JUSTIFICATION:

The Association of Schools and Programs of Public Health (ASPPH) promotes a core competency model for Doctor of Public Health (DrPH) Programs. The model recommends multiple competencies in 7 domain areas including the following: Advocacy, Communication, Community/Cultural Orientation, Critical Analysis, Leadership, Management, and Professionalism and Ethics. Although the Jiann-Ping Hsu College of Public Health (JPHCOPH) has developed a comprehensive educational experience for 21st-century public health practitioners, a review of the DrPH curriculum revealed a gap in the curriculum as it relates to professionalism and ethics. While these concepts are addressed throughout multiple courses in the DrPH program, faculty seek to create a new course specifically designed to emphasize this domain.

Course Revision(s):

PUBH 9132 - Public Health Perspectives in Community-Based and Translational Research

JUSTIFICATION:

Changes to the title and catalog description are being made in an effort to try to emphasize the application and interpretation for research. The prerequisites and corequisites are being removed as they are no longer needed due to the change in the required courses for the DrPH programs.

PUBH 9135 - Public Health, Funding and Grantsmanship

JUSTIFICATION:

The prerequisites and corequisites are being removed as they are no longer needed due to the change in the required courses for the DrPH programs.

Department of Environmental Health Sciences

Course Revision:

PUBH 8132 - Environmental and Occupational Health

JUSTIFICATION:

The corequisites are being removed as they are no longer needed due to the change in the required courses for the DrPH programs.

Department of Health Policy and Management

Course Revision:

PUBH 8134 - Health Economics, Policy and the Political Process

JUSTIFICATION:

The corequisites are being removed as they are no longer needed due to the change in the required courses for the DrPH programs.

Program Revision(s):

DPH-PHLEAD Public Health Leadership Dr.P.H. (Partially Online)

JUSTIFICATION:

At present, the current Doctor of Public Health (DrPH) core curriculum mirrors (at a higher level) the Master of Public Health (MPH) core curriculum. When initially designed, faculty interpreted the Council on Education for Public Health (CEPH) accreditation criteria to mean doctoral training should include all 5 public health concentration areas (Biostatistics, Community Health, Health Policy, Environmental Health, Epidemiology). As CEPH has modified it's criteria, it has become clear this integration of the public health concentrations at the doctoral level is not required. Thus, faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed streamlining the DrPH core curriculum with a particular emphasis on ethics, professionalism, public health practice and translational research, and the biological/physiological underpinnings important in public health field. Further, these emphasis areas of the new DrPH core are congruent with published standards of the Association of Schools and Programs of Public Health (ASPPH). Lastly, the proposed program changes provide greater flexibility to all public health concentrations (Biostatistics, Community Health Behavior/Education, Epidemiology, and Public Health Leadership) by allowing them to maximize learning in discipline-specific areas.

MHA-HADM Healthcare Administration M.H.A.

JUSTIFICATION:

Accreditation

Department of Biostatistics

Program Revision:

DPH-BIOST Public Health Dr.P.H. (Concentration in Biostatistics)

JUSTIFICATION:

At present, the current Doctor of Public Health (DrPH) core curriculum mirrors (at a higher level) the Master of Public Health (MPH) core curriculum. When initially designed, faculty interpreted the Council on Education for Public Health (CEPH) accreditation criteria to mean doctoral training should include all 5 public health concentration areas (Biostatistics, Community Health, Health Policy, Environmental Health, Epidemiology). As CEPH has modified it's criteria, it has become clear this integration of the public health concentrations at the doctoral level is not required. Thus, faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed streamlining the DrPH core curriculum with a particular emphasis on ethics, professionalism, public health practice and translational research, and the biological/physiological underpinnings important in public health field. Further, these emphasis areas of the new DrPH core are congruent with published standards of the Association of Schools and Programs of Public Health (ASPPH). Lastly, the proposed program changes provide greater flexibility to all public health concentrations (Biostatistics,

Community Health Behavior/Education, Epidemiology, and Public Health Leadership) by allowing them to maximize learning in discipline-specific areas.

Department of Community Health

Program Revision:

DPH-CHBED Community Health Behavior and Education Dr.P.H.

JUSTIFICATION:

At present, the current Doctor of Public Health (DrPH) core curriculum mirrors (at a higher level) the Master of Public Health (MPH) core curriculum. When initially designed, faculty interpreted the Council on Education for Public Health (CEPH) accreditation criteria to mean doctoral training should include all 5 public health concentration areas (Biostatistics, Community Health, Health Policy, Environmental Health, Epidemiology). As CEPH has modified it's criteria, it has become clear this integration of the public health concentrations at the doctoral level is not required. Thus, faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed streamlining the DrPH core curriculum with a particular emphasis on ethics, professionalism, public health practice and translational research, and the biological/physiological underpinnings important in public health field. Further, these emphasis areas of the new DrPH core are congruent with published standards of the Association of Schools and Programs of Public Health (ASPPH). Lastly, the proposed program changes provide greater flexibility to all public health concentrations (Biostatistics, Community Health Behavior/Education, Epidemiology, and Public Health Leadership) by allowing them to maximize learning in discipline-specific areas.

Department of Epidemiology

Program Revision:

DPH-EPID Public Health Dr.P.H. (Concentration in Epidemiology)

JUSTIFICATION:

At present, the current Doctor of Public Health (DrPH) core curriculum mirrors (at a higher level) the Master of Public Health (MPH) core curriculum. When initially designed, faculty interpreted the Council on Education for Public Health (CEPH) accreditation criteria to mean doctoral training should include all 5 public health concentration areas (Biostatistics, Community Health, Health Policy, Environmental Health, Epidemiology). As CEPH has modified it's criteria, it has become clear this integration of the public health concentrations at the doctoral level is not required. Thus, faculty in the Jiann-Ping Hsu College of Public Health (JPHCOPH) proposed streamlining the DrPH core curriculum with a particular emphasis on ethics, professionalism, public health practice and translational research, and the biological/physiological underpinnings important in public health field. Further, these emphasis areas of the new DrPH core are congruent with published standards of the Association of Schools and Programs of Public Health (ASPPH). Lastly, the proposed program changes provide greater flexibility to all public health concentrations (Biostatistics, Community Health Behavior/Education, Epidemiology, and Public Health Leadership) by allowing them to maximize learning in discipline-specific areas.

Dr. Anderson stated he spoke to Dr. Stuart Tedders about the schedule type for the DPH program revisions, and Dr. Vogel confirmed that the designation is partially online.

MOTION: Dr. Bill Mase made a motion to approve the New Courses, Course Revisions, and DPH Program Revisions submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. He, and the motion was approved.

Dr. James Stephens asked for clarification as to when the MHA program can begin using the revised admission criteria. Mrs. Naronda Wright stated the program can begin using the criteria for Fall 2017 admits. Dr. Anderson added as long as there are currently no active admissions for Fall 2017.

MOTION: Dr. Ogloblin made a motion to approve the MHA Program Revision agenda item submitted by the Department of Health Policy and Management. A second was made by Dr. - Magnant. The motion to approve the Program Revision was approved.

E. College of Science and Mathematics

Dr. Lance McBrayer presented the preliminary program proposal agenda item for the College of Science and Mathematics

Preliminary Program Proposal:

Concept Paper: PhD with a major in Environmental Science

JUSTIFICATION:

The College of Science & Mathematics and the Institute for Coastal Plains Science are interested in developing a new PhD program in Environmental Science. The new process from the USG for considering new programs is to submit an abbreviated "Concept Paper" (attached) for review before obtaining permission to submit a Formal Proposal.

MOTION: Dr. He made a motion to approve the Preliminary Program Proposal submitted by the College of Science and Mathematics to go to the next stage. A second was made by Dr. Ogloblin. The motion to approve the Preliminary Program Proposal was approved.

Dr. Brian Koehler presented the agenda item for the Department of Biology and Physics.

Department of Biology

Course Inactivation:

BIOL 5244G - Insect Physiology

JUSTIFICATION:

The instructor that taught this course retired, and it has not been offered in several years. Furthermore, the department has no long-term plans to offer a course in this relatively specialized area. We will offer broader courses in Physiology and Entomology.

Department of Physics

Course Inactivation:

ASTR 5555 - Special Topics in Astrophysics

JUSTIFICATION:

This course is no longer used.

PHYS 7120 - Conceptual Physics II

JUSTIFICATION:

This course is no longer used.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Departments of Biology and Physics. A second was made by Dr. He. The motion for the Course Inactivations was approved.

Dr. Brian Koehler presented the new course agenda items for the Department of Geology and Geography, and Dr. Katy Smith presented the course revision item for the department.

Dr. Koehler made note that the Registrar's Office had changed the course numbers for GEOG 5435G and 5545G to reflect the appropriate designations; those numbers were updated after the publication of the agenda.

Department of Geology and Geography

New Course(s):

GEOG 5531G - Environmental Impact and Remediation

JUSTIFICATION:

Environmental Impact Assessment (EIA) will fill a topical gap in the department and university level regarding formalized federally-regulated processes in the US for assessment, prediction, and mitigation of development projects' environmental consequences. Furthermore, most environmental scientist job opportunities seek graduates trained in EIA

techniques as NEPA compliance is required for any federally-supported project in the United States, from timber harvesting and energy development to public housing.

GEOG 5435G - Nature and Society

JUSTIFICATION:

This graduate course will serve as an elective course for the Master of Science in Applied Geography, scheduled to begin in fall 2017.

GEOG 5545G - Ecohydrology

JUSTIFICATION:

An "Ecohydrology" course will fill an existing topical gap in the Geography curriculum regarding specialist-synthesis geographic approaches to human-environmental issues at the intersection of ecosystem ecology and the water resources upon which ecological processes rely. It will serve as an elective course in the new Master of Science in Applied Geography program.

GEOG 7632 - Seminar in Geographic Research and Methods

JUSTIFICATION:

Seminar in Geographic Research and Methods serves a comprehensive overview of scientific research in geography. This is a required course in the MS in Applied Geography program, which commences in 2017.

Course Revision:

GEOL 5130G - Geochemistry

JUSTIFICATION:

The CIM-listed prerequisites were removed (review of prior printed catalog did not list any prerequisites). Additionally, errors in this course listing in the academic level and course repeatability categories have been corrected (the course was never intended to be re-taken for credit).

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

Dr. Brian Koehler presented the agenda items for the Department of Mathematical Sciences.

Department of Mathematical Sciences

Program Revision:

MS-MATH/APL Mathematics M.S.

JUSTIFICATION:

STAT 7332, Mathematical Statistics II, is the course containing the minimum essential content a MS level statistics student should be exposed to. The statistics degrees/concentrations at UGA, Georgia State, Georgia Tech, and Augusta University all require an equivalent course as part of their core classes. This proposed change, replacing MATH 7231, Advanced Numerical Analysis with STAT 7332, Mathematical Statistics II will bring our minimum requirements in line with these universities in particular and universities nationwide in general.

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

Information Only Item(s):

Applied Problems for Industry

JUSTIFICATION:

Separate section of course offered as part of the PIC Math program. Students will work in groups on problems provided by regional business and industrial contacts. This separate

section offered for those students who took PIC Math in Spring 2016 and would like to work on another industrial problem.

Introduction to Data Analytics with R

JUSTIFICATION:

The course will employ techniques learned in different areas of mathematics to data analysis. Various topics such as image compression and recognition, clustering and classification, and data mining will be addressed in this course. Students will be introduced to SQL, and programming and visualization with R.

Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

No action is required for Information Only items.

F. College of Education

Dr. Tracy Linderholm, Dr. Scott Beck and Dr. Jim Jupp presented the agenda items for the Department of Teaching and Learning.

Department of Teaching and Learning

New Course(s):

PBIS 8130 - Administration in Positive Behavior Interventions and Supports

JUSTIFICATION:

This course will be offered as an elective choice in the Curriculum and Instruction, Accomplished Teaching program. This degree seeks to offer a PBIS area of emphasis for our candidates.

PBIS 8131 - Critical Issues in Positive Behavior and Supports

JUSTIFICATION:

The MEd in C&I, Accomplished Teaching is adding an emphasis area of Positive Behavior Intervention and Supports to available electives.

PBIS 8839 - Data Methods in Positive Behavior Intervention and Support

JUSTIFICATION:

The course is one in a series to provide candidates with an emphasis in Positive Behavior Interventions and Supports

TCLD 7334 - Language Policy and Politics in Education

JUSTIFICATION:

This course is one of four new courses being created as requirements for a new program: Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online).

TCLD 7336 - Globalization, Immigration, and Teaching ELLs

JUSTIFICATION:

This course is one of four new courses being created as requirements for a new program: Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online).

TCLD 7338 - Special Education-ELL Interface & Assessment

JUSTIFICATION:

This course is one of four new courses being created as requirements for a new program: Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online).

TCLD 8538 - Advanced ELL & Bilingual Teaching Methods

JUSTIFICATION:

This course is one of four new courses being created as requirements for a new program:
Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online).

Dr. Marieke Van Willigen stated she has some concerns regarding the catalog description for New Course TCLD 7336. She said the language in the catalog description and the course goals go beyond what the faculty in the College of Education are credentialed to cover, and she would like for the department to revise the catalog description. There was a discussion of how there are a wide array of courses that cross disciplines. Dr. Van Willigen made a suggestion for the revision to read as follows:

This course will examine how immigration patterns have contributed to the diversification of students in the United States, particularly the Southeastern United States, the challenges posed by this changing student body, and best practices in teaching and learning within this environment.

Dr. Jim Jupp, Dr. Scott Beck, and Dr. Tracy Linderholm agreed to revise the catalog description with the suggested language.

MOTION: Dr. Flynn made a motion to approve the New Course agenda items from the Department of Teaching and Learning, with the understanding that the TCLD 7336 catalog description be revised. A second was made by Dr. Williams-Johnson. The motion to approve the New Courses was passed.

Dr. Tracy Linderholm presented the course revisions for the Department of Teaching and Learning.

Course Revision(s):

MSED 5333G - Literature and Writing for the Middle and Secondary Schools

JUSTIFICATION:

The proposed revision is to change this course from a face-to-face format to an online format. An online format will allow the instructor to introduce students to more online and Web 2.0 tools and platforms to support literature and writing instruction. The course is part of the Online Course Development program through the Center for Online Learning to insure high-quality course design and accessibility.

SPED 5799G - Student Teaching in Special Education

JUSTIFICATION:

The update is needed to remove the SPED 4430 co-requisite which does not apply to the graduate students.

SPED 7631 - Perspectives on Mild Disabilities

JUSTIFICATION:

Removal of prerequisites due to prior resequencing of program

SPED 7736 - Internship in SPED General Curriculum

JUSTIFICATION:

Updating is needed in the course name, grade mode, and it needs to be removed as an equivalent to SPED 7796.

New Program:

Teaching Culturally and Linguistically Diverse Students (TCLD) M.Ed. (Online)

JUSTIFICATION:

(Excerpted from the Final Full BoR Proposal w/ Appendices)

The M.Ed. in TCLD is consistent with two broad evidence-based trends in teaching and learning of culturally and linguistically diverse students: (a) cultural and linguistic responsiveness and (b) the sheltered immersion model.

First, designers of the M.Ed. in TCLD follow and further develop trends emphasizing cultural and linguistic responsiveness. Cultural and linguistic responsiveness acknowledge that teaching and learning are inextricably embedded in students' language, culture, and identities (e.g., Beck & Stevenson, 2015; Gay, 2010; Irizarry & Raible, 2011; Jupp & Slattery, 2012; Jupp, 2013; Ladson-Billings, 2009, 2014; Vygotsky, 1978; Sleeter & Owuor, 2011, Smagorinsky, 2007). Increasingly substantiated in empirical and predictive models of academic achievement for CLD students (Atschul & Bybee, 2006; Altschul, Oyserman, & Bybee, 2009; Carter, 2008), notions of cultural and linguistic responsiveness taken up by designers of the M.Ed. in TCLD not only follow disciplinary national standards (Appendix D; International Association of TESOL, 2010) but lead the way toward new models of advancing students' linguistic, cultural, and academic identities in public school classrooms. Understandings of cultural and linguistic responsiveness, broadly represented above, drive at teachers' use of students' home cultures and languages not as deficits, disadvantages, or problems but rather as resources to be leveraged for academic learning and mainstream cultural success. Cultural and linguistic responsiveness generally undergird the design of the M.Ed. in TCLD and are developed through a variety of courses with different emphases, including ESED 5234G, ESED 5233G, ESED 5234G, EDUF 7230, EDUF 7235, EDUF 7235, EDUF 8233, TCLD 7334, TCLD 7336G, TCLD 7338, READ 7432, READ 8630, and TCLD 8538.

Second, designers of the M.Ed. in TCLD follow and further develop trends emphasizing the sheltered immersion model. The sheltered immersion model for language acquisition acknowledges the centrality of language acquisition through meaningful everyday use (Chamot & O'Malley, 1994; Cummins, 1986; Krashen, 1987) and emphasizes that this everyday language use take place within least restrictive subject area teaching environments (Bolos, 2016; De Jong & Harper, 2005; Echevarría & Graves, 2007; Echevarría, Vogt, & Short, 2008; Rubenstein-Avila & Leckie, 2013; Short & Fitzsimmons, 2007). The deployment of the sheltered immersion model for language acquisition, broadly outlined above, understands this model not as "the ideal model" but rather as the best pragmatic model for proper scaffolding and support for ELLs within contemporary contexts (Beck & Allexsaht-Snider, 2001; Kaplan & Leckie, 2009; Leckie, Kaplan, & Rubenstein-Avila, 2013). The sheltered immersion model is generally emphasized by designers of the M.Ed. in TCLD and is a topic or focus in a variety of courses, including ESED 5234G, ESED 5233G, EDUF 7230, EDUF 7235, EDUF 7235/TCLD 7334, TCLD 7336, READ 7432, and TCLD 8538.

Our emphasis on trends of cultural and linguistic responsiveness and the structured immersion model align our program with nationally accepted trends and standards in the discipline.

Designers of the M.Ed. in TCLD project the following average enrollments during the first four years of the program. First FY – 7 degree candidates, Second FY – 14 degree candidates, Third FY – 21, and Fourth FY – 28 degree candidates.

Designers of the M.Ed. in TCLD used the method of triangulation from multiple data sources to substantiate the enrollment projections with special emphasis on comparable M.Ed. enrollment numbers. First, designers of the M.Ed. in TCLD reviewed existing need and demand data. Second, designers of the M.Ed. in TCLD assembled and considered enrollment data from GaSoU's ESOL Endorsement program. Third, designers of the M.Ed. in TCLD reviewed enrollment data from ESOL-related M.Ed. programs in Georgia. Fourth, we conducted an interest survey of ESOL Endorsement Earners regarding professional interest. Triangulating from these data sources, designers of the M.Ed. in TCLD projected the numbers referred to above.

Needs and demand data

We emphasize Georgia's recent demographic shift and a needs survey conducted with state and regional educational leadership.

The growth in Hispanic and Asian communities in Georgia and the Southeast over the last twenty-five years represents an important need factor. Hispanic and Asian communities in Georgia and the Southeast registered enormous growth over the last twenty-five years. Specifically, in 1990 Hispanics made up only 1.7% of the Georgia population, and in 2010, Hispanics made up 8.8% of the population (Census Brief, 2001, 2011). Between 1990 and 2010, the Hispanic population in Georgia increased by 518% from 110,721 in 1990 to 853,689 in 2010. Outpacing growth at the state level, in 2013 Hispanic students made up 13% of Georgia public school students (Baudette, 2015). More recently in county by county data (See Appendix F), the increase in Hispanic and ELL students was even more pronounced. In South Georgia, there are nineteen counties with more than 10% Hispanic students, and Echols, Atkinson, and Toombs have the highest percentages of Hispanics with 43%, 36%, and 25% respectively. Moreover, in North Georgia, there are twenty three counties with more than 10% Hispanic students, and Hall, Whitfield, Habersham, and Gwinnett counties have the highest percentages with 40.4%, 40.2%, 27.4%, and 27.2%, respectively. Certainly, Hispanic student populations with related ELL student subpopulations represent a recent and permanent demographic shift to which Georgia is just beginning to respond.

Similarly, in 1990, Asians made up 1.1% of the Georgia population, and in 2010, the Asian population made up 3.2% (Census Brief, 2002, 2012). Between 1990 and 2010, the Asian population increased by 290% from 73,764 to 365,497 in 2010. Outpacing growth at the state level, in 2013 Asian students made up 4% of Georgia students, and the Asian population grew in all counties (Baudette, 2015). Specifically in South Georgia, there are four counties with more than 2.5% Asian students, and Columbia, Lee, and Bryan have the highest percentages with 4%, 2.9%, and 2.8% respectively. Moreover, in North Georgia, there are twelve counties with more than 2.5% Asian students, and Forsyth, Gwinnett, and Fulton have the highest percentages with 12.4%, 10%, and 9.8%, respectively. In addition to Hispanics, Asian student populations with related ELL students represent a recent and permanent demographic shift to which Georgia is just beginning to respond. Designers of the M.Ed. in TCLD believe that recent demographic shifts provide a unique historical opportunity to support growing numbers of underserved students in our state.

In addition to demographic shifts representing a need, designers of the M.Ed. in TCLD conducted a purposive survey with Superintendents and regional educational leaders (N = 13, n = 13, response rate 100%). This survey demonstrated strong demand for further professional development in TCLD students.

Enrollment Growth in GaSoU's ESOL Endorsement

Across the six graduate and undergraduate courses, the GaSoU ESOL Endorsement has demonstrated continuous enrollment growth since 2012.

Interest among GaSoU ESOL Endorsement Earners

An ESOL-based M.Ed. Interest Survey also informs our projections. Conducted with a purposive sample of GaSoU ESOL Endorsement Earners in May of 2016 (N = 151, n = 54, response rate = 36%), designers of the M.Ed. in TCLD found strong interest and support. The majority of respondents (33/54) agreed with or strongly agreed with the statement that they are or would have been "interested in learning more about" such a program. 22/54 ESOL Endorsement Earners expressed a commitment to enroll in the M.Ed. in TCLD, with 8/22 strongly agreeing with the statements "I would enroll" or "I would have enrolled."

Enrollment data from comparable programs

The M.Ed. in TCLD will be the fourth ESOL-based M.Ed. program in Georgia. However, the M.Ed. in TCLD differs from the GSU and UGA programs in substantial ways, and only KSU's M.Ed. program is comparable in intent, design, and curriculum. The designers of the GaSoU

M.Ed. in TCLD believe that KSU's program offers suitable approximate comparison numbers for our enrollment projections.

Dr. Linderholm stated there was a mistake in the Course Revision SPED 7631. She stated the schedule type should be asynchronous.

MOTION: Dr. Flynn made a motion to approve the Course Revisions and the New Program agenda items from the Department of Teaching and Learning, with the understanding that the revision to the schedule type be made. A second was made by Dr. He, and the motion to approve the items was passed.

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

Department of Curriculum, Foundations, and Reading

Course Revision(s):

EDUF 7090 - Selected Topics in Educational Foundations

JUSTIFICATION:

Error in course description:

Change course description from "under the direction of a member of the educational research faculty" to "under the direction of a member of the educational foundations faculty."

EDUF 8135 – Thinking and Problem Solving

JUSTIFICATION:

There should be no prerequisite for this course. When the EdD program in CS was initially developed, all of the Instructional Improvement emphasis area courses required a prerequisite. This prerequisite should have been removed from all of the Instructional Improvement courses, but apparently EDUF 8135 was overlooked when this change was made.

New Program:

Curriculum and Pedagogy for Social Justice Certificate

JUSTIFICATION:

The Curriculum and Pedagogy for Social Justice Certificate consists of six graduate level education courses designed to provide pre-service and in-service teachers with the theoretical foundations, historical knowledge, practical experience, and supportive infrastructure needed to become reflective practitioners who successfully integrate social justice education into their classrooms. This graduate certificate can be completed as a stand-alone program or along with any of the Master's degrees offered in the COE. An underlying assumption of this graduate certificate is that educators who engage in social justice education will be able to identify dehumanizing sociopolitical conditions that undermine good teaching and academic achievement and will actively engage in pedagogical practices to alter those conditions (Adams, Bell, & Griffin, 2007) to educate all students to reach their highest potential (Siddle-Walker, 1996).

There are four inter-related facets of this program that offer educational innovation in instruction audience and delivery: (1) it purposefully emphasizes developing sociopolitical consciousness in enrolled students; (2) it is developed to support and provide evidence of students' attainment of knowledge, skills, and dispositions that reflect TAPs, CAEP, and InTASC standards, and the COE mission; (3) it is designed for in-service teachers with no initial plan for pursuing advanced degrees; and (4) it is aimed to develop a professional learning community within which enrolled students can receive encouragement, advice, and other forms of support to continue engagement in social justice education. A detailed description of the program and each of these educational innovations follows.

Emphasis on Teacher's Sociopolitical Consciousness: Teaching with students' cultural and linguistic diversity in mind is a commonly recognized need (GaDOE, 2012; CAEP

Commission on Standards and Performance, 2011). In responding to diversity, in-service teachers will adopt varying degrees of culturally responsive education in their classrooms based on their comfort levels (Sleeter & Grant, 2009). Most implementations of multicultural and culturally relevant education do not address the development of sociopolitical consciousness (Brown, Brown, & Rothrock, 2015; Morris, 2008; Ladson-Billings, 2014). Educators who lack critical consciousness have difficulty in identifying the structures of oppression such as racism, classism, homophobia, and gender oppression that perpetuate educational inequalities; such educators can teach students in culturally responsive ways, yet, fail to understand the sociopolitical complexities of student lives that are not resolved through superficial cultural responsiveness (Ladson-Billings, 2014; Paris, 2012).

One of the innovative features of The Curriculum and Pedagogy for Social Justice Certificate is that it addresses the dearth of politically conscious culturally relevant teacher preparation and development. Although there are graduate programs in social justice education in Canada, Massachusetts, Illinois, and Texas that emphasize the development of sociopolitical consciousness in teachers of diverse students, no program of this kind exists in Georgia. Thus, in addition to providing teachers with the conceptual tools and practical experience to address the complexities of their students' lives that could impair academic achievement, implementation of this program would distinguish the COE and Georgia Southern University in our commitment to continue the historical mission of higher education to educate for the public good (Slaughter & Rhoades, 2009).

Alignment with TAPS, CAEP, and InTASC Standards: The second innovative feature of this certificate program is that it aligns social justice education with TAPS, CAEP, and InTASC performance standards through an emphasis on critically reflective teaching (Brookfield, 1995) and culturally sustaining pedagogy (Paris, 2012; Paris & Alim, 2014). Critically reflective educators utilize autobiography, students' and colleagues' perspectives, and scholarly literature to better understand processes of teaching and learning and to question the ideological assumptions that hinder teaching success (Brookfield, 1995). There are four required courses and two elective options for this certificate. Enrolled students will develop skills and dispositions for critically reflective teaching in each of these courses. Culturally sustaining pedagogy recognizes that education to end inequity must not only use student cultural and linguistic diversity as scaffolds for classroom learning, but must also work to center the funds of cultural knowledge (González, Moll, & Amanti, 2005) of minoritized students in formal and informal educational curricula (Paris, 2012).

In initial courses such as Foundations for Social Justice Education, and capstone experience courses such as Social Justice Inquiry, and Curriculum and Pedagogy for Social Justice, enrolled students will explore applications of social justice education, receive mentoring from graduates of the Curriculum Studies doctoral program who are accomplished social justice education teachers, and engage in intensive study of social justice inquiry projects that they may adapt for their own classrooms. Through a focus on critically reflective teaching and culturally sustaining pedagogy, program graduates will gain knowledge and skills to achieve sociopolitical consciousness, curricular relevance, community engagement, and academic success with their culturally and linguistically diverse students. These knowledge and skills support eight of the ten TAPs standards (i.e., professional knowledge, instructional planning, instructional strategies, differentiated instruction, positive learning environment, academically challenging environment, professionalism, and communication) through focus on integrating teachers' knowledge of content, of students, and of socio-cultural factors that affect student learning and community well-being to develop differentiated curricula and assessment that is academically challenging and connected to students' lived experiences. In a similar manner, courses in this certificate program also support the CAEP theme of diversity, and six of the ten InTASC standards (i.e., learner development, learning differences, content knowledge, applications of content, instructional strategies, and professional learning and ethical practice) because deep knowledge of curricular content, students, and their communities facilitates the creation and on-going development of culturally and linguistically appropriate

instructional strategies, meaningful collaboration with families, and professional learning experiences that increase teachers' understandings of themselves, their students, and the knowledge, skills, and dispositions needed to establish socially just relationships within their classrooms, schools, and communities. Finally, through alignment with TAPs and InTASC professional standards, this certificate also supports the COE mission of preparing teachers to meet the needs of a dynamic and diverse society.

Professional Learning Community: A final innovative feature of this certificate program is its on-going professional learning community through which in-service teachers will receive assistance with real-world classroom issues and resources for culturally responsive and sustainable teaching (Paris, 2012). In this online learning community, in-service teachers can continue to receive feedback and support after program completion. This ongoing learning community will enable the program developers to maintain connections with graduates who continue to enact upon social justice education in their professional work. This learning community will also enable the program developers to more easily obtain information about program impact for data reporting purposes.

A professional learning community will be created to feature and exchange the work of enrolled students through Folio, Blog, Facebook, Twitter, and COE sponsored conferences such as Curriculum Studies Summer Collaborative Conference (CSSC), Georgia Educational Research Association (GERA), and the National Youth at Risk Conference. Program coordinators will develop an array of professional learning activities to address varied needs and interests of enrolled students including instructional observation, teacher study groups, teacher research projects, and teacher reflection workshops in schools. The participants will continue to share their developing knowledge of curriculum and pedagogy for social justice through the professional learning community after program completion. This professional learning community will enhance communication and connection between teachers, administrators, GS faculty, and community members and will provide enrolled students and program completers with the supportive environment to engage in social justice education.

Skills and Outcomes Achieved Upon Program Completion: Upon program completion, in-service teachers will successfully engage in social justice education praxis, as evidenced through their abilities to:

- (1) identify pressing social justice issues and concerns as practical and policy matters that impact their curriculum, teaching, and life in schools, families, neighborhoods, and communities;
- (2) articulate the values and ethics that support a commitment to empower culturally and linguistically diverse students within formal and informal educational contexts;
- (3) articulate connections between racial, gender, and class concerns and educational outcomes;
- (4) use educational research to inform and enhance classroom practice;
- (5) take action to preserve and promote the funds of knowledge, human rights, and human dignity of all students in their classrooms;
- (6) engage in critical self-reflection to enhance processes of teaching and learning in their classrooms;
- (7) utilize the certificate program's Professional Learning Community as a resource for continually improving their classroom instruction and interaction with students to enable all students to reach their highest potential (Siddle-Walker, 1996);
- (8) utilize a range of culturally responsive pedagogical strategies and community resources to enhance the learning of diverse students; and
- (9) identify the strengths and critiques of culturally responsive and sustaining pedagogies.

Courses and Capstone Experiences: There are four required courses and two elective options for this certificate program. All of the courses are online except for the two capstone courses which are hybrid. The courses are being developed on a three-semester cohort model that will begin in the Fall and end with two capstone courses in the Summer. We recognize that the courses we are proposing are interdisciplinary and could be taught by faculty in other COE departments. Our broad vision for a graduate program in social justice education extends beyond the certificate program that we are initially proposing and our hope is that other COE departments and their faculty will be interested in collaborating on that extension in the future. In this proposal, we have intentionally restricted most of the required and elective courses to CFR offerings to better manage the guiding framework, curriculum, professional learning community infrastructure, and program coordination that are needed to successfully begin this program. Our hope is that, in the future, faculty in other departments will allow their social justice oriented courses (e.g., EDAT 6159 Multicultural Studies Across the Curriculum) to be included as electives for this certificate. We also hope that future collaboration with other COE departments will result in such certificate programs as Leadership for Social Justice and Culturally Responsive Counseling. These future collaborations are necessary to fully utilize the expertise of COE faculty and to maximize recruitment of social justice oriented students into graduate programs across the college.

Market Analysis/Program Demand: Conceptualization for this certificate program was guided by data from the Eduventures 2012 Survey of Georgia Teachers, Principals, and Superintendents and student demographic information from The National Center for Education Statistics and The Georgia Department of Education. Of the surveyed teachers who planned to pursue higher education in the next five years, 45% planned to pursue education in the area of curriculum and instruction (Eduventures, 2012). When asked about their greatest professional development needs, assistance with classroom management (indicated by 34% of teachers) and assistance with instruction for a diverse classroom (indicated by 33% of teachers) were two of the three greatest needs indicated (Eduventures, 2012). The Curriculum and Pedagogy for Social Justice Certificate is included in the area of curriculum and instruction identified by survey respondents and the pedagogical strategies that will be taught in the course to help teachers to organize and manage diverse classrooms and successfully work with diverse students (Weinstein, Curran, & Tomlinson-Clarke, 2003). Thus the proposed program clearly focuses on the higher education desires of the teachers surveyed.

Additional support for this certificate program was found in the Eduventures Challenges and Opportunities for Schools of Education Presentation (2011). In that presentation, information from the inaugural annual alumni survey indicated that recent teacher education graduates reported feeling well-prepared overall for classroom teaching, but indicated feeling the least prepared (3.70 average rating on a scale of 1–5, with 5 being well-prepared) for working with diverse students. This data is significant because student demographic information from The National Center for Education Statistics and The Georgia Department of Education both reflect the existence of a majority minority population of students in public schools.

In 2014, the overall number of Latino/a, African American, and Asian students in public schools nationwide surpassed the number of non-Hispanic white students enrolled (Maxwell, 2014). Within the state of Georgia, the “majority minority” public school population was 55.9% during the 2011-2012 academic year and had increased to 57% during the 2012–2013 academic year (Quickfacts, 2012). The National Center for Education Statistics projects that this new “majority minority” population in public schools will continue to grow. Given the continued growth of this population of students in Georgia and nationwide and educational inequality that continues to be experienced by students of color, students in poverty, and students who are linguistically diverse (Blanchette, 2009; Finkel, 2010; Matias, 2013; Max & Glazerman, 2014), it is imperative that colleges and universities involved in teacher preparation and professional development develop programs continually seek new methods

of preparing teachers to successfully educate this majority minority public school population. The proposed certificate program is designed to accomplish this goal.

Georgia Southern University's College of Education's Capacity to Host New Offerings: No new faculty lines are required to host this program. The first cohort of students enrolled in this program will be limited to a quantity of 15 to ensure that additional faculty resources will not be needed to run the program. Moreover, the proposed program utilizes four existing courses already being offered in the College of Education. The two capstone courses will be taught by two program directors during the summer to avoid conflict with their regularly taught fall and spring courses.

Career Outcomes upon Completion of the Certificate: There are immediate and long-term career outcomes associated with completion of our proposed certificate program. The immediate outcomes of this certificate support the professional development of Georgia teachers because the proposed certificate program is closely aligned with existing TAPS/TKES and InTASC performance standards. Participants who complete the program will gain the strategies and skills to successfully work with high needs students with diverse backgrounds by: (a) incorporating culturally responsive and challenging instruction within their area of certification; and (b) advocating for the rights of youth residing within the high needs districts where participants are employed. Thus, one immediate career outcome is that completion of this certificate will enable Georgia teachers to obtain strategies and skills to become culturally responsive and just teachers or to advance their careers by becoming master teachers who are able to create equitable learning opportunities for all students.

Further, the proposed certificate will enhance teacher morale. Due to the fact that the morale of teachers in the whole country, particularly in the state of Georgia, is so low because of mandated requirements and constant curriculum changes, the proposed certificate program will increase teachers' morale by increasing their ability to create inspirational learning environments that help all high needs students to achieve. Finally, because the proposed certificate program also emphasizes teacher advocacy, another immediate career outcome is that participants will gain important leadership skills that they may use to advance to positions as teacher leaders upon program completion.

The potential long-term career outcomes associated with a graduate certificate in Curriculum and Pedagogy for Social Justice include careers in policy or higher education. Our proposed certificate program will invigorate the spirit of continued learning in teachers so that they will want to return for higher degrees wherein they critically reflect upon and improve their practice. The teacher participants may be inspired to pursue graduate work at the Master's or Doctoral level at GSU such as the newly developed master's degree (T-CLAD), the Ed. D. in Curriculum Studies, the Ed. D. in Educational Leadership, the Master of Arts in Teaching (MAT), and the Master of Education (M.Ed.).

Furthermore, the teacher participants may aspire to work with policy makers to overcome some of the oppressive aspects of today's educational mandates that contribute to low morale. Additionally, the proposed certificate program could help the teacher participants to obtain teacher education positions in colleges or universities to infuse social justice consciousness and praxis in all the dimensions of teacher education such as methods courses in the content areas. Moreover, social justice consciousness and praxis engendered from the proposed certificate program could contribute to collaborative work with preparatory programs in Special Education, Guidance and Counseling, School Psychology, and School Social Work, as well as School Leadership positions, if teacher participants who return in more influential ways to school systems and become visionary school curriculum leaders.

Cross-Departmental Collaboration: Many of the courses planned for this certificate program are interdisciplinary and can be taught by numerous faculty within the COE who possess expertise and interest in social justice education. In order to ensure that all COE faculty who

hold expertise and interest in social justice education will have an opportunity to participate in this certificate program, a cross-departmental advisory committee has been established. This advisory committee helps foster cross-departmental communication and collaboration with the intent to ensure that curricular decisions made for the certificate program will not negatively impact other departments in COE. A course rotation for any new course developed for the Curriculum and Pedagogy for Social Justice Certificate Program is also proposed to accommodate cross-departmental expertise, availability, and common interests. Thus, if the course is taught by CFR faculty one semester, it will be taught by faculty from LTHD or T & L the next time it is offered. The rotation will continue each time the course is offered to ensure that all faculty across the COE who want to participate in the certificate program will be able to do so.

We also foresee future cross-departmental collaborations between our proposed certificate program and existing COE certificate, endorsement, and degree programs. We will collaborate with faculty members in the Department of Leadership, Technology, and Human Development and the Department of Teaching and Learning to develop social justice consciousness in teachers, school counselors, educational leaders, instructional technologists, and school psychologists through the proposed certificate program, other certificate or endorsement programs in the M.Ed., M. A., Ed.S., and Ed.D. Degree programs in counselor education, educational leadership, instructional technology, and school psychology to teach, lead, counsel, and model and to create equal opportunities for all. Specifically, for instance, our proposed certificate program will help teacher and administrator participants to understand and to act upon the over representation of students of color in special education and cultivate culturally responsive and challenging teachers, school counselors, educational leaders, instructional technologists, and school psychologists, etc.

Degree Program(s) Tied to the Completion of the Certificate: The following degree or certificate programs could be tied to the completion of our proposed certificate program:

- a. Teaching Culturally and Linguistically Diverse Students Certificate
- b. The newly developed master's degree (T-CLAD)
- c. The Ed. D. in Curriculum Studies
- d. The Ed. D. in Educational Leadership
- e. The Master of Arts in Teaching (MAT)
- f. The Master of Education (M.Ed.).

Program coordinators and other representative members from each of the above certificate, endorsement, and degree programs will be contacted to determine the degree of interest in and/or feasibility of linking the certificate program to these existing programs.

Completion of the proposed certificate program could also be connected to the COE digital badging project. Like the digital badging project, our certificate program is designed to enhance teacher practice in order to improve student learning. Also like the COE digital badging project's emphasis on knowledge construction, execution of practice, and leadership development (Koballa, in-press), this certificate program is designed to provide participants with the strategies and skills needed to deconstruct deficit-oriented approaches to learning, reconstruct empowering curricula, execute culturally relevant instructional practices, and advocate for culturally and linguistically diverse youth. Thus, some content areas of the proposed certificate program such as those areas focusing on the historical and theoretical foundations of social justice education could be readily linked to the COE digital badging project.

In addition, if the proposed certificate program is approved, faculty in other certificate, endorsement, and degree programs will be contacted to think about the possibility of developing the Master of Arts in Social Foundations where we could educate more social justice teachers and administrators could be educated and more of such teachers and

administrators could be recruited to the doctoral programs in College of Education, which helps the recruitment, retention, progression, and graduation of social justice teachers and curriculum leaders who will work with other teachers, parents, administrators, students, and educational stakeholders to create equitable opportunities for all students to achieve.

We are also in the process of collaboratively working with our curriculum studies colleagues and other colleagues in our college to add a Doctor of Philosophy (Ph. D.) in Curriculum Studies to the existing Ed. D. in Curriculum Studies program at Georgia Southern University which is proposed to be an interdisciplinary graduate program that focuses on connections among and controversies over public debate, policy making, university scholarship, and school practice and illuminates how curriculum ideas, issues, perspectives, and possibilities can be translated into public debate, school practice, policy making, and life of the general public by focusing on the aims of education for a better human condition through social justice education. Such a Ph. D. in Curriculum Studies program explicates how the four curriculum commonplaces, such as subject matter, teachers, learners, and milieu, are interdependent and interconnected within the decision-making processes that involve local and state school boards and government agencies, educational institutions, and curriculum stakeholders at all levels. The proposed certificate program will prepare better prospective Certificate, Endorsement, Master's, Ed. S., Ed. D. and Ph. D (if it is applicable in the near future) candidates to be prepared to work directly in schools and institutions as social justice oriented and culturally responsive and challenging curriculum professors, master teachers, curriculum leaders and coordinators, curriculum consultants, teacher educators, transformative parents, educational leaders, policy makers, media writers, public intellectuals, and other educational workers.

Focus on a Wide Range of Categories of Student Diversity: This certificate program targets districts with high levels of English learners and teachers who work with immigrant students and students whose first language is not English. Rather than focusing solely on linguistic diversity such as some of the existing certificate program in COE, the proposed certificate program will equip teachers to respond to a range of categories of student diversity including race/ethnicity, gender, nationality, religiosity, dis/ability, socioeconomic status, sexual orientation, and eco-justice; therefore, our proposed program is applicable to all teachers working within the state of Georgia. In addition, connections between the school environment and the broader community are emphasized in the proposed Curriculum and Pedagogy for Social Justice Certificate in order to strengthen teachers' abilities to advocate for the culturally and linguistically diverse students they teach. This advocacy role is an integral part of the sociopolitical consciousness that participants of the proposed certificate program are expected to achieve upon program completion.

Further, a prominent feature of the proposed certificate program that distinguishes it from other existing certificate programs in the COE is the ongoing professional learning community (PLC). This PLC will enable program participants to receive encouragement, advice, and other forms of support to identify the structures of oppression such as racism, classism, homophobia, and gender oppression that perpetuate educational inequalities; understand the sociopolitical complexities of student lives that are not resolved through superficial cultural responsiveness; and continue engagement in social justice education.

Dr. He clarified that the Curriculum and Pedagogy for Social Justice Certificate is aimed for the K-12 educators, teachers, and principals. She said it would be redundant to add the word education in the title. Dr. Ludowise agreed and said their Chairs had withdrawn their objections, on the provision that it is understood if the College of Liberal Arts and Social Sciences decides to do a Social Justice program that the College of Education program is different.

MOTION: Dr. Ogloblin made a motion to approve the agenda items from the Department of Curriculum, Foundations, and Reading. A second was made by Dr. Magnant. The motion to approve the Course Revisions and New Program was passed.

Dr. Tracy Linderholm presented the course revisions for the Department of Leadership, Technology, and Human Development

Department of Leadership, Technology, and Human Development

Course Inactivation(s):

ADED 7737 - Practicum in AED

JUSTIFICATION:

The Adult Education Program has been deactivated. ADED 7737 is no longer available.

ADED 8890 - Directed Individual Study

JUSTIFICATION:

The Adult Education Program has been deactivated. ADED 8890 is no longer available.

COUN 7432 - Dev Guid Curr

JUSTIFICATION:

This course has not been offered in at least three years and is no longer a part of the COUN curriculum.

COUN 7433 - Consultation & Intervention

JUSTIFICATION:

This course has not been offered in at least three years and is no longer a part of the COUN curriculum.

COUN 8537 - Adv Counsel Prac & Supv

JUSTIFICATION:

Another COUN course (COUN 8737) has the exact same course description so this course needs to be eliminated.

EDLD 7132 - General School Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7133 - School Law

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7234 - Instructional Supervision

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7235 - School Business Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7236 - School Personnel Administration

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 7337 - The Principalship

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8130 - Educational Evaluation

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8136 - Educational Facilities

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8438 - Organizational Leadership

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8531 - School Public Relations

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8532 - Policy Studies in Schools

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 8534 - The Superintendency

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9231 - Administrative Theory

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9232 - Decision Making/Problem Solving

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9233 - Leadership Theory

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9234 - Doctoral Seminar

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

EDLD 9236 - Diversity and Ethics for Educational Leaders

JUSTIFICATION:

The Educational Leadership Program no longer offers this course.

ESPY 7080 - The Psychology of Learning

JUSTIFICATION:

The School Psychology Program no longer offers this course.

ESPY 7090 - Selected Topics in School Psychology

JUSTIFICATION:

The School Psychology Program no longer offers this course.

ITEC 7335 - Web Design and Development

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

ITEC 7538 - Instructional Technology for School Leaders

JUSTIFICATION:

The Instructional Technology Program no longer offers this course.

Course Revision(s):

COUN 7131 - Student Affairs in Higher Education

JUSTIFICATION:

Students in the Higher Education Administration online master's degree program routinely request this course be offered online. Moving to an online format will increase enrollment by allowing students from across the country to take the course as an elective. Making this change will advance the COE goals of recruitment, retention, and efficiency.

COUN 7231 - Foundations of Clinical Mental Health Counseling

JUSTIFICATION:

Revising course title and description to bring course into compliance with CACREP (specialty accreditation) standards.

COUN 7233 - Family Counseling

JUSTIFICATION:

Revise course description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7234 - Counseling Psychodiagnosis

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards.

COUN 7235 - Short Term Counseling Strategies

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7236 - Counseling and Sexuality

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7332 - Theories of Counseling

JUSTIFICATION:

Revise course description to bring it into compliance with CACREP (specialty accreditation) standards and more accurately reflect course content.

COUN 7333 - Counseling Skills and Techniques

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7334 - Group Counseling and Group Work

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards.

COUN 7335 - Counseling Assessment and Appraisal

JUSTIFICATION:

Revise course title and description to bring it into compliance with CACREP (specialty accreditation) standards. Adding a prerequisite since graduate students from other programs often want to take the course and they limit enrollment for COUN students who are required to take the course.

COUN 7336 - Career Counseling

JUSTIFICATION:

Revise course description to bring it into compliance with CACREP (specialty accreditation) standards and more accurately reflect course content.

COUN 7338 - Life Span Development

JUSTIFICATION:

Revise course description to bring it into compliance with CACREP (specialty accreditation) standards and more accurately reflect course content.

COUN 7737 - Counseling Practicum

JUSTIFICATION:

Revise course description to bring it into compliance with CACREP (specialty accreditation) standards and more accurately reflect course content.

COUN 7738 - Counseling Internship I

JUSTIFICATION:

Changes are being made to reflect actual practice in the program (course can only be taken one time for 3 credits).

COUN 7739 - Counseling Internship II

JUSTIFICATION:

Changes are being made to reflect actual practice in the program (course can only be taken one time for 3 credits).

COUN 8737 - Clinical Counseling Supervision

JUSTIFICATION:

Course title and course description revisions are being made to more accurately reflect course content and to meet CACREP (specialty counseling accreditation) standards.

Prerequisite changed because clinical supervision is a specialty within counseling and students need to be vetted to take the course.

COUN 8890 - Directed Individual Study

JUSTIFICATION:

Revise course description to better reflect the purpose and intent of the course.

EDLD 9333 - Ethics in Educational Leadership

JUSTIFICATION:

This is a hybrid course involving face-to-face and asynchronous instruction. It was originally submitted as a lecture type schedule only. The asynchronous instruction is being added.

EDLD 9432 - Program Evaluation for School Leaders

JUSTIFICATION:

This is a hybrid course involving face-to-face and asynchronous instruction. It was originally submitted as a lecture type schedule only. The asynchronous instruction is being added.

New/Revised Program(s):

Educational Leadership Tier I Certification Only

JUSTIFICATION:

Revised program is to align with new standards set forth by the Chief Council of State School Officers (CCSSO) and the Interstate School Leadership Licensure Consortium (ISLLC), and adopted by the Georgia Professional Standards Commission (GaPSC).

Educational Leadership Ed.D.

JUSTIFICATION:

Program review has indicated that the bifurcation of the Educational Leadership Ed.D. Program has led to issues with enrollment management and scheduling. This is largely due to the fact that in one year there will be an abundance of P-12 Leadership admits, and the next year there will be an abundance of students pursuing the Higher Education Leadership track. The changes submitted will allow faculty to offer a more unified program focused on P-20 Leadership and cohorts can be joined or separated as deemed appropriate. In addition, we have changed the M.Ed. and Ed.S. Programs. The Tier I courses needed to be changed to reflect the new course names and numbers.

Counselor Education M.Ed.

JUSTIFICATION:

Deleting Student Services in Higher Education Concentration: The SSHE concentration has had low enrollment over the past 5 years so, after meeting with the College of Education Dean and Associate Dean, it was recommended that faculty consider closing the concentration. After discussion the COUN faculty agreed to eliminate the concentration.

Changes to Application Process: Currently applicants are asked to submit a personal statement not to exceed 200 words that outlines why they want to pursue a master's degree in Counselor Education. The current word limit does not allow applicants to adequately state their reasons for wanting to become a professional counselor. The COUN faculty want to expand the word limit to 1,000 words, which is equivalent to 2 pages of text. Faculty use the professional statement as an indicator of applicants' critical thinking and writing skills, and we believe a statement of up to two pages will allow applicants to more completely explain why they want to pursue graduate study in counselor education and what they hope to do with the degree. Expanding the word count to 1,000 and adding a resume as part of the application would allow faculty to learn more about each applicant's career goals and experiences so faculty can make an informed decision about who to bring to campus for an interview. We changed the language from "pre-admission seminar" to "on-campus interview" to more accurately reflect the process we use to select applicants.

Dr. Linderholm stated the minimum grade requirement for the prerequisite in the Course Revision COUN 7233 should be "C", not "D".

Dr. Linderholm said the contact hours for the Course Revision COUN 8890 should be changed to "Other".

Ms. Griffith asked if they are eliminating the concentrations under the Ed.D. in Educational Leadership. Dr. Linderholm stated there are no concentrations in the Ed.D. program, there are just specializations. She explained that they are combining the specializations so that students will take courses together to focus on P-20, and they will have unique BANNER codes so that students' specializations will appear on the transcript.

MOTION: Dr. Flynn made a motion to approve the agenda items from the Department of Leadership, Technology, and Human Development, with the understanding that the revisions be made to COUN 7233 and COUN 8890. A second was made by Dr. He. The motion to approve the Course Inactivations, Course Revisions, and New/Revised Programs was passed.

VI. OLD BUSINESS

- A. Prior Learning Assessment** – Dr. Anderson stated that Dr. Thomas Koballa will have an update on the Prior Learning Assessment during the February meeting.
- B. Discussion of Degree Description** – Dr. Anderson stated Dr. McBrayer will have more information on the Degree Descriptions for an upcoming meeting as well.

VII. ANNOUNCEMENTS

Dr. Anderson announced that Research month is coming up and for everyone to keep an eye out for announcements for the Research Symposium, as well as the college and departmental research symposiums.

Dr. He asked if there will be a representative from the Graduate Committee on the merger committee. Dr. Anderson said Dr. Diana Cone and Dr. Richard Flynn are on the committee. Dr. Koballa and Dr. Brian Koehler are also serving on the committee.

Dr. He stated when the President came to the College of Education's faculty meeting and she raised the question about the College of Graduate Studies. Dr. He stated the College of Graduate Studies needs to have a vision and said the College is very important. There was a brief discussion that the College of Graduate Studies is not going away. Dr. Anderson stated anytime faculty have concerns such as this, public forums are good places to express those.

Mrs. Audie Graham stated the College of Graduate Studies will be sending out the call for nominations for the Averitt Awards in Excellence in Research and Excellence in Instruction.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on January 19, 2017 at 10:32 AM.

Respectfully submitted,

Audie Graham, Recording Secretary

Minutes were approved January 30, 2017 by electronic vote of Committee Members

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

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

1. Review of pilot test process, data, and feedback

The committee discussed the results of the data analysis from the pilot test, as well as the data analysis from the feedback questionnaires of faculty and department chairs. The committee also discussed any feedback we received about the pilot test informally from faculty and/or department chairs.

2. Finalizing the Draft Report

The committee made final edits to the draft report to be discussed at the Faculty Senate on 2/7/2017. All edits were typographical or grammatical.

3. Presentation to Faculty Senate on 2/7/2017

The committee briefly discussed the material from the draft report to highlight at the Faculty Senate meeting. The committee agreed that it was important to read our charge and stress that the material in Section II: Background was critical to understanding our efforts. All committee members were encouraged to be in attendance if possible.

4. Meeting on 2/8/2017 to write recommendations

The committee will meet next on 2/8/2017 to review the feedback from the 2/7/2017 Faculty Senate meeting and write our official recommendations. These recommendations will be added to the final report of the committee to be submitted to the Faculty Senate and will be formally put before the Faculty Senate for consideration through motion requests.

5. Presentation of recommendations to Faculty Senate on 3/6/2017

At the 3/6/2017 Faculty Senate meeting, the committee will present our recommendations through motion requests to be considered for adoption. All committee members were encouraged to be in attendance if possible.

6. Adjourn

The meeting was adjourned at 2:45 pm.

**UNDERGRADUATE COMMITTEE
MINUTES
NOVEMBER 15, 2016
3:30 P.M.
INFORMATION TECHNOLOGY BUILDING ROOM 3302
I. CALL TO ORDER**

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

Non-Voting Members Present: Miss Tori Brannen, Mrs. Jade Brooks, Mr. Luca Castresana, Ms. Candace Griffith, Mr. Wayne Smith

Guests: Dr. Delena Bell Gatch, Dr. Cindy Groover, Dr. Steven Harper, Ms. Barbara King, Dr. Brian Koehler, Dr. Christine Ludowise, Dr. Paul Rodell, Dr. Stephen Rossi, Dr. Gordon Smith, Dr. Deborah Thomas, Dr. David Williams

Absent: N/A

Dr. Ron MacKinnon called the meeting to order at 3:30 p.m.

II. APPROVAL OF AGENDA

A Elisha/Mondor motion to approve the agenda was passed unanimously.

III. Approval of October 2016 Undergraduate Curriculum Committee Meeting Minutes

An Aasheim/Amarie motion to approve the October 2016 Undergraduate Curriculum Committee Meeting minutes was passed unanimously.

III. CHAIR'S UPDATE

Dr. Ron MacKinnon noted that the College of Education was withdrawing their proposal of a new course and resubmitting it for the January Undergraduate Curriculum Meeting. He also moved the miscellaneous proposal from the College of Business Administration from item A under the New Business to the end of the section as the proposal required a vote by the Undergraduate Curriculum Committee Members.

IV. NEW BUSINESS A. College of Liberal Arts and Social Sciences

*An Aasheim/Chopak-Foss motion to approve the new course was passed unanimously.
Dean – Liberal Arts and Social Sciences*

2

New Course

LEAD 4131: The Practice of Leadership

JUSTIFICATION:

This course will serve as the final required course for the proposed interdisciplinary minor in Leadership Studies.

A Hamilton/Chopak-Foss motion to approve the inactivated courses was passed unanimously.

Inactivated Courses

AMST 5232: Work, Family, and Community

JUSTIFICATION:

The College of Liberal Arts & Social Sciences deactivated the American Studies minor two years ago and we thought we had deleted all courses with the AMST prefix. However, we overlooked this course, AMST 5232. After a review of the catalog, we became aware that the course was still technically available and we would like to inactivate it at this time.

CLAS 4700: Cooperative Education

JUSTIFICATION:

CLAS 4700 has not been offered in several years. This course was originally added to the catalog so students could enroll in cooperative educational experiences through the Office of Career Services. Students now take courses with either the GSU or COOP prefixes and this course is no longer needed.

IDS 3090: Special Topics

JUSTIFICATION:

The College of Liberal Arts & Social Sciences no longer offers a Special Topics course in Interdisciplinary Studies (IDS). This course has not been offered for over seven years and we see no reason to keep it in the catalog at this time.

IDS 3090S: Special Topics

JUSTIFICATION:

The College of Liberal Arts & Social Sciences no longer offers a Special Topics course in Interdisciplinary Studies (IDS). This course has not been offered for over seven years and we see no reason to keep it in the catalog at this time.

WGST 3230: Intro to Women and Gender

JUSTIFICATION:

The Introductory course in Women's and Gender Studies is now WGST 2530. Until a recent catalog and BANNER review, we were not aware that WGST 3230 was still an active course. We would like to inactivate it at this time.

An Aasheim/Amarie motion to approve the new program was passed unanimously.

New Program

101C: Interdisciplinary Minor in Leadership Studies

JUSTIFICATION:

The Interdisciplinary Minor in Leadership Studies is a cross-disciplinary program built on a collaborative partnership between Academic Affairs and Student Affairs. The minor is intended to provide students with an academically rigorous study of the phenomenon of leadership complemented by a practical, experiential capstone. The overall goal of the minor is to provide students with the knowledge and experiences to prepare them to meet the challenges of leadership within their communities and careers.

Over the past two decades, there has been significant growth in academia in the area of leadership studies programs with part of that growth taking place in the establishment of undergraduate academic leadership courses, concentrations, and degree programs (Soweik, 2013). Along with this growth in academia, leadership studies has a history of progress, a common set of guidelines and standards, academic journals, scholars, and professional organizations that build on the body of knowledge being investigated by students and scholars in these leadership studies programs (Riggio, 2011). Many of Georgia Southern University's peer and aspirational institutions have academic leadership studies programs.

Students who declare the minor will be encouraged to actively engage in service to the community and/or service learning courses. Both the LEAD 2031 and LEAD 4032 courses will feature service components. In addition to the LEAD 2031 and LEAD 4032 courses, students will choose three additional courses - one each from the three areas of emphasis: self-leadership, group/organizational leadership, and community/global leadership.

Leadership studies moves beyond the skill development and experiential education taking place in co-curricular leadership development programs. The focus on the interdisciplinary minor will be to help students build a base of knowledge about leadership theories and models, put that knowledge into action, and then critically reflect on their learning and experiences.

Sowcik, M. (2013). "Exploring the legitimacy, maturity, and accountability of leadership studies programs: A movement toward "good" practices? *Journal of Leadership Studies*, 6(3), pp. 47-48.

Riggio, R. (2011). "Is leadership studies a discipline?" In R. Riggio and M. Harvey (eds.), *Leadership Studies: The Dialogue of Disciplines*, pp. 9-19. Cheltenham, UK: Edgar Elgar.

Department of Art

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

Inactivated Course

ART 4333: Publication Design

JUSTIFICATION:

The rationale for removing the following elective course: ART 4333 Publication Design from the Graphic Design Minor is the lack of current relevance to the

discipline as an elective. Secondly, the course has been taught once in the past nine years and was very under enrolled last time it was offered.

I. Department of Communication Arts

A Leckie/Amarie motion to approve the inactivated course was passed unanimously.

Inactivated Course

AMST 4890: Seminar in American Studies

Department of Criminal Justice and Criminology

An Aasheim/Amarie motion to approve the revised program was passed unanimously.

Revised Program

Justice Studies B.S.J.S.

JUSTIFICATION:

The Department of Criminal Justice and Criminology is proposing a degree change, from Bachelor of Science in Justice Studies (B.S.J.S.) to Bachelor of Science with a major in Criminal Justice and Criminology (B.S.).

The Bachelor of Science in Justice Studies (B.S.J.S.) was originally housed in the Department of Political Science and devised as an interdisciplinary program to explore questions of justice at the local, national, and global levels. Justice was broadly conceived to include issues of democracy, human rights, economic development, international institutions, and criminal justice. During its tenure in the Department of Political Science, changes gradually were made to the curriculum to better serve the needs and interests of students as well as the larger community. As the program became established and attracted more students, these curriculum changes shifted from the larger study of justice to an increasing emphasis on criminal justice and criminology. The curriculum also increasingly reflected standards of professional criminal justice organizations such as the Academy of Criminal Justice Sciences. To meet the needs of a growing criminal justice and criminology curriculum, more new faculty hires came from the fields of criminal justice and criminology, rather than political science.

These changes coupled with a solid contingent of criminal justice and criminology specific faculty prompted the formation of a new department. In 2012, Justice Studies severed formal ties with the Department of Political Science and established the Department of Criminal Justice and Criminology. Faculty hired to teach the justice studies curriculum were transferred to the newly established department, and positions were created for a new chair and support staff. As the Department already has transitioned from a broader justice studies perspective to the more specific focus of criminal justice and criminology, no significant curriculum changes are being proposed outside of changing the name of the degree. An official change to the degree name represents the culmination of changes better reflecting the substance and mission of the recently formed Department of Criminal Justice and Criminology.

The curriculum is designed to prepare students to fill traditional criminal justice needs at the local, state, and national levels as well as emerging areas such as homeland security and cyber-crime. As of 2014, the Bureau of Labor Statistics estimates jobs in criminal justice and related fields will continue to grow in the state of Georgia for the next decade, with

predictions ranging from growth rates of 5% to 27%, depending on occupation. In order for graduates to maintain a competitive advantage on the job market, it is important their degree accurately signify their academic training. The Bachelor of Science in Justice Studies (B.S.J.S.) is not as well-recognized in the field of criminal justice as a B.S. (or B.A.) with a major in Criminal Justice and Criminology that more clearly indicates the substance of their major field. The specific degree content also is not well-recognized at the Board of Regents level in Georgia, resulting in the exclusion of the current Bachelor of Science in Justice Studies (B.S.J.S.) degree from periodic Regent reviews of University of Georgia System criminal justice programs.

In addition, the only peer institution to retain a degree in Justice Studies is James Madison University, where the department website specifically states, "The Justice Studies major is not a Criminal Justice program." Appalachian State University is the only other peer institution with justice studies in its name. The name reflects the program's continued association with political science in the Department of Government and Justice Studies. Notably, the degree itself is criminal justice, not justice studies. All of Georgia Southern University's remaining peer institutions have standalone criminal justice and/or criminology departments granting either a traditional B.S. or B.A. with a major criminal justice and/or criminology, rather than a specific bachelor degree, such as the Bachelor of Science in Justice Studies (B.S.J.S.) found at Georgia Southern University.

A degree change also will increase the department's competitive advantage in attracting new students. According to a recent Georgetown study (2015), Criminal Justice ranks as one of the 20 most popular majors, and the U.S. Department of Education reports a 50% increase in criminal justice degrees conferred between 2007 and 2013. When prospective students interested in the fields of criminal justice and criminology search for criminal justice and/or criminology programs in the state of Georgia, the Justice Studies program at Georgia Southern University faces a disadvantage due to confusion regarding the curriculum content of justice studies. Although creating a standalone Criminal Justice and Criminology department increased the department's web visibility in a number of search engines, confusion remains. During SOAR sessions, advisors repeatedly express frustration over the ambiguity created by the name justice studies when new students break into major groups for advising purposes. Inevitably, only one or two students make their way to Justice Studies, while remaining majors are unclear where to go because they do not understand justice studies refers to criminal justice and criminology. Once the advisor calls for criminal justice majors, those students flood over to Justice Studies. Despite rendering an explanation of the name, many students leave SOAR continuing to think they are pursuing a degree in criminal justice. This confusion persists into the school year with repeated requests by justice studies students to change their major from Justice Studies to Criminal Justice and Criminology. The situation is confounded when the course prefix, CRJU, clearly indicates the substantive areas criminal justice and criminology, rather than justice studies. As previously stated, changing the degree represents the last remaining step to complete the department's transition from a sub-area under political science to an independent criminal justice and criminology program.

For current students, the change from a Bachelor of Science in Justice Studies (B.S.J.S.) to a Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) will provide more flexibility in their course of study. Per current Georgia Southern University policy, a double major is only possible within the same degree. As a Bachelor of Science in Justice Studies (B.S.J.S.) is a unique degree, this effectively precludes any justice studies student from exercising this option, thus forcing a student into a dual degree. This option adds an

extra full year to a student's undergraduate career because it requires a minimum of 32 hours in additional coursework, regardless of whether or not those hours are necessary to complete the second major's requirements. According to feedback from advisement staff, this adversely affects the educational goals of a significant number of students. A Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) would open up several additional educational paths for justice studies students. Two of the most popular minors among justice studies students are psychology and sociology, both of which offer B.S. degrees. This degree change would allow interested students to double major with either of these fields. A Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) degree change also would serve growing numbers of both prospective and current students who have an interest in forensic investigations. A double major in criminal justice & criminology and chemistry would prime these students to compete in a job market predicted by the Bureau of Labor Statistics to have a 27% growth rate over the next decade.

The program will retain a broad focus examining the nature of justice, crime, and the law, as well as the social, political, legal, philosophic, and historical contexts in which questions of justice are addressed, both in the United States and around the world. However, current issues within the field of criminal justice (e.g. use of force, discrimination, security preparedness) require our students be equipped not only with the insight conferred by interdisciplinary training, but also be focused on how these larger contextual variables specifically influence the day-to-day operations of the criminal justice system. To this end, the department seeks to offer appropriate criminal justice and criminology courses as options within the nine hour multidisciplinary requirement previously established by the program.

The renaming of the degree program from Bachelor of Science in Justice Studies (B.S.J.S.) to a traditional Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) could not be timelier. According to RAND study published in 2011, 79% of law enforcement agencies across the country struggle to recruit qualified applicants. The study found, "The adoption of community policing, the increased emphasis on homeland security, and the widening global and technological scope of local police duties to encompass the occasionally militaristic roles of counterterrorism, information-sharing, and immigration enforcement have placed growing demands on the numbers and skills of officers." Competency in the collection and analysis of data is more central to policing and other criminal justice professions than historically has been the case. To meet increasing knowledge and skill demands in the field of criminal justice, the Bureau of Justice Statistics (2013) found overall training and educational requirements have increased over the past two decades. Furthermore, the same study found educational achievement was the incentive most likely to garner special pay and benefits, exceeding increased benefits for special or hazardous duty, merit/ performance incentives, as well as other special skills and certification training.

An undergraduate major in criminal justice and criminology equips program graduates to meet the growing demands of the field and avail themselves of pay incentives and faster career advancement at a time when undergraduate and graduate degrees are increasingly required for high-level occupational advancement. This program currently is an important feeder into the criminal justice concentration in the Masters of Art in Social Science (M.A.S.S.) at Georgia Southern University. As the Department of Criminal Justice and Criminology seeks to establish an independent Masters of Science in Criminal Justice and Criminology, name continuity will reinforce the connection between the two programs. A traditional B.S. designation also will provide a competitive benefit to students electing to pursue graduate study in criminal justice programs at other universities. Current faculty members have regional and national research reputations in the fields of criminal justice and criminology. A Bachelor of Science with a major in Criminal Justice and Criminology (B.S.)

more closely associates graduates as earning a degree from a program with well-regarded research faculty.

A Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) is widely recognized as an important liberal arts degree that equips students with necessary and valued expertise in the criminal justice field. This fact is not lost on students or criminal justice professionals. A recent study published by the FBI (2013) found nearly 50% of currently employed law enforcement officers had taken college-level classes at some point in their career, including those working for departments with no formal post-secondary education requirements. A formal degree name change to a Bachelor of Science with a major in Criminal Justice and Criminology (B.S.) signals to prospective students and current or future employers that the Department of Criminal Justice and Criminology at Georgia Southern University provides a curriculum focused on the issues and skills central to the growing needs of the professional practice and study of criminal justice. The new degree also would reflect more closely the current direction of the program's curriculum development as well as the educational and research goals of a high-caliber, standalone criminal justice and criminology department at a doctoral research institution. *Ms. Barbara King addressed concerns from Dr. Ed Mondor that the wording of the program to include "forensics."*

Department of Foreign Languages

An Amarie/Mondor motion to approve the inactivated programs was passed unanimously.

Inactivated Programs

French Second Discipline Concentration

JUSTIFICATION:

The French Second Discipline Concentration served IT majors only. In November of 2015, the Department of Information Technology proposed that the requirement for a Second Discipline Concentration be dropped from their program, and their proposal was accepted by the Undergraduate Curriculum Committee in the Spring of 2016, to become effective in the Fall of 2016. This concentration, therefore, is obsolete.

German Second Discipline Concentration

JUSTIFICATION:

The German Second Discipline Concentration served IT majors only. In November of 2015, the Department of Information Technology proposed that the requirement for a Second Discipline Concentration be dropped from their program, and their proposal was accepted by the Undergraduate Curriculum Committee in the Spring of 2016, to become effective in the Fall of 2016. This concentration, therefore, is obsolete.

Spanish Second Discipline Concentration

JUSTIFICATION:

The Spanish Second Discipline Concentration served IT majors only. In November of 2015, the Department of Information Technology proposed that the requirement for a Second Discipline Concentration be dropped from their program, and their proposal was accepted by the Undergraduate Curriculum Committee in the Spring of

2016, to become effective in the Fall of 2016. This concentration, therefore, is obsolete.

Department of General Studies

An Aasheim/Gardiner motion to approve the revised programs was passed unanimously.

Revised Programs

Interdisciplinary Studies B.I.S.

JUSTIFICATION:

We have proposed changing the name of the degree from Bachelor of General Studies to Bachelor of Interdisciplinary Studies. Students and employers report that they have a hard time understanding the value of "general studies." However, when "interdisciplinary" is substituted for "general", the overall perception of the degree program changes in a positive direction. The degree program is not general, at all, nor is it unstructured. Rather, it is a versatile, interdisciplinary degree program that allows students to focus on and to develop connections between multiple disciplines in a single degree. The student learning outcomes for the program clearly articulate the interdisciplinary nature of the degree program. Changing the degree will better reflect the interdisciplinary nature of the program of study that students undertake.

Interdisciplinary Studies B.I.S. (Online)

JUSTIFICATION:

We have proposed changing the name of the degree from Bachelor of General Studies to Bachelor of Interdisciplinary Studies. Students and employers report that they have a hard time understanding the value of "general studies." However, when "interdisciplinary" is substituted for "general", the overall perception of the degree program changes in a positive direction. The degree program is not general, at all, nor is it unstructured. Rather, it is a versatile, interdisciplinary degree program that allows students to focus on and to develop connections between multiple disciplines in a single degree. The student learning outcomes for the program clearly articulate the interdisciplinary nature of the degree program. Changing the degree will better reflect the interdisciplinary nature of the program of study that students undertake.

Department of History

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

New Course

HIST TBD-1: History of Latinos/as in the United States

JUSTIFICATION:

This course will provide History Majors and other interested students with a course on the historical experience of Latinos/as in the United States and will add to the offerings of both the History Department and the Latin American Studies Interdisciplinary Concentration and Minor.

An Amarie/Gardiner motion to approve the revised courses was passed unanimously.

Revised Courses

HIST 3432: Modern Germany

JUSTIFICATION:

The title of this course is being changed to better reflect its content.

HIST 5430: Modern France and French Society in Global Context

JUSTIFICATION:

The course title and catalog description are being change to better reflect its content.

Department of Literature and Philosophy

A Leckie/Amarie motion to approve the new course was passed unanimously.

New Course

RELS 3138: Introduction to Buddhism

JUSTIFICATION:

This course will be an elective that can be used to complete the religious studies minor. While the religious studies program currently offers courses that provide overviews of a single tradition in the cases of Hinduism (REL 3135), Islam (3136) and Christianity (REL 3137), we have no course that provides comprehensive coverage of Buddhism from an interdisciplinary perspective.

An Alfonso/Amarie motion to approve the inactivated courses was passed unanimously.

Inactivated Courses

ENGL 1230: Reading Fiction

JUSTIFICATION:

The course has not been taught in recent memory and faculty will not be teaching it in the future.

ENGL 1231: Reading Drama

JUSTIFICATION:

The course has not been taught in recent memory and faculty will not be teaching it in the future.

ENGL 1232: Reading Poetry

JUSTIFICATION:

The course has not been taught in recent memory and faculty will not be teaching it in the future.

ENGL 3338: Irish Cultural Identities

JUSTIFICATION:

The course has been deleted from Irish Studies curriculum. This is to delete it from ENGL as well.

PHIL 4333: 20th Century Ethical Theory

JUSTIFICATION:

The course has not been taught in recent memory and faculty will not be teaching it in the future.
An Aasheim/Mondor motion to approve the course revisions was passed unanimously.

Revised Courses

ENGL 5236: Irish Literature since 1850

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

ENGL 5331: British Drama to 1642

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

ENGL 5432S: 20th C British Literature

JUSTIFICATION:

Simplifying prerequisites so students can progress more easily through the major. These revisions were made to ENGL 5432 but not to ENGL 5432S

ENGL 5533: Literary Criticism and Theory

JUSTIFICATION:

Correcting prerequisites that were entered incorrectly in the catalog.

PHIL 3330: Philosophy of Art

JUSTIFICATION:

As a new faculty member, I would like to change the title and description of the course. First of all, PHIL 3330 it is an upper level course and not really an introductory one, so the title seems inaccurate. Secondly, the course currently emphasizes beauty and much of contemporary art does not. Technically, a course on beauty in philosophical theory would be restricted to studying thinkers from the 17-18th centuries. The discussion concerning the role of art in culture has moved beyond this. By changing the title of the course, the course can broaden its focus and include more contemporary thinkers.

A critical study of the philosophical theories about the nature of art and beauty drawing from both traditional and contemporary thinkers. Topics include defining art and beauty justifying aesthetic judgments, analyzing artistic creation, and determining the value of art.

RELS 3030: Selected Topics

JUSTIFICATION:

The intent of this course revision is to allow RELS 3030 to be offered occasionally as an online course. Ther reason for doing so is to generate and maintain student participation in our Religious Studies minor by providing new avenues by which to take Religious Studies classes. Particularly, in the summer, student demand for

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online classes is high. The Religious Studies faculty are confident that this course can be taught online while retaining the learning objectives, assessment components, and overall course design used in face-to-face interaction.

RELS 3235: Religion, Sex, and Gender

JUSTIFICATION:

The Religious Studies committee agreed that the course title "Religion, Sex, and Gender" better reflects contemporary scholarship in gender studies than "Male, Female, and Religion." The course description was also updated to reflect this change.

Department of Music

An Elisha/Hendry motion to approve the program inactivation was passed unanimously.

Inactivated Program

IT26: Music Second Discipline Concentration

JUSTIFICATION:

Second Concentrations have been eliminated from CEIT programs and served only those students.

Dr. David Williams explained that the program was being inactivated as there were no longer second discipline concentration programs in CEIT and a letter explaining such was previously sent out to all colleges to remove their respective programs.

Department of Sociology and Anthropology

A Hendry/Leckie motion to approve the new courses was passed unanimously.

New Courses

ANTH 3130: Fire, Stone, Hide and Bone

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our undergraduate major to better reflect the needs of the students. We would prefer for this course to be numbered ANTH 3130 if possible.

ANTH 3134: Material Culture

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3134

ANTH 3335: Caribbean Cultures

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3335.

ANTH 3336: Food and Culture (TABLED)

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 3336.

The new course proposal for ANTH 3336: Food and Culture was tabled because Dr. Joanne Chopak-Foss explained that a similar course existed in the College of Health and Human Sciences that was open to all majors.

ANTH 4136: Potsherds to Pixels: Digital and Spatial Technologies for Archaeologists

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4136.

ANTH 4336: Medical Anthropology

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4336.

ANTH 3532: Frameworks for Anthropology

JUSTIFICATION:

Restructuring the major, adding necessary foundational courses.

ANTH 4137: Archaeologies of Conflict

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4137, if possible.

ANTH 4138: Zooarchaeology

JUSTIFICATION:

This is a new course. We have recently added three new faculty members and are restructuring our program to better accommodate the needs of the students and the skills and research experience of the new faculty. As part of the restructuring of the major we are re-sequencing our courses and would prefer for this one to be numbered ANTH 4138.

An Amarie/Aasheim motion to approve course inactivations was passed unanimously.

Inactivated Courses

ANTH 3135: Georgia Archeology

JUSTIFICATION:

Recent faculty changes have left us with no one to teach this course.

ANTH 4133: Gullah and Geechee Language and Culture

JUSTIFICATION:

A change of faculty means that we no longer have anyone to teach this course.

ANTH 4234: Cherokee Archaeology

JUSTIFICATION:

A change of faculty means that we no longer have anyone to teach this course.

An Elisha/Alfonso motion to approve the course revisions was passed unanimously.

Revised Courses

ANTH 2231: Biological Anthropology

JUSTIFICATION:

Please renumber to ANTH 2231 to reflect a resequencing of courses for the major. We have four fields within the major and each is reflected in the second digit of the course number.

ANTH 3131: World Archaeology

JUSTIFICATION:

This course should be renumbered as ANTH 2131 if possible. We are moving courses from the major into the Area F for our major to facilitate more upper level options for our students that reflect career and graduate school trajectories. We are inactivating and changing courses to make room for the renumbering.

ANTH 3132: North American Archaeology

JUSTIFICATION:

To reflect the preferred spelling of the word "archaeology."

ANTH 3133: Southeastern Prehistory'

JUSTIFICATION:

New faculty members are reshaping the focus of this course and so the course description has changed.

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ANTH 3136: Historical Archaeology

JUSTIFICATION:

New faculty members mean changing the emphasis of the course, but also this change reflects the preferred spelling of the word "archaeology."

ANTH 3331: Cultural Anthropology

JUSTIFICATION:

We would like to renumber this course to ANTH 2331 so that we can move it into our Area F requirements and allow room to accommodate the needs of the students in the upper division area of our major.

ANTH 3331S: Cultural Anthropology

JUSTIFICATION:

Please change the number to ANTH 2331S to reflect the changes in the main section of this course.

ANTH 3333: Native Peoples of North America

JUSTIFICATION:

The edited course description better reflects the emphasis on contemporary communities, and the edited title reflects more appropriate terminology.

ANTH 3334: Native Peoples of the Southeast

JUSTIFICATION:

Edited description refocuses the course and the edited title reflects preferred terminology.

ANTH 4231: Archaeological Methods and Theory

JUSTIFICATION:

Preferred spelling of archaeology and a shorter more succinct title.

ANTH 4231S: Archaeological Methods and Theory

JUSTIFICATION:

Changing to meet the main section changes

ANTH 4235: Advanced Archaeological Analysis

JUSTIFICATION:

Our program is resequencing our courses as part of a re-structuring to better suit the needs of the students and better prepare them for careers. Also, the spelling changes reflects the preferred spelling of archaeology.

APAN 4790: Internship in Anthropology

JUSTIFICATION:

We would like to change the course prefix to APAN if possible so that we can make room in the major for a supervised internship that does not eliminate courses from the major. This will help us prepare students for employment opportunities in the field.

ARCH 4232: Archaeology Field Session

JUSTIFICATION:

We would like to change the prefix of the Archaeology Field Session courses to ARCH so that we can offer them as structured electives in a field experience track in our major. In addition we would like to change the spelling to reflect the preferred spelling "Archaeology." In addition, we want to make this variable credit for up to nine hours and repeatable until 9 hours is reached. There are two other courses on the books -- one for 6 hours and one for 9 hours -- but this seemed like a better solution.

An Aasheim/Elisha motion to approve the program revision was passed unanimously.

Revised Program

BA-ANTH: Anthropology B.A.

JUSTIFICATION:

Please find attached our proposed sequence for course in the BA in Anthropology. We have requested this restructuring in order to increase the rigor of our program and to better prepare students for careers in our field. We have asked for the following changes to our program and these proposed changes are reflected in the CIMS edits for the November curriculum committee meeting:

- We have added only one new required course (Frameworks for Anthropology) in order provide all our students with the theoretical background in anthropology needed to tie the four subfields together.
- We have moved two additional required courses into Area F (and requested renumbering to the 2000 level) so that we have room in the major for students to take more foundational courses in the field.
- We have re-sequenced the courses and are working to ensure that the level of the course reflects the level of the work required.
- We have also re-numbered and ordered the courses so that all archaeo courses group together in the course schedule, the cultural classes group together, the linguistic courses group together etc., for ease in advising. Please note that the numbers on the attached table are what we would prefer, but there may be some conflicted with specific numbers already in use.
- We have constructed three possible tracks that lead students to field experience in archaeology, to an internship in applied anthropology or to a more general anthropology degree with the option of taking a smaller number of (or no) experiential courses. Students will take the appropriate methods course, and then 12 hours in one track, and six in the other for the experiential tracks, and then take nine hours of field work or internship. In the general anthro track students can choose either methods course, and then take 9 hours from each tack and then have 15 hours of free electives that can include up to six hours of field school or internship.
- We propose adding two new prefixes (ARCH and APAN) that will allow us to structure 9 hours of electives into field experiences for students who want to pursue careers in archaeology or applied anthropology.
- Finally, we have three new faculty members and have a number of new courses to add and editions to existing courses to reflect their various skills and research interests.

Ultimately, we hope that this will provide our students with a clearer path to graduation and employment. In addition, it will better prepare them for graduate school or other academic opportunities by increasing their knowledge of the foundations of our field.

Dr. Barbara Hendry questioned an issue with course numbering within the program and Dr. Christine Ludowise replied that that Registrar's Office was aware of the situation.

B. College of Science and Mathematics

An Aasheim/Amarie motion to approve the new courses was passed unanimously.

Department of Geology and Geography

New Courses

GEOG 5441: Remote Sensing

JUSTIFICATION:

Remote Sensing (GEOG 3741) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be updated in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017. This course number change, however, requires a course inactivation, and a new course proposal. In effect, the course number is simply being changed to a 5000 level with no other changes to the course.

GEOG 5540: Advanced GIS

JUSTIFICATION:

Advanced GIS (GEOG 4543) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be updated in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017. This course number change, however, requires a course inactivation, and a new course proposal. In effect, the course number is simply being changed to a 5000 level with no other changes to the course.

An Amarie/Aasheim motion to approve the course inactivations was passed unanimously.

Inactivated Courses

GEOG 3741: Remote Sensing

JUSTIFICATION:

Remote Sensing (GEOG 3741) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be updated in order to accommodate a graduate course for the M.S. with a major in Applied Geography scheduled to commence in fall 2017. This course number change, however, requires a course inactivation, and a new course proposal.

GEOG 4543: Advanced GIS: Spatial Analysis and Modeling

JUSTIFICATION:

Advanced GIS (GEOG 4543) currently exists as an upper division offering in the B.A. and B.S. Geography programs. The course number needs to be updated in order to accommodate a graduate course for the M.S. with a major in Applied Geography

scheduled to commence in fall 2017. This course number change, however, requires a course inactivation, and a new course proposal.

C. College of Health and Human Sciences

A Hamilton/Elisha motion to approve the new courses was passed unanimously.

School of Nursing

New Courses

NURS 3135: Critical Inquiry: Nursing Research

JUSTIFICATION:

Required for the major based on Commission on Collegiate Nursing Education (CCNE) accreditation. Course has been taught twice as a 4090 special topics course and we want to make it permanent.

NURS 4225: Critical Analysis of Nursing Concepts for the RN

JUSTIFICATION:

Need new course number that will be specific for the RN-BSN program.

NURS 3235: Health Assessment Across the Lifespan

JUSTIFICATION:

Need new course number that will be specific for the RN-BSN program.

NURS 4355: Community Health Nursing

JUSTIFICATION:

Need new course number that will be specific for the RN-BSN program.

A Hamilton/Alfonso motion to approve the program revision was passed unanimously.

Revised Program

BSN-NURS: Nursing B.S.N.

JUSTIFICATION:

Delete information related to the RN-BSN program.

D. College of Business Administration

A Gardiner/Aasheim motion to approve the miscellaneous proposal was originally passed unanimously.

Miscellaneous Proposal (WITHDRAWN) Change to Graduate Credit for Seniors (Senior Privilege)

Ms. Candace Griffith expressed that the Office of the Provost did not support amending the senior privilege and that Dr. Gordon Smith would need to contact the Associate Provost, Dr. Diana Cone. She explained that the change of hours needed to partake in Senior Privilege could deter students from taking undergraduate courses, delay their graduation date, and decrease the rate of retention. If the proposal were to move on, it would go to the Faculty Senate and eventually, the President of

Georgia Southern University where the change would affect all colleges. Dr. Deborah Thomas raised her concern with the proposal that colleges should be notified and undergraduate programs give approval if students were to take classes in another college. Mr. Wayne Smith explained that with recent changes to financial aid at the university, it would be a good idea to check with the Office of Financial Aid to determine how the proposal would affect students. Dr. Gordon Smith, who submitted the proposal, stated that according to the current Banner system, undergraduate seniors would be taking graduate level courses at an undergraduate rate. He also said that he had previously checked with the College of Graduate Studies and the colleges who used senior privilege the most were the College of Engineering and Information Technology, the College of Science and Mathematics, and the College of Business Administration. The intent of the proposal was to change senior privileged in order to keep the best students at Georgia Southern. Representatives from CEIT, COE, and CLASS expressed their desire to table the proposal as they did not want to be bound by a policy in which they had no input. It was the recommendation of Dr. Ron MacKinnon to withdraw the proposal for further discussions with the Provost and all colleges. Dr. Adrian Gardiner approved the withdrawal of the proposal.

V. OTHER BUSINESS

A. Curriculum Inventory Management (CIM) Update

Items were presented by Mrs. Jade Brooks. Mrs. Brooks explained that CIM has been down for an unavoidable period of time. The Registrar's Office is working with Courseleaf to bring the system back online for submissions for the January and February Curriculum Committee Meetings.

B. Change to the Approval of Minutes

On the request of the Faculty Senate, they would like to receive the Undergraduate Curriculum Committee Meeting 14 days prior to their meeting. It was decided that the committee will approve the minutes through an email vote.

VI. ADJOURNMENT

There being no further business to come before the committee, a Mondor/Chopak-Foss motion to adjourn the meeting at 4:42 p.m. passed unanimously.

Respectfully Submitted,
Jade Brooks
Recording Secretary